

The Key Stage One 'Window' for Inclusion:

What five years of the Apex Project tells us
about reading needs and the impact of tuition



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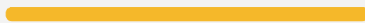
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Foreword

Ensuring that every child can read well is the key to tackling the disadvantage gap.

This is the conviction that has driven Mike Fischer, the founder of the Fischer Family Foundation, over the past three decades. And what has driven the Apex Project, which was a pilot project to evolve and validate a systematic model for eradicating 'early literacy failure' - the failure of around a quarter of pupils to be able to read adequately to access the curriculum.

The current phase of the Apex Project, which has been running since 2021, asked a specific question – can schools practically identify and support children who are behind in reading in Key Stage One, and what happens when they do?

To find out, we looked at the whole Apex Project cohort, the progress of over 900 pupils - three cohorts of children starting Year 1 in 2021, 2022 and 2023, each tracked through Key Stage 1.

Our report's findings are clear: Key Stage One represents a window at which, with the right and sustained early reading support, we can help deliver substantial improvements in reading attainment for pupils who are struggling – including disadvantaged pupils with SEND needs. This support is delivered through small group tutoring from a teaching assistant using a proven online platform and is for half an hour a day, for as long as the pupils need it. These improvements can help pupils pass the Phonics Screening Check, and also set pupils up well for a successful Key Stage Two.

We hope this report is helpful for schools and teachers. It aims to provide an evidence informed model to set pupils up for success, breaking the cycle of underperformance that poor reading attainment can cement.

This report also comes at an important time. The Department for Education's Schools White Paper, published in February 2026, sets an ambition for 90% of children to meet the expected standard in the Year 1 phonics screening check by the end of this Parliament. The Independent Inquiry into White Working-Class Educational Outcomes, published earlier this year, also called for a national focus on reading fluency for disadvantaged pupils, after setting out the challenge – 35% of disadvantaged pupils and 40% of white working-class pupils do not meet the age-related expectations in reading by the end of KS2, compared to 25% of all pupils.

Finally, we would like to thank the Fischer Family Foundation for their support and commitment to the Apex Project, without which this report would not be possible.

Paul Charman
Managing Director
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Executive Summary

The Apex Project was a pilot project to evolve and validate a systematic model for eradicating 'early literacy failure' - the failure of around a quarter of pupils to be able to read adequately to access the curriculum.

The Fischer Family Foundation supported a small number of schools, referred to here as Apex schools, to identify pupils behind in reading in Key Stage 1, and develop those pupils' early reading skills via small group intervention, delivered by a proven online tutoring platform, and facilitated by teaching assistants.

This research has established a picture of need for a cohort of nearly a thousand children. We hope this can inform national debate on reading needs in Key Stage 1, and demonstrate how sustained support can enable even the pupils who are furthest behind to read well enough to access the curriculum by Key Stage 2.

Key findings include:

1. An overview of the consolidated comprehensive support given to a cohort of children in six schools in areas of high deprivation (33% FSM) shows us that:

- Good early years provision will not 'solve' the reading issue. A lot of policy attention has focused on pre-phonics and good child development practice in early years to support children's success in the classroom. However, in our project, nearly 40%, or 2 in 5 children, needed additional reading support in Key Stage 1, despite strong early years practice and high-quality first teaching in Reception.
- Difficulty in phonics is the main barrier preventing pupils from starting their journey to reading. 31% of all pupils in deprived schools benefited from additional targeted support for phonics or pre-phonics over the Key Stage 1 phase. This represents 80% of all struggling readers. 8% of pupils (20% of struggling readers) were not seen as requiring support in Year 1 but needed help in Year 2 with the shift to fluency and comprehension.

2. Support with pre-phonics skills and phonics in year 1 was highly effective in passing the Phonics Screening Check, especially for SEND and disadvantaged pupils.

84% of struggling readers placed on Year 1 tuition passed Year 1 Phonics Screening (PSC). 86% of the whole cohort passed, which is well above national average, with the most substantial improvements from national averages for disadvantaged pupils (79%), SEN Support (57%) and EHCP (32%). Only 5% overall scored below 15 out of 40. We believe that if this kind of investment in a systematic track was made in all schools, then the government's phonics target of 90% would be within reach, and would help ensure that more children are able to flourish as readers.

3. Phonics Screening Check results do not necessarily mean pupils will become fluent readers, and continued vigilance is required.

Different groups of pupils benefitted from support in Year 2, as the reading curriculum moves from a phonics focus towards fluency and comprehension. 12% of the entire cohort, and more than half of those who were below expectations by the end of Year 2, passed the Year 1 PSC.. This highlights a need for vigilance and continued assessment of fluency to ensure pupils do not slip under the radar.

4. Fulfilling reading needs in KS1 supports a successful start in KS2, especially for disadvantaged and SEND pupils.

The cohorts reached the end of Year 2 with very high attainment, with 77% of pupils judged 'at expected', including nearly half the pupils supported with tuition. Only 4% were judged 'well below' expected. Furthermore, most pupils were supported in a sustained way to hit reading fluency benchmarks, adequately supporting their access to the curriculum in Year 3. Year 1 intervention pupils reached a median fluency of 60 Words Correct Per Minute by end Year 2.

