

Pupil Premium Strategy Statement

1. Summary information					
School	Milldown CE Academy				
Academic Year	2020-21	Total PP budget	£69,960	Date of most recent PP Review	July 2020
Total number of pupils	250	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Dec 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	No national assessments 2020	65% 2019 National - No national assessments 2020
Progress measure in reading	No national assessments 2020	
Progress measure in writing	No national assessments 2020	
Progress measure in maths	No national assessments 2020	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children in Reception have low starting points, particularly in speech and language, phonics, writing and maths and PSED.
B.	Limited vocabulary range and understanding impacts accessibility to curriculum
C.	Gaps in prior learning limit % children working at age-related expectations and greater depth at end KS1 and 2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental expectations, engagement and commitment (including punctuality and attendance), particularly with home reading
E.	School closures means that 50% of PP cohort did not attend school for 6 months – significant amount of work needed to address learning behaviours and readiness for school.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																								
A.	<p>Children in Reception have low starting points, particularly in speech and language, phonics, writing and maths:</p> <p>Following on from the success in the EY for 2018/19 (GLD 73%) & 2019/20 (predicted 72% whole class, 72% PP) we aim to continue to develop the provision and capacity of effective teaching of language skills and phonics/writing for pupils eligible for PP in Reception class to ensure all make at least good progress</p>	<p>Early identification of pupils eligible for PP in Reception, who do not have the on entry level for phonics, writing, maths (from EYFS baseline) and language assessment. Parents involved with plan.</p> <p>EYFS/Y1 language focus project group identifies specific gaps and strategies to address these.</p> <p>Maths mastery approach (e.g. Maths No Problem! Structure and NCETM/White Rose resources) continued to be used in conjunction with Numberblocks and associated planning from NCETM used to raise attainment at end of EYFS.</p> <p>EYFS teacher works to provide intervention/close gaps for new year 1 cohort in afternoon</p> <p>Accuracy of spelling improves through:</p> <ul style="list-style-type: none"> • close tracking of children’s spelling and phonic gaps • regular phonic and spelling homework – Sounds~Write approach • increased parental engagement and modelling of how the phonics/spelling is taught – Tapestry videos • Writing pack bought for every child in EYFS and sent home to use during home learning <p>Revised approach as of March 2020 (School Closure) Daily sounds write phonics video to support home-learning Daily story linked to comprehensive literacy spine.</p>																								
B.	<p>Limited vocabulary range and understanding impacts accessibility to curriculum:</p> <p>Children recall and understand the rich vocabulary taught – across English curriculum and all other subjects – and is seen in their writing.</p>	<ul style="list-style-type: none"> • Bespoke language intervention programme devised based on gaps • Children in need of SALT immediately identified (Sep ‘20) • Rich, wide-ranging texts shared with children throughout the year • Recently renewed focus focuses on subject disciplines, right across the school, and retrieval practice helps ensure learning occurs in the long-term memory 																								
C. E.	<p>Gaps in prior learning limit % children working at age-related expectations and greater depth at end KS1 and 2</p> <p>Percentage of children achieving age-related expectations and/or greater depth at the end of KS1/2, exceeds prior attainment (prior attainment shown below).</p> <table border="1"> <thead> <tr> <th>End KS1</th> <th>Prior attainment</th> <th>Target</th> <th>End KS2</th> <th>Prior attainment</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78% ARE; 11%GD</td> <td>78% / 33%</td> <td>Reading</td> <td>80% ARE; 30% GD</td> <td>90% / 40%</td> </tr> <tr> <td>Writing</td> <td>67% ARE; 0%GD</td> <td>78% / 11%</td> <td>Writing</td> <td>70% ARE; 20% GD</td> <td>90% / 30%</td> </tr> <tr> <td>Maths</td> <td>67% ARE; 11% GD</td> <td>78% / 22%</td> <td>Maths</td> <td>70% ARE; 20% GD</td> <td>80% / 30%</td> </tr> </tbody> </table>	End KS1	Prior attainment	Target	End KS2	Prior attainment	Target	Reading	78% ARE; 11%GD	78% / 33%	Reading	80% ARE; 30% GD	90% / 40%	Writing	67% ARE; 0%GD	78% / 11%	Writing	70% ARE; 20% GD	90% / 30%	Maths	67% ARE; 11% GD	78% / 22%	Maths	70% ARE; 20% GD	80% / 30%	<ul style="list-style-type: none"> • Maths gap analysis assessments in week 1 of autumn term. Outcomes will direct support needed. • White Rosoe Maths Hub premium membership purchased; used to support teaching and learning and as a resource for preteaching • Week 3 – assessments in reading, SPaG and maths identify gaps in learning and pupils of concern. Plan of action drawn up for these pupils (Catch up Plan) • Individual PP action plans reviewed systematically (1/2 termly) and adjusted accordingly and <u>shared with parents</u> • IEPs/targets known by child & all staff involved are aware. • PP pupil form one of the main discussion points in half-termly progress rview meeting (test gap analysis identified areas to target)
End KS1	Prior attainment	Target	End KS2	Prior attainment	Target																					
Reading	78% ARE; 11%GD	78% / 33%	Reading	80% ARE; 30% GD	90% / 40%																					
Writing	67% ARE; 0%GD	78% / 11%	Writing	70% ARE; 20% GD	90% / 30%																					
Maths	67% ARE; 11% GD	78% / 22%	Maths	70% ARE; 20% GD	80% / 30%																					

