

# Pupil premium strategy statement – Sandon Primary Academy

## Sept 2024 - July 2027

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Sandon Primary Academy
Number of pupils in school	2024-2025 - 495
Proportion (%) of pupil premium eligible pupils	2023-2024 – 58% (299 pupils eligible out of 511) 2024-2025 48% (242 pupils eligible out of 495)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 2024-2025 Year 2 2025-2026 Year 3 2026-2027
Date this statement was published	1 <sup>st</sup> December 2024
Date on which it will be reviewed	2024-2025 = July 2025 2025-2026 = July 2026 2026-2027 = July 2027
Statement authorised by	Rachel Beckett
Pupil premium lead	Katie Foster
Governor / Trustee lead	Ian Bagnall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£370,000</b> 2024- 2025 <b>£377, 030</b> 2025 – 2026 <b>£384, 948</b> 2026 - 2027
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£370,000

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our aim at Sandon Primary is to provide all pupils with the opportunity to achieve their potential regardless of background. We strive to use our pupil premium funding to help us improve and sustain higher attainment for pupils from disadvantaged backgrounds.

Historically, pupil premium allocation has been spent on increasing the workforce by employing an additional post holder (teacher) for most year group. This has provided opportunities for smaller class sizes and therefore increased opportunities to both personalise learning for pupils and address gaps successfully. Smaller class sizes have also reduced workload for staff and in turn improved teacher retention. Social and emotional barriers for both the children and the community have been removed and pupils are now ready to continue to access a broader and more formal curriculum.

Although research says that reduced class sizes have moderate impact on progress in return for very high cost, the Academy has seen accelerated progress for eligible pupils and the KS2 data shows that the attainment gap is reducing year on year in reading and mathematics. In writing KS2 SATS data shows that the gap has closed for eligible pupils. MTC results for the academic year 2023-2024 for eligible pupils was in line with the national average 20.6.

Outdoor education has also been a historical key spend, children in the early years have benefitted from woodland-based sessions and jumping pillows have been installed, which has provided an incredibly rich, varied, and unique all-round outdoor experience which in turn promotes a love of learning. Attendance for eligible pupils over 2023-2024 was above national average 95.2% - national was 94.8%. Outdoor education remains a key spend in order to allow children to engage in energetic, risky and adventurous play and is in line with the ethos within the new birth to 5 matters.

School also values the quality first approach to provision by ensuring that teaching meets the needs of all learners. Research shows that quality first provision is at the forefront of increasing standards for disadvantaged children.

Early identification of language and communication needs has also been paramount in improving long term standards for English and Mathematics. School has found that the most powerful strategy to support this is educating the Early Years workforce. Recent training has been implemented whole school to support children's language and oracy skills. The continued early identification and intervention in the area of communication and interaction has seen the gap between eligible and non-eligible pupils start to close. Data from 2023-2024 communication screens show that 93% of eligible pupils achieved ARE in comparison to 98% of non-eligible pupils.

Despite the positive progress with regards to pupil premium spend the Pandemic has created further obstacles for improved attainment for eligible pupils, especially those in the upper key stages. The Academy has reviewed progress and barriers and identifies the following challenges:

- The gap for eligible and non-eligible pupils is closing more slowly for KS2 pupils
- Attendance of eligible pupils remains below non-eligible pupils

- Pupils enter the EYFS with communication and language skills below their age-related expectation
- Eligible pupils have been heavily influenced by their community and home environment, many pupils lack wider opportunities outside of school and have poor personal development

Common barriers to learning for disadvantaged pupils include:

- Less support at home
- Weak language, social and communication skills
- More frequent behaviour difficulties alongside attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Our ultimate objectives are:

- Eliminate the attainment gap between eligible and non-eligible pupils
- All eligible pupils in school to meet or exceed nationally expected progress rates
- For all eligible pupils to access to the rich curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life
- To support pupils emotional health and well-being to enable them to be ready to learn

We aim to do this through:

- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by QTS staff
- Close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of eligible pupils
- Close monitoring of uptake at extra-curricular provisions gaining pupil voice to support and increase attendance of eligible pupils

