

1. Year 11 Attainment and Progress:

In 2018-2019, 472 (37%) of students were disadvantaged and WHS was allocated a total Pupil Premium funding of £440,000.

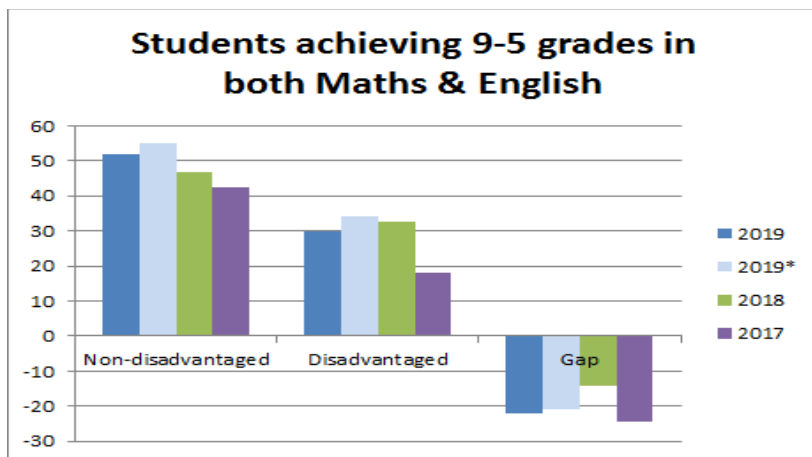
- In Year 11, 88 students were disadvantaged (19% of the whole disadvantaged cohort).
- 35% of Year 11 were disadvantaged.
- 8 disadvantaged students were classed as outliers* (9% of the disadvantaged cohort).
- 4 disadvantaged students took part in WHS (APP) alternative provision programme* (5% of the disadvantaged cohort).
- Excluding outliers & APP students, there were 76 disadvantaged students in Year 11.
- In the academic year 2018-19, there were 24 more disadvantaged students in Year 11 than in 2017-18, which equates to an increase of 37.5% in the number of disadvantaged students.

*A note on outliers and APP students: a significant proportion of Pupil Premium funding was used to educate a cohort of vulnerable students **who were either at risk of permanent exclusion or who suffered from complex medical and mental health conditions.***

In addition to this, a small cohort of students took part in the school's alternative provision programme. This enabled the most disengaged and disaffected students to achieve GCSEs in English, Maths and Science, along with vocational qualifications, whilst at the same time engaging in valuable work experience. This cohort of students was taught by the Deputy Headteacher, Assistant Headteacher, Head of Maths and a Senior Teacher.

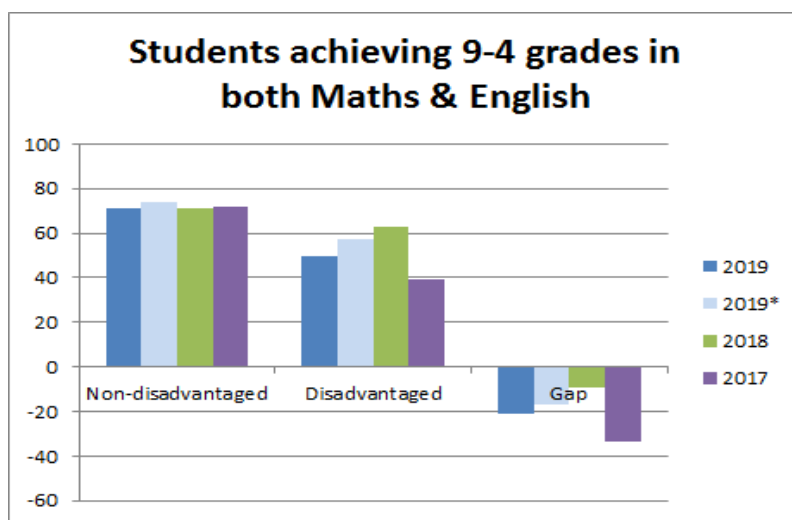
The outliers and APP students may not have taken a full set of P8 qualifications, however, the bespoke curriculum provision allowed students to engage in education, work experience and, most importantly, they left school with qualifications and securing a post-16 destination.

a) Attainment Gap:



