

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the coming academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Richard Cobden School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kathy Bannon, Headteacher
Pupil premium lead	Kathy Bannon, Headteacher
Governor / Trustee lead	Tim Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,722
Recovery premium funding allocation this academic year	£26,011
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£336,733

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to fulfil our vision and aims for all pupils so that, irrespective of their background or the challenges they face, every pupil is:

- effectively taught and supported to make the accelerated progress needed to achieve the high expectations we have of them
- enabled to achieve English and mathematics outcomes in line with or above national expectations
- effectively supported to develop the key skills that enable them to successfully access all subjects supporting their achievement across the wider curriculum
- supported to achieve and maintain good school attendance habits

The focus of our pupil premium strategy is to support and challenge disadvantaged pupils, and other vulnerable pupils such as those with a social worker and those with SEND, to achieve the above goals, in order to be able to successfully progress in their education and development.

In our drive to address the attainment gap, we have specifically considered the following:

- The attainment gap between disadvantaged pupils and other pupils in our school and nationally, looking particularly at outcomes in English, mathematics and language and communication.
- The impact of persistent absenteeism on pupils' learning and wellbeing.
- The longer-term impact of school disruption on learning, particularly on children who missed early development foundations.
- The longer-term impact of COVID disruption to school on confidence, resilience, attitudes, independence and positive behaviour for learning.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

School development priorities are rigorously focused on our pupils' needs – the areas they need most support with. Staff know our pupils well. Implicit knowledge of pupils, supported by ongoing diagnostic assessment and monitoring ensures that our approach is responsive to common challenges and individual needs - focusing our attention on the correct priorities.

We will ensure the provision of a high-quality curriculum backed up by the expertise of excellent teaching and support staff. Integral to this is ensuring pupils have wide ranging enrichment experiences that support their curriculum learning, oracy development, creativity, physical and mental wellbeing.

To enable the accelerated progress needed to reduce the attainment gap between disadvantaged pupils and other pupils will provide tuition support in English and maths. This will be in line in line with National Tutoring Programme guidance for pupils whose education has been worst affected by school disruption.

Our strategy has been informed by research including:

- [EEF Guide to Pupil Premium 2023](#)
- [EEF Teaching and Learning Toolkit](#)
- [EEF Putting Evidence to Work](#)
- [DfE Using Pupil Premium Guidance for School Leaders](#)
- [DfE National Tutoring Programme grant funding: conditions for grant](#)

Challenges

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

Challenge number	Detail of challenge
	<p>The majority of pupils enter our school with attainment that is well below the expected standard for their age. This is particularly the case for language and communication skills, oracy and vocabulary development. This impacts on learning capacity across other areas of learning.</p> <p>Given the high percentage of pupils from disadvantaged backgrounds (58%), there are significant challenges for pupils to overcome. In usual circumstances, pupils are well supported to accelerate their learning, steadily making progress throughout EYFS, KS1 and KS2. By the time the leave Year 6, attainment is in line with or above the national average.</p> <p>The impact of COVID related disruption to pupils' education has substantially increased the challenges these pupils face in closing the attainment gap. Pupil premium funding and additional funding provided by the Department for Education are used to provide targeted support to disadvantaged and other pupils to begin to address the gaps caused by missed learning.</p> <p>Below are the specific challenges being addressed with this funding.</p>
1	<p>Analysis of attendance data indicates that attendance of disadvantaged pupils is lower than their peers. A higher percentage of those pupils identified as having poor attendance (persistent absenteeism) are from our disadvantaged group. While the strategies in place to address this are having a positive impact in bringing the school's persistent absenteeism in line with national, it is still too high.</p> <p>Persistent absenteeism impacts directly on all aspects of pupils' school experience, including their academic progress and their social and emotional wellbeing.</p> <p>Gaining and sustaining improvements in persistent absenteeism requires a substantial amount of the school's resources.</p>
2	<p>On entry to nursery, 65% of our pupil are below age-related expectations in speech, language and communication skills.</p> <p>Of the above:</p> <ul style="list-style-type: none"> • 12% are 2 to 3 years behind age related expectations • 22% are 1 to 2 years behind age related expectations • 22% are more than 6 months behind age related expectations <p>Despite the progress made across EYFS, the language challenges experienced by disadvantaged pupils negatively impact their ability to attain a good level of development by the end of Reception.</p> <p>Assessment, observations and discussions indicate that underdeveloped oral language skills are more prevalent amongst disadvantaged pupils. Disadvantaged pupils enter the Early Years Foundation Stage with underdeveloped language skills and a vocabulary deficit. This has a significant detrimental impact on their development across all areas of learning and the potential for the accelerated progress needed to close the attainment gap between disadvantaged pupils and their peers.</p>

