



# Harrow Gate Primary Academy

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Harrow Gate Primary Academy
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	(239) 55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Vicky Galt
Pupil premium lead	Vicky Galt
Governor / Trustee lead	Academy Improvement Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,205
Recovery premium funding allocation this academic year	<b>£8664</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,869

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We strive for each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Harrow Gate Primary Academy:

- Carefully ring-fence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (EEF / Sutton Trust) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate their best staff to teach intervention groups to improve Mathematics and English.
- Use data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how funding is allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils

## Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading, Writing and Maths on entry and exit, in all areas of school, is below their peers
2	Reading difficulties are a barrier to all learning
3	Oral, speech and language difficulties
4	Higher proportion of significant SEND needs
5	Complex backgrounds leading to SEMH difficulties
6	Social service involvement and concerns around safeguarding
7	Attendance is low where families do not engage with the education process

## 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.

\*2021 data is internal due to COVID 19

Intended outcome	Success criteria
Increase the proportion of disadvantaged learners entering KS1 ready to access the full curriculum.	<p>Increase in GLD for disadvantaged learners, so that it is closer to national average and there is no difference when compared to their peers.</p> <p><b>Baseline data from start of strategy:</b>            National average GLD 2019: 72%            School GLD 2021: 47%            School GLD 2021 disadvantaged: 54%            School GLD 2021 non-disadvantaged: 67%</p>
Improve the proportion of disadvantaged learners leaving Year 1 who are fluent in decoding.	<p>Increase in Y1 PSC pass rate for disadvantaged learners so that it is closer to national average and there is no difference when compared to their peers.</p> <p><b>Baseline data from start of strategy:</b>            National average PSC 2019: 82%            School PSC 2021: 56%            School PSC 2021: disadvantaged: 40%            School PSC 2021: non-disadvantage: 76%</p>
Close the gap between the attainment of disadvantaged pupils and their peers by the end of KS2.	<p>At the end of KS2, attainment in the combined reading, writing and maths EXS+ measure for disadvantaged learners increases so that it is closer to national average and there is no difference when compared to their peers.</p> <p><b>Baseline data from start of strategy:</b>            National average KS2 CRWM EXS+ 2019: 65%            School KS2 CRWM EXS+ 2021: 64%            School KS2 CRWM EXS+ 2021 disadvantaged: 59%            School KS2 CRWM EXS+ 2021 non-disadvantaged: 73%</p>
Develop the vocabulary of disadvantaged learners, in general and across the wider curriculum.	<p>Reading attainment for disadvantaged learners at EXS increases at KS1 so that it is closer to national average and there is no difference when compared to their peers.</p> <p>Reading attainment for disadvantaged learners at EXS increases at KS2 so that there is no difference when compared to their peers.</p> <p>Children can apply vocabulary to a higher degree in oral and written work across the whole curriculum, as identified through 'deep dive' enquiries across the full curriculum.</p> <p><b>Baseline data from start of strategy:</b>            National KS1 reading EXS+ average 2019: 75%            School KS1 reading EXS+ 2021: 62%            School KS1 reading EXS+ 2021 disadvantaged: 50%            School KS1 reading EXS+ 2021 non-disadvantaged: 77%</p> <p>National KS2 reading EXS+ average 2019: 73%            School KS2 reading EXS+ 2021: 81%            School KS2 reading EXS+ 2021 disadvantaged: 76%            School KS2 reading EXS+ 2021 non-disadvantaged: 91%</p>