	<p>School closures means that 50% of PP children did not attend school for 6 months – significant amount of work needed to address learning behaviours and readiness for school. These pupils identified and successfully return to school and learning in September.</p>	<ul style="list-style-type: none"> • PP will be the single-focus for weekly CPD book looks. Fcus is on success and next steps for that child. • PP capable of making accelearted progress are identified and staff aware (pupil target document). • Focused interventions close specific gaps in learning and are monitored robustly (maths pre-teach sessions, Y6 maths tutoring, Rapid Reader/Sounds~Write) • Daily SPaG retrieval type questions bought – used during school closures and built into planning from autumn 2020 • Year 6 weekly pupil conferencing with class teacher on gps in learning takes place; cover provided daily by HLTA • PP children that havem’t attended school for proonged period of time identified, meeting scheduled with parents and ‘Catch up Plan’ outlined. Links to attendance/pastoral plan. <p>Accuracy of spelling improves through:</p> <ul style="list-style-type: none"> • Close tracking of children’s spelling and phonic gaps. • Regular phonic/spelling homework. • Children correcting spelling mistakes in their own learning in-line with Sounds~Write • Spelling/phonics explicitly taught to all year groups and revisited through regular deliberate practice and recall.
<p>D.</p>	<p><i>Parental expectations, engagement and commitment (including punctuality and attendance), particularly with home reading:</i> Further improve parental engagement, expectation and understanding for PP pupils. Attendance rises to at least 97% and lateness is a rarity. Persistent absenteeism decreases and is a rarity.</p>	<p>All parents attend termly pupil conferencing meetings related to specific IEP targets.</p> <p>All parents attend both parent consultation meetings.</p> <p>Persistent absentees & pupils likely to be anxious about returning in September identified. Pastoral Care Worker has met with PP children’s parent(s) to draw up a plan to ensure improved attendance: barriers identified, support mechanism put in place/sign-posted and reviewed regularly. Attendance improves.</p> <p>Parents access weekly Sounds~Write videos to support their understanding of phonics/spelling and Tapestry learning updates and are more aware of their child’s learning PP pupils to continue their personal Tapestry account into Y1 to ensure parental engagement continues.</p> <p>All PP pupils complete home learning and, if not, are given opportunities in school.</p> <p>Breakfast club and before-school club offered to PP pupils with poor attendance and/or punctuality. PP parents targeted for ‘parent readers’, parental workshops, trips etc.</p>