3	<p>Reading outcomes analysis and quality improvement activities indicate that the attainment gap between disadvantaged pupils and their peers has widened in reading at the end of EYFS and KS1.</p> <p>This is significantly impacted by the increase in numbers of children with complex SEND needs.</p> <p>The extensive range of needs is necessitating increased resources and adaptation of provision. Language & communication, phonics, word reading and comprehension skills significantly impact reading outcomes. However, social, emotional and mental health needs are also greatly reducing the readiness for learning, resourcefulness and resilience of many pupils in relation to their capacity for developing sustained reading skills. This requires over learning and additional group and individual support work to counter the impact of SEMH and learning needs.</p> <p>Developing positive attitudes to reading and books is crucial to engaging reluctant readers. Limited reading exposure outside school impedes the development of vital vocabulary and reading behaviours.</p>
4	<p>Similar to the national average attainment gap in writing, at the end of Key Stage 1 disadvantaged pupils' outcomes in writing are lower than other pupils. By the end of Key Stage 2 this gap is significantly lowered or eliminated due to pupil premium intervention.</p> <p>Observations, discussions with teachers and assessment outcomes indicate that fluency and stamina in writing is under developed; this is more prevalent among our disadvantaged pupils. This is impeded by a lack of exposure to rich vocabulary and language and communication skills of younger pupils, including a high percentage with SEND.</p> <p>In addition to our intervention for writing, our provision for reading will support improved writing skills also.</p>
5	<p>There is a significant attainment gap between disadvantaged and other pupils in maths at the end of Key Stage 1 and 2.</p> <p>Challenges with mathematical fluency and mathematical language impact pupils' ability to reason about quantities and relations between numbers and quantities. This also impacts on development of arithmetic skills.</p> <p>We need to improve the development of mathematical oracy and increase expectations of mathematical talk by:</p> <ul style="list-style-type: none"> • providing additional modelling and support which focuses on increased use of mathematical vocabulary to reason about relations between numbers and quantities • provision of mathematical stem sentences that provide scaffolding for reasoning about number and quantities, discussing mathematical processes and operations rather than being answer focused

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To increase overall attendance so that it above national average attendance overall.</p> <p>To reduce to level of persistent absenteeism so that it is below the national average</p>	<p>Parents/guardians and pupils are clearly aware of our drive to improve attendance across the school, particularly in the younger years.</p> <p>Attendance percentage increases in 2023-2024 and 2024-2025 so that the overall absence rate for all pupils is in line with or above the national average.</p> <p>There is a reduction in the number of pupils who are persistent absentees with the percentage of persistent absenteeism being line with or below the national average.</p>
<p>Improved speech, language and communication skills of pupils in EYFS to enable them to have improved learning outcomes.</p> <p>To embed a consistent approach to the identification of communication needs and in promotion of communication skills.</p> <p>Evidence-based interventions are being implemented by skilled staff to support targeted pupils.</p> <p>All EYFS staff demonstrate the ability to maximise incidental interactions with a child/children</p> <p>High-quality back and forth interactions between staff and pupils are embedded across all areas of learning by all EYFS staff.</p> <p>Communication focused planning informs all learning opportunities</p> <p>Camden Kids Talk programme supporting the development of all EYFS staff in assessment and pedagogy to support speech, communication and language development.</p> <p>WellComm Screening embedded as Speech, Language and Communication Camden assessment tool across EYFS.</p> <p>Use of ShREC approach to support high quality adult to child interaction.</p>	<p>Observations note that, by the end of EYFS, children can:</p> <ul style="list-style-type: none"> • initiate conversations with known adults and peers • use language to express their thoughts and give their ideas • use language in imaginary roles • use language to aid cooperation in learning activities, games and play • take turns in conversations holding their contribution for longer • use an increasing number of words in appropriate contexts • use language to express their wants and needs • refer to the past, present and future • be able to make most speech sounds • use speech which is clearly understandable by others they are familiar with • use grammatically correct sentences of 4 words or more, linking sentences of varying length • ask lots of questions and understand simple ‘who?’, ‘what?’, where and ‘why?’ questions • use plurals, pronouns and prepositions correctly • orally blend and segment in readiness for reading • learn new words quickly and show interest in the meaning of unknown words they hear • describe something they can see • learn to use adjectives in their oral constructions • follow simple oral story telling • use language to sequence time <p>All EYFS staff are confident in the identification of speech, language and communication needs and in the provision of WellComm Screening took consistently in use across the EYFS.</p>