<p>Increase the emotional resilience and readiness to learn of disadvantaged learners.</p>	<p>Disadvantaged learners are focussed on their learning and as a result make better progress across the academy.</p> <p>This is evident in an improvement in progress made across the academy, both in terms of in-year progress and published KS2 progress measures.</p> <p><b>Baseline data from start of strategy:</b></p> <table border="1" data-bbox="564 338 1410 544"> <thead> <tr> <th rowspan="2">2021 internal data</th> <th colspan="2">Yr1</th> <th colspan="2">Yr2</th> <th colspan="2">Yr3</th> <th colspan="2">Yr4</th> <th colspan="2">Yr5</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>80%</td> <td>50%</td> <td>77%</td> <td>56%</td> <td>57%</td> <td>45%</td> <td>68%</td> <td>45%</td> <td>74%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>70%</td> <td>47%</td> <td>77%</td> <td>49%</td> <td>67%</td> <td>29%</td> <td>54%</td> <td>45%</td> <td>71%</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>80%</td> <td>59%</td> <td>73%</td> <td>53%</td> <td>54%</td> <td>32%</td> <td>50%</td> <td>58%</td> <td>77%</td> </tr> </tbody> </table>	2021 internal data	Yr1		Yr2		Yr3		Yr4		Yr5		PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	Reading	41%	80%	50%	77%	56%	57%	45%	68%	45%	74%	Writing	41%	70%	47%	77%	49%	67%	29%	54%	45%	71%	Maths	56%	80%	59%	73%	53%	54%	32%	50%	58%	77%
2021 internal data	Yr1		Yr2		Yr3		Yr4		Yr5																																														
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP																																													
Reading	41%	80%	50%	77%	56%	57%	45%	68%	45%	74%																																													
Writing	41%	70%	47%	77%	49%	67%	29%	54%	45%	71%																																													
Maths	56%	80%	59%	73%	53%	54%	32%	50%	58%	77%																																													
<p>Improve the attendance and punctuality of disadvantaged learners.</p>	<p>Attendance for disadvantaged learners increases to meet the national average for all pupils, and there is no difference between their peers.</p> <p><b>Baseline data from start of strategy:</b></p> <p>School attendance 20/21: 93.6%</p> <p>School disadvantaged attendance 20/21: 91.6%</p> <p>School non-disadvantaged attendance 20/21: 97.2%</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: £ 57,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an extensive <b>CPD programme</b> to continue to develop quality first teaching across the whole school. This to include:</p> <ul style="list-style-type: none"> <li>• ECT training</li> <li>• HLTA qualifications</li> <li>• Subject specific training (e.g. Little Wandle, CLPE, White Rose Maths)</li> </ul> <p><i>Cost - £5000</i></p>	<p>The EEF Pupil premium guide states that improving quality first teaching should be the first priority</p> <p>To this end, we are providing a CPD budget of £5,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.</p> <p>Specific courses are also backed up by evidence e.g. for Little Wandle letters and sounds phonics training, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p>	<p>1, 2, 3, 4</p>
<p>Release from class for full time SENCO / Vice Principal to focus on PP children across whole school and to allow them to provide support to teachers to improve the quality of teaching across school</p> <p><i>Cost - £27,668</i></p>	<p>Data in all areas show a significant gap that has appeared since March 2020. This <b>MUST</b> be reduced.</p> <p>Building on the above evidence base, the Vice Principal have specific time to support teachers in 'Improving Classroom Teaching'.</p> <p>They use evidence-informed approaches to develop staff e.g. Rosenshine's Principles and Sherrington's Walkthrus, which are based on a synthesis of evidence in the field.</p> <p>Early identification and task design will enable teachers to make small steps in progress for all SEN children.</p> <p>SLT capacity to be available to staff at all times enabled the gap to be narrowed 2016 – 2019. Clear support / modelling and challenge creates consistency for all PP children in all year groups.</p>	<p>1, 2, 3, 4</p>
<p>Provide <b>daily release time</b> for the maths lead, leading teacher and Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p><i>Cost - £25,000</i></p>	<p>Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p> <p>The Early Reading lead provides daily phonics training for all staff in line with the guidance in our SSP scheme, Little Wandle Letters and Sounds.</p> <p>This ensures that we are following the scheme with fidelity (which is also an evidence-informed recommendation) and precision.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £88,834