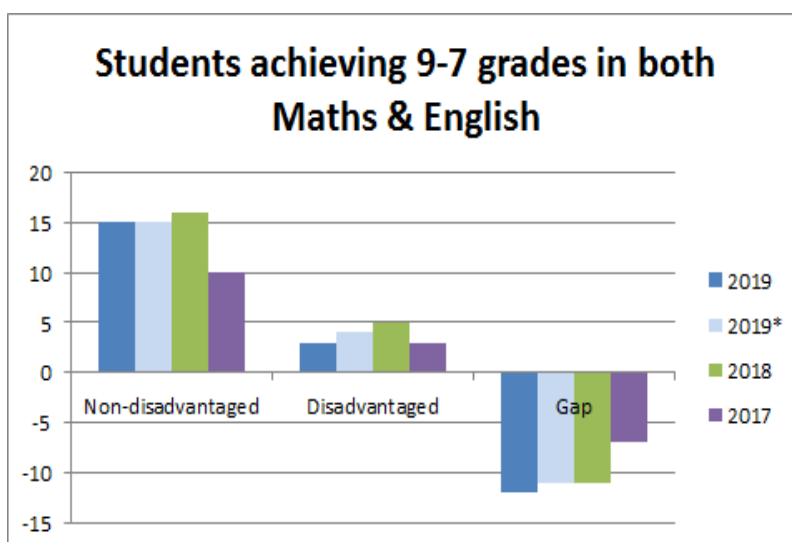
* - excluding outliers & APP students

- The gap between the attainment of disadvantaged and all students increased by 8% in 2019 in relation to the percentage of students achieving a GCSE grade 5 or above in both Maths and English. **However, this gap is still less than in 2017.**
- For students, *excluding outliers and the APP cohort, 55% of non-disadvantaged students and 34% of disadvantaged students achieved 9-5 grades in Maths and English. **These are both improvements on previous years and the gap decreases to 21%.**



* - excluding outliers & APP students

- The gap between the attainment of disadvantaged and non-disadvantaged students increased by 12% in 2019 in relation to the percentage of students achieving a GCSE grade 4 or above in both Maths and English. **This is still an improvement of 13% since 2017.**
- For students,*excluding outliers & APP, the percentage of non-disadvantaged students achieving 9-4 grades increases to 74% and the percentage of disadvantaged students achieving 9-4 grades increases to 57%. **This decreases the gap to 17%.**



* - excluding outliers & APP students

- The gap between the attainment of disadvantaged and non-disadvantaged students increased by 1% in 2019 in relation to the percentage of students achieving a GCSE grade 7 or above in both Maths and English.
- For students, *excluding outliers & APP, the percentage of non-disadvantaged students achieving **9-7 grades increases to 4% reducing the gap to be in line with last year's figures.**

b) Attainment

- In 2019, 50% of disadvantaged students achieved a standard pass 4+ grade in both GCSE English and Maths, which is a decrease of 13% on the 2018 results **but an increase of 11% on the results for 2017.**
- 30% of the disadvantaged cohort achieved a strong pass 5+ in GCSE English and Maths, which is a decrease of 3% on the previous academic year **but an improvement of 12% compared to 2017.**

- **Attainment in English of disadvantaged students was good; with almost 70% of the Year 11 disadvantaged cohort (61 students) achieving at least a standard pass (4+).**
- **Over half of the Year 11 disadvantaged cohort (52%, 46 students) achieved at least a strong pass (5+) in English.**
- Attainment of the disadvantaged cohort in Maths was not as good as English, with 56% of the disadvantaged cohort (49 students) securing a standard pass (4+) and 36% of the disadvantaged cohort (32 students) achieving a strong pass 5+, in GCSE Maths.

C) Progress 8 - October 2019

2019 Compared to 2018	P 8 Score	P 8 Score - English	P 8 Score - Maths	P 8 Score - EBacc	P 8 Score - Open	Average A 8 Score	Average A 8 Score - English	Average A 8 Score - Maths	Average A 8 Score - Ebacc	Average A 8 Score - Open
All Students (252)	0.127 -0.020	0.473 -0.052	-0.084 -0.036	-0.113 -0.072	0.250 +0.049	47.42 -0.89	10.90 -0.20	8.75 -0.18	12.87 -0.44	14.90 -0.02
Disadvantaged (88)	-0.424 -0.162	-0.312 -0.410	-0.448 -0.011	-0.628 -0.104	-0.322 -0.163	39.47 -3.45	8.91 -1.06	7.50 -0.38	10.51 -0.94	12.55 -1.02
Gap	-0.551	-0.785	-0.364	-0.515	-0.572	-7.95	-1.99	-1.25	-2.36	-2.35

