

Addressing early literacy failure via systematic process improvement

Fischer Family Foundation Apex Project: Background, mission and progress 2019–2022

Foreword by Mike Fischer

The Fischer family has been active in data-driven improvements for literacy in England over three decades.

During this time, it has become clear that improving early literacy is the key to transforming education outcomes. We have seen how repeated government investments have attempted to raise the consistent high-quality teaching of reading, writing and oracy in the first years of school. Many aspects of these – systematic phonics teaching being one – are now successful and embedded parts of the system.

However, there remains no consistent, national-level plan for the significant number of children who remain out of scope of that teaching. It is these children (around 20% of the cohort) who are a long way behind their peers by the end of Year 2, to the detriment of their later education.

A more detailed and repeated analysis of this cohort of children reveals an obvious system failure. The impact of this failure is not limited to disadvantaged children. It appears to disproportionately impact many boys, particularly those who are young in the year, and other children with particular needs who are unable to access the whole class teaching in the first years of school.

The Apex Project represents the totality of our effort to improve the system of early literacy in the UK, specifically for the 20% for whom first teaching is currently not working. It is quite clear that we cannot ‘close the disadvantage gap’ without first tackling this early deficit.

Mike Fischer



Executive summary

Background

- Early literacy failure affects 20% (150,000) of pupils and is a determinant of low attainment throughout school-age education.
- Analysis of the cohort shows that the system is failing those that do not access first teaching in the first years of school, which compounds existing economic disadvantage or other disadvantages that children face, such as relative age in the year and having special educational needs.
- Early identification and an intervention system for pupils falling behind would have a huge return on investment, likely saving more than £2 billion per year within the education system, largely through reduction in the cost of poor quality.

Apex mission and approach

- The Apex Project's mission is to develop scalable interventions and a clear plan for developing a systematic approach to solving early literacy failure.
- The Apex Project is working with a small number of schools to develop their early literacy systems using new scalable tools, such as online blended reading tutoring, eyesight screening and regular diagnostic reading assessment of decoding and fluency.
- The Apex Project is contributing to wider development and understanding of those scalable tools by investing in its not-for-profit partner organisation, FFT Education.

Apex progress 2019–2022

- The first phase of the Apex Project shows schools combining high-quality first teaching with monitoring and tutoring, to ensure a step change of improvement in phonics results in Year 1.
- Eyesight screening reveals that around 10% of children in schools currently may need glasses or other eyesight interventions.

1 | Background

1.1 Early literacy failure

Repeated analysis by Education Datalab reveals a cohort of children who are a long way behind in reading and writing by the end of Year 2.¹ This cohort is such a long way behind that we can say they have suffered ‘early literacy failure’ (ELF) as their realistic chance of future educational success is diminishing. A boy eligible for free school meals (FSM) who has ELF, by this measure, has less than a 50% chance of a grade 4 or above at GCSE English.

By using factors recorded within the National Pupil Database, we see that this cohort is highly segmented. Table 1 shows that in 2019 a non-disadvantaged, summer-born boy had a 30% chance of experiencing ELF – three times higher than his sister who was born in autumn. Given that their social context is largely the same, there is a clear difference in how these children experience learning in their first years of school, which requires a system-level response.

Economic disadvantage makes a much larger difference, as we know.² Nearly a quarter of autumn-born, disadvantaged girls, and nearly half of summer-born, disadvantaged boys, emerge from Year 2 a long way behind their ‘at expected’ peers in literacy. As shown in Table 2, this represents (pre-pandemic) around 150,000 children (or 20%) for whom first teaching in Years 1 and 2 is not achieving its core purpose of providing a solid basis of literacy for later access to the curriculum. Repeated statistical analysis shows these numbers and percentages stay quite similar up to 2019. Post-pandemic we are likely to see even larger differences.³

Season of birth	Girls			Boys		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Not disadvantaged	11%	15%	21%	18%	24%	30%
Disadvantaged	23%	30%	38%	33%	33%	49%

Table 1. Percentage of pupils with a ‘well below expected’ KS1 literacy score (FFT<RW5) – 2019 (State-funded schools in England) (non-EAL).

Season of birth	Girls			Boys			Total
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Not disadvantaged	9,411	12,860	18,071	15,940	20,803	27,741	104,826
Disadvantaged	4,987	6,594	8,548	7,681	9,463	11,544	48,817
Total	14,398	19,454	26,619	23,621	30,266	39,285	153,643

Table 2. Number of pupils with a ‘well below expected’ KS1 literacy score (FFT<RW5) – 2019 (State-funded schools in England) (non EAL).

