

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Montem Academy
Number of pupils in school	852
Proportion (%) of pupil premium eligible pupils	26% (224/852)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Ann Probert
Pupil premium lead	Ann Probert
Governor / Trustee lead	Shuhab Hamid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,000
Recovery premium funding allocation this academic year	£ 35,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 338,000

Part A: Pupil premium strategy plan

Statement of intent

At Montem Academy it is our intent to ensure that no child is left behind. We believe that every child has the right to reach their full potential regardless of the inequalities between themselves and their peers. Our aims is to ensure that all disadvantage pupils reach their full academic potential and experience real life experiences that will enable them to leave Montem Academy as well rounded young individuals.

At Montem Academy, we strongly believe that high quality first teaching is paramount to the achievement of all pupils.

Our aim is to ensure that disadvantaged pupils are provided with every opportunity to achieve as well as their peers and to reach age related expectations.

Pupil Premium Grant funding will be used to provide provision for:

- *Small group teaching with specialist teachers*
- *One to one interventions focusing on the specific barriers and gaps of each child*
- *After school booster clubs*
- *Enrichment sessions*
- *Personal Development sessions and clubs*
- *Raising aspirations activities and trips*
- *Creating positive learning partnerships with parents*

Our key strategy is to continue to raise attainment for our disadvantage pupils. Montem Academy has a good track record of significantly narrowing the gap between the attainment of disadvantaged children and all other children nationally. Therefore, we feel our strategies and use of such allocated money is successful. We have also made effective use of research conducted by the Education Endowment Foundation (EEF), in particular the EEF Toolkit in supporting us to determine the most effective strategies to implement and inform decision making.

For this academic year, we have looked at projects we have found previously to have made good impact and also introduced a number of new initiatives.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantage pupils who achieve the higher standard in Reading, Writing and Maths are not making expected progress and are therefore not achieving the higher standard by the end of Key Stage 2
2	The attainment of disadvantage pupils is in line with their peers however, the proportion of disadvantage pupils making similar progress is lower than their peers in some year groups, this is resulting in some disadvantage pupils not reaching their full academic potential.
3	Poor language skills, including the use of vocabulary linked to low starting points in EYFS coupled with limited life experience and quality of text available at home
4	The quality of guided reading sessions needs further development to ensure that sessions are focused and structured with an emphasis on developing pupils' skills to enable them to become independent readers.
5	Due to poor fluency in reading and weak reading strategies pupils are not reading age appropriate texts with secure understanding and comprehension
6	There is a disproportionate number of disadvantage pupils that are deemed to be persistent absentees compared to their peer, resulting in gaps in their learning.
7	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds or follows.
8	The quality of phonics teaching across EYFS and KS1 leads to good outcomes for disadvantage however, there is inconsistency in the delivery of the programme that impacts on achievement. The programme is continuously developing and improving and ongoing training is required to ensure the integrity of the programme is maintained.
9	Parental engagement is particularly low, especially as pupils move through the school - this impacts on the level of support pupils are receiving at home; this is coupled with the limited resources (including digital devices) some families have at home.

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>Challenge: 1,2,4</p> <p>To provide pupils with quality first teaching in Reading, Writing and Maths so that all pupils can access the curriculum and achieve.</p>	<p>The proportion of disadvantage pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers.</p> <p>The proportion of prior high attaining disadvantage pupils making expected progress is in-line with their peers and national.</p>
<p>Challenge: 3</p> <p>To improve oral language for pupil premium pupils in EYFS</p>	<p>Pupil Premium pupils make rapid progress by the end of the academic year so that the proportion achieving the expected standard is in line with their peers and national.</p>