Recovery funding – £9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted <b>one-to-one reading tutoring</b> using the Little Wandle Letters and Sounds catch up toolkit for children in Years 1, 2 and 3.</p> <p>Employ 2 0.5 (afternoon) tutors – for Year 2 and Year 3.(&amp;4)</p> <p>This to be joint funded through the NTP grant and recovery premium.</p> <p><i>Cost - £4950 Recovery Funding</i></p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>We follow the EEF recommendations, particularly, <i>“for one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.”</i>.</p> <p>We use the structured programme within Little Wandle letters and sounds and our tutors have continual training in this approach.</p>	1, 2
<p>Provide targeted <b>one-to-three maths tutoring</b> for identified children in Year 5 and 6. This to be joint funded through the NTP subsidy and the recovery premium.</p> <p><i>Cost - £4950 Recovery Funding</i></p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>Through the NTP we are using a 1:3 approach. The EEF state, <i>“Approaches that ... deliver instruction ... in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.”</i> (EEF Toolkit).</p> <p>The Tutor works directly with the class teachers to ensure planning is targeted and following the White Rose and NCETM catch up / curriculum.</p>	1
<p><b>HLTA</b> for SEND identification and bespoke teaching and learning programmes.</p> <p><i>Cost – £23,784</i></p>	<p>Teaching Assistant interventions are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>The EEF state, <i>“Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact”</i>.</p> <p>Our highly skilled HLTA is qualified to assess and support children with Dyslexia and cognition barriers to their learning. Bespoke 1:1 teaching programs are created and delivered.</p> <p>Training provided to all staff and identified year groups to ensure that teaching and learning for the children is successful at all points in the school day.</p>	1,2,3,4
<p>Continue to provide <b>Reading Plus</b> as effective targeted support in reading comprehension in KS2.</p>	<p>Reading Comprehension and fluency strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months).</p>	2, 3

