



Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium funding (and recovery premium funding) for the **2025 to 2026** academic year to help improve the attainment of our disadvantaged or underserved 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	Thorpe Lea Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	33.2% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Adam Collin - Headteacher
Pupil Premium Lead	Natalie Jefford
Governor / Trustee Lead	Karla Hanna

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040 & £10,280 Post-LAC
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118320



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Thorpe Lea Primary School and Nursery, educational research is at the core of the strategies we implement for our pupils. It is the driving force that allows us to explore and deliver a range of support geared towards improving the achievement of pupils from disadvantaged or underserved backgrounds, specific to our educational setting.

We believe that labelling a child as 'disadvantaged' can lead to an assumption that there is something lacking within themselves or that it is a permanent state of being. We have decided to move towards using the term 'underserved' as it puts more emphasis on society to support these young people and to focus on how institutions such as schools can serve them better. For this reason, we will use the term 'underserved' in place of the previously used 'disadvantaged'.

As emphasised in the Education Endowment Foundation (EEF) Guide, consistent, quality teaching in every classroom is fundamental in ensuring that pupils from underserved backgrounds reach their full potential. Our commitment in expanding our knowledge through regular, professional reading, training and working with educational professionals within and outside our setting supports this. We make sure that new knowledge and research is shared with staff through weekly, professional meetings and wider school projects to ensure that our consistent and rigorous approach to supporting underserved pupils is understood and adopted by everyone.

Our research-based approach forms the foundation on how we allocate our funding to support teaching, targeted academic support and wider school strategies. Our approach is continually under review, steering future decisions on how to adapt our strategies for the needs of the pupils in our school, striving for sustainable improvements.

Challenges

This details the key challenges to achievement that we have identified among our underserved pupils:

Challenge Number	Detail of Challenge
1	Pupils meeting the standard to pass the Phonics Screening Check (PSC) by the end of KS1: Implementing an evidence-based synthetic, systematic phonics programme for a consistent and rigorous approach to phonics teaching, so pupils meet or exceed national progress scores in phonics
2	Pupils making rapid progress to meet or exceed national attainment scores in Reading
3	Pupils making rapid progress to meet or exceed national attainment scores in Writing
4	Pupils making rapid progress to meet or exceed national attainment scores in Maths
5	Identifying SEMH needs to remove barriers to learning: Ensuring pupils are supported emotionally and socially, enabling them to access their learning effectively
6	Ensuring that individual pupils' attendance meets or exceeds 95%



Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-27)**, and how we will measure whether they have been achieved:

Intended Outcome	Success Criteria
<p>EYFS</p> <ul style="list-style-type: none">□ To promote a high-quality language-rich environment in EYFS	<ul style="list-style-type: none">• For pupils to have access to language-rich activities that promote the acquisition of new vocabulary and knowledge around language• For adults to champion a language-rich approach through CPD and knowledge of the Early Learning Goals
<p>Phonics</p> <ul style="list-style-type: none">• Pupils meeting the standard to pass the PSC by the end of KS1• Read Write Inc. to be continually monitored and evaluated throughout the school.• To work with our RWI Link to develop 1:1 tuition provision for children to make accelerated process	<ul style="list-style-type: none">• For all pupils to have access to Read Write Inc. teaching and materials if they are not yet able to read fluently.• LSAs to be trained on how to carry out strategic 1:1 tuition to close gaps.• For teachers and LSAs to be supported in by the Phonics Lead and our RWI Link to maintain high quality teaching of Phonics.