## Challenges

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge number	Detail of challenge
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1	A number of eligible pupils are not meeting age related expectations in Maths (current Y2, Y4, Y5 and Y6)
2	A number of eligible pupils are not meeting age related expectations in Writing across the Academy (current Y2, Y3, Y4, Y5 and Y6)
3	A number of eligible pupils across the Academy are not fluent readers for their age
4	Attendance of eligible pupils is currently and historically lower than other pupils in school
5	Eligible pupils are heavily influenced by their community and home environment resulting in lack of opportunity and poor personal development
6	Some eligible pupils have acquired gaps in knowledge as a result of poor home support
7	On entry to EYFS, eligible pupils' communication and interaction needs are behind non-eligible pupils

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1, 2 and 3</p> <p>All eligible pupils achieve their potential and make accelerated progress in reading, writing and mathematics across the Academy</p>	<ul style="list-style-type: none"> <li>- Teacher's subject, pedagogical and pedagogical content knowledge consistently builds over time. This translates into improvements in the curriculum</li> <li>- An ambitious and challenging curriculum is provided</li> <li>- Curriculums are well-ordered and purposeful and teaching methods are carefully selected</li> <li>- Eligible pupils make accelerated progress</li> <li>- The attainment gap between eligible and non-eligible pupils is narrowing/closing at key assessment points across school</li> </ul>
<p>4</p> <p>Eligible pupils' attendance is in line with non-eligible pupils. All pupils attend for at 96% of the year</p>	<ul style="list-style-type: none"> <li>- Attendance is monitored daily by class teachers and the attendance officer and swift, proactive intervention is implemented to support eligible pupils</li> </ul>
<p>5 and 6</p> <p>Pupils' learning is extended through the curriculum and extra-curricular experiences</p> <p>The wellbeing of eligible pupils is supported by our extended welfare team</p>	<ul style="list-style-type: none"> <li>- Early intervention is successful and there is capacity for direct work with children and families</li> <li>- Eligible pupils' retention of knowledge improves demonstrated by progress data</li> <li>- Our school curriculum provides pupils with the skills and knowledge needed to support their skills and development</li> </ul>

	<ul style="list-style-type: none"> <li>- Parents feel supported in all aspects of family life including, behaviour management and managing mental health</li> <li>- Reduction in referrals to Children's Social Care due to preventative work</li> <li>- Eligible pupils are accessing a wide and rich set of experiences. They have opportunities to develop their talents and character through a wealth of extra-curricular activities</li> <li>- Pupil voice of eligible pupils shows that they enjoy school</li> </ul>
7 Eligible pupils in Early Years make accelerated progress, particularly within communication and interaction	<ul style="list-style-type: none"> <li>- Eligible pupils show accelerated progress in communication and interaction</li> <li>- EYFS and KS1 teachers have secure subject knowledge on the early child development within communication and interaction and use in the moment interactions to enhance learning in this area. Staff understand how to identify developmental delays and implement additional intervention and external support at the right time.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Budgeted cost 2024-2025: £370,000

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2024-2025: £187,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2024-2025 Recruitment of School based Teaching and Learning Consultant to ensure quality first teaching in every classroom  Focussed support for ECTs and unqualified teachers  Nautilus programme to enable middle leaders	EEF (Education Endowment Foundation) evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2, 3

<p>and SLT to consistently and efficiently evaluate quality of teaching and learning across the curriculum</p> <p>Reduction in class sizes to allow greater opportunities for metacognitive and cognitive strategies alongside systematic, pupil led assessment across all cohorts</p>		
<p>2024-2025</p> <p>Diagnostic assessment to support teachers to identify pupils' gaps in reading, writing, maths, communication and interaction</p>	<p>EEF states that before we can tackle the challenge of the attainment gap, school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p>	<p>1, 2, 3, 7</p>
<p>2024-2025</p> <p>Weekly, timetabled coaching for middle leaders with responsibility for curriculum.</p>	<p>EEF recognises a broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>	<p>1, 2, 3, 5, 6</p>
<p>2024-2025</p> <p>Implemented phonics scheme whole school to support children to reach ARE skills, knowledge, grammar and punctuation.</p>	<p>EEF states that phonics has a very positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	<p>2, 3</p>
<p>2024-2025</p> <p>Provide access to a range of CPD including NPQ courses to develop teacher knowledge and pedagogy to continue to improve teaching and learning.</p>	<p>EEF evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported and in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 2, 3, 6</p>
<p>2024-2025</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental</p>	<p>5,6</p>