<p>Challenge: 7</p> <p>All Pupil Premium pupils are given opportunities to experience a wide range of in school and external trips and workshops which increases their knowledge and extends their vocabulary across the curriculum,</p>	<p>Pupil Premium Pupils are given the opportunity to develop and learn new transferrable vocabulary through the curriculum,</p>
<p>Challenge:1,2,3,4,5,8</p> <p>To provide high quality researched recovery/catch up sessions to address gaps in learning and to prevent pupils from falling behind.</p>	<p>Pupil Premium pupils make rapid progress so that they are able to achieve the expected standard in Reading, Writing and Maths.</p>
<p>Challenge: 8,9</p> <p>All phonics lessons are highly effective to ensure that no pupil is left behind</p>	<p>Pupil Premium pupils make rapid progress by the end of Year 1 so that they are able to pass the phonics screening test.</p> <p>The proportion of Pupil Premium pupils who are passing the phonics screening test continues to be above national.</p>
<p>Challenge 1,2,4,5,8,9</p> <p>Every Child will leave Montem Academy ‘a reader’.</p>	<p>Pupils read with fluency and with an age appropriate level of comprehension.</p> <p>Pupils Premium pupils make rapid progress and achieve the expected standard by the end of the academic year.</p> <p>The proportion of Pupil Premium pupils achieving the expected standard in reading will be in-line with their peers and national expectation</p> <p>Prior High attaining Pupil Premium pupils will make rapid progress enabling them to achieve the higher standard in reading</p> <p>The proportion of Prior High Attainers achieving the higher standard by the end of Key Stage 2 with be in-line with their peers and national.</p>

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.





Teaching (for example, CPD, recruitment and retention)






Budgeted cost: £11,000






Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reciprocal Reading CPD</i></p> 	<p><i>This Reciprocal Reading programme was developed and delivered by FFT Literacy, who had previously conducted their own small-scale evaluation with promising results.</i></p> <p><i>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.</i></p>	<p>Challenge 1 Challenge 2 Challenge 4 Challenge 5</p>
<p><i>Read Write Inc Development Days CPD</i></p> 	<p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p> <p><i>Overall, the evidence base related to phonics is very secure. (EEF)</i></p>	<p>Challenge 8</p>
<p><i>Phonics Workshops for parents (Parental Engagement)</i></p> 	<p><i>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.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p>	<p>Challenge 9</p>
<p><i>Singapore Maths CPD</i></p> 	<p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p>	<p>Challenge 1 Challenge 2</p>






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


Budgeted cost: £300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes for core subjects in upper Key Stage 2 providing a group for high attaining Disadvantage pupils</p> <p></p>	<p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p>	<p>Challenge 1 Challenge 2</p>
<p>Weekly Reciprocal Reading Tuition – small group reading lead by Senior Leaders</p> <p></p>	<p><i>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.</i></p> <p><i>This Reciprocal Reading programme was developed and delivered by FFT Literacy, who had previously conducted their own small-scale evaluation with promising results.</i></p>	<p>Challenge 1 Challenge 2 Challenge 5</p>
<p>Daily Reciprocal Reading Tuition – small group reading lead by trained Leaders of Pupil Progress (LLP)</p> <p></p>	<p><i>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.</i></p> <p><i>This Reciprocal Reading programme was developed and delivered by FFT Literacy, who had previously conducted their own small-scale evaluation with promising results.</i></p>	<p>Challenge 2 Challenge 5</p>
<p>Better Reading: One to One Tuition (Golden 24)</p> <p></p>	<p><i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</i></p> <p><i>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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i></p>	<p>Challenge 2 Challenge 5</p>

<p>Thursday Tuition- Small group tuition- reading (years 5 and 6)</p> 	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Overall, evidence shows that small group tuition is effective</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Challenge 1 Challenge 2 Challenge 5</p>
<p>National Tutors Tuition- 1:3 weekly across Years 3, 4, 5, 6. (Extended school day)</p> 	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Evidence indicates that one to one tuition can be effective Short, regular sessions over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	<p>Challenge 1 Challenge 2 Challenge 5</p>
<p>Weekly Book Club for pupils reading above age related expectations</p> 	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Challenge 1</p>
<p>Breakfast reading catch up.</p> 	<p>Young children have a real desire to learn to read and if they are supported and successful in their efforts, this interest and desire will continue to grow. Reading Eggs helps to develop this intrinsic motivation by creating an instructional environment that embeds instruction in game-like activities.</p>	<p>Challenge 2 Challenge 5</p>
<p>Whole school subscription Reading Eggs</p> 	<p>Reading Eggs recognises the importance of student motivation in improving student learning outcomes and takes seriously the task of creating age appropriate, motivational elements that will increase students' time-on-task (Taylor & Aldeman; 1999 Hannover, 1998; Nenniger, 1992; Schiefele, 1991).</p> <p>Evidence suggests that technology approaches should be used to motivate students to practise more. (Education Endowment Foundation)</p>	<p>Challenge 1 Challenge 2 Challenge 3</p>