5. Reading support needs to be sustained to be successful.

The level of KS1 reading support varied per pupil due to different needs and abilities, but averaged between 6 and 15 weeks, depending on the group. However, the majority of pupils needed more than 6 weeks tuition to secure sustained improvement in reading. Pupils tutored in Year 1 received the most support, with an average of 15 weeks. In comparison, pupils tutored in Group C, who had sufficient decoding skills but weak fluency, received on average 6 weeks.

1. Introduction

The Apex Project has been a longitudinal pilot exploring the impact of providing systematic early reading support in Key Stage 1 (KS1) for all children behind in reading, via reading tutoring, alongside high-quality phonics and literacy teaching. The project also involved close tracking of all pupils in KS1, using a combination of reading assessment data, annual teacher reading judgements, statutory phonics screening results, and school observations.

The rationale for the project has been that identifying reading needs as early as possible and addressing those needs with relevant, timely support, maximises the chances of pupils accessing the wider curriculum by Key Stage 2 (KS2) and reduces the chance of lost learning.

An initial analysis of three years of the project in five schools in 2025 showed that it is possible to halve the number of children behind in reading and support inclusion for most SEND children.[1]

This final report looks at a larger dataset of three cohorts in six schools and is the culmination of five years of intensive pupil tracking and school observations, with longitudinal data for three KS1 cohorts (21-23, 22-24, 23-25), allowing analysis of the early reading pathway of 902 pupils.

The dataset has enabled us to investigate different reading needs amongst the cohort, when they were identified, what support was given and subsequent impact. Positive pupil outcomes from the project support the scaling of an inclusive early reading track to be adopted widely in primary schools.

As such we aim to offer a 'proof of concept' solution to the current absence of any structural, nationwide plan for pupils behind in reading, at this crucial developmental stage, despite overwhelming evidence indicating that early literacy is a major predictor of future education, health and welfare outcomes.[2]

[1] Fischer et. al. (2025), 'Closing the Disadvantage Gap by halving the number of pupils who are behind in reading.' Fischer Family Foundation website; Hilton et. al. (2025), 'A Paradigm Shift for Pupils with SEND: A Reading Inclusion Track in Year 1 and 2.' Fischer Family Foundation website.

[2] Thomson et. al. (2022), 'The Importance of Early Literacy'. FFT Education Datalab Website; Beynon (2023), 'Early Literacy Skills and longer-term outcomes Part 1 & 2.' FFT Education Datalab Website; Joseph et al. (2023), 'Reading skills, outcomes and interventions', Education and Policy Institute; The EPPE Project 2004.

2. Findings

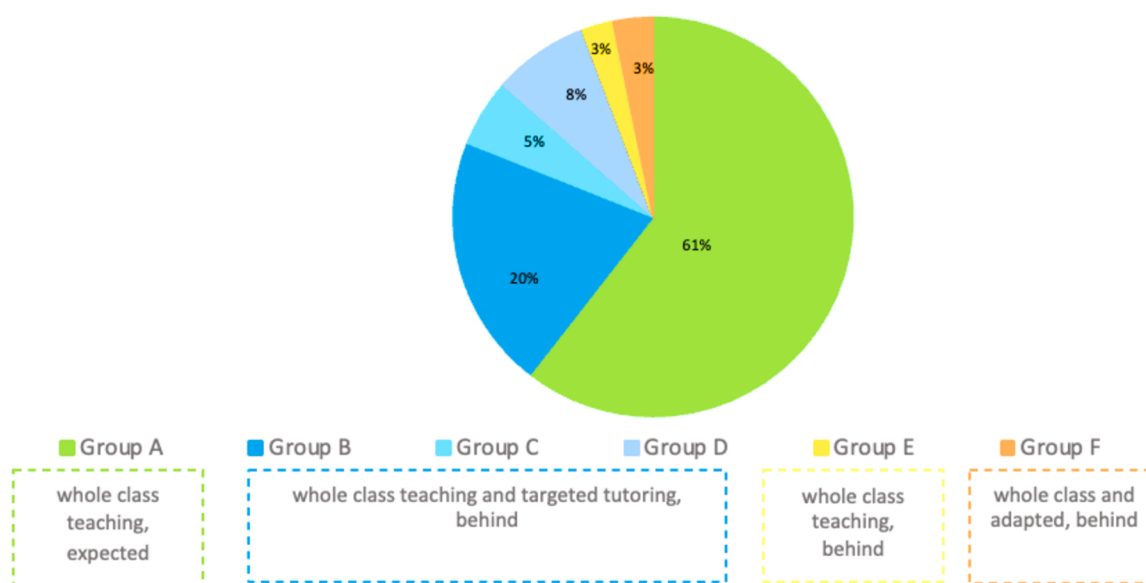
2.1. Identifying Additional Reading Support Needs in Key Stage 1

The Apex project longitudinal dataset contains three KS1 cohorts, tracked carefully during the last five years (2021-25).