<p>Reading</p> <ul style="list-style-type: none"> • Pupils making rapid progress to meet or exceed national attainment scores in Reading • Pupils to engage in a consistent approach to phonics, supporting early reading and therefore fluency in KS2 • Pupils to have access to ‘keep-up’ sessions to support phonics learning so that reading fluency can be gained in KS2 • Pupils to engage in a rich and meaningful curriculum to support their language acquisition 	<ul style="list-style-type: none"> • Pre-planned, specific and regular (weekly) monitoring of teaching and learning from the Leadership Team and Subject Leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring • Leadership Team to lead evidence-based training to develop teachers’ pedagogy with the view of addressing barriers to pupils’ learning, including metacognition strategies, informed by whole school monitoring for a rigorous and joined-up approach • Development of a whole-school curriculum overview to ensure that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for effective language acquisition and reading comprehension
	<ul style="list-style-type: none"> • Subject Leaders to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group
<p>Writing</p> <ul style="list-style-type: none"> □ Pupils making rapid progress to meet or exceed national attainment scores in writing 	<ul style="list-style-type: none"> • Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders • Specific and planned coaching for teachers and LSAs, informed by monitoring
<p>Maths</p> <ul style="list-style-type: none"> □ Pupils making rapid progress to meet or exceed national attainment scores in maths 	<ul style="list-style-type: none"> • Leadership Team and Subject Leaders to lead evidence-based training to develop teachers’ pedagogy with the view of addressing barriers to pupils’ learning, including metacognition strategies, informed by whole-school monitoring for a rigorous and joined-up approach • Subject Leaders to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group
<p>Curriculum</p> <ul style="list-style-type: none"> □ Effective use of a high quality cross-curricular resources to increase opportunities for writing in the afternoons 	<ul style="list-style-type: none"> • Curriculum coverage and the order in which skills are taught to be reviewed so that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for quality writing



	<ul style="list-style-type: none">• Opportunities for high quality writing to be monitored in books• Staff to develop action plans to support the subject they lead to ensure high-quality teaching and consistency across the school
<p>Curriculum</p> <ul style="list-style-type: none">• Whole-school, curriculum overview in place to ensure curriculum coverage so that skills are taught in an order in which pupils can make meaningful links• Providing rich learning experiences so that pupils are supported in retaining what they learn	<ul style="list-style-type: none">• Development of a whole-school curriculum overview to ensure that skills and knowledge are taught in an order in which pupils can make meaningful links• Specific projects to be assigned to each year group to ensure relevant and meaningful links are made as pupils progress through the school• Subject Leaders to monitor curriculum coverage and order of the skills taught to ensure high quality learning from each year group• Pre-planned, specific monitoring of teaching and learning from the Leadership Team and Subject Leaders• Specific and planned coaching for teachers and LSAs, informed by monitoring
<p>Teaching and Learning</p> <ul style="list-style-type: none">• To develop a coaching and mentoring framework to support the best professional development outcomes and impact on pupil progress• To effectively develop coaching teams to support pedagogy within the staff team including educational leadership, pupil success and wellbeing, professional practice and community engagement• Implement and develop a new Marking and Feedback Policy that makes meaningful contributions to pupil's understanding, removing barriers to learning	<ul style="list-style-type: none">• Leadership Team to lead evidence-based training to develop teachers' pedagogy with the view of addressing barriers to pupils' learning, including metacognition strategies, informed by whole school monitoring for a rigorous and joined-up approach• Pre-planned, specific and regular (weekly) monitoring of teaching and learning from SLT/curriculum leaders to support next steps in CPD• Specific and planned coaching for teachers and LSAs, informed by monitoring• Development of coaching teams and training in coaching conversations• Implement a new policy using staff and pupil voice and evidence based research to ensure positive outcome for pupils