5. Planned expenditure

Academic year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A. At least good progress for all in EYFS and GLD at least meets national	<ul style="list-style-type: none"> Home-learning pack for every child Renewed focus on vocabulary during reading and writing lessons – renewed reading spine to build love of learning Sounds~Write phonic approach Ongoing training for TAs Renewed focus on tier 2 vocabulary during science and foundation subjects (detailed through knowledge organisers) Retrieval practice and spaced learning embedded to ensure long-term learning 	<ul style="list-style-type: none"> Impact of Sounds~Write seen since its launch (January-March). Quality of TA support and intervention will be key. Educational research has shown that developing a child's language will have direct effects on reading and writing Educational research has proven that retrieval practice and spaced learning are among the most effective strategies to ensure learning is remembered 	<ul style="list-style-type: none"> Overseen by experienced EYFS teacher, Deputy Headteacher and SENDCo. Monitoring parental use of resources in EYFS via Tapestry Half-termly assessments will help monitor progress English 'teacher research group' will timetable 'team teach' sessions across the school to ensure good practice is shared Focus for CPD in autumn term and September INSET 	SB JT KJ	<p>Every 4/5th week of a new half-term</p> <p>Interventions will have ongoing reviews</p> <p>TA training Sounds – Write – S Burge / T Hedditch release time £1000 (4 x day rate)</p> <p>EYFS Home Learning Packs £90</p>
B. Children recall and understand the rich vocabulary taught – across English curriculum and all other subjects – and is seen in their writing.	<ul style="list-style-type: none"> Renewed focus on vocabulary during reading and writing lessons – renewed reading spine to build love of learning Sounds~Write spelling approach; words carefully sequenced and planned to link to other subjects/learning Ongoing training for TAs Renewed focus on tier 2 vocabulary during science and foundation subjects (detailed through knowledge organisers) Retrieval practice and spaced learning embedded to ensure long-term learning Children to construct their own 'knowledge organiser' and use this as a retrieval practice tool EYFS to Y1 transition plan in place – curriculum based as well as pastoral (support from EYFS teacher) 	<p>As above.</p> <p>Will ensure high expectations of EYFS teacher continues into Y1</p>	<ul style="list-style-type: none"> Overseen by experienced English leaders, Deputy Headteacher, SENDCo and TRGs- monitoring time timetabled Half-termly assessments will help monitor progress Pupil progress discussions Focus for CPD in autumn term and September/November INSET 	JT TRGs	<p>Every 4/5th week of a new half-term</p> <p>Interventions will have ongoing reviews</p> <p>Purchasing Wellcomm resource for assessment and intervention £1000</p> <p>TRG release time (10 mornings in total) £1500</p>