As shown in Figure 1, six distinct pupil groups emerged from the data receiving varying levels and type of KS1 reading support, on the journey towards successful reading. It is important to bear in mind that the tutoring programme being used (Tutoring with the Lightning Squad) requires pupils to be able to tackle three-letter words before beginning on the programme. Project support was adaptive and could be redirected into phonemic awareness and pre-phonics support, or adapted approaches where required:

- i. Group A ‘On track’ (61%):** pupils sufficiently supported with high-quality whole-class teaching for phonics and reading.
- ii. Group B ‘Year 1 tutored’ (20%):** pupils identified with reading needs in Year 1 (weak phonics, poor fluency and/or comprehension) able to access additional, targeted reading tutoring track in Year 1 (3-5 sessions/week).
- iii. Group C ‘Year 2 tutored’ (5%):** pupils seen as on track in Year 1, then placed on additional, targeted tutoring in Year 2 to support weak fluency and/or comprehension (3-5 sessions/week).
- iv. Group D ‘Year 1 pre-phonics support, then Year 2 tutored’ (8%):** pupils identified as significantly behind with limited phonics skills in Year 1, given daily additional targeted phonemic awareness support, then consolidated ‘tutoring track’ work in Year 2 to build on decoding, fluency and comprehension skills.
- v. Group E ‘Below the radar’ (3%):** pupils judged to be sufficiently supported by high quality whole class teaching with sufficient decoding skills by end Year 1, thus not identified for reading track, but judged below Age-Related Expectations (ARE) by end Year 2. It is likely that these issues relate to comprehension as well as fluency and are just emerging at the end of Year 2.
- vi. Group F ‘Adapted approaches’ (3%):** pupils felt not to benefit from KS1 tutoring who required targeted, adapted approaches to support phonics and other reading skills throughout Key Stage 1. Group F encompassed pupils who required specific adaptations. 86% this group have SEN and 34% pupils have an Education, Health and Care plan (EHCP).

Figure 1: KS1 reading groups distribution (n = 902 pupils)



From this picture we can make several statements about the need for reading support in Key Stage 1.

Firstly, if we add together all the intervention groups – B, C, and D, who were tutored, as well as Group F who were not able to access tutoring as they required an adapted response, and Group E who may have benefitted from support but slipped under the radar, we see that nearly 40% of the cohort benefit from additional KS1 reading support. This is despite generally high-quality early years teaching in schools that are highly effective. This shows that good early years provision will not ‘solve’ the reading issue alone and that investment in reading remediation is hugely beneficial, especially in schools with high levels of deprivation.

Furthermore, as reading expectations in pupils increase during the transition from Year 1 to Year 2, some pupils’ needs were identified at different stages. That being said, phonics is clearly the main barrier to being able to learn to read. Groups B, D and F, 31% of the entire cohort, benefited from support with pre-phonics and phonics in Key Stage 1, before they can access fluency and comprehension.

Only 5% of pupils appeared on track in Year 1, but required support in Year 2, likely struggling to reach fluency. However, as discussed in section 2.3 below, there is a larger cohort who fall somewhere between phonics and fluency with wider implications for how schools need to gear their early literacy systems.

2.2. Support for phonics in Year 1 is highly effective

The primary focus of reading in Year 1 is phonics teaching, culminating in the statutory phonics screening assessment (PSC), although other reading skills are also taught at this time. Phonics provision is vital in supporting pupils learning to read but not the only skill required to be a successful reader.

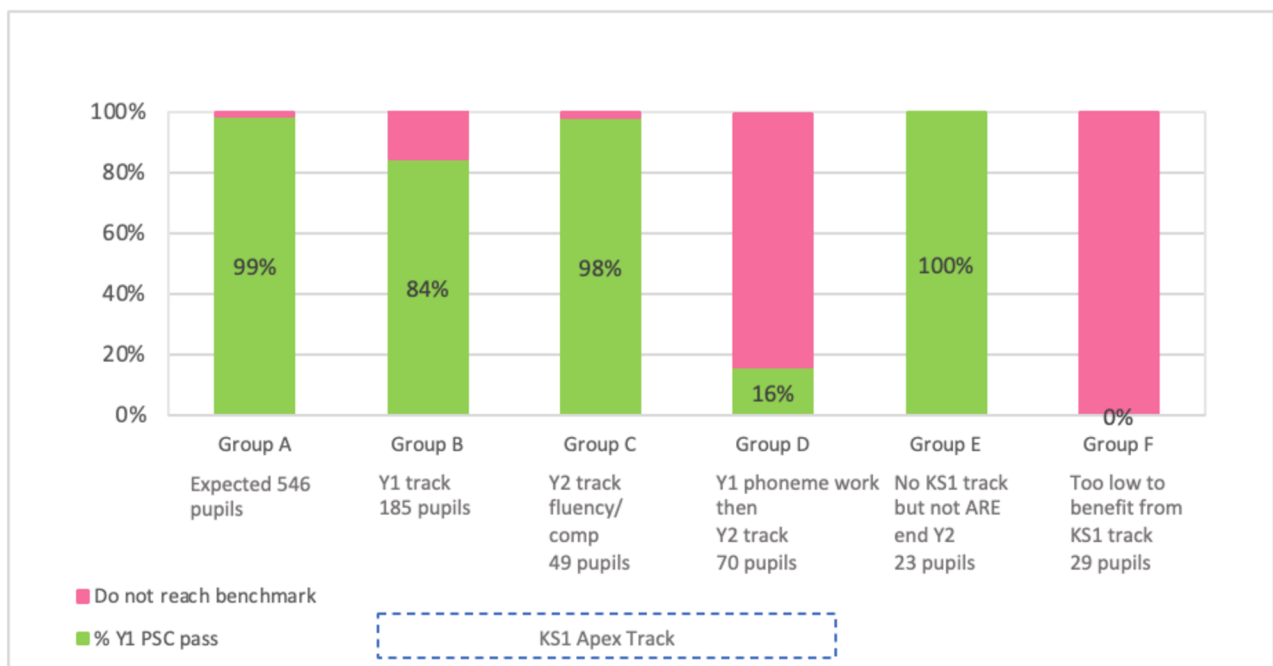
Figure 2 shows the scale and effectiveness of phonics teaching and support with Year 1 phonics screening (PSC) results amongst the different groups. Additional support with pre-phonics skills and phonics was highly effective.