<p>SEMH</p> <ul style="list-style-type: none">• To enable pupils to practise resilience and perseverance so that they can access their learning effectively• Pupils with social and emotional needs to be identified quickly so that appropriate intervention can be planned for, allowing for learning to take place in the classrooms• Pupils' perspectives to be used to drive new strategies for supporting barriers to learning• Positive parental engagement• Planning and implementation of interventions specific to the needs of the pupils at the time	<ul style="list-style-type: none">• For staff to be efficient in using our reporting tool so that relevant members of staff can be notified of a pupils' situation and appropriate and timely support be put in place, ensuring pupils' needs are monitored• For pupils to take part in learning, supporting their confidence, social skills, communication, motivation, physical skills and knowledge and understanding (OPAL, emotional coaching, etc)• The use of a trained Emotional Literacy Support Assistant (ELSA) to support pupils with any social and/or emotional needs they may have, removing barriers to learning• Increased presence of the Leadership Team at the beginning and end of the school day to support parental engagement and pupils in expressing anything they may want to share so that learning can take place• Working with our Educational Psychologist to develop a new behaviour policy that works on the principles of restorative practices and emotion coaching.
<p>Attendance</p> <ul style="list-style-type: none">□ To improve the attendance of underserved pupils to meet or exceed the attendance of their peers.	<ul style="list-style-type: none">• Regularly monitor the attendance of pupils so that timely and appropriate support can be planned where needed• Good communication and relationships are maintained with parents to support attendance rates



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 (eg. CPD, recruitment and retention)

Budgeted Cost: £15,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <ul style="list-style-type: none"> • Outside specialists • Visiting other schools • Research and data analysis as part of our ongoing implementation of the phonics scheme • Implementation of additional phonics strategies as part of the scheme for those with SEND/who have not passed the PSC in Y1 • Additional staff to ensure that phonics and reading sessions always go ahead • Coaching of staff members from the phonics leader to ensure that the quality of the teaching effectively evolves with the children’s needs, maintaining the fidelity of the programme • Monitoring of teaching and learning within reading lessons to ensure a consistent approach is used by all • Continual investment in materials and training to maintain standards and support new staff 	<ul style="list-style-type: none"> • Evidence shows that using a synthetic and systematic approach to teaching phonics is necessary for ensuring that children acquire the strong reading foundations needed to become a fluent reader later in their learning (Rose, 2006) • The phonics programme that the school has invested in has worked in partnership with other organisations to create a revised programme that has been shown to have significant, positive effects in the reading progress of all pupils (including lower attainers) • The programme insists on a consistent approach to phonics where all teaching staff have to use the specific resources and approaches that everyone has been trained to use. This will allow for a smoother transition between year groups to maximise learning and contribute to consolidating the phonic skills the pupils have learned (Buckingham, 2016). • The consistent approach will also ensure that any gaps in learning can be catered for throughout the school and into KS2 where needed, using the same phonic approach, necessary to consolidate learning (Castles et al, 2018) • Evidence suggests that early experiences in reading are predictor of future reading achievement, which forms the basis for investing in a SSP programme (Vellutino et al, 2006) 	<p>1, 2 & 3</p>



<p>Writing</p> <ul style="list-style-type: none">• Training in Colourful Semantics to support staff in teaching the foundation skills for writing• Regular and planned monitoring of the teaching of writing with LT and Subject Leaders to ensure that standards are high and consistent• Training from Subject Leaders and LT in response to internal data that targets pupils' individual needs• Regular coaching and mentoring with staff and subject leaders to ensure steps• Monitor the use and effectiveness of Feedback & Assessment Policy• Use planned book scrutinies to respond to the needs of disadvantaged pupils	<ul style="list-style-type: none">□ Using school evidence on pupil and staff perspectives to drive quality teaching and learning in writing, quickly identifying and removing potential barriers to learning□ Evidence suggests that providing immediate feedback has a high impact on learning outcomes. Effective feedback supports pupils' focus and encourages them to use self-regulation strategies (allowing them to utilise feedback to make improvements) (EEF)□ Evidence shows that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of learning can have a positive impact on their learning	<p>3</p>
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<p>Maths</p> <ul style="list-style-type: none">• Carry out regular data analyses on the teaching and learning in maths across the school• Respond to the data analysis for maths and carry out a range of monitoring activities including learning walks to identify how pupils with PP/SEND are accessing the curriculum• Use the information gathered from learning walks to set out standards in the teaching of maths for vulnerable pupils	<p>Using school evidence on pupil and staff perspectives to drive quality teaching and learning in Maths, quickly identifying and removing potential barriers to learning (The EEF Guide to the Pupil Premium, 2022)</p>	<p>4</p>
<ul style="list-style-type: none">• Implement pre-teaching as a strategy to enable pupils to access the curriculum• Monitor the use of interventions, enabling children to progress and avoid misconceptions		
<p>Curriculum</p> <ul style="list-style-type: none">• Subject Leaders to disseminate good practice to ensure high standards across the school in the subject they lead• The order and content of the curriculum is reviewed regularly to ensure it is broad and balanced• Subject Leaders to continue to ensure that teaching reflects the progression and coverage of knowledge and skills needed for the year group	<p>Underserved pupils' participation in all activities are high profile and families are individually contacted to support where needed</p> <p>To ensure that skills are taught in an order in which pupils can make meaningful links, increasing opportunities for effective language acquisition and reading comprehension (Christine Counsell, 2020)</p> <p>Evidence suggests that well-organised knowledge and skills curriculum progression positively impacts on pupils' learning as they progress through the school (Christine Counsell, 2020)</p>	<p>1, 2, 3, 4 & 5</p>