Provide CPD access to a range of parents including literacy and phonics workshops, emotions coaching workshops and internet safety enabling them to provide greater support at home.	engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	
2024-2025  Purchase and implement a guided reading scheme for pupils following their exit from RWI to continue to develop fluency from their reading.	Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.	3, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost 2024-2025: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2024-2025  Targeted maths, phonics and comprehension intervention across KS1 and KS2  Targeted phonics, maths and fine motor skills interventions across EYFS  Targeted Pen Pals, Talk Boost, Doodle Maths, Fast Track and Fresh Start Phonics	EEF state the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.  The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.  Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.	1, 2, 3, 7

Pre-teach and re-teach maths		
Hand strength/pincer and grasp interventions		

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost 2024-2025: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2024-2025  Recruitment and development of welfare team including trialling social prescribing	Support vulnerable children and families via early help and intervention is key to preventing escalation to safeguarding concerns which have a significant impact on pupil wellbeing and achievement.  Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	5, 6
2024-2025  Recruitment of Attendance Officer to support attendance, punctuality and behaviour.	EEF states that since the pandemic, attendance is a multifaceted mission which requires different approaches in different contexts.	4
2024-2025  Pastoral support in school for eligible pupils, including interventions for pupils from the Mental Health Support Team.	EEF state the average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5, 6
2024-2025  Trips, visits, residential, curriculum and extra-curricular enrichment opportunities, including additional swimming lessons are heavily	Ofsted research places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. Outdoor learning is contextualised in concrete experiences and language rich environments.	5

subsidised to ensure all pupils have the opportunity to participate in order to enhance their learning.		
2024-2025  Neurodiversity training for all teaching staff as part of the PINS project.	The EEF recommends that schools should remove barriers to learning and participation and provide an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	1,2,3

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Review of previous 3-year Pupil Premium Plan:

The school curriculum has undergone a number of changes since the last plan was published. The curriculum has been developed to ensure progression and consistency for all pupils.

- The teaching of Mathematics has been enhanced and Power Maths is now used whole school. For those children who are behind the age-related level daily targeted interventions are now delivered via Doodle Maths to address gaps in knowledge.
- Fast track and Fresh Start phonics are taught to support gaps in reading fluency including beyond KS1. A new guided reading scheme has been purchased to ensure pupils are being exposed to a variety of text types and to ensure fluency continues to be developed in KS2.
- Purchasing a new handwriting scheme (Pen Pals) has helped to ensure consistency across the curriculum securing transcriptional aspects of writing that previously created a barrier.
- RWI validated Phonics scheme was implemented from 2021. 76% of eligible pupils passed their phonics screening compared to 88% of non-eligible pupils in 2024. Data suggests that this gap is closing.

Budget Review 2024-2025

Area of focus	Budget Allocation	Evaluation
Attendance	Attendance officer and EWO  Attendance and punctuality reward incentives	

Attendance	2023-2024	2024-2025	2025-2026	2026-2027
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Whole school attendance	95%			
PP Attendance	94.3%			
NPP Attendance	96.2%			
PP Authorised Absence	3.8%			
PP Unauthorised Absence	1.9%			
PP Lates before register	2,112			
Lates after register	236			

Whole school attendance in 2022-2023 was 94.5% for eligible pupils compared to 94.3% in 2023-2024. Despite attendance taking a slight drop, the attendance of eligible pupils is broadly in line with national average. As a result of this data and to ensure a more significant positive impact moving forward, we have recruited a full-time attendance officer.