For pupils on track during Year 1, notably among **Group A 'On track' (61%)**, **Group C 'Year 2 tutored' (5%)**, and **Group E 'Below the radar' (3%)**: 99% pupils (610/618 pupils) passed Year 1 PSC.

Groups B, D and F reveal that 80% struggling readers (284/356 pupils) in KS1 required additional phonics support, as well as high-quality teaching, but the support was effective with 59% of these pupils (167/284 pupils) passing Year 1 PSC. Exploring these intervention groups in more detail shows quite how effective early intervention was:

- **Group B 'Year 1 tutored' (20%)**: pupils benefited from reading tutoring in Year 1 to support phonics and, encouragingly, the vast majority (84%) passed Year 1 PSC.
- **Group D 'Year 1 pre-phonics support, then Year 2 tutored' (8%)**: pupils needed support with pre-phonics in Year 1 before moving on to phonics tuition in Year 2, as they were significantly behind, but 16% pupils in this group still passed Year 1 PSC.
- **Group F 'Adapted approaches' (3%)**: pupils needed a targeted and adapted approach to phonics and reading throughout Key Stage 1, since their reading skills were too low to access the KS1 tutoring track. Consequently, no pupils in Group F reached the PSC benchmark.

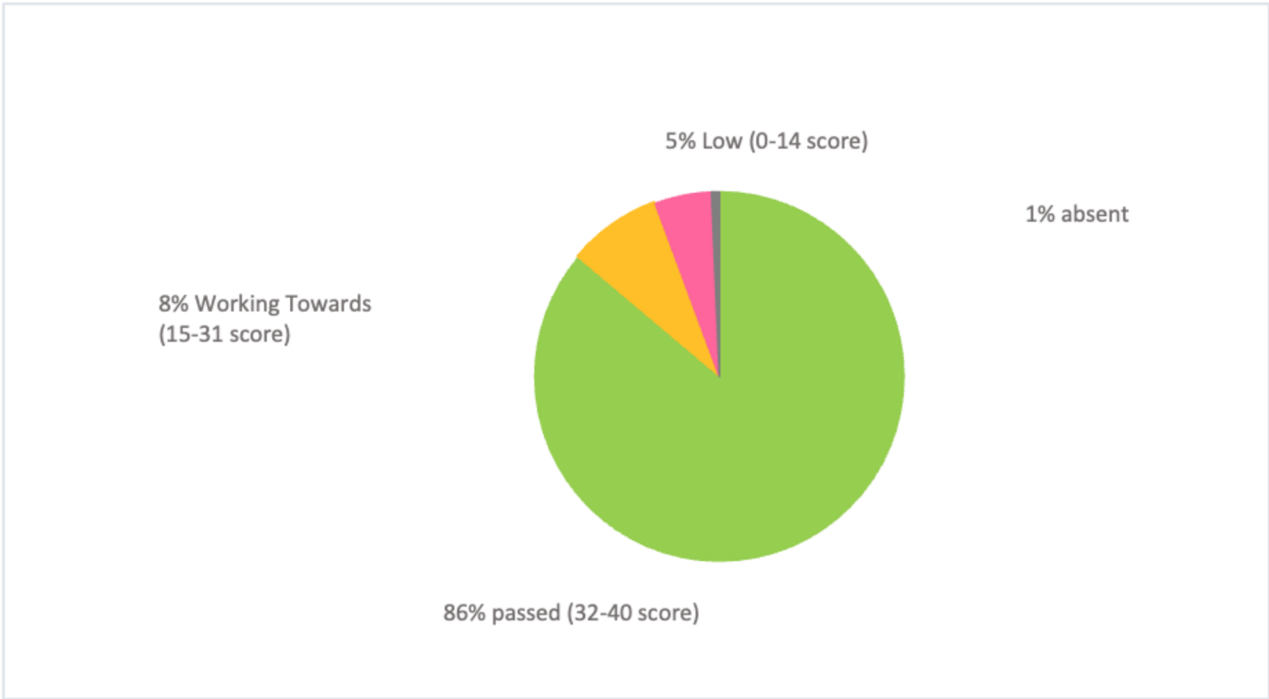
Figure 2. Year 1 PSC Results Amongst Different Groups