<p>CPD</p> <ul style="list-style-type: none">• Training is pre-planned in response to the needs of the pupils - using data and observations• There has been a restructure of current practices to ensure that they work effectively in combination including use of data, pupil progress information, CPD, coaching and mentoring, subject leadership alongside specific pedagogical approaches.• Investment in professional reading materials - to support shared and individual CPD• Regular monitoring of teaching and learning from LT/Subject Leaders which informs next steps in training• Weekly, evidence based training, coaching and mentoring to support	<ul style="list-style-type: none">□ Regular and planned monitoring quickly identifies any need for staff support/coaching to ensure that pupils' needs are being met (EEF)□ Significant improvements in pupils learning can be made when teachers demonstrate effective use of metacognitive and self-regulatory strategies, through modelling own thought processes, alongside promoting and developing metacognitive talk (EEF)□ A combination of approaches will be used, including mentoring, coaching and training, to foster the best professional development outcomes. Coaching teams will be used as a vehicle to develop pedagogy within the staff team including educational leadership, student success and wellbeing, professional practice and community engagement (Growth Coaching International, 2022).□ An extensive bank of resources for teachers to use to support the teaching and learning of the pupils that they teach and their individual needs□ An investment in reading materials for teachers to support pedagogy and maintain high quality	<p>1, 2, 3, 4 & 5</p>
<p>teachers' pedagogy and remove barriers to learning</p> <ul style="list-style-type: none">• CPD is supportive of teachers becoming more autonomous and responsive in catering for the individual needs of the pupils they teach• Teachers and LSAs have access to Click HSE training package, to support individual CPD	<p>teaching in the classroom, eg. 'Teaching Walkthrus' by Tom Sherrington</p>	



Targeted Academic Support (e.g. tutoring, one-to-one support, structured interventions)

Budgeted Cost: £11,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<input type="checkbox"/> Ensure that planned interventions run effectively across the school	<ul style="list-style-type: none"> • SLT to regularly monitor the quality, organisation and running of the interventions that operate across the school to ensure that pupils' needs are being met • SLT to use intervention analysis to make appropriate changes to pupils' support 	1, 2, 3 & 4
<input type="checkbox"/> Wellcomm and ELKLAN based Speech and Language interventions	<input type="checkbox"/> When matched appropriately to a pupil's needs, evidence suggest oral language interventions supports pupils' articulation, vocabulary and spoken language, allowing them to access other areas of the curriculum effectively (EEF)	2 & 3
<input type="checkbox"/> Pre-teaching	<input type="checkbox"/> Evidence shows that pre-teaching and 1:1 tuition has a high impact on pupils' learning, due to the individualised nature of the learning (EEF)	1, 2, 3 & 4
<input type="checkbox"/> Precision teaching	<input type="checkbox"/> An intervention based on Haring and Easton's (1978) learning hierarchy to support pupil's acquisition and fluency of new skills, also supported by the Educational Psychology Service	1 & 2
<input type="checkbox"/> Outside agencies	<input type="checkbox"/> The use of outside specialist agencies/teachers to support pupils, including: Educational Psychology Service, Occupational Therapy and Speech and Language	1, 2, 3 & 4