2019 (excluding outliers & APP) Compared to 2018	P 8 Score	P 8 Score - English	P 8 Score - Maths	P 8 Score - EBacc	P 8 Score - Open	Average A 8 Score	Average A 8 Score - English	Average A 8 Score - Maths	Average A 8 Score - Ebacc	Average A 8 Score - Open
All Students (233)	0.367 +0.220	0.709 +0.184	0.109 +0.157	0.140 +0.181	0.540 +0.339	50.06 +1.75	11.40 +0.30	9.17 -0.19	13.68 -0.45	15.81 +0.06
Disadvantaged (76)	-0.067 +0.195	0.034 -0.064	-0.186 +0.251	-0.234 +0.290	0.113 +0.272	43.07 +0.15	9.58 -0.39	8.00 +0.12	11.66 +0.21	13.83 +0.26
Gap	-0.434	-0.675	-0.295	-0.374	-0.427	-6.99	-1.82	-1.17	-2.02	-1.98

Progress of Disadvantaged Students

- **41% of disadvantaged students (36 students) achieved a positive Progress 8 score;** 12 students achieved a P8 score greater than 1.

English:

- The Progress 8 score (excluding outliers & APP) of **0.034 for disadvantaged students in English** is in line with the average P8 score of zero, which indicated that our disadvantaged students are continuing to make good progress in English.
- 39% of disadvantaged students (34 students) achieved a positive English Progress 8 score. **18 students achieved an English P8 score greater than 1 with 10 students achieving an English P8 score greater than 2.**

Maths:

- **The -0.186 Progress 8 score for Maths (excluding outliers & APP)** is an improvement on the previous year, and shows how the Pupil Premium strategy 2018/19 has helped to raise the progress of disadvantaged students in Maths: **the P8 score of disadvantaged students increased significantly by +0.251 points.**
- **41% of disadvantaged students (36 students) achieved a positive Maths Progress 8 score;** 11 students achieved a Maths Progress 8 score greater than 1. The highest Maths P8 score for disadvantaged students was 2.250.

The EBacc:

- The Progress 8 score of -0.234 for the EBacc (excluding outliers & APP) is disappointing and does not reflect some of the notable successes students had in the EBacc subjects. The maximum point score for the EBacc P8 bucket is 27. **One high ability student secured 25 points by achieving an impressive grade 9 in Biology and a grade 8 in French and Geography.**

- **Another high ability disadvantaged student achieved a grade 9 in History and a grade 8 in Biology and Physics, also securing 25 points in bucket two.** In terms of attainment, the average grades disadvantaged achieved in Geography and Spanish was 5- and 44+ in Trilogy Science. However, attainment was not as good in History and Synergy Science, with the average grade in History being 3+ and 32 in Synergy Science.
- The majority of high ability disadvantaged students took Triple Science and the **average grade achieved for these learners was 6+ in Chemistry, 6= in Biology and 6- in Physics.**
- It must be noted that 11 disadvantaged students in school filled only 2 of the 3 EBacc slots, as they did not study a language or humanities subject, as the curriculum provision at Weatherhead is planned around the needs of individual learners. This resulted in some students gaining very low P8 scores. 64% of these students (7 students) did manage to achieve a positive Open P8 score with 5 students achieving an Open P8 score greater than 1.
- The school acknowledges that disadvantaged students may need additional support and intervention in the EBacc subjects because in previous years the Controlled Assessment units would have made the curriculum more accessible to some disadvantaged learners.