<p>Read, Write, Inc intervention teacher providing One to One intervention</p> 	<p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p>	<p>Challenge 8</p>
<p>Read, Write Inc Phonics interventions. Online learning</p> 	<p><i>Evidence suggests that technology approaches should be used to motivate students to practise more. (Education Endowment Foundation)</i></p>	<p>Challenge 2 Challenge 3 Challenge 8</p>
<p>Small Group Daily Maths Teaching for Low Attaining Pupils (Years 2 and 6 delivered by SLT)</p> 	<p><i>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	<p>Challenge 2</p>
<p>Third Space Tutoring</p> 	<p><i>Third Space Learning worked as an approved NTP tuition partner in the 2020/21 academic year, chosen to deliver high quality maths tuition.</i></p> <p><i>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches</i></p>	<p>Challenge 1 Challenge 2</p>
<p>Reduced class sizes for core subjects in upper Key Stage 2 and Year 2</p> 	<p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p>	<p>Challenge 1 Challenge 2</p>





<p>Tuesday Tuition- Small group teaching of basic skills (Year 1-6)</p> 	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Overall, evidence shows that small group tuition is effective</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Challenge 1 Challenge 2</p>
<p>Thursday Tuition- Small group tuition- reading (years 5 and 6)</p> 	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Overall, evidence shows that small group tuition is effective</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Challenge 1 Challenge 2</p>
<p>Maths Recovery: Small group/One to One Tuition</p> 	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>Challenge 2</p>
<p>Nuffield Early Language Intervention</p> 	<p>There is a wealth of evidence to show that early intervention has great potential to narrow the gap (EEF)</p> <p>Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention.</p>	<p>Challenge 3</p>
<p>Collaboration Friday (Maths focus)</p> 	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.</p> <p>The impact of collaborative approaches on learning is consistently positive.(EEF)</p>	<p>Challenge 1 Challenge 2</p>

<p>One to One Tuition Maths and reading (DFE approved External Provider- Recovery Fund)</p> 	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read, Write, Inc Resources to support pupils with limited access to online resources.</p> 	<p>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.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p>	<p>Challenge 8 Challenge 9</p>
<p>Parental Engagement : Read, Write Inc Home support kits</p> 	<p>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.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p>	<p>Challenge 8 Challenge 9</p>
<p>Kindle devices to support reading at home- reading for pleasure</p> 	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p>	<p>Challenge 3</p>

<p>Foundation Subject Workshops and Field Trips</p> 	<p><i>Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities beyond school. School trips are a way of augmenting the learning process.</i></p>	<p>Challenge 3 Challenge 7</p>
<p>Personal Development programme</p> 	<p><i>The average impact of successful personal development interventions is an additional four months' progress over the course of a year.</i></p> <p><i>Alongside academic outcomes, Personal Development has an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	<p>Challenge 3 Challenge 7</p>
<p>Family support worker</p> 	<p><i>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.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p>	<p>Challenge 6</p>
<p>Triple P parenting course to support behaviour and attendance.</p> 	<p><i>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.</i></p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p> <p><i>Research shows that attendance is an important factor in pupil achievement. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance.</i></p>	<p>Challenge 8</p>

Total budgeted cost: £ £335,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In 2020-2021 the school received £280,000 for Pupil Premium. This additional funding was used to support the raising of standards for Disadvantaged children. Last year, there were 230 children, out of 917, who were entitled to Pupil Premium funding.