Wider Strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted Cost: £90,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA</p> <ul style="list-style-type: none"> □ Supporting the social and emotional development of pupils through the use of an ELSA <p>Supporting families within the community to improve attendance, well-being and outcomes.</p>	<ul style="list-style-type: none"> □ Emotional Literacy Support is an evidence-based strategy that breaks down barriers to learning by catering for specific social and/or emotional needs that the children may be experiencing. Our Emotional Literacy Support Assistant (ELSA) is a dedicated member of staff who supports children overcome any difficulties that they would have otherwise brought back into the classroom and therefore inhibiting their ability to learn. The ELSA then continues these sessions with specific children who have been identified as needing additional social and/or emotional support. The quality of this support is continually monitored through an educational psychology (EP) service every half term for a consistent and effective approach to supporting these children. 	<p>5 & 6</p>
<p>Behaviour and SEMH</p> <ul style="list-style-type: none"> • Embedding the new behaviour policy across the school • Support staff to embed the principles of emotion coaching throughout the school • Daily reporting of social/emotional and behavioural needs of pupils and recording incidents on CPOMS • Presence of LT during lunchtimes and at the school gate at the beginning and end of every day to support parental engagement 	<ul style="list-style-type: none"> • An appropriate combination of consistent approaches will be used to support all pupils' behavioural, social and emotional needs. Where tailored support is required for groups or individuals, LT will support this through coaching them to make better choices, as research suggests teaching pupils self-management strategies has the highest impact (EEF). • The use of a central reporting tool ensures that pupils' needs are recorded and shared with relevant members of staff. Subsequently, appropriate and timely support can be put in place and monitored, removing barriers to learning (EEF). • These approaches are reviewed to ensure that appropriate and timely support can be put in place • A strategy that supports parental engagement, allowing pupils/parents to share any information at the beginning of the school day so that pupils can come into school ready to learn and parents feel supported and receive the help that they may need (EEF) 	<p>5 & 6</p>



<p>Parental Engagement and Attendance</p> <ul style="list-style-type: none">• Encouraging positive parental engagement to support pupils' attendance and parental involvement in their learning• Teaching staff to carry out parental workshops to involve them in their children's learning, equipping them with the skills they need to support home learning• Liaise with allocated member of the admin team to maintain records and put additional strategies in place where needed• LT to call and meet parents where concerns regarding attendance persist or positive improvements have been made.	<ul style="list-style-type: none">□ It is important to be specific about the support we provide parents, offering practical strategies rather than general support. Evidence shows that good communication with school can encourage positive dialogue about learning. Therefore, we encourage parents to attend workshops, held at varying times and in different formats, to ensure that working parents have access to this (EEF).□ Where parents are in need of more support, our ELSA can provide tailored help to encourage a nurturing home-environment and home-school relationship. This supports pupils being able to come into school with a readiness to learn. This includes ensuring limited home finances are not a barrier to full participation in school life.	<p>5 & 6</p>
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Total Budgeted Cost: £117,360



Part B: Review of outcomes in the previous academic year (2023-24)