Area of Focus	Budget Allocation	Evaluation															
A number of pupils cannot read or apply maths sufficiently for their age-related expectation	<ul style="list-style-type: none"><li>-Purchase of Power Maths scheme and workbooks</li><li>-Purchase of Doodle Maths</li><li>-TT Rockstars</li><li>-Pre-teach maths interventions delivered by teacher/TA</li><li>-Insight data tracking system</li></ul>	<div>2023-2024 Maths Data</div> <table><tr><td></td><td>Well below</td><td>WTS</td><td>EXP</td><td>GDS</td></tr><tr><td>NPP</td><td>19%</td><td>11%</td><td>57%</td><td>13%</td></tr><tr><td>PP</td><td>16%</td><td>14%</td><td>64%</td><td>6%</td></tr></table>		Well below	WTS	EXP	GDS	NPP	19%	11%	57%	13%	PP	16%	14%	64%	6%
	Well below	WTS	EXP	GDS													
NPP	19%	11%	57%	13%													
PP	16%	14%	64%	6%													
A number of disadvantaged pupils do not acquire the intended knowledge and skills required for their next phase of education	<ul style="list-style-type: none"><li>-Purchase of new schemes which include Grammarsaurus, Power Maths, Doodle Maths, Phonics and Spelling programmes</li></ul>	<div>2023-2024 SATS Data Reading</div> <table><tr><td></td><td>Well below</td><td>EXP</td><td>GDS</td></tr><tr><td>NPP</td><td>13%</td><td>48%</td><td>39%</td></tr><tr><td>PP</td><td>28%</td><td>46%</td><td>26%</td></tr></table>		Well below	EXP	GDS	NPP	13%	48%	39%	PP	28%	46%	26%			
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	<p>-Metacognition CPD training to promote more pupil led assessment</p> <p>-Focussed support for ECT's and unqualified teachers – teaching and learning consultant</p> <p>-Insight data tracking system</p>	<p>2023-2024 SATS Data Maths</p> <table><tr><td></td><td>Well below</td><td>EXP</td><td>GDS</td></tr><tr><td>NPP</td><td>22%</td><td>43%</td><td>35%</td></tr><tr><td>PP</td><td>26%</td><td>49%</td><td>26%</td></tr></table> <p>2023-2024 SATS Data Grammar, Punctuation and Spelling</p> <table><tr><td></td><td>Well below</td><td>EXP</td><td>GDS</td></tr><tr><td>NPP</td><td>26%</td><td>48%</td><td>26%</td></tr><tr><td>PP</td><td>49%</td><td>33%</td><td>18%</td></tr></table>		Well below	EXP	GDS	NPP	22%	43%	35%	PP	26%	49%	26%		Well below	EXP	GDS	NPP	26%	48%	26%	PP	49%	33%	18%
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<p>All eligible pupils enter EYFS with communication and interaction skills below their age-related expectation</p>	<p>-Targeted interventions delivered to those eligible pupils not meeting ARE on their communication screening</p> <p>-CPD training for delivering speech and language interventions</p>	<p>Reception end of year data:</p> <table><tr><td></td><td>Speaking</td><td>Listening &amp; attention</td><td>Understanding</td></tr><tr><td>NPP</td><td>88%</td><td>88%</td><td>88%</td></tr><tr><td>PP</td><td>90%</td><td>93%</td><td>93%</td></tr></table> <p>Communication screen data 2023-2024:</p> <p>PP 93% achieved green</p> <p>NPP 98% achieved green</p>		Speaking	Listening & attention	Understanding	NPP	88%	88%	88%	PP	90%	93%	93%												