Delving deeper into PSC scores also reveals what level of decoding skills were gained. Figure 3 shows statutory Year 1 Phonics Screening (PSC) results for the whole cohort, indicating the vast majority of pupils (86%) gained sufficient skills in phonics by end Year 1, achieving at least 32/40, and reducing the overall need for phonics support in Year 2 and beyond. Only 5% of the entire cohort scored below 15/40, having a continued need for high-level reading support.[3]

Ultimately, this highlights how important phonics provision and early interventions are in supporting pupils learning to read.

Figure 3. Year 1 PSC Results for Whole Cohort (n=902 pupils) raw scores



If we look at how the cohorts did in line with national averages we see how positive the intervention was, particularly for SEND and disadvantaged pupils. The table in Figure 4, below, shows the pass rates for the Apex school cohorts versus national averages for pupils with different characteristics.[3]

Among the overall cohort 86% pupils passed, higher than national average despite a higher proportion of disadvantaged pupils, and the results are not far off the Government’s future ambition to reach 90% pass rate for all Year 1 pupils by 2029, as set out in the recent Schools white paper.[4]

This is achieved by particular improvements for disadvantaged pupils. Disadvantaged pupils in the cohorts achieved almost in line with the 80% national average for all pupils, with 79% passing Year 1 PSC compared to 67% disadvantaged pupils nationally. SEN (not EHCP) pupils also performed better than national average with 57% SEN pupils reaching or exceeding the phonics benchmark, compared to 52% nationally. Finally, pupils with EHCPs also outperformed the national figure, with 32% passing the phonics screening check compared to 20% nationally.

[3] For comparison to national raw scores see Thomson, D. (2025) ‘What will it Take to Meet the Government’s Ambition for 90% of Pupil to Achieve the Expected Standard in Year 1 Phonics.’ Education Datalab website. Available at: <https://fteducationdatalab.org.uk/2025/11/what-will-it-take-to-meet-the-governments-ambition-for-90-of-pupils-to-achieve-the-expected-standard-in-year-1-phonics/>

[4] National averages from Fischer et. al. (2025) Available at <https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2024-25>

Figure 4: Year 1 Phonics Screening Check (PSC) Pass Rates for disadvantaged and SEN pupils

	6 project schools 902 pupils (3 KS1 cohorts)	National Averages
All pupils	86%	80% 2024 79% 2023 75% in 2022
Disadvantaged pupils	79%	68% 2024 67% 2023 62% in 2022
SEN (not EHCP)	57%	52% 2024 48% 2023 44% in 2022
EHCP pupils	32%	20% 2024 20% 2023 19% in 2022

2.3. Continued support is necessary to move from phonics to fluency and comprehension

In Year 2, the curriculum shifts towards greater focus on grammar and punctuation, fluency, vocabulary and comprehension skills. Therefore, vigilance in KS1 is necessary to ensure that children can become successful readers.

As we noted in section 1, some children needed tutoring support in Year 2, with the reading curriculum changes, and more struggling readers were identified amongst the project schools. This included:

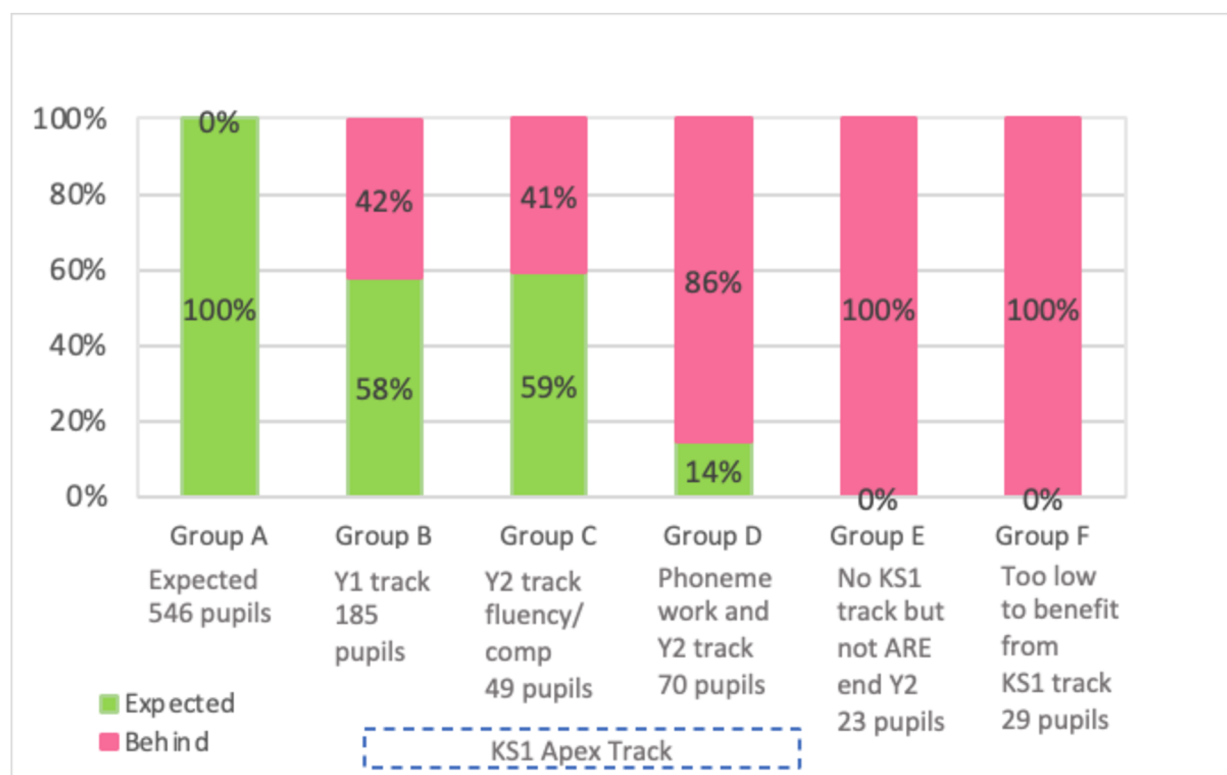
- **Group C ‘Year 2 tutored’ (5%):** pupils had gained sufficient decoding skills in Year 1 but were given reading tuition in Year 2 to support fluency.
- **Group D ‘Year 1 pre-phonics support, then Year 2 tutored’ (8%):** pupils needed tutoring in Year 2 because they initially received phoneme support in Year 1, were still building decoding skills, and needed help with common exception words and reading fluency in year 2.

Figure 5, below, displays end KS1 reading judgements amongst the different groups, and reveals that:

- Group B 'Year 1 Tutored' (20%): 58% of pupils placed on the Year 1 reading intervention track as behind, achieved age-related expectations (ARE) in reading by end KS1. This does call into question whether some of this group slipped under the radar in Year 2, and may have benefitted from more support, showing how reading support for struggling readers needs to be sustained into Year 2 where possible.
- Group C 'Year 2 Tutored' (5%): pupils who had secured Year 1 decoding skills, but were put on tutoring in Year 2 for fluency and comprehension, showed similar performance with almost 59% pupils at ARE in reading by end KS1.
- Group D 'Year 1 pre-phonics support, then Year 2 tutored' (8%): the majority of this group of pupils who were significantly behind in Year 1, were not on track despite receiving support and would require additional help in Year 3.
- Finally, Group E 'Below the radar' (3%): small proportion of pupils did not appear to need additional support in Year 2, and therefore didn't receive tutoring, had secured strong decoding skills in Year 1 with an average Year 1 PSC score of 35/40, but still didn't meet the end of Key Stage 1 expectation.

Despite Year 2 interventions, a performance gap has emerged by end Year 2, with proportionally fewer pupils judged to read at ARE by end Year 2 (77%) compared to achieving the phonics screening benchmark at end Year 1 (86%). Looking at all the groups, 23% cohort (210 pupils) were behind in reading at the end of KS1, but more than half (110 pupils) had passed the phonics check at the end of Year 1, with half of this group supported by Year 1 phonics tuition. This demonstrates a clear need for vigilance in Year 2 and regular checks on fluency to see that pupils are becoming readers, ready for reading for pleasure and the demands of the KS2 curriculum.

Figure 5. End KS1 Reading Judgement Amongst Different Groups

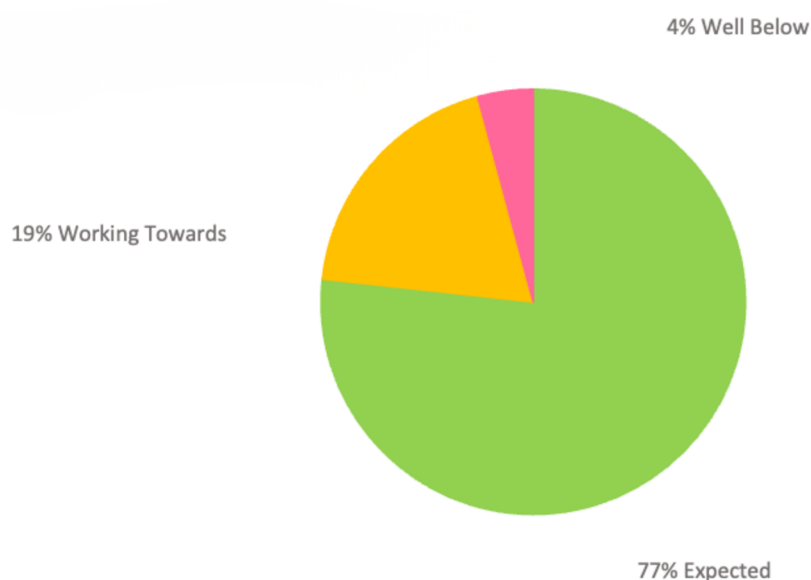


2.4. Final outcomes for the cohort

Figure 6 below presents end KS1 reading judgements for the entire cohort and shows the majority of pupils gained sufficient skills in reading by end Year 2, with 77% pupils achieving ARE in reading at end KS1, substantially reducing the need for reading support in Year 3.[5] Only 4% of the whole cohort were judged to be reading well below expectation by end KS1.