Montem Academy has a good track record (see results below) of significantly narrowing the gap between the attainment of disadvantaged children and all other children nationally. Therefore, we feel our strategies and use of such allocated money is successful. We have also made effective use of research conducted by the Sutton Trust, in particular the Sutton Trust Toolkit in supporting us to determine the most effective strategies to implement and inform decision making. For this academic year, we have looked at projects we have found previously to have made good impact and also introduced a number of new initiatives.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. Intervention Data is collected half termly and recorded on a detailed track grids/system which are analysed by the school Principal, who oversees the whole school work on Pupil Premium. The aims are to ensure the funding is allocated to each Pupil Premium child, measure impact of strategies in place and advise where performance needs addressing.

Summative assessments are sat by the children in years 2 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are made for all pupils (Early Years to year 6), including disadvantaged, so we can ascertain attainment and progress at any moment of time.

Pupil Progress analysis is shared and discussed with year groups each half term. Pupils who are falling behind are placed on a Personalised Intervention Plan (PIP) to ensure that gaps are continuously addressed and narrowed.


Progress of Disadvantage pupils (Whole School)


The progress of funded children (Disadvantaged Pupils) has been similar to or better than non-funded pupils (All other pupils) in all year groups. The progress of Disadvantaged pupils is at least 'good' and in most aspects in line with their peers.


Where there is strong progress this is a result of targeted intervention groups, Pupil Premium teachers, and extra tuition classes across all year groups, additional phonics teaching in Year 1 and extra reading support at breakfast club. However, the impact of the national lockdown has meant that some initiatives and interventions have not taken place or were not fully completed.


The attendance rate of our Disadvantage pupils was 89% which is below the whole school attendance of 92%. Attendance has been significantly impacted on by Covid 19, (Self isolation and quarantine) in addition to the disproportionate number of disadvantage pupils deemed as persistent absentees


The impact of the Pupil Premium has been positive, demonstrating good value for money with the following results:


	Proportion meeting the Progress (TA) at the end of Summer 2021					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1						
Year 2	86%	90%	86%	90%	86%	90%
Year 3	91%	95%	91%	95%	91%	95%
Year 4	97%	94%	97%	94%	97%	94%
Year 5	94%	94%	91%	94%	93%	94%
Year 6	98%	94%	98%	94%	98%	94%

	Proportion meeting the expected standard (TA) at the end of Summer 2021					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	91%	82%	74%	67%	83%	89%
Year 2	71%	78%	63%	73%	63%	74%
Year 3	88%	77%	79%	74%	79%	77%
Year 4	85%	73%	74%	75%	82%	74%
Year 5	80%	78%	80%	78%	78%	76%
Year 6	80%	74%	82%	79%	84%	80%

	Proportion meeting the higher standard (TA) at the end of Summer 2021					
	Reading		Writing		Maths	
	Dis	All Pupils	Dis	All Pupils	Dis	All Pupils
Year 1	34%	33%	20%	19%	20%	22%
Year 2	11%	31%	14%	27%	14%	24%
Year 3	12%	22%	21%	30%	27%	27%
Year 4	44%	32%	44%	35%	39%	27%
Year 5	22%	29%	29%	33%	27%	33%
Year 6	26%	30%	28%	26%	24%	29%

	Proportion meeting the expected standard (Standardised Test) at the end of Summer 2021					
	Reading				Maths	
	Dis	All Pupils			Dis	All Pupils
Year 1	83%	79%			85%	80%
Year 2	68%	77%			54%	72%
Year 3	76%	67%			73%	70%
Year 4	76%	63%			82%	73%
Year 5	80%	74%			78%	76%
Year 6	79%	74%			75%	77%

	Proportion meeting the higher standard (TA) at the end of Summer 2021					
	Reading				Maths	
	Dis	All Pupils			Dis	All Pupils
Year 1	29%	32%			16%	22%
Year 2	11%	31%			20%	27%
Year 3	11%	19%			26%	27%
Year 4	35%	24%			38%	27%
Year 5	17%	26%			27%	33%
Year 6	27%	21%			25%	21%

 The Park Federation <small>Market Airberg</small>	Attendance September 2020-July 2021	
	Disadvantage Pupils	Other Pupils
Whole School	89%	92%