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<p>Disadvantaged pupils are heavily influenced by their community and home environment resulting in lack of opportunity and poor personal development</p>	<p>-Heavily subsidised residential trips offered to pupils in Y4, Y5 and Y6</p> <p>-Subsidised trips offered to pupils every term</p> <p>-Upkeep of minibuses</p>	<table><tr><td>Summer 2024 Club</td><td>PP</td><td>NPP</td></tr><tr><td>Cosmic Yoga</td><td>2</td><td>5</td></tr><tr><td>Sport Stars</td><td>2</td><td>8</td></tr><tr><td>Mini Scientists</td><td>0</td><td>10</td></tr><tr><td>Baking</td><td>5</td><td>8</td></tr><tr><td>Lego</td><td>4</td><td>5</td></tr></table>	Summer 2024 Club	PP	NPP	Cosmic Yoga	2	5	Sport Stars	2	8	Mini Scientists	0	10	Baking	5	8	Lego	4	5						
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	<p>-Wide variety of extra-curricular clubs on offer to all pupils</p> <p>-Parent workshops offered in phonics, literacy. emotions and internet safety</p> <p>-Pupil voice is being used 2024-2025 to identify club preference for eligible pupils to encourage attendance</p> <p>-Lunch time sports activities</p> <p>-Sandon Saints and Sports Leaders</p>	<table><tr><td>Euro's camp</td><td>10</td><td>7</td></tr><tr><td>Cheerleading</td><td>4</td><td>6</td></tr><tr><td>Art</td><td>5</td><td>7</td></tr><tr><td>Dynamic Designers</td><td>6</td><td>3</td></tr><tr><td>Games</td><td>4</td><td>11</td></tr><tr><td>Illustrators</td><td>7</td><td>1</td></tr><tr><td>STEM</td><td>6</td><td>9</td></tr><tr><td>Young artists</td><td>8</td><td>6</td></tr></table>	Euro's camp	10	7	Cheerleading	4	6	Art	5	7	Dynamic Designers	6	3	Games	4	11	Illustrators	7	1	STEM	6	9	Young artists	8	6				
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<p>Pupils have acquired gaps in knowledge as a result of poor home support and the pandemic. Large class sizes hinder the teacher's ability to provide effective oral feedback and address gaps effectively</p>	<p>-Weekly boosters</p> <p>-Targeted interventions</p> <p>-Parent workshops offered in phonics, literacy, emotions and internet safety</p> <p>-Termly purchase of assessments and tracking tool (Insight)</p> <p>-Staff training - metacognition</p> <p>-CPD opportunities for SEN lead</p>	<p>Early Years – Summer 2024</p> <table><tr><td></td><td>Well below</td><td>Just below</td><td>Exp</td></tr><tr><td>Reading PP</td><td>6%</td><td>16%</td><td>77%</td></tr><tr><td>Writing PP</td><td>8%</td><td>18%</td><td>74%</td></tr><tr><td>Maths PP</td><td>6%</td><td>19%</td><td>74%</td></tr><tr><td>Reading NPP</td><td>4%</td><td>12%</td><td>81%</td></tr><tr><td>Writing NPP</td><td>9%</td><td>11%</td><td>77%</td></tr><tr><td>Maths NPP</td><td>5%</td><td>14%</td><td>79%</td></tr></table>		Well below	Just below	Exp	Reading PP	6%	16%	77%	Writing PP	8%	18%	74%	Maths PP	6%	19%	74%	Reading NPP	4%	12%	81%	Writing NPP	9%	11%	77%	Maths NPP	5%	14%	79%
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		KS1 – Summer 2024				
				Just below	Exp	Greater Depth
Reading PP		-	64%	36%		
Writing PP		-	64%	36%		
Maths PP		17%	13%	66%	4%	
Reading NPP		-	35%	65%		
Writing NPP		-	35%	65%		
Maths NPP		10%	14%	64%	12%	
		KS2 – Summer 2024				

		Well Below	Just below	Exp	Greater Depth
	Reading PP - Fluency	21%	19%	31%	29%
	Reading PP Comprehension	12%	22%	46%	20%
	Writing PP	36%	24%	25%	15%
	Maths PP	21%	17%	52%	10%
	Reading NPP Fluency	22%	26%	24%	28%
	Reading NPP Comprehension	19%	21%	46%	14%
	Writing NPP	23%	15%	35%	27%
	Maths NPP	18%	18%	50%	14%