<p>C. Percentage of children achieving age-related expectations and/or greater depth at the end of KS1/2, exceeds prior attainment (prior attainment shown below).</p>	<ul style="list-style-type: none"> Maths gap analysis assessments in week 1 of autumn term. Outcomes will direct support needed. White Rosoe Maths Hub premium membership purchased; used to support teaching and learning and as a resource for preteaching Week 3 – assessments in reading, SPaG and maths identify gaps in learning and pupils of concern. Plan of action drawn up for these pupils (Catch up Plan) All parents attend termly pupil conferencing meetings related to specific IEP targets & parent consultations KS1 Parents access weekly Sounds~Write videos to support their understanding of phonics/spelling and Tapestry learning updates and are more aware of their child's learning PP pupils to continue their personal Tapestry account into Y1 to ensure parental engagement continues. All PP pupils complete home learning and, if not, are given opportunities in school. Year 6 maths tutoring and daily conferencing 	<ul style="list-style-type: none"> Sustained period off school for many pupils (around 40% whole-school and 50% PP) and therefore gaps in learning and routines/behaviour & mental health a likely barrier Varied engagement in home-learning will have resulted in different start points for children WRMH premium resources will include teaching video – will improve teacher pedagogy/subject knowledge as well as serve as a pre-teaching tool for struggling learners Y1 Tapestry accounts will allow for targeted phonics videos to continue learning at home & follows EYFS model Y6 maths tutoring has had significant impact over last 2 years (>90% ARE both years) and writing outcomes improved 	<ul style="list-style-type: none"> Overseen by experienced English leaders, Deputy Headteacher, SENDCo and TRGs- monitoring time timetabled Half-termly assessments will help monitor progress Pupil progress discussions Focus for CPD in autumn term and September/November INSET HLTA timetabled daily in Y6 Tapestry accounts already set-up prior to September 	<p>JT TH LW TRGs</p>	<p>Every 4/5th week of a new half-term</p> <p>Interventions will have ongoing reviews</p> <p>White rose £100</p> <p>Time TB/JT PP meetings £1600</p> <p>Tapestry £200</p> <p>Allocation of HLTA time – £2622 CH Year 6 Pupil conferencing</p> <p>Sounds-Write training for Year 3 & 4 staff along with cover for 4 days £4800</p>
Total budgeted cost					13,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. At least good progress for all in EYFS and GLD at least meets national</p>	<ul style="list-style-type: none"> Early identification of pupils eligible for PP in Reception, who do not have the on entry level for phonics, writing, maths (from EYFS baseline) and language assessment. Parents involved with plan. EYFS/Y1 language focus project group identifies specific gaps and strategies to address these. 	<ul style="list-style-type: none"> Educational research has shown that developing a child's language will have direct effects on reading and writing Gaps will be wide and varied upon entry to EYFS, especially given prolonged period away from pre-school 	<ul style="list-style-type: none"> Half-termly assessments will help monitor progress Overseen by experienced EYFS teacher, Deputy Headteacher and SENDCo 	<p>SB LS/SP KJ</p>	<p>Every 4th/5th week of each half-term</p> <p>SP/LS Overtime x5 hours each at £15 = £150</p> <p>Wellcom assessment £449 EYFS only</p>

<p>B. Children recall and understand the rich vocabulary taught – across English curriculum and all other subjects – and is seen in their writing.</p>	<ul style="list-style-type: none"> Bespoke language intervention programme devised based on gaps Children in need of SALT immediately identified (Sep '20) Sounds~Write intervention in place Use of EYFS teacher to support Year 1 teacher and help with interventions (in first transition weeks of September) to target most vulnerable PP in Year 1 	<ul style="list-style-type: none"> Improved quality first teaching in Y1 will improve outcomes of PP Immediate identification and closing of gaps for PP children will allow successful building on prior knowledge SALT programme will support phonics, writing, behaviour/PSED 	<ul style="list-style-type: none"> Half-termly assessments will help monitor progress Overseen by experienced EYFS teacher, Deputy Headteacher and SENDCo Pupils already identified prior to September 	<p>SB LS/SP KJ</p>	<p>Every 4th/5th week of each half-term</p> <p>TA PM (GC, CD, SP) - £8550</p>
<p>C E</p>	<ul style="list-style-type: none"> Breakfast club and before-school club offered to PP pupils with poor attendance and/or punctuality. PP parents targeted for 'parent readers', parental workshops, trips etc. Persistent absentees & pupils likely to be anxious about returning in September identified; support plan in place All parents attend termly pupil conferencing meetings Plan of action drawn up for these pupils (Catch up Plan) IEPs/targets known by child & staff aware. PP pupil form one of the main discussion points in half-termly progress review meeting PP will be the single-focus for weekly CPD book looks. PP capable of making accelerated progress are identified and staff aware (pupil target document). 	<ul style="list-style-type: none"> Last year, PP attendance didn't improve from previous year. This will help prevent x2 year 4 children and one family whose persistent absenteeism doesn't impact them, as well as effect whole-school attendance. Improved attendance will help contribute towards improved outcomes. Identification and sharing of specific gaps in learning will allow for targeted teaching and closing of gaps. 	<ul style="list-style-type: none"> Individual PP action plans reviewed systematically (1/2 termly) and adjusted accordingly and <u>shared with parents</u> 	<p>Class teachers JT TB</p>	<p>Every 4th/5th week of each half-term</p> <p>Bfast club £4000</p> <p>After school club £2000</p>