1.2. The cost of early literacy failure

One simple way of attempting to analyse the value of investment in addressing ELF is to attempt to estimate the wastage and additional expenses. These are incurred through incorrect or inadequate resources and poor performance if the problem of ELF isn't fixed. This concept is that of the cost of poor quality (COPQ).

This idea is built on the notion that the majority of first teaching in a mixed ability class will benefit those whose literacy skills are 'at expected', despite adaptation and differentiation. It is highly likely that being 'well below expected' at the end of KS1 will inhibit access to the rest of the curriculum. It is also likely that being 'well below expected' will inhibit access to the ongoing development of literacy expected throughout KS2, and build a continuing experience of educational underachievement, frustration and demotivation. At the start of Year 3, 'at expected' in literacy implies being able to read age-appropriate books with sufficient fluency to allow pupils to focus on their understanding, rather than on decoding individual words. Consequently, those who cannot read words with fluency and automaticity are locked out of full participation across many aspects of the curriculum.

Moreover, the poor experience of school for those who struggle in the basic elements of reading creates increasing costs of mitigation – the workload associated with adaptation – and staff costs of interventions for children who may not have SEND, but who are a long way behind in their learning. This is in addition to the staff time costs of poor behaviour associated with underachievement and the impact of unsettled students on other children in the cohort.

In 2022–2023, the average allocation per pupil in England is around £5,000 (adjusted for economy-wide inflation) with slightly more spent at secondary than primary.⁴ We believe 'well below expected' pupils lose a proportion of the value of their education per year in this way. If we took an illustrative benchmark of 25%, this would represent £15,000 of lost resources across a child's years of schooling. This would make the COPQ for non-intervention in ELF more than £2 billion per year just within the education system itself. This could be recouped and provide a high return of investment, if tackled through early intervention.

The Apex Project is attempting to further understand both the actual costs of reducing early literacy failure, as well as understanding the losses incurred by failing to do so.



2 | Apex Project mission

Through the Apex Project, we are working with schools to understand and embed what it takes to systematically address foundational learning in reading – including phonemic awareness, phonics, decoding, fluency and early aspects of comprehension – in nearly all children by the end of Year 2 and seeing what impact this has on those children’s later primary years. We believe improving success in this narrow domain will have the biggest impact on later education.



Work with Apex Core Schools

The project is broad, as our schools must account for social and emotional skills, oral language ability, physical skills and health, motivation, and all the other complexities associated with teaching young children. The project provides them with an FFT Reading Assessment Programme linked to the school’s management information system (MIS), additional resourcing for an online reading tutoring programme, and methodology and resourcing for eyesight screening. We are continuously developing these scalable tools with the support of schools, for example in the development of a new online tool for schools that groups children by reading ability for literacy lessons. We then look – with school leaders – at the combinations of tools, including how they make grouping and intervention decisions such as tutoring, how they resource first teaching, and how they implement phonics programmes. We are also tracking the attainment data of their cohorts with them, looking at the longitudinal impact of early intervention in the first years of school.

The wider Apex Project

The Apex Project is also investing in our sister organisation, FFT Education, to develop the scaled applications and on-demand trainings that extend pilots to large numbers of schools. This investment will create data systems that will help an entire education system make sure no child falls through the gaps. In this larger domain, we are using Apex Project resources to fund research and development of these systems to ensure they are meeting the needs of schools appropriately.

Apex Project outcomes

The Project aims to fully develop both an understanding of early literacy failure, through understanding its causes, what we can do about it, and the costs and returns of doing this at a national level. The Project aims to produce a fuller final report summarising these issues in 2024.

3 | Apex Project progress 2019–2022

Launched in 2019, the Apex Project worked with a small number of pilot schools and identified four areas, which, if addressed, would have the largest impact on ELF.

The issues identified are as follows:

- extreme heterogeneity of pupils' abilities in Reception year
- an absence of a reliable early identification and intervention system for those falling behind
- a lack of data to monitor progress and level of understanding
- uncorrected vision defects, where poor eyesight is a barrier to learning.

Pilot schools have been supported to use existing data systems to identify struggling pupils in the first years of school. The Project has funded consistent tutoring using the FFT Education Tutoring system in Key Stage 1. We want to understand how schools organise interventions and what impact it has across the curriculum, exploring models such as extending the school day, or doing interventions in the afternoon, using existing staff or specially recruited tutors. One crucial barrier to improving literacy in KS1 is being able to reliably identify which students are behind, and how far behind they are. Our Tutoring with the Lightning Squad (TWL) tutoring system provides weekly data on the attainment of all pupils being tutored, which could provide insight on progress for individuals in a cohort.