This emphasises the need for a deep focus on KS1 provision to ensure all children are supported early to become fluent readers and can read for meaning. Yet despite these differences, the picture was very positive overall.

Figure 6. End KS1 Reading Judgements Whole Cohort (n=902)



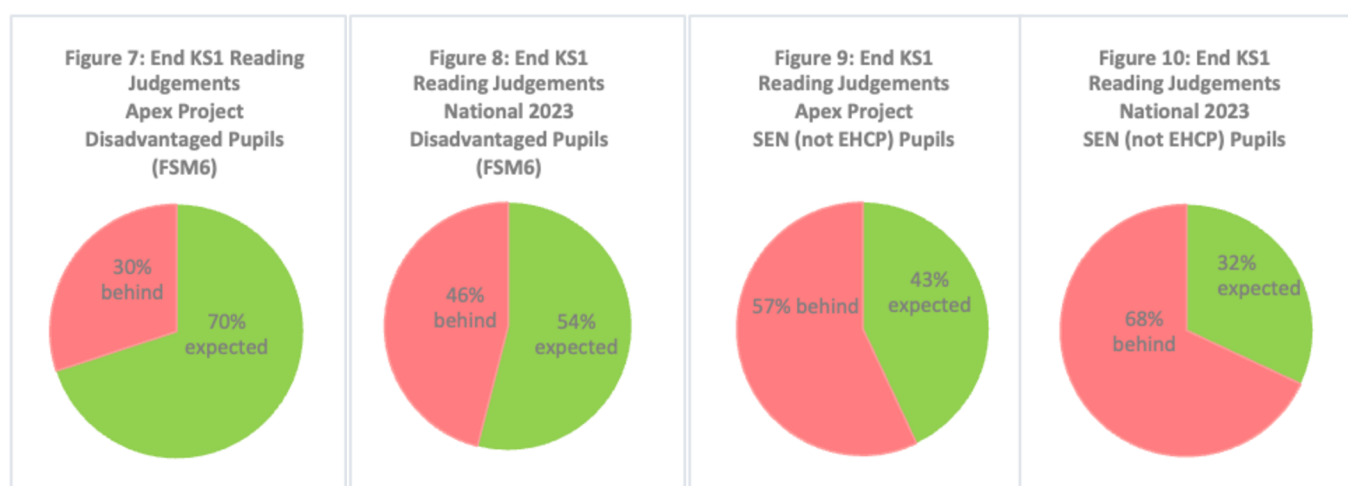
Furthermore, Figures 7 and 8 below reveal an even greater impact by presenting disadvantaged pupil performance and show that the gap narrowed by end KS1, with 70% disadvantaged pupils judged to be reading at ARE by this stage compared to 54% nationally. In addition, pupils with SEN achieved encouraging results to build on in KS2, shown by Figures 9 and 10, with 43% meeting age expectations by end KS1 compared to 32% nationally.

In the last few years, national KS2 reading attainment, measured at the end of primary school, has returned to pre-pandemic levels.[6] However, a persistent performance gap stubbornly remains for disadvantaged pupils and those with special educational needs (SEN), who are both poorly served by the current educational system, highlighted in the recent 2026 DfE Schools white paper.[7] These results suggest that meeting reading needs in KS1 supports a successful start in KS2.

[5] Based on teacher judgement since KS1 SATs no longer obligatory since September 2023

[6] Education, D. for (2026a) Every child achieving and thriving, GOV.UK. Available at <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines/2025-26>.

[7] Education, D. for (2026a) Every child achieving and thriving, GOV.UK. Available at: <https://www.gov.uk/government/publications/every-child-achieving-and-thriving>.



Reading fluency is currently not measured in statutory results, but project schools were able to use the tutoring programme data and, for cohorts 2022 onwards, the reading assessment programme to measure and monitor pupils' reading fluency.[8] One of the noticeable observations from schools, in addition to the development of phonics skills, was the importance of intervening early to support reading fluency, usually measured in Words Correct Per Minute (WCPM) but also including skills such as prosody and automaticity.

Figure 11 below reveals the median reading fluency data available for pupils placed on the reading tutoring track at end Key Stage 1, showing that most pupils were supported in a sustained way to hit reading fluency benchmarks that adequately supported their curriculum access in Year 3. Year 1 intervention pupils reached a median fluency rate of 60 WCPM by end Year 2.

Figure 11: KS1 Reading fluency data

	Median WCPM end KS1
Intervention Pupils placed on reading track in Year 1 n=173	60 WCPM
Intervention Pupils placed on reading track in Year 2 n=119	51 WCPM
All other pupils n=468	81 WCPM

[8] Reading assessment programme (RAP) was developed by FFT in 2022. WCPM data unavailable for 12 intervention pupils and 130 non-intervention pupils.