<p>Cost -£7750</p>	<p>Accelerate reading achievement through personalised instruction and intervention for all children.</p> <p>Reading Plus also offer case studies to support the efficacy of their intervention <a href="#">here</a>.</p>	
<p>Purchase additional <b>Educational Phycologist</b> time (adobe the standard Trust SLA level) to provide teachers of children with additional education needs access to expert guidance to improve their provision for these pupils.</p> <p>Cost - £30,000</p>	<p>The EEF SEN in Mainstream School research reports recommends that schools “<i>build an ongoing, holistic understanding of your pupils and their needs</i>”.</p> <p>As we have a large number of children with complex needs, purchasing additional EP time allows to ensure more disadvantaged children with SEND to be seen by an EP. This means teachers can get a better understanding of their children’s needs and can put in places bespoke strategies to raise attainment for individuals.</p>	4
<p>Purchase assessment and therapy from <b>Future Steps</b> for individual children with extreme barriers to learning around sensory processing and sensory attachment needs.</p> <p>Cost: £14,300</p>	<p>School refer to the service on occasions where presenting sensory needs are so extreme that they are affecting the child’s ability to access all aspects of their life.</p> <p>Occupational Therapy assessments are essential to understanding a person’s sensory processing and motor challenges, how they affect life and are vital to forming strategies and treatment plans to support development of these areas and to begin to be able to engage positively in education and the wider world.</p>	4 5
<p>Speech and Language Therapy service.</p> <p>Specialist assessments and 1:1 support for children in school.</p> <p>Cost: £10,000</p>	<p>Children are identified with mild, moderate or severe learning difficulties, language delay, specific difficulties in producing sounds, stammering and developmental language disorder.</p> <p>Specialist intervention and support for teaching staff enable the children to access their learning.</p>	1,2,3,4
<p>Take part in the NELI (Nuffield Early Language Intervention) Reception children.</p> <p>1 TA release time for CPD and then delivery of programme to targeted children.</p> <p>Cost: £3000</p>	<p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills.</p> <p>The programme involves a member of school staff delivering three small group sessions and two individual sessions each week to a targeted group of around 3-6 pupils for 20 weeks.</p> <p>NELI aims to develop children’s vocabulary, listening and narrative skills and in the last 10 weeks also involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read.</p>	1,2,3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £108,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide a <b>Positive Mental Health Officer</b> to allow children with significant barriers related to social emotional and mental health to access their learning and make progress.</p> <p>Cost: £22,790</p>	<p>Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>To this end, we employ a highly skilled HLTA who is trained in THRIVE, Attachment and Trauma, Theraplay and counselling to both deliver structured intervention programmes and also provide ad hoc support as necessary e.g. moments of crisis.</p>	5, 6
<p>Continue to provide a <b>Specialist Safeguarding Officer / Educational Welfare Officer</b> to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need.</p> <p>Cost - £11,395</p>	<p>Keeping Children Safe in Education 2021 (DfE, 2021), available <a href="#">here</a>, makes a number of recommendations around the leadership of safeguarding.</p> <p>Due to the very high number of pupils with social care involvement, school has appointed a specialist safeguarding officer to support with work of the designated lead (Principal) to ensure that school can attend all multi-agency meetings and engage with social care as much as possible.</p>	6, 7
<p>Continue to provide an <b>Education Welfare Officer</b> to focus on improving attendance and supporting parents with any other issues, including learning at home.</p> <p>Cost – £11,395</p>	<p>Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement e.g. at EHA level.</p>	6, 7
<p>Increase disadvantaged children's <b>arts participation</b> through providing tuition from Tees Valley Music for every class in school, in addition to their standard music curriculum.</p> <p>Cost -£13,481</p>	<p>Arts participation is highlighted by the EEF as having a positive impact (+3 months) on other areas of the curriculum, particularly English and maths.</p> <p>It is also a low-cost approach, and allows us to provide children with the opportunity to learn an instrument which they may not otherwise be able to afford to do.</p>	7
<p>Enriched curriculum – Continue to subsidised residential / trips / visits and visitors so that the children increase their Cultural Capital and understanding of the wider world.</p> <p>Cost:£30,000</p>	<p>Our aim is to provide pupils with a substantial, broad curriculum, ensuring that they are fully immersed in knowledge, vocabulary and experiences relevant to the world in which we live.</p> <p>We fully recognise the benefits of creating direct links to enrich pupils' subject learning and increased interest in and enjoyment of those subjects.</p>	1,3,7
<p>Engage with 'The Bungalow Partnership' to</p>	<p>The EEF SEND evidence (EEF, 2020) review states "<i>There is strong evidence that</i></p>	5,6,7



<p>provide targeted <b>therapy</b> to disadvantaged children with social, emotional and mental health issues.</p> <p>Cost – £5000</p>	<p><i>interventions using behavioural approaches can be effective as inclusive responses to challenging behaviour in mainstream classes".</i></p> <p>We use therapy for children with challenging behaviour, where appropriate, but also for children who may have experienced trauma but do not yet show challenging behaviour, but could do so in the future if their needs are not met.</p>	
<p>The PMHO and Vice Principal are both trained Thrive Practitioners.</p> <p>The <b>Thrive approach</b> is an assessment and planning based intervention that aims to develop children's social and emotional wellbeing: individually, group work and whole class.</p>	<p><i>"It is not too strong to say that the more you embed Thrive in your settings, and the more confident you get about it, you are extending children's lives."</i></p> <p>- Dr Suzanne Zeedyk on the impact of the Thrive Approach</p> <p>Based on neuroscience and attachment theory, the Thrive Approach offers a dynamic, developmental, trauma sensitive approach that helps teachers and adults interpret the behaviour and meet the emotional and social needs of children and young people.</p>	5
<p>SLA for weekly <b>STRIVE (specialist OT services)</b> assessment, programme development and review in school for children with OT needs and sensory difficulties.</p> <p>Cost £14,250</p>	<p>School have highlighted that the number of children with motor and sensory difficulties has significantly increased over the past two years. The NHS OT service has an extensive waiting list and there is a lack of therapeutic input and sensory assessment.</p> <p>Through using Strive in school we now have a clearer understanding of needs, set programmes to support development and a process of review with the therapist.</p>	4, 5