<p>Increase engagement to support greater understanding of speech, language and communication difficulties and aid earlier intervention.</p> <p>Talkboost language program will be administered by trained staff, to support identified children.</p> <p>Parent workshops and guidance materials in place to support parents in helping children to develop speech, language and communication skills.</p>	<p>Children with more complex needs are identified and linked to the appropriate external agency where appropriate.</p> <p>Parents have access to information support booklet and are attending workshops.</p>
<p>Improved reading attainment among disadvantaged pupils at the end of Key Stage 1.</p> <p>Disadvantaged pupils have improved decoding skills through the consistent application of our systematic phonics scheme.</p> <p>Reading comprehension strategies working through a number of different mechanisms – all focused on improving the understanding of meaning of text effectively, including:</p> <ul style="list-style-type: none"> - explicit teaching and modelling of strategies; - teachers questioning pupils to apply key steps; - summarising or identifying key points; - metacognitive talk to model strategies; - using graphic or semantic organisers; - using peer and self-questioning strategies to practise the strategies (such as reciprocal questioning); and - pupils monitoring their own comprehension and identifying difficulties themselves. <p>Promotion of reading culture and love of reading through focused development of reading areas and resources.</p>	<p>End of Key Stage 1 data shows that the gap between disadvantaged pupils and other pupils is closing.</p> <p>The progress of disadvantaged pupils in reading is in line with other pupils.</p> <p>Phonics programme systematically embedded across EYFS and Key Stage 1 - pupils who still require catch-up support are receiving it.</p> <p>Monitoring shows that disadvantaged pupils across KS1 are demonstrating improved reading comprehension skills with:</p> <ul style="list-style-type: none"> - improved ability to express their thinking about texts - embedded oracy skills which enable them to accurately summarise texts and express their views clearly - ability to use clear questioning strategies which enable pupils to explore themes which enable deeper understanding - improved ability to gauge the meaning they take from text and use self-questioning skills to address gaps in understanding <p>Aims of the Camden Learning Every Child a Reader initiative are securely embedded in the reading curriculum and teaching practice across the school.</p> <p>Classroom story reading times give priority. Books areas developed and renewed to generate increased interest in independent reading.</p> <p>Library development to ensure books are representative of the diversity of pupils, interest generating and up to date.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p>Develop greater stamina for writing for reluctant writers.</p>	<p>Writing outcomes at the end of KS1 in 2023-2024 and 2024-2025 improve for disadvantaged pupils, closing the attainment gap with other pupils.</p> <p>Monitoring shows that:</p>