The Open Element:

- **The Progress 8 score for the Open bucket (excluding outliers & APP) was 0.113 for disadvantaged students, which is above the national P8 score of zero.** This indicates that our disadvantaged students make good progress in Open element subjects. Notable successes were in **IT**, which had a subject progress indicator of 1.99 for disadvantaged students' **Textiles**, which had a subject progress indicator of 1.85 for disadvantaged students and **Art**, with an SPI of 1.43.
- 53% of disadvantaged students (47 students) achieved a positive Open Progress 8 score. **20 disadvantaged students had an Open P8 score greater than 1.**
- **In Child Development, the average grade for disadvantaged students was a grade A.**

High, Middle and Low Prior Attaining Students

- Low ability disadvantaged students made excellent progress, with **43% of students achieving an overall P8 higher than the school's P8 score** of 0.127 for all students.
- Significantly, more than **70% of low ability disadvantaged students achieved a P8 score for the Open element higher than the school's P8 score**, with 2 of these students achieving a P8 score higher than 1.00 for the Open element.
- Three low ability disadvantaged students achieved a P8 score for English above the school's P8 score and two low ability disadvantaged students achieved a P8 score for Maths above the school's P8 score.
- One middle ability disadvantaged student achieved a P8 score higher than 1.00 in all aspects of the P8 measures achieving a P8 score for English of 2.785.
- Another middle ability disadvantaged student achieved a P8 score of 2.183 for the Open element.
- **The highest disadvantaged P8 score was achieved by a high ability disadvantaged student, with 1.955** (achieving 100% 9-7 grades with 2 grade 9s, 5 grade 8s and 2 grade 7s).

2. Top Performing Disadvantaged Students:

Student	Ability	P8 Score	9	8	7	A*	A	D	9-7 / A*-A / D*-D	6	5	4	M	P	9-4 / A* - C / D*-P	3	2	1	Destinations
STUDENT 1	HAD	1.955	2	5	2				9						9				WHS 6th Form

STUDENT 2	MAD	1.647			1				1	1	5	1			8			WHS 6th Form
STUDENT 3	MAD	1.510				1			1	2	3	1			7	1		WHS 6th Form
STUDENT 4	MAD	1.436			1				1		4	1			7	1		WHS 6th Form
STUDENT 5	HAD	1.395		1	1				2	4	2				8			WHS 6th Form
STUDENT 6	HAD	1.149	2	5					7	2					9			WHS 6th Form
STUDENT 7	MAD	1.110						1	1	1	2	3			7	1		WHS 6th Form
STUDENT 8	MAD	1.094						1	1	2		2			5	3		WHS 6th Form
STUDENT 9	MAD	1.091		1	1				2	3	1	1			7	1	1	WHS 6th Form
STUDENT 10	MAD	1.047					1		1	2	3				6			WHS 6th Form
STUDENT 11	MAD	1.021					1		1	1	4	1			7			WHS 6th Form
STUDENT 12	HAD	1.009	1	1					2	2	4				8			WHS 6th Form
STUDENT 13	MAD	0.991			2				2	1	3	2			8			WHS 6th Form
STUDENT 14	LAD	0.971							0	1	2	1			4	1	3	WHS 6th Form
STUDENT 15	MAD	0.938			1			1	2		2	3			7	1		WHS 6th Form
STUDENT 16	MAD	0.844							0		2	4	1		7	1		Reaseheath College
STUDENT 17	HAD	0.830		1	1				2	5	1				8			WHS 6th Form
STUDENT 18	HAD	0.809			2				2	4	2				8			WHS 6th Form
STUDENT 19	MAD	0.786			1				1			4			5	3		WHS 6th Form
STUDENT 20	LAD	0.782							0				1		1	3	4	WHS 6th Form
STUDENT 21	MAD	0.672					1		1	1	1	3			6	2		WHS 6th Form
STUDENT 22	MAD	0.625							0		3	1			4	4		WHS 6th Form
STUDENT 23	HAD	0.607			3			1	4	4					8			WHS 6th Form
STUDENT 24	MAD	0.563						1	1	1	4	2			8			WHS 6th Form
STUDENT 25	MAD	0.510						1	1		1	3			5	2	1	WHS 6th Form

The Success of the Outlier and APP Students is illustrated in the tables below:

APP Students:

Student	Eng Lang	Eng Lit	Maths	Double Science	BTEC Travel & Tourism	Destination	Course
STUDENT 26	5	4	3	44	Merit	Birkenhead Sixth Form	A Levels
STUDENT 27	3	3	2	33	Pass	Employment	n/a
STUDENT 28	3	2	U	22	Pass	Liverpool Community College	Health & Social Care
STUDENT 29	1	4	3	33	Pass	Wirral Met	Hair & Beauty