**Total budgeted cost: £254,813**

**Recovery Funding £9900**

# 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020 or 2020 to 2021. This means we have no published data to evaluate our strategy at the interim points. Data in 2019 was showing that there was a significant narrowing of the gap in all areas between disadvantaged and non-disadvantaged children. Through the school closures and disruption to learning we maintained our rigour and focus on the vulnerable groups, however this was significantly hindered through non attendance to school or accessing the remote learning provided. The Pupil premium funding was spent on ensuring all the children had access to technology, learning resources and materials, SEMH support and food. A large proportion of the children who are entitled to pupil premium were not entitled to attend school during closure and this significantly disadvantaged them compared to their peers. The children who could attend were mostly SEND or children of key workers – non pupil premium. If we had invited PP children to school we would have had all of our children in attendance.

### **Increase the proportion of disadvantaged learners entering KS1 ready to access the full curriculum.**

Based on our estimates for the EYFS profile in 2021, 54% of disadvantaged learners would have achieved GLD compared to 67% of their peers. This means the attainment gap is still wide in EYFS. The strategy has been amended for this academic year to provide more support for EYFS staff through additional release time for the EYFS leader.

### **Improve the proportion of disadvantaged learners leaving Year 1 who are fluent in decoding.**

In Summer 21, 40% of disadvantaged children passed the phonic screening check compared to 76% of their peers. The phonic check will take place again late in Autumn 2021, with results submitted to the LA. Disadvantaged children now have one-to-one tutoring in reading over the Autumn term 21, meaning that we are hoping to close this gap by the end of the term. There is a rigorous phonic catch up plan that extends to year 3 and Year 4 to ensure no child is left behind.

### **Close the gap between the attainment of disadvantaged pupils and their peers by the end of KS2.**

Our teacher assessment at the end of summer 2021 shows a difference between disadvantaged children and their peers beginning to widen once more. In 2019 the data was showing that strategies and interventions were beginning to have a positive impact on the gap. The PP plan for 2021 is target and focused to ensure that this narrowing happens with urgency once more.

Measure	Data 2019 Disadvantaged	Data 2019 non-disadvantaged	School TA 21 Disadvantaged	School TA 21 Non-disadvantaged
KS2 CRWM EXS+	59%	81%	59%	73%
KS2 Reading EXS+	72%	85%	76%	91%
KS2 Writing EXS+	75%	96%	68%	82%
KS2 Maths EXS+	81%	81%	84%	77%

### **Develop the vocabulary of disadvantaged learners, in general and across the wider curriculum.**

Through monitoring across school, it is clear that vocabulary has been a priority for development and that this work is starting to bear fruit. Children’s work shows more advanced use of vocabulary. Through a rigorous ‘text based’ curriculum and a drive for vocabulary and understanding children are accessing their learning with greater independence. Children in EYFS and KS1 are showing gaps in their understanding and vocabulary once more since school closure.

**Improve the attendance and punctuality of disadvantaged learners.**

The pandemic has had a huge impact on this aim. Disadvantaged attendance at the end of July 2021 was 91%, compared to 97% for non-disadvantaged children. The team responsible for attendance are continually revising the attendance procedures with support from the Trust central team. There is clear system in place to not only reward good attendance, but monitor children whose attendance is not high enough and then provide support where necessary. We need a full year without a national lockdown to truly see the impact of our work in this area.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Times Table Rock Stars	Maths Circle
Reading Plus	Dream Box Learning
Little Wandle letters and sounds	Little Wandle letters and sounds
Power of Reading	Centre for Literacy in Primary Education