<p>Develop greater fluency in transcription skills – handwriting, spelling and sentence construction to free up capacity for composition.</p> <p>Pupils to be more proficient in using self-editing skills.</p>	<ul style="list-style-type: none"> • Targeted pupils demonstrate improved self-editing skills which enable them to apply their learning and improve their writing. • Targeted pupils demonstrate greater stamina for writing. They produce more good quality writing in the allotted time. <p>Learning walks and work scrutiny show that teaching and support provision effectively take account of the following steps: readiness for writing – developing the cognitive elements necessary to write a text in appropriate stages, thinking about cognitive effort and working memory; before writing – getting ideas for their writing and organising their ideas in readiness to write; during writing – while children are writing their first draft; after writing – revising, proofreading, editing and presenting their work.</p> <p>Writing outcomes in 2023/24 show that at least 90% of disadvantaged pupils (who are not SEND pupils) meet the expected standard at the end of KS2. All disadvantaged pupils who are also on our SEND register will make accelerated progress.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p>Challenges with mathematical fluency and mathematical language impact pupils' ability to reason about quantities and relations between numbers and quantities. This also impacts on development of arithmetic skills.</p> <p>We need to improve the development of mathematical oracy and increase expectations of mathematical talk by:</p> <ul style="list-style-type: none"> • providing additional modelling and support which focuses on increased use of mathematical vocabulary to reason about relations between numbers and quantities • provision of mathematical stem sentences that provide scaffolding for reasoning about number and quantities, discussing mathematical processes and operations rather than being answer focused 	<p>Maths outcomes in 2023/24 and 2024/2025 show a decrease in the attainment gap between disadvantaged pupils and other pupils at the end of Key Stages 1 and 2.</p> <p>Disadvantaged pupils are using improved mathematical oracy skills in lessons and this is supporting them in reasoning about number and quantities.</p> <p>Disadvantaged pupils are using stem sentences to support them in discussing mathematical thinking, being able to talk about the problems they are solving and operations they are using to solve problems.</p> <p>Monitoring processes see evidence of disadvantaged pupils being more involved in mathematical discussions, using more precise explanations and vocabulary that aids them in developing their deeper understanding of mathematical processes, concepts and relationships.</p> <p>The 5 big ideas (NCETM) are understood and implemented by all teachers: Coherence; Representation and Structure; Mathematical Thinking; Fluency and Variation.</p> <p>Selected teaching assistants have participated in Specialist Knowledge for the Teaching of Mathematics to support them in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.</p> <p>By the end of KS2, the attainment gap at the higher standard between disadvantaged pupils and other pupils decreases.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£39,308**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of high-quality upper threshold teachers to sustain excellent teaching and support the development of less experienced teachers.	<p>Education Endowment Foundation https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</p> <p>Factors affecting teacher retention: qualitative investigation Research report March 2018 Cooper Gibson Research for the Department for Education. Factors Affecting Teacher Retention Qualitative Investigation</p>	1, 2, 3, 4, 5
<p>Release time for CPD for leaders, teachers and support staff to facilitate improve skills in:</p> <ul style="list-style-type: none"> • developing disadvantaged pupils' speech, language and communication skills • to support the development of oracy skills in EYFS, KS1 and KS2 to improve thinking, learning and metacognition across the curriculum • support the implementation of Camden Kids Talk project to tackle very low speech, language and communication skills in EYFS. 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching pupils how to use spoken language effectively to support their learning and development requires deliberate action to develop their spoken language skills in the same way we teach reading, writing and maths skills. https://oracycambridge.org/</p> <p>Camden Kids Talk https://www.camden.gov.uk/documents/20142/29216303/Camden+Kids+Talk+-+Top+Tips.pdf/66b2ea3d-4691-083e-6798-51468846cab6?t=1669641773666</p>	1, 2, 3, 4, 5
Cover release for additional phonics training for all new support staff to embed consistent teaching of phonics programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2, 3, 4

<p>Sessions targeted at disadvantaged pupils who require further phonics support. This will be supported by training materials provided by our local English hub.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Develop early maths fluency at EYFS and KS1 to support more secure maths skills on entry to KS2.</p> <p>Development of mathematical vocabulary and stem sentences to support improved mathematical talk and thinking, supporting the development of reasoning.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths lead to support the CPD of teaching and support staff.</p> <p>We will fund additional maths leader and teacher release time to embed key elements of guidance and to access Maths Hub resources and CPD (including Teaching for Fluency and Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk312198.96)</p> <p>A mastery approach to EYFS and Key Stage 1 teaching and learning in maths highlights the effectiveness of the 5 Big Ideas.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Guidance for EYFS and Key Stage 1 Mathematics</p> <p>Improving Mathematics in EYFS and Key Stage 1 Guidance Report</p>	<p>5</p>
<p>Introduce a new post of Senior Learning Support Assistant to:</p> <ul style="list-style-type: none"> • support the professional development of class based and intervention support staff to increase capacity and expertise • improve the nature and quality of support staff talk to pupils to develop independence and ownership of tasks. • develop support staff expertise in intervening appropriately when pupils demonstrate they are unable to proceed. 	<p>EEF – Making Better Use of Teaching Assistants</p> <p>EEF - Making Better Use of Teaching Assistants</p>	<p>1,2,3,4,5</p>