Pupil Premium Strategy Outcomes

Activity	Impact
To develop children's reading comprehension skills through a key text approach.	<p>The key text approach has been brought in through dedicated reading comprehension lessons as well as in separate writing lessons. This enables children to study a range of texts in depth and to therefore be exposed to a range of literature in each academic year.</p> <p>Last year, we saw that children were making more progress in Reading and Writing and had more of an appreciation for both fiction and non-fiction texts.</p> <p>We have continued to build on this through working with the LEO Trust to support us with planning and maintaining a high standard across the school. This will be monitored by our Head of English who will be carrying out regular monitoring and evaluations on lessons and planning.</p> <p>Our newly develop Reading and Writing Intent are published on our website and explain how a key text approach is imperative to both our Reading and Writing curriculum.</p>
To deliver <i>Same Day Interventions</i> which will allow children the opportunity to keep up rather than catch up	<p>Each class has a general LSA who can take same day interventions in the afternoons to ensure that children who did not achieve the learning intention have a chance to review their leaning. This enables children the chance to correct any misconceptions on the same day and to close the gaps between them and their peers over time.</p> <p>This has been particularly helpful within phonics as those that need it can have 1:1 tuition to ensure they retain the new learning taught that morning.</p> <p>It has also enabled any new starts with limited or no English to benefit from over learning in order to grasp basic skills in Maths and English more swiftly.</p>



<p>For Standard's Leaders to strategically support children's attendance and behaviour across the school.</p>	<p><u>Attendance:</u></p> <ul style="list-style-type: none"> • Supporting teachers to meet with parents to discuss any patterns that are emerging. • Liaising with Office staff to send out letters informing parents of a decline in attendance or punctuality. • Working with SENCo and ELSA to help alleviate any social, emotional or mental health needs that could be causing issues with attendance. <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> • Supporting teachers to deal with low level behaviour in class and offering to be a 'safe space' for children to go to if needing a few moments away from class. • Supporting teachers in liaising with parents to work together to help children improve behaviour in a collaborative way. • Working with ELSA and SENCo to support children to communicate their feelings and support children with additional needs to regulate themselves. • Reporting any patterns or concerns to the rest of the Leadership Team if needed.
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<p>Behaviour and SEMH</p> <p>Ensuring incidents are reported on CPOMS</p> <p>Behaviour support led by teachers and SLT using a consistent approach Implementation of Zone of Regulation - investment in training and resources</p> <p>Employment of ELSA</p> <p>SEMH interventions carried out by SLT/teachers:</p>	<ul style="list-style-type: none"> • Development of Behaviour for learning: • Incidents are dealt with quickly • Pupils understand our behaviour policy and the use of Class Dojo (results from Mini Parliament consultation) • Pupils know how incidents have been resolved and are coached in how to make good choices • Consequences for behaviour are not carried forward into the next session of learning/the next day • Pupils use self-regulation strategies to identify feelings and resolve issues (Zones of Regulation to be rolled out across the school) • SLT are present every lunchtime to support and resolve any behavioural, social, emotional and mental health difficulties promptly. <ul style="list-style-type: none"> • Staff to use Emotion Coaching more consistently throughout the school. <ul style="list-style-type: none"> • A combination of activities including questionnaires, learning walks and interviews were carried out with pupils from Reception to Year 6 to gain an insight into pupils' perspectives: • Qualitative data shows that the majority of pupils in EYFS were happy and had no worries about their school-life • In KS1 the vast majority of pupils reported feeling happy and safe at school and could name an adult they felt comfortable talking to • In KS2 the vast majority of pupils reported feeling happy and safe at school and could name an adult they felt comfortable talking to.
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	<ul style="list-style-type: none">• Pupils expressed; 'Thorpe Lea is a good school to come to'.
Attendance	<ul style="list-style-type: none"><input type="checkbox"/> Attendance of vulnerable groups is tracked<input type="checkbox"/> Attendance meetings are held with SLT<input type="checkbox"/> Additional attendance calls are made for PP pupils when they are not present in school
Parental and pupil engagement	<ul style="list-style-type: none"><input type="checkbox"/> Engagement for all school activities are tracked<input type="checkbox"/> Contact with individual parents is made where there is a lack of engagement PP pupils are asked individually about whether they want to participate in additional school activities to ensure they receive the same offer

Externally Provided Programmes

Programme	Provider
Phonics programme	Read Write Inc.
Maths Programme	White Rose Maths
SEMH intervention	ELSA
Language intervention	Precision Teaching, ELKLAN
SEMH intervention	Zones of Regulation, Emotion Coaching
Standardised Reading and Maths Assessments	Test Base