Outlier Students:

Student	Provider	Eng Lang	Eng Lit	Maths	Science	PE	Vocational Qualifications	Destination	Course
STUDENT 30	Everton Free School	2	2	5	44	2		Everton Free School	A Levels
STUDENT 31	WRAP	3	4	3				Wirral Met	Hair & Beauty
STUDENT 32	Utopia	2		1			L1 Sport & Active Leisure	Wirral Met	Public Services
STUDENT 33	WHS APP	1	1	1			L2 Hairdressing	Employment	

Harmonise Students:

	STUDENT 34	STUDENT 35
English Language	4	2
Mathematics	4	3
Biology	4	3
Psychology	U	2
L2 CACHE Child Care & Development	Dist	Dist
L2 Ext Award Hair & Beauty	Merit	Pass
L1 Cert Food & Cookery	Dist	Dist
L1 Award Mental Health & Awareness	Pass	Pass
L1 Award Personal & Social Development	Pass	Pass
Destination	Mooring Academy (Jan 2020)	Reaseheath
Course	Beauty	Animal Care

3.. Strategy - How this was achieved:

1. One to One/Small Group Tuition (in school)

English: Pupil Premium funding was used to provide disadvantaged students with additional one to one and small group tuition in English delivered by a specialist English intervention teacher. The impact of this has enabled disadvantaged students to secure pleasing outcomes in English:

- 81% of the high ability disadvantaged cohort achieved a strong pass (5+), with 8 students out of the cohort of 25 securing a grade 7-9.
- From the middle ability disadvantaged cohort, 67% (37 students) achieved a standard pass (4+), with 44% (24 students) of the cohort achieving a strong pass (5+).

Maths: Pupil Premium Funding was used to provide disadvantaged students with additional one to one and small group tuition delivered by two tutors, which has led to a significant improvement in the progress of disadvantaged students in Maths.

- The P8 score of -0.186 for disadvantaged students in Maths (excluding outliers & APP), is +0.251, **which is a significant improvement on the -0.44 score in 2018.**
- 56% (49 students) of the disadvantaged cohort achieved at least standard pass 4+ and 36% (32 students) achieved a strong pass.
- Three high ability disadvantaged students are continuing to study A Level Maths at WHS. One student, who secured a grade 6 in Maths, achieved a commendable **+0.935 P8 score for Maths.**
- Another notable achievement is the **P8 score of +2.250**, which was achieved by a middle ability disadvantaged student who achieved a grade 7.

2. Additional GCSE Lessons: Some of the Pupil Premium funding was used to increase curriculum provision in English; to accommodate the teaching of the new GCSE English Language and GCSE English Literature specifications. From September 2015, the time allocation for the delivery of GCSE English was increased from 4 to 5 lessons each week. Over time, this has had a significant impact on the performance of Year 11 disadvantaged students.

- Overall, 33 disadvantaged students achieved an English P8 score higher than the school's P8 score
- 45 disadvantaged students achieved an English P8 score higher than the P8 score for disadvantaged students in English.
- **The percentage of disadvantaged students achieving a 4+ grade in English was 69%**
The Wirral disadvantaged average for 4+ in English was 58.7%
- **The percentage of disadvantaged students achieving a 5+ grade was 52%**
The Wirral disadvantaged average for 5+ in English was 41.8%
- **The percentage of disadvantaged students achieving a 7+ grade was 13%**
The Wirral disadvantaged average for 7+ in English was 10.6%

For Year 10, in 2016, the time allocation for the delivery of Maths increased from 4 to 5 lessons each week. This enabled the new, more demanding Maths course content to be delivered more effectively through quality first teaching and it has had a significant impact on the performance of Year 11 disadvantaged students in Maths:

- The overall Maths P8 score for disadvantaged students in 2019 improved by +0.251 excluding outliers & APP.
- **The percentage of disadvantaged students achieving a 4+ grade was 56%**
The Wirral disadvantaged average for 4+ in Maths was 48.7%
- **The percentage of disadvantaged students achieving a 5+ grade was 36%**
The Wirral disadvantaged average for 5+ in Maths was 26.9%
- **The percentage of disadvantaged students achieving a 7+ grade was 7%**
The Wirral disadvantaged average for 7+ in Maths was 5.3%

3. An additional English class for Y11 disadvantaged students who underperformed in Year 10. This class was taught by the Deputy Headteacher.