<ul style="list-style-type: none"> to coordinate and monitor the impact of interventions for SEND pupils in partnership with SENDCO to work closely with SENDCO to enable provision that supports the progress of disadvantaged SEND pupils. 		
<p>Additional leadership capacity to provide coaching and mentoring support to early career and main scale teachers to develop teaching expertise and capacity that supports the needs of disadvantaged pupils.</p>	<p>Education Endowment Foundation</p> <p>EEF Effective Professional Development-Guidance Report</p> <p>EEF-Effective-PD-Mechanisms-Poster</p> <p>EEF – Mentoring and Coaching - Key Takeaways</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: **£283,977**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support assistant at Reception year to support development of early language and communication and phonics –full time.</p> <p>Additional support assistant at Year 1 to support phonics small group catchup and maths fluency – 0.6 equivalent.</p> <p>Additional support assistant at Year 2 – small group phonics and reading support – 0.4 equivalent.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>

<p>Additional tuition teacher at Year 1 and 2 – small group and 1:1 reading catchup – full time for two terms.</p> <p>Additional tuition teacher at Year 4-6 for small group literacy catchup – 0.5 equivalent</p> <p>Additional tuition teacher at Years 4 and 6 for small group maths catchup – 0.6 equivalent.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£13,448**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To allocate additional leadership capacity to improve attendance of persistent absentees – additional leadership release time to enable increased direct input to work with parents/EWO/Camden Attendance Officer.</p> <p>This will include part funding of a Family Support Worker, training and release time for staff to develop and implement additional measures to support improved attendance.</p> <p>Additional admin support for increased attendance focus.</p>	<p>Department for Education – Securing good attendance and tackling persistent absence Securing Good Attendance and Tackling Persistent Absence</p> <p>Department for Education – Working together to improve attendance Working Together to Improve School Attendance</p> <p>Education Endowment Foundation EEF Summary in Brief - Improving Attendance and Support for Disadvantaged Pupils</p>	1, 2, 3, 4, 5

Total budgeted cost: £336,733

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our pupil premium funding was allocated to provision to enable disadvantaged pupils to close the attainment gap with their peers by the time they leave Key Stage 2.

When children join EYFS, there is a significant gap between the attainment of disadvantaged pupils and their peers. This closes over time.

As can be seen from our Key Stage 1 and Key Stage 2 outcomes, disadvantaged pupils at our school made significantly better progress than the same group nationally.

EYFS

Reception	Good Level of Development Comparison					
	PP 2022	Other 22	Gap	PP 2023	Other 23	Gap
% Pupils Attaining GLD	37%	56%	-19	38%	60%	-22

Key Stage 1

Year 2	Expected				Higher Standard			
	PP 2022	PP 2023	Other 22	Other 23	PP 2022	PP 2023	Other 22	Other 23
Reading	75%	62%	58%	83%	11%	18%	21%	11%
Writing	57%	44%	58%	67%	0%	0%	11%	0%
Maths	68%	62%	63%	78%	18%	9%	21%	28%

	2022	2023	Trend	Camden 2023	National 2023
Reading PPG non PPG gap	-10%	7%	↑	-14%	-21%
Writing PPG non PPG gap	-11%	0%	↑	-16%	-22%
Mathematics PPG non PPG gap	-11%	0%	↑	-18%	-21%

Key Stage 2: Attainment

Year 6	Expected				Higher Standard			
	PP 2022	PP 2023	Other 22	Other 23	PP 2022	PP 2023	Other 22	Other 23
Reading	79%	89%	92%	85%	17%	49%	52%	53%
Writing	67%	80%	88%	79%	3%	19%	19%	26%
Maths	74%	86%	88%	79%	23%	23%	29%	26%

Pupils at Expected standard	2022	2023	Trend	Camden 2023	National 2023
RWM PP non PP gap	-6%	-2%	↑	-16%	-23%
Reading PP non PP gap	-36%	4%	↑	-13%	-18%
Writing PP non PP gap	-16%	1%	↑	-14%	-20%
Mathematics PP non PP gap	-9%	7%	↑	-11%	-22%

Key Stage 2: Progress

	2022	2023	Trend
Reading PP non PP gap.	-2.38	0.18	↑
Writing PP non PP gap	-1.28	-0.5	↑
Mathematics PP non PP gap.	-0.85	-0.10	↑