School vision screening, using a low-cost model that can be implemented by teaching assistants, showed that 19% of pupils screened have been recommended a full eye test. From those pupils that visited an optician, 64% required vision support. It is highly likely that at least 10% of total pupils in the schools where we have implemented the programme, require a vision intervention. Fixing vision is vital if children are going to learn to read.

The project also allowed for schools to use dynamic grouping, so pupils were grouped by 'stage-not-age', and frequent, rapid, in-class online assessments (using the FFT Reading Assessment Programme). Schools are refining this approach and using precision teaching to understand how to accelerate progress. Preliminary results show that many KS1 pupils across Apex schools have been on tremendous literacy journeys, starting from 'well below expected' to achieving 'at expected' by the end of the year, and are enjoying independent reading.

Using investment from the Apex Project, FFT Education is extending real-time data aggregation on literacy, including supplying regular reading skills assessments and tutoring data on pupils to leaders, gathering data each night from a school's MIS and providing benchmarks. The eventual aim is to give schools, trusts, and project leaders, access to a daily dashboard that shows a pupil's progress in their literacy skills. This will allow schools to have a high-resolution and real-time understanding of the early literacy challenges each cohort faces, and the impact of resourcing at different ability levels.

Clements Academy



Clements Academy has embedded tutoring as a regular part of teaching literacy in KS1 and tutoring is now the main literacy intervention across the school. The senior leadership team (SLT) finds TWL particularly effective, but also cites its transparency, ease of use, and scalability as strong factors in its success. The school's focus on reading, use of Success for All UK (SFA-UK), and regrouping of children in ability groups every term, has meant that children who are improving rapidly have not needed intensive (more than 30 sessions or 6 weeks) of tutoring. Additionally, quite a few children have been moved off tutoring as they have achieved the 'at expected' class level. Having access to high-resolution and repeated assessment data, teachers have increased the precedence of tutoring sessions and raised awareness of reading gaps. By summer 2022, 28 of 29 pupils passed their Y1 phonics screen, which was a first for the school. This 97% success rate has improved hugely since the previous average pass rate of 67% (average based on 2016–2019) and has considerably reduced the need for tutoring in Year 2 for these pupils.

Clements Academy children do their literacy lessons in a reading-ability group across the school. Previously, one challenge was how to accelerate children from one group to another without them missing a chunk of phonics teaching, and this limited movement between groups. Using TWL will help teachers to identify and fill gaps more easily and precisely when pupils move groups. The school plans to use these groups to allow for ability-based reading support throughout KS2, with only new arrivals and those with the most-challenging needs requiring tutoring.

“Whereas a programme like Reading Recovery requires one trained teacher per pupil, TWL uses an automated structure and peer-learning to widen the opportunity to 1:2 or 1:4 and is deliverable by a TA. The TAs who use it like it, and as it is paperless and incorporates initial assessment. They can pick up children quickly and effectively. This has allowed them to take ownership and be highly motivated, which has driven consistency of implementation and subsequent impact.”

Vicky Hogg, Head Teacher, Clements Primary Academy



Discovery Primary Academy



In Discovery Primary Academy, once the children had returned from lockdown during the summer term of 2021, the school implemented a reading tutoring catch-up campaign. A team of two SLT members, a reading support teacher, and a National Tutoring Programme-funded Learning Mentor used the TWL platform to tutor 71 children in Years 1–5. This tutoring was given timetable priority, as the school values literacy as a skill that supports other initiatives across the curriculum. This has resulted in a step change across the school, where tutoring-for-all has been achieved for pupils in Year 2, and for most pupils who would benefit in Year 1. Those who require a lower level of support have been given short-term interventions in phonics, and intervention measures could be implemented for a group of new arrivals that may not be ‘at expected’. During 2021–2022, 61 KS1 pupils were tutored using the TWL platform. As such, Discovery have delivered a sustained tutoring programme for their Year 2 cohort, with the majority of children receiving over 100 tutoring sessions to get them to ‘at expected’. By Summer 2022, 81% of their Y1 pupils passed the phonics screen compared to 71% in 2019, despite being heavily impacted by the pandemic.