2.5. Quantifying Key Stage 1 Reading Support

One third of the total cohort received whole class teaching plus additional support, via the KS1 reading tutoring track. The quantity of KS1 reading support varied for each pupil, due to different abilities, needs and starting points, but ranged from 6-15 weeks daily half-hour sessions.

49 pupils with sufficient decoding skills, given reading tuition in Year 2 to support fluency, began at mid-Year 1 stories, and received an average of 32 KS1 sessions (equivalent of 6 weeks daily half hour support). However, this only represented 16% of the tutored cohort. The majority of pupils actually needed more than 6 weeks of daily half-hour tuition, which equates to the 15 hours funded amount given to schools for pupils during the National Tutoring Programme.[9]

Pupils given reading tuition from Year 1 began at mid-Reception stories, at least six months behind their peers, and received the most support in KS1, with an average of 77 KS1 sessions (equivalent to 15 weeks daily half hour support). Nearly half this group (48%) were pupils with English as an Additional Language (EAL) and 41% were disadvantaged, measured by free school meal eligibility (FSM).

Pupils given tutoring in Year 2, because they initially needed phoneme support in Year 1, began at the same mid-Reception story level but one year later, so effectively eighteen months behind their peers, and received an average of 49 KS1 tutoring sessions (10 weeks support). A significant proportion (43%) of the group had special educational needs (SEN) and 44% were disadvantaged (FSM). Some of these pupils also required further reading tuition in KS2 and even exceeded 200 sessions (40 weeks) but schools observed continued positive progress for these pupils and levels of engagement with the tutoring support sessions remained high.

[9] National Tutoring Programme (NTP) grant funding: Conditions of grant for 2023 to 2024 academic year (2026) GOV.UK

3. Conclusion

The results from the Apex Project highlight how around 40% of children need additional support in phonics and reading in KS1 but, intervening early, alongside high-quality teaching, can effectively address reading difficulties for many pupils behind.

Vitally, these project schools were able to successfully narrow the disadvantage gap and improve outcomes for SEN pupils. The early intervention tutoring system produced strong phonics outcomes with 86% cohort passing Year 1 phonics screening and enabled most pupils to read sufficiently fluently by end KS1, with 77% judged to read at age-expectations by end Year 2.

This significantly reduced the need for additional reading support in KS2 and reduced lost learning time, with almost half the reading track intervention group reading at ARE by end Year 2 (146/304 pupils). This enabled more pupils to begin KS2 successfully and allowed teaching staff to focus on developing and supporting reading fluency and comprehension to encourage greater reading for pleasure in KS2.

Qualitative feedback from school visits, together with phonics screening data, emphasises the importance of regularly assessing phonics and reading fluency throughout KS1, in order to intervene early and effectively. This helped practitioners to support pupils to apply their decoding skills, using tutoring provision and decodable shared readers, in order to build reading fluency during KS1, in addition to phonics skills. Assessment data enabled schools to deliver the most appropriate, timely provision but reading support needed to be sustained to be successful. The majority of pupils needed more than 6 weeks tutoring to support them back on track.

As previously stated, the project supports the need for a deep focus on KS1 provision to ensure all children are supported early to become fluent readers and can read for meaning. However, it also highlights the importance of sustained formative assessment, in Year 2 and into KS2, to further identify skills gaps, such as weak fluency and poor comprehension, and the need for continued, additional support for the reduced proportion of pupils still behind in reading in Year 3 onwards. Therefore, project schools continue to assess pupils for decoding, fluency and comprehension skills throughout KS2 to provide timely, targeted additional reading support where required for pupils behind.

Longitudinal impact of the Apex Project, amongst the project schools, will ultimately be measured when pupils reach end KS2 and are assessed in reading via statutory assessment in Year 6. However, the Apex Project has shown that an effective, systematic reading tutoring track in KS1 can enable the vast majority of pupils to read and successfully access the KS2 curriculum.

Appendix

Pupil Context National 2025 (Primary): FSM6 24%, EAL 23%, SEN 14%, EHCP 3%

Project Cohort 902 pupils: FSM6 33%, EAL 33%, SEN 16%, EHCP 3%, Summer born 45%, F 49%, M 51%

Group A 546 pupils: FSM6 28%, EAL 30%, SEN 6%, EHCP 0.4%, Summer born 39%, F 52%, M 48%

Group B 185 pupils: FSM6 41%, EAL 48%, SEN 19%, EHCP 4%, Summer born 52%, F 48%, M 52%

Group C 49 pupils: FSM6 37%, EAL 14%, SEN 10%, EHCP 6%, Summer born 55%, F 47%, M 53%

Group D 70 pupils: FSM6 44%, EAL 30%, SEN 43%, EHCP 3%, Summer born 57%, F 43%, M 57%

Group E 23 pupils: FSM6 35%, EAL 30%, SEN 17%, EHCP 4%, Summer born 48%, F 43%, M 57%

Group F 29 pupils: FSM6 55%, EAL 24%, SEN 52%, EHCP 34%, Summer born 55%, F 38%, M 62%



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