Total budgeted cost

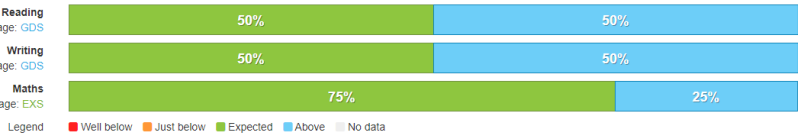
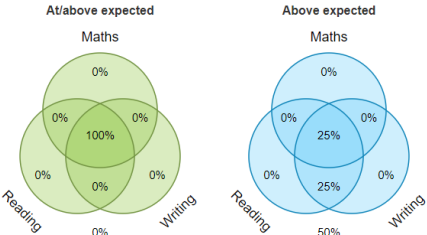
15149

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives</p>	<p>ELSA and pastoral support is directed to most vulnerable pupils. Impact reviews</p> <p>Barriers identified on PP IEPs and strategies to overcome these put in place</p> <p>Renewed focus on SCARF PSHCE curriculum across the school.</p>	<p>Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>Impact of ELSA and pastoral sessions reviewed every 6 weeks. Adapted as necessary.</p> <p>Ensure trusted adults take on an active role in supporting vulnerable pupils at playtimes.</p>	<p>JT/TB LA/TB</p>	<p>End of every half-term</p> <p>TB salary</p>

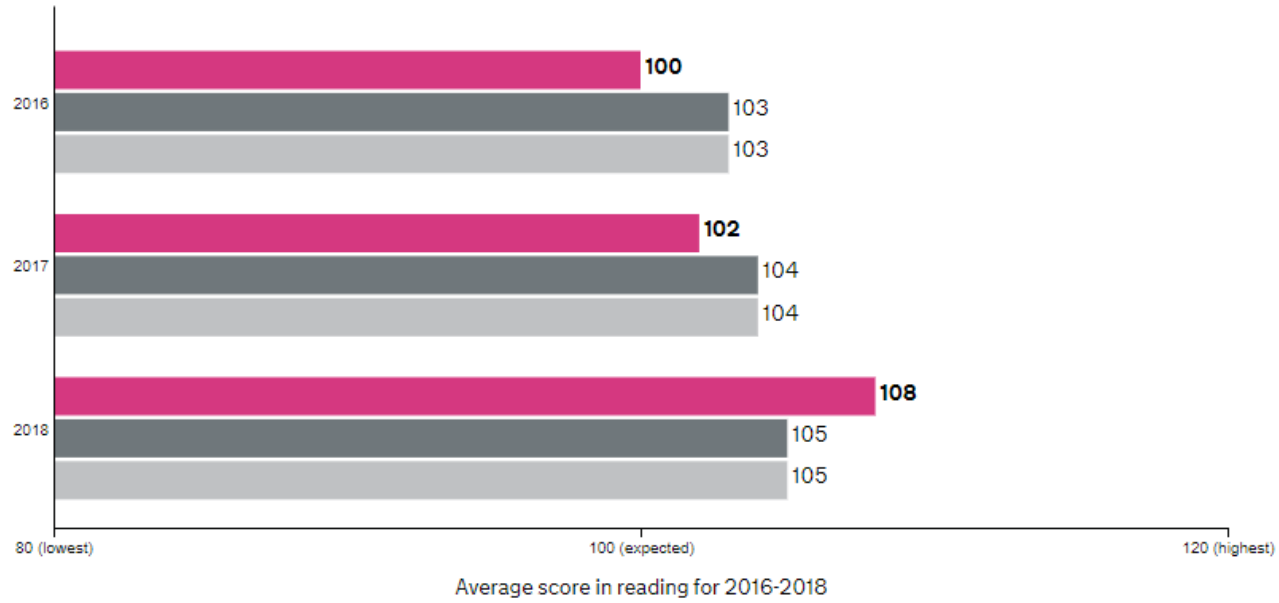
			SCARF/PSHCE - Outcome reviewed through staff conferencing, observations and pupil conferencing.		
Ensure pupils eligible for PP funding are able to participate fully in school activities	<p>Provide funding to support pupil's attendance on school trips and residential.</p> <p>To ensure eligible pupils are equipped for school with the right resources including uniform.</p> <p>Ensure eligible pupils participate in extra-curricular clubs and activities to develop the whole child.</p> <p>Support positive attendance via enrolment in school breakfast club.</p>	<p>Developing the whole child and ensuring pupils feel a valued member of the school community helps promote self-esteem and confidence.</p> <p>Participation in additional, extra-curricular clubs and activities exposes pupils to experiences they may not have had.</p> <p>Poor attendance can be supported by attendance at breakfast club. This ensures children are able to start the day on time and are ready for their learning.</p>	<p>Targeted support and offer to those that do not currently participate in additional clubs.</p> <p>Discussions with parents and children to ascertain motivations and interests.</p> <p>Attendance data</p>	JT/FK SF/BW TB	
Total budgeted cost					£41811