“Children made fantastic progress in the short amount of time that we did tutoring with them. From our experience of using Tutoring with Lightning Squad, I would recommend it as a programme for any child in a primary school, who needs that extra practice in order to ensure that by the time they reach the end of Year 2, they can actually read confidently. And when they move into Key Stage 2, they can start to read to learn. So, I do feel that it would help eradicate early literacy failure, which is quite a challenge in Peterborough and has been a challenge for many years.”

Prior to taking on eyesight screening, screening was completed by the local nursing team. The information from those checks went directly to parents. It was never shared with schools or academies like ourselves, which meant that if something had been picked up during that screening, some families may or may not have taken their child for further exploratory tests. Because we can now do our own eyesight screening, it means that we can direct families to make appointments. We can then check with parents that they have, and then we can ensure that the children have the tools that they need in order to read. Because of the mobility that we have, it's extremely important to us that we not only screen the younger children, but screen right the way through the academy, so that we can pick up children that historically may have been missed or are new to the academy and new to education. ”

Michelle Sequien, Head Teacher, Discovery Primary Academy

Benchill Primary School



Benchill Primary School, a large, three-form entry school in a deprived area on the outskirts of Manchester, are using frequent, rapid, online reading skill tests provided by the FFT Reading Assessment Programme (RAP). This programme is linked to FFT SFA Phonics and is used to better understand knowledge or skills gaps of individuals, to guide precision teaching. They use Aspire Pupil Tracking across the school, which allows teachers to check pupil progress against multiple assessment data. In Summer 2022, Benchill had over 100 pupils being tutored with TWL using existing teaching assistant resources, resources from the National Tutoring Programme, and support from the Fischer Family Foundation. Their latest results for Year 1 phonics showed 83% of pupils passing (compared to the expected pass rate of 75%), and they have cited SFA-UK, phonics, and tutoring as a significant part of that achievement.

“Because it’s online and very intuitive to use, the RAP provides a quicker, more efficient system (compared to having a paper-based system). We can now constantly review our phonics groups, allowing for fluidity across the groups. I have no doubt this facilitates children’s rapid progress. We look forward to seeing how the RAP continues to develop to support staff and children in grouping children effectively.”



Helen Eken – Head Teacher Benchill Primary school

St Mary's Primary School



St Mary's is a two-form entry, primary school in Moss Side, Manchester. The school is situated in an area with a high level of deprivation and supports a significant number of families with English as an additional language (EAL). They have consistently used TWL throughout the school, since Summer term 2021, to tutor those behind in literacy and to boost children's confidence. The school decided to implement tutoring in the mornings, before the school day, to maximise learning opportunities for their pupils. The school uses SFA-UK and teach children to read through ability grouping, mixing KS1 and KS2, which allows children to access reading at an appropriate level in order to make rapid progress. They have seen a significant number of children shift from working well below expected levels, to reaching the expected level and discovering in the joy of reading. St Mary's are also using the FFT Reading Assessment Programme, which has helped identify areas for the wider school to focus on – the school are highly motivated to continuously improve and provide the highest quality of teaching possible. They also acknowledge the importance of engaging and supporting parents, through utilising online resources from SFA-UK and TWL, to hosting weekly book clubs for children and their families. In addition, St Mary's have conducted eyesight screening across their Year 2 cohort and identified children who are at risk of poor vision, which may be affecting their ability to learn. The school is working with the Fischer Family Foundation to understand how best to support families in the community to access vision support for their children.

“The children using Tutoring with Lightning Squad have made amazing progress and closed gaps in their reading and spelling, allowing them to catch up and keep up with their peers. It has been an excellent tool in school as it is easy to use and navigate for both staff and children. Most importantly, the children enjoy using it and taking ownership of their progress. It is supported by excellent resources and training to make the delivery and facilitation of it, as easy as possible. Given how easy it is to implement, coupled with the incredible impact it has had on our students, I would absolutely recommend it for any primary school looking for an easy-to-use and impactful reading and spelling intervention.”

**Matt Sandiford – Literacy Coordinator,
St Mary's Church of England Primary**



Kyle's reading journey

Kyle started Reception in 2020, having only just turned four a few weeks before. He entered Primary school quite confidently, loved learning outdoors, but showed no interest in reading or writing.

After a Reception year disrupted by the pandemic, in Spring 2021, the school provided Kyle daily tutoring sessions with the FFT Education Tutoring with the Lightning Squad app. This was part of a school-wide effort to redress the learning loss in many children. Kyle had sustained, daily reading tutoring through the summer term, spending 30 minutes a day using the online programme with a teaching assistant.