- Out of a class of 13, one student achieved a grade 8, two students achieved a grade 7 and one student achieved a grade 6. These students exceeded expectations and achieved individual SPIs over 2.

4. GCSE Maths Intervention:

- 49 disadvantaged Year 11 students attended Maths intervention. **Almost 70% of these students achieved at least a grade 4 in Maths.**

Disadvantaged Students	49	
9-4 in Maths	34	69.4%
9-5 in Maths	23	46.9%
9-7 in Maths	4	8.2%

5. Attendance Intervention:

A variety of initiatives were introduced ranging from a mini-bus service for Year 11 students to assist with transportation to and from school; rewards and incentives; mentoring from pastoral support workers and the Fun Friday initiative for Year 11. The attendance of disadvantaged students remained at 92.5% for the academic year 2018/19. **Year 11 disadvantaged cohort improved their attendance from 91.4% at the end of Year 10 to 92.6% at the end of Year 11.**

6. The Learning Zone:

- A higher level teaching assistant manages the school's Learning Zone Provision. Her work, with the disadvantaged students who had poor attendance due to medical needs, enabled the students to catch up with school work and sit exams in English, Maths and Science. In addition to this, she supported a disadvantaged student who suffered from pastoral issues and high levels of anxiety.
- One student achieved 4 grade 5s, 2 grade 4s and a grade 54 in Science. Another student achieved 5 grade 5s with a grade 6 in Maths and a grade 7 in Biology.

7. KS4 Pupil Premium Champion and Impact of Boundary Breaker Mentoring:

- One student achieved grade 5s in English Language, Maths and Physical Education, in addition to a grade 66 in Science and an A in Child Development. Another student achieved a grade 5 in English Literature and a Distinction in BTEC Health & Social Care.
- 50% of the disadvantaged Boundary Breakers achieved a positive English P8 score greater than 0.7 with 1 student achieving a score of 2.11.
- 50% of the disadvantaged Boundary Breakers also achieved a positive Open P8 score.

8. Most Able Provision: HADS (25 students)

- Pupil Premium funding was used to support the most able disadvantaged students with their learning. Students received mentoring from Deputy Headteacher, Pupil-Premium lead, and they also took part in a study skills programme delivered by Learning Performance.

In relation to achieving the highest grades, high ability disadvantaged students performed well in the following subjects, achieving 9-6 grades.

Bucket	Subject	% 9-6 Grades
Bucket 1	English Language	50%
Bucket 1	English Literature	42%
Bucket 1	Mathematics	42%
Bucket 2 (EBACC)	Biology	63%
Bucket 2 (EBACC)	Chemistry	50%
Bucket 2 (EBACC)	Physics	50%
Bucket 2 (EBACC)	Geography	46%
Bucket 2 (EBACC)	History	31%
Bucket 2 (EBACC)	French	100%
Bucket 2 (EBACC)	German	100%
Bucket 2 (EBACC)	Spanish	58%
Bucket 2 (EBACC)	Science (Trilogy)	44%
Bucket 3 (Open)	Art	100%
Bucket 3 (Open)	Drama	100%
Bucket 3 (Open)	DT Product Design	100%
Bucket 3 (Open)	Textiles	100%

9. Student Well-Being:

- Students received extensive support from pastoral support workers. This year, they have conducted home visits and arranged parent sessions, in school, to engage more hard to reach families.
- The 'Fun Friday' Attendance Initiative was introduced in the Autumn Term of 2017, to improve the attendance and well-being of Year 11 students.
- SLT mentoring: One student who received SLT mentoring achieved a grade 3 in History, 44 in Science, grade 5s in English Language & Maths, a grade 6 in English Literature and a grade 7 in Geography. Another, achieved a grade 1 in History, 33 in Science, grade 4s in Maths & Spanish, a grade 5 in English Language, a grade 6 in English Literature and an A* in Child Development. Both students achieved a positive P8 score for English.