Review of 2019-20 Expenditure - Impact				
Desired Outcome	Chosen	Impact – limited due to school closure March 2020.	Lessons learned	Who
A.. GLD to be in-line or above national GLD 72% - 2019	Phonic flashcard pack and writing pack bought for every child in EYFS and sent home to use during home learning	<p>Data not available due to Covid-19 school closures.</p> <p>Based on pupils in school and those that haven't returned to school, GLD was teacher assessed at 62%. PP =</p> <p>Based on pupils having not missed school, GLD prediction was 72% and PP 72%.</p>	Sep 20: Focused support for those not achieving GLD; particularly with phonics/writing (extra SW sessions)	SB/LW/JT
B. Children whose language/vocabulary standardised score is below age related expectations will fall within or exceed age related expectations by end of 2019/20 academic year. <i>For children who are significantly behind (standardised score <85) to</i>	Renewed focus on vocabulary during	<p>No data available. Alternative language assessment tool explored by DSAT SENDCo (YARC) / Wellcomm</p> <p>Wellcomm – system used by feeder pre-school and has good reviews.</p>		

<p>be on track to meet an age related standardised score in 20/21 academic year.</p>	<p>reading and writing lessons</p>																																			
<p>C. Percentage of children achieving age-related expectations and/or greater depth at the end of KS1/2, exceeds prior attainment.</p> <table border="1" data-bbox="129 292 763 507"> <thead> <tr> <th colspan="2">End KS1</th> <th colspan="2">End KS2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80% ARE; 40%GD</td> <td>Reading</td> <td>60% ARE; 20% GD</td> </tr> <tr> <td>Writing</td> <td>80% ARE; 40%GD</td> <td>Writing</td> <td>60% ARE; 20% GD</td> </tr> <tr> <td>Maths</td> <td>80% ARE; 20% GD</td> <td>Maths</td> <td>80% ARE; 20% GD</td> </tr> </tbody> </table>	End KS1		End KS2		Reading	80% ARE; 40%GD	Reading	60% ARE; 20% GD	Writing	80% ARE; 40%GD	Writing	60% ARE; 20% GD	Maths	80% ARE; 20% GD	Maths	80% ARE; 20% GD	<p>Renewed focus on tier 2 vocabulary during science and foundation subjects (detailed through knowledge organisers)</p> <p>Retrieval practice and spaced learning embedded to ensure long-term learning</p> <p>Sounds Write approach to phonics teaching</p>	<p>Based