Despite making progress in Year 1, Kyle entered Year 2 still reading books that were a year below the expectations for his age. At that point, he was still a reluctant reader and didn't enjoy participating in literacy activities. The school continued to tutor him right into the middle of the year, as he was clearly enjoying it and gaining from the sessions. In the end, he had over 100 sessions of tutoring, totalling 50 hours of additional investment in his reading.

By the end of Year 2, in 2022, Kyle has had a successful year at school and is reading books matched to the expected standard for the beginning of Year 3.

Kyle's teacher remarked:

"It is really noticeable that Kyle has now discovered a love of reading and books. He told me his parents took him and his brother to a bookshop, and he was very excited about it. In class, he is more willing to read out loud and has developed the confidence to answer questions and show his understanding of a text."

Kyle's mum has also noticed a big shift in Kyle's attitude towards reading. He now enjoys reading aloud whereas before he used to hate reading.

His mum commented:

"Kyle is noticing punctuation more and taking it into account when reading. He likes to read to himself, whereas he never used to like reading. We even have to FaceTime nanny to read. He is more fluent, and his confidence has increased a lot."



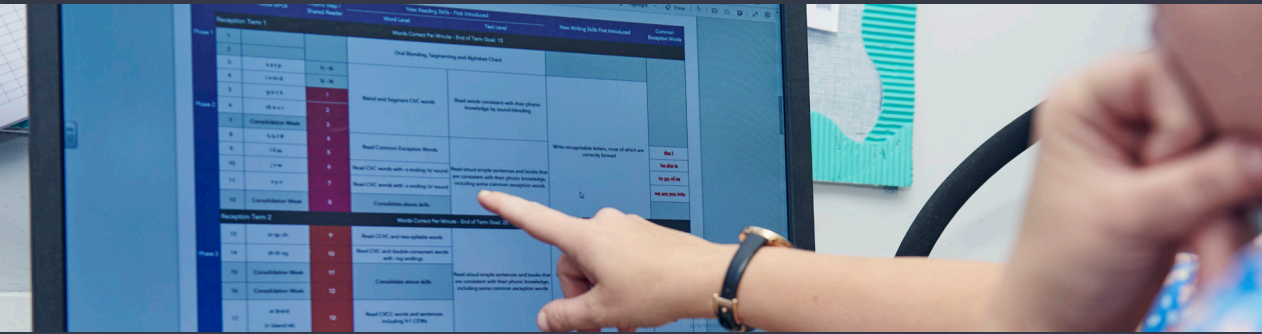
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Kyle said:

I like reading now because it's really interesting. I'm faster at reading now. I read lots of different books. My favourite is Charlie and the Chocolate Factory.

”

4 | Project timeline



Autumn 2019

Launch Apex Project in a small number of pilot schools as a collaboration between Fischer Family Foundation and Success for All Foundation UK. Success for All USA team visit UK and work with training schools and Success for All UK staff.

Spring 2020

Start a digitally-assisted, early literacy tutoring scheme in 5 schools in Years 1 and 2 using a programme developed by academics at Johns Hopkins University and previously adapted for English schools. The pilot was cut short by pandemic, but early results are excellent, and schools continue to use the programme during lockdown. Vision is identified as an important priority by participating schools in improving reading. Two schools conduct vision screening. Results showed that 22 out of 78 children screened required follow up with an optician.

Summer 2020

Decision to collaborate with FFT Education to adapt and provide development funding for 'Tutoring with the Lightning Squad' – a 'next-gen' version of Success for All Foundation's tutoring programme. Invest to rapidly anglicise a newer, better version of online tutoring and host in the UK, in order to support a collaboration and expand work to the National Tutoring Programme.

Autumn 2020

Successful completion of Tutoring proof-of-concept pilot with re-opened schools: 155 children in 9 Apex schools. FFT Tutoring with Lightning Squad is completed and effectively scaled to 17,500 pupils in more than 400 schools across the UK in the 2020–2021 academic year, as part of the National Tutoring Programme.

Spring 2021

Success for All and FFT Education merge to become one organisation and FFT begin to build a scalable early literacy system linked to data gathered nightly from school management information systems. Scoping for an online data tool to capture 8-weekly data points and improve instrumentation of the tutoring programme.

Summer 2021

Completion of set up, data collection and support for Apex schools Tutoring-for-All projects in Key Stage 1, as well as vision screening across schools. Iterate how tutoring and school vision screening works best and what impact it has. Year 1 and Year 2 Tutoring is helpful for getting children back on track after lockdown, reducing number of Year 3 children entering KS2 behind.

