

# Pupil premium strategy statement

This statement details St Augustine Webster Catholic Voluntary Academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data  |
|---|---|
| School name   | St Augustine Webster Catholic Voluntary Academy           |
| Number of pupils in school  | 357   |
| Proportion (%) of pupil premium eligible pupils   | 14.9% (53/355)  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                                    |
| Date this statement was published   | December 2021   |
| Date on which it will be reviewed   | July 2024   |
| Statement authorised by   | Robert Della-Spina, Director of Performance and Standards |
| Pupil premium lead  | David Sidaway, Headteacher                                |
| Governor / Trustee lead   | Anna Sherwood   |

## Funding overview 23-24

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £77,115 |
| Recovery premium funding allocation this academic year  | £7,685  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £84,797 |

# Part A: Pupil premium strategy plan

## Statement of intent

St Augustine Webster Catholic Voluntary Academy is an inclusive school (OfSTED 2021). We have high expectations for all pupils. We believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential, irrespective of their background or the challenges they face. Our pupil premium strategy aims to ensure that pupil premium spending is targeted to support disadvantaged pupils to achieve this belief.

In devising our pupil premium strategy plan, in line with being an inclusive school, we will consider the challenges faced by ALL vulnerable pupils. We know there are more pupils in school who are eligible for the Pupil Premium Grant than actually claim it due to cultural expectations. The activities/strategies outlined in this plan are also intended to support their needs, regardless of whether they are labelled disadvantaged or not.

Our chosen approaches will mirror our school curriculum in that they will be research based using evidence from the Education Endowment Foundation with high-quality teaching being the most important factor. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy links to elements of our school improvement plan.

We understand that in addressing the needs of disadvantaged pupils there will be some common challenges and some challenges that are the result of individual need. We will ensure that our approach is responsive and takes account of common challenges and individual needs through the use of robust, accurate and diagnostic assessment.

To ensure our approach is effective we will:

- ensure the attendance of disadvantaged pupils is at least good
- ensure disadvantaged pupils are consistently challenged in the learning that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1.               | <p><b>Phonics/Reading</b><br/>           We know that being able to read opens up the whole curriculum for children. Entry data for EYFS groups show in school data and phonics screenings show lower attainment for disadvantaged pupils. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.<br/>           23-24 update: the demographics of EAL pupils is changing and this will have greater impact on phonics/early reading.</p> |
| 2.               | <p><b>Vocabulary</b><br/>           Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.<br/>           23-24 update: the demographics of EAL pupils is changing and this will have greater impact on vocabulary development/retention.</p>  |
| 3.               | <p><b>Writing</b><br/>           Gap analysis and internal monitoring highlighted that lockdowns and the over reliance on online teaching impacted heavily on writing especially for disadvantaged pupils.<br/>           23-24 update: the demographics of EAL pupils is changing and this will have greater impact on writing outcomes across the school.</p>   |
| 4.               | <p><b>Maths</b><br/>           Internal assessments indicate that maths attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils. This includes reception baseline data.</p>   |
| 5.               | <p><b>Attendance</b><br/>           Attendance data for pre-pandemic (2019-2020) showed that the attendance of disadvantaged pupils was very low 91.3%. Good attendance has a strong correlation with good academic outcomes for pupils. It also helps to improve friendships, social skills, team values, life skills and cultural awareness. Good attendance is key to meet other challenges.<br/>           23-24 update: the demographics of EAL pupils is changing and this will have greater impact on attendance and Persistent Absence across the school.</p>                           |
| 6.               | <p><b>SEMH</b><br/>           Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024/25**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| <b>Improved reading attainment among disadvantaged pupils.</b>  | Sustained reading outcomes in 2024/25 show: <ul style="list-style-type: none"> <li>• at least 95% of pupils meet the expected standard. Disadvantaged pupils will perform as least in line with non-disadvantaged pupils.</li> <li>• KS2 reading outcomes in 2024/25 are in line with FFT20 schools show that disadvantaged pupils are at least in line with other non-disadvantaged pupils nationally.</li> </ul>  |
| <b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| <b>Improved writing outcomes for disadvantaged pupils at the end of KS2.</b>  | KS2 writing outcomes in 2024/2025 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with non-disadvantaged pupils nationally.  |
| <b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>  | KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with non-disadvantaged pupils nationally.  |
| <b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>              | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so it is at least in line.</li> </ul> the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being at least in line with this. |
| <b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b> | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |

Activity in this academic year (2023-2024)