on TA (and Year 6 mock SATs)</p> <table border="1" data-bbox="1010 213 1760 381"> <thead> <tr> <th colspan="2">End KS1</th> <th colspan="2">End KS2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83% ARE; 31%GD</td> <td>Reading</td> <td>87% ARE; 40% GD</td> </tr> <tr> <td>Writing</td> <td>72% ARE; 10%GD</td> <td>Writing</td> <td>76% ARE; 23% GD</td> </tr> <tr> <td>Maths</td> <td>79% ARE; 24% GD</td> <td>Maths</td> <td>90% ARE; 23% GD</td> </tr> </tbody> </table> <p>KS1</p>  <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Combined Attainment</p> 	End KS1		End KS2		Reading	83% ARE; 31%GD	Reading	87% ARE; 40% GD	Writing	72% ARE; 10%GD	Writing	76% ARE; 23% GD	Maths	79% ARE; 24% GD	Maths	90% ARE; 23% GD		<p>JT/JL/LK</p>
End KS1		End KS2																																		
Reading	80% ARE; 40%GD	Reading	60% ARE; 20% GD																																	
Writing	80% ARE; 40%GD	Writing	60% ARE; 20% GD																																	
Maths	80% ARE; 20% GD	Maths	80% ARE; 20% GD																																	
End KS1		End KS2																																		
Reading	83% ARE; 31%GD	Reading	87% ARE; 40% GD																																	
Writing	72% ARE; 10%GD	Writing	76% ARE; 23% GD																																	
Maths	79% ARE; 24% GD	Maths	90% ARE; 23% GD																																	
<p>D. Further improve parental engagement, expectation and understanding for PP pupils. Attendance rises to at least 97% and lateness is a rarity.</p>	<p>ELSA and pastoral support is directed to most vulnerable pupils. Impact reviews</p> <p>Barriers identified on PP IEPs and strategies to overcome these put in place</p>	<p>Whole school: 96.7% PP: 95% (2 persistent absentees – AS/PR – reduced the attendance)</p>	<p>PCW (TB) to meet before summer with persistent absentees and set up a plan; regular meetings planned at key points to ensure barriers are addressed and successes celebrated.</p>	<p>SB/JT</p>																																
<p>Other costs</p>		<p>Extra-curricular activities - Average attendance PP children 2.9 clubs across the year Average attendance whole school 3 clubs across the year.</p>																																		

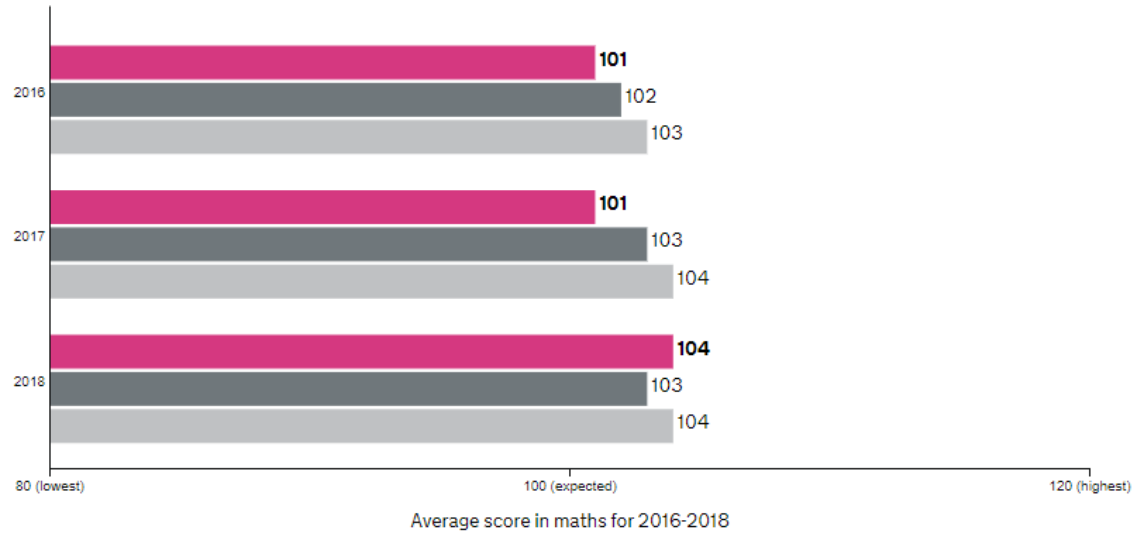
3 Year Trend in average reading scaled score of pupil premium pupils Results over 3 years ?