Autumn 2021

Support schools with know-how and some additional staff support to continue to iterate how school vision screening works best and what impact it has. Six schools (total of 910 pupils) complete some vision screening. 165 (18%) recommended eye tests at an optician. 50% of these children have been seen by an optician and 61% of those required intervention: 35 needed glasses, eight already wore glasses but required a prescription change, and seven needed other vision support.

Spring 2022

Create the first online version of the FFT Reading Assessment Programme for termly recording of decoding and fluency progress for all children from Reception to Year 6. Schools start to use assessments building a databank of more than 15,000 recordings of Oral Reading Fluency in the UK linked to pupil attainment data.

Summer 2022

Link the FFT Reading Assessment Programme and Tutoring Programme to FFT Aspire Pupil tracking so all literacy data is connected to MIS data showing us pupil demographics linked to reading skills. Tutoring with Lightning Squad is improved with clearer phonics progression.

Autumn 2022

Launch Aspire 2.0 which gives school leaders better oversight of core literacy metrics. Being a pilot of a 'grouping tool' within the FFT Reading Assessment Programme so we can understand how Core Schools organise staff resources and adaptive ability grouping for literacy skills.

Planned:

Spring/Summer 2023 – Build eyesight screening into Aspire 2.0 to help schools track which children need follow up and intervention. Continuous feedback from school leaders, as well as improved data analysis and focused studies on specific areas for improvement of scaled offer to schools.

5| Mike Fischer, Fischer Family Foundation and FFT Education

Commercial

1973: Co-founded Research Machines (RM), a leading supplier of personal computers, software and services to UK schools.

1995: RM was floated in 1995 on the London Stock Exchange.

1999–2020: Co-founded Alamy Ltd., a world-leading marketplace for editorial stock photography.

2020: Alamy was purchased by PA Media in February 2020.

Not-for-profit

1992: Took over leadership of 'Education 2000' in Letchworth to apply a benchmark process improvement process to school-age education. This identified that 33% of pupils entering state secondary schools in Letchworth had a reading age of 9 or below.

1997: Lobbied for, and then financially supported, the introduction of a more systematic approach to the teaching of literacy in English schools.

1998: Through the Fischer Family Trust, pioneered an improved methodology of measuring school performance.

2001: Established FFT Education as a non-profit organisation. It is focused on providing accurate and insightful information to schools that enables pupils to achieve their full potential and schools to improve. FFT Education has provided a data service to more than 10,000 schools, as well as a range of literacy interventions.

1998: Sponsored the creation and continued operation of Success for All in the UK (SFA-UK).

1999–2005: Established and sponsored the North Islington Education Action Zone.

2006: Awarded CBE for services to Business and Charity.

2019: Initiated the Apex Project – a longitudinal tracking project in the UK working to identify and, where appropriate, to develop and deliver the systematic process improvement developments required to achieve near-elimination of early literacy failure in UK schools.

2021: The activities of SFA-UK were merged into FFT Education to scale up literacy interventions and link them to the data platform. This provides new opportunities for scale and systematic improvement.

Our current work:

FFT Education is the largest supplier of primary literacy tutoring to the NTP. In NTP Phase 1 and Phase 2 we have provided digitally-assisted reading tutoring to over 20,000 primary pupils, using a system that provided us with real-time, weekly data on the progress of every pupil.

Fischer Family Foundation is supporting a small number of schools in tutoring-for-all as an intervention measure. It aims to track the impact of the intervention on literacy attainment both during and immediately after it, and throughout KS2.

Fischer Family Foundation is supporting a vision screening project for primary schools. It indicates that about 20% of pupils at primary schools in deprived areas fail an in-school vision screening, and that about 10% need glasses. There are also indications that pupils who are behind their expected level of progress are more likely to fail an in-school vision test or need glasses.

FFT Education Datalab uses nightly data from the 5,200 primary and 2,500 secondary schools who subscribe to Attendance Tracker. This provides real-time analyses on trends in national attendance. This was an important tool during the Covid-19 crisis.



Endnotes

- 1 Tables and analysis in this section extracted from Thompson, D (April 2022), 'The Importance of Early Literacy' <https://ffteducationdatalab.org.uk/2022/04/20717/> and earlier blog posts.
- 2 See <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socioeconomic-disadvantage-and-the-attainment-gap> for details on how socioeconomic disadvantage affects attainment.
- 3 See <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment/2021-22> for details on the effect of the pandemic on primary education.
- 4 See <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2022-to-2023> for details of the funding formula.