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

## Teaching

(Budgeted cost: **£24,711**)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of Little Wandle Letters and Sounds a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>Renewal of Little Wandle Phonics Resources</p> <p>Training for new class-based staff in Little Wandle Letters and Sounds scheme.</p> <p>Refresher training for all class based and Senior Leadership Team in Little Wandle Letters and Sounds scheme.</p>       | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF   DfE</u> The reading framework: teaching the foundations of literacy.</p> | 1,2                           |
| <p>Continue to prioritise vocabulary development across the curriculum by implementing a systematic approach to teaching vocabulary.</p> <p>Ensure that dialogic activities are embedded across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Ensure there are adequate licenses on Learning Village for all new to English speakers have access.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></p>                                | 2                             |
| <p>Continue to implement Gaps analysis and pupil progress meetings.</p>  | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional</p>   | 2, 4                          |

|  |  |         |
|--|--|---------|
| Training for new staff to ensure assessments are interpreted and administered correctly.   | support through interventions or teacher instruction:<br><u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>  |         |
| Training for <b>ALL</b> newly appointed class-based staff around Principles of Instruction.  | There is strong evidence that high quality teaching improves pupil outcomes. <u>  Education Endowment Foundation   EEF</u>   | 2,3,4,5 |
| Redevelop the literature spine across the school.  |  | 1       |
| Strengthen 'scheme' readers in Key Stage 2.  |  |         |
| Enhancement of our maths teaching and curriculum through Mastering Number Programme.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.<br><br>Enhancement of our maths teaching through access to a specialist maths consultant.<br><br>(Provided by CMAT) | There is evidence to show that professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy which will then raise attainment..<br><br>Evidence shows that manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.<br><br>The EEF guidance is based on a range of the best available evidence:<br><u>Improving Mathematics in EYFS and Key Stage 1   Education Endowment Foundation   EEF</u> | 4       |
| Continue to develop the CUSP curriculum.   | The CUSP curriculum has a focus on vocabulary.<br><br>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u>   | 2       |
| Mathletics Subscription  | We know from our own engagement and progress data that Matheltics is accessed well by disadvantaged pupils and that they make good progress when using the platform.   | 4       |

|                            |  |      |
|----------------------------|--|------|
| Reading Eggs Subscription  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.<br><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>  | 1, 2 |
| Reading Plus Renewal       | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.<br><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>  | 1, 2 |
| Imagination Library Books. | All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.<br><u>Early Literacy approaches   Early Years Toolkit   EEF</u> | 1    |

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

Budgeted cost: £ 39,590

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| 'Keep Up' phonics sessions targeted at disadvantaged pupils who require further phonics support. (Key stage 1 and Key Stage 2) | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u> | 2                             |
| Continue to implement 'Rapid Phonics Catch Up' sessions for Key Stage 2.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u> | 2                             |

|                                    |  |       |
|------------------------------------|--|-------|
| In school one-to one tuition.      | One-to-one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.<br><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>   | 2,3,4 |
| Speech and Language Interventions. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> | 3, 5  |

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

Budgeted cost: £20,496

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Using Inclusion Team to Embed Attend Attendance Strategy. Advice.<br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance | The Attend Strategy has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 1                             |
| After School Clubs, Residential, Trips, Music Lessons   | Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.<br><a href="https://www.educationendowmentfoundation.org.uk">EEF Teaching and Learning Toolkit   Education Endowment Foundation</a> | 6                             |
| Emotional Literacy Support Assistants to deliver interventions around Emotional Literacy Resilience.  | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and   | 5,6                           |



|                                    |  |     |
|------------------------------------|--|-----|
|                                    | <p>emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><u>EEF Teaching and Learning Toolkit</u>   <u>Education Endowment Foundation</u></p>   |     |
| Wrap Around Care                   | <p>Based on our experiences we have identified a need to set some funding aside for disadvantaged pupils to access Wrap around care. This allows parents to work and ensures children are warm, fed and well supervised leading to greater well-being.</p> | 6   |
| Contingency fund for acute issues. | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>  | All |

**Total budgeted cost: £ 84,797**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Target 1: To improve reading attainment among disadvantaged pupils.

In school monitoring and external validation from a CMAT Phonics/Early Reading Review highlighted that phonics/early reading continued to be taught consistently across the school.

Disadvantaged pupils without other vulnerabilities consistently performed at least in line with other pupils in the school at key assessment points as outlined in the data below.

Data for reading at the end of 2022 to 2023 showed the following:

#### EYFS

| % of pupils eligible for PPG achieving GLD for Literacy Comprehension and Word Reading. | % of pupils not eligible for PPG meeting the expected standard. |
|---|---|
| 100%  | 65%   |

#### Phonics Screening

| % of pupils eligible for PPG meeting the expected standard. | % of pupils not eligible for PPG meeting the expected standard. |
|---|---|
| 66%   | 80%   |

#### Year 2 Reading

| % of pupils eligible for PPG meeting the expected standard. | % of pupils not eligible for PPG meeting the expected standard. |
|---|---|
| 33%   | 63%   |

#### Year 6 Reading

| % of pupils eligible for PPG meeting the expected standard or above. | % of pupils not eligible for PPG meeting the expected standard or above. |
|--|--|
| 57 %   | 73%  |

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good communication skills in reading.

| Strongly agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|
| 29%            | 71%   | 0%       | 0%                |

**Target 2: To improve oral language skills and vocabulary among disadvantaged pupils.**

The school continued to adapt the teaching of vocabulary across the curriculum by introducing discrete vocabulary lessons and this built on the comments made by in June 2021 by OfSTED who recognised that the curriculum had been restructured with vocabulary as a focus and that this had been organised in an effective way as not to overload pupil’s working memories. They also recognised the impact Knowledge notes had helped pupils become familiar with subject specific vocabulary.