■ School ■ Local authority state-funded schools ■ England state-funded schools



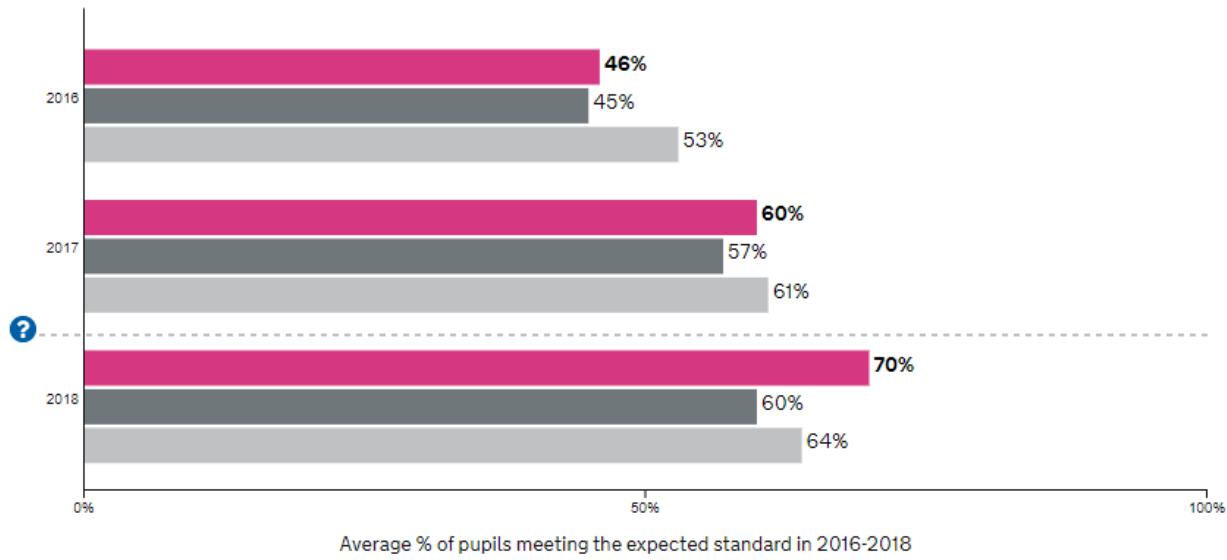
3 Year Trend in average maths scaled score of pupil premium pupils

■ School ■ Local authority state-funded schools ■ England state-funded schools



3 year trend in all pupils achieving expected standard in reading, writing and maths

■ School ■ Local authority state-funded schools ■ England state-funded schools



SATs Year 6 - 4 Year Trend 2017/2018/2019

<u>Group</u>	<u>Attainment %</u>			
	<u>R</u> <u>(17/18/19)</u>	<u>W</u> <u>(17/18/19)</u>	<u>M</u> <u>(17/18/19)</u>	<u>RWM %</u> <u>(17/18/19)</u>
Whole	57/ 87/79	71/80/87	67/77/93	60/70/72
Non PP	69/90/88	69/86/ 94	69/91/94	69/76/88
PP	38/78/ 67	75/67/75	63/67/92	38/55.5/50

Whole School PP 2017 – 2019 (Year 1 – Year 6)

<u>Subject</u>	<u>2017 %</u>		<u>2018 %</u>		<u>2019%</u>	
	<u>ARE</u>	<u>GD</u>	<u>ARE</u>	<u>GD</u>	<u>ARE</u>	<u>GD</u>
<u>Reading</u>	48	6	58	8	59	13
<u>Writing</u>	42	4	44	4	50	13
<u>Maths</u>	46	4	48	4	61	9