10. Easter School:

- 48 disadvantaged students attended Easter School revision sessions.
- The school provided additional exam and revision support to disadvantaged students by providing them with a '**revision pass**', which enabled students to revise and work in the school's LRC during the Easter holiday. 7 students utilised the pass and the most notable successes are:

- One student achieved 2 x grade 9, 5 x grade 8 and 2 x grade 7 (overall P8 score of 1.920).
- Another student achieved 2 x grade 9, 5 x grade 8, 2 x grade 6 (overall P8 score of 1.154).
- A third student achieved 1 x grade 9, 1 x grade 8, 1 x grade 6 and 1 x grade 5 (overall P8 score of 0.984).

11. Travel Assistance:

- Pupil Premium funding was used to support disadvantaged students with transport to and from school.
- The school provided a minibus service to enable students to get to school.
- Transport was provided for some students on the days of their external GCSE examinations.
- Students were also supplied with bus passes to assist with transport costs to and from vocational placements.
- Funding for WHS staff and an invigilator enabled a CLA student to take her examinations at a care home in Chester.

English Literature	4
Maths	4
BTEC Food	Merit
English Language	3
Double Science	2 1
History	1

12. Careers support:

- All students have access to bespoke careers support at WHS. Disadvantaged students received additional help and guidance from the school's full time careers worker.
- 100% of the disadvantaged cohort are in full-time Post-16 education or training.

4. Key Stage 3

KS3 English Intervention

41 disadvantaged Year 7 students and 31 disadvantaged Year 8 students attended English intervention. By the end of the year, 61% of the Year 7 cohort were on or above target in English, and 68% of the Year 8 cohort were on or working towards their target. Those students still below their target will continue to receive intervention.

Progress in relation to end of Year 7 Target Level	41 Students	
Above Target in English	2	5%
On Target in English	23	56%

Working Towards Target in English	15	37%
Below Target in English	1	2%

Progress in relation to end of Year 8 Target Level	31 Students	
Above Target in English	0	0%
On Target in English	9	29%
Working Towards Target in English	12	39%
Below Target in English	10	32%

KS3 English - disadvantaged students

Progress in relation to end of Year 7 Target Level	100 Students	
Above Target in English	3	3%
On Target in English	73	73%
Working Towards Target in English	21	21%
Below Target in English	3	3%

Progress in relation to end of Year 8 Target Level	105 Students	
Above Target in English	1	1%
On Target in English	37	35%
Working Towards Target in English	47	45%
Below Target in English	20	19%

KS3 Maths Intervention

18 disadvantaged Year 7 students and 17 disadvantaged Year 8 students attended Numeracy classes. By the end of the year, 78% of the Year 7 students were at least working towards their target and almost 60% of Year 8 were on or working towards their target.

Progress in relation to end of Year 7 Target Level	18 Students	
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Above Target in Maths	1	6%
On Target in Maths	7	39%
Working Towards Target in Maths	6	33%
Below Target in Maths	4	22%

KS3 Maths- disadvantaged students

Progress in relation to end of Year 7 Target Level	100 Students	
Above Target in Maths	1	1%
On Target in Maths	39	39%
Working Towards Target in Maths	34	34%
Below Target in Maths	26	26%

Progress in relation to end of Year 8 Target Level	105 Students	
Above Target in Maths	0	0%
On Target in Maths	28	27%
Working Towards Target in Maths	40	38%
Below Target in Maths	37	35%

Accelerated Reader: READING BUDDIES

- Pupil Premium funding was used for the first time in 2018 to improve the reading of disadvantaged Key Stage 3 students. The table below illustrates the impact of the programme.

	Year Group	Start of Year 7 Reading Age	End of Year Reading Age	Progress in years and months
STUDENT A	7	6.00	6.00	+0.00
STUDENT B	7	6.00	7.03	+1.03
STUDENT C	7	6.10	5.03	-1.07
STUDENT D	7	6.11	13.04	+6.93
STUDENT E	7	6.11	8.00	+1.89
STUDENT F	7	7.03	8.10	+1.07

STUDENT G	8	13.00	17.00	+4.00
STUDENT H	8	11.06	11.07	+0.01
STUDENT I	8	11.02	14.09	+3.07
STUDENT J	8	10.09	13.08	+2.99
STUDENT K	8	9.06	11.04	+1.98
STUDENT L	8	11.04	15.10	+4.06

- The average improvement in reading age for this cohort is +2.2 years.

For detailed actions, refer to the Pupil Premium/Disadvantaged Students Development Plan 2019-20