Book studies, specific vocabulary monitoring and external reviews highlighted that PPG pupils remembered and were able to use vocabulary as competently as other non-disadvantaged pupils.

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good communication skills in speaking.

| Strongly agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|
| 43%            | 57%   | 0%       | 0%                |

**Target 3: To improve outcomes in writing for disadvantaged pupils at the end of KS2**

**Writing outcomes**

| % of disadvantaged pupils meeting the expected standard or above | % of non-disadvantaged pupils meeting the expected standard or above. |
|--|---|
| 71%  | 71%   |

Writing outcomes for PPG pupils improved from 63% in 2022.

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good communication skills in writing.

| Strongly agree | Agree | Disagree | Strongly Disagree |
|----------------|-------|----------|-------------------|
| 71%            | 29%   | 0%       | 0%                |

**Target 4: To improve maths attainment for disadvantaged pupils at the end of KS2.**

**Year 6 Maths**

|  |  |
|--|--|
| % of pupils eligible for PPG meeting the expected standard or above. | % of pupils not eligible for PPG meeting the expected standard or above. |
| 71%  | 73%  |

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt that they had developed good maths skills.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly Disagree |
| 71%            | 29%   | 0%       | 0%                |

**Target 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Attendance for disadvantaged pupils in 2022/23 was 95.2% which was an improvement of 1.5% from 2021/22 (93.7%). It was also much higher than pre-pandemic (2019-2020 91.8%)

Persistent absence for disadvantaged pupils for 2022/2023 was 12.5%. This was lower than in 2021-2022 (13%).

**Target 6: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

The Year 6 exit survey showed that all pupils felt they had the skills necessary to succeed at secondary school.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly Disagree |
| 43%            | 57%   | 0%       | 0%                |

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant felt they have had opportunities to reach their potential.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly Disagree |
| 86%            | 14%   | 0%       | 0%                |

The Year 6 exit survey showed that all pupils in receipt of the pupil premium grant had enjoyed their time in school.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly Disagree |
| 57%            | 43%   | 0%       | 0%                |

Pupil voice is strong for PPG pupils around provision for physical and mental health.

|   |       |          |                   |
|---|-------|----------|-------------------|
| School encourages me to look after my physical health.  |       |          |                   |
| Strongly agree  | Agree | Disagree | Strongly Disagree |
| 86%   | 14%   |          |                   |
| School encourages me to look after my emotional and mental health.  |       |          |                   |
| Strongly agree  | Agree | Disagree | Strongly Disagree |
| 29%   | 71%   |          |                   |
| <p><b>Regular Pupil Voice for all PPG pupils highlighted the following:</b></p> <p>100% of PPG pupils feel safe in school.</p> <p>100% of pupils enjoy school most of the time.</p> <p>100% of pupils felt that there was lots of things to do in school.</p> <p><b>Extra-Curricular</b></p> <p>PPG pupils took part in 18 of the 21 extra-curricular opportunities on offer during the school year 2022-2023.</p> <p>56% of pupil PPG pupils took part in extra-curricular activities.</p> <p>100% of PPG pupils enjoyed a class trip.</p> |       |          |                   |

## Externally provided programmes

| Programme                    | Provider         |
|------------------------------|------------------|
| Online times tables platform | TT Rockstars     |
| Online maths platform        | Mathletics       |
| Online phonics platform      | Reading Eggs     |
| Online reading platform      | Reading Plus     |
| Online EAL learning platform | Learning Village |

## Service pupil premium funding

| Measure | Details   |
|---------|---|
| N/A     | We had no service children on roll and therefore received no service funding. |

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

The first stage in planning the pupil strategy for 2021-2022 was to evaluate strategies from previous years to examine which strategies worked for us and to identify strategies that had not the degree of impact we had expected.

Evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers has been used in order to identify the challenges faced by disadvantaged pupils.

Appendix 1 identifies the published evidence, reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage used by us to help inform our strategies. It also identifies the studies about the impact of the pandemic on disadvantaged pupils used.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

All teaching staff have been made aware of and understand the aims, strategies and intended outcomes relating to disadvantaged pupils.

We intend to commission a Pupil Premium review to help us evaluate even more effectively our use of our pupils premium grant and the impact this is having on closing the attainment gap for our disadvantaged pupils.

There is an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Appendix 1

1. Department for Education (2021) Using pupil premium: guidance for school leaders.
2. Education Endowment Foundation (2021) The EEF Guide to the Pupil Premium
3. Education Endowment Foundation (2021) The Teaching and Learning Toolkit  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
4. Department for Education (2021) Understanding Progress in the 2020/21 Academic Year
5. RS Assessment (2021) The Effects of educational disruption on primary school attainment in summer 2021
6. NFER (2021) Impact of school closures and subsequent support strategies on attainment and socio-economic wellbeing in Key Stage 1: Interim Paper 1 and 2
7. Department for Education (2021) The reading framework: teaching the foundations of literacy.