

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2022-2026 to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Goldthorn Park
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Dollery
Pupil premium lead	Clare Tolley Assistant Headteacher
Governor / Trustee lead	Naomi Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation in 2023-24	£206,610
Pupil premium funding allocation in 2024-25	£256,040
Pupil premium funding allocation in 2025-26	
Recovery premium funding allocation in 2023-24	21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for 2023-24</b>	£228,070
<b>Total budget for 2024-25</b>	£256,040
<b>Total budget for 2025-26</b>	
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

The school's intent for pupil premium is aligned with our vision statement:

Achieving the potential of our children is our fundamental aim. We will be relentless in our drive to ensure that this is delivered. We will challenge the view that education alone cannot break the cycle of deprivation, low aspiration and underachievement. We want to ensure everyone in our Trust has the personal resolve and support to succeed, an ethos of 'yes we can'.

Achieving the intended outcomes:

- Improving the quality of teaching - ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.
- To ensure Teaching Assistant support is provided to each class – ensuring support for small groups and 1-1 where needed.
- Provide teacher and HLTA-led intervention across school to the highest priority groups to ensure accelerated progress is made by disadvantaged pupils.
- Provide a part time behaviour and emotional support worker(s) to ensure children's mental health is supported within school, in order to help them achieve.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

The school understands the barriers and challenges that the school community faces and how these are displayed. Common barriers to learning for disadvantaged children at Goldthorn Park Primary can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated to support those who school feel would most benefit from the intervention.

The school has a strong focus on the quality of teaching and the impact that it has upon learning; this is a continuous and relentless focus of leaders and staff. We understand that the strongest teaching has the most positive impact on pupils who attract the pupil premium.

Our ultimate objectives are:

- To increase the percentage of children in receipt of the pupil premium who are working at an age-related expectation across the curriculum.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring disadvantaged pupils are challenged in the work that they are set.
- Acting early to intervene at the point need is identified.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Through effective systems of evaluation, the school will continuously review the strategy and associated actions to ensure that it is responsive to common challenged and individual needs.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Under Developed Oracy Skills</u></b> - Assessments, observations, and discussions indicate under-developed oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children. This is evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, thus slowing down reading progress.
2	<b><u>Attainment and Progress</u></b> - For some disadvantaged children across the school, attainment is below that of their peers in reading, writing and maths in particular Year 4. They need quality first teaching and additional small group intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave.
3	<b><u>Attendance</u></b> - Attendance rates for pupils eligible for PP are 91.7% NPP 92.2% (below the target for all children nationally and our school of 96% with particular emphasis on KS1 and LKS2) This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.
4	<b><u>Low parental engagement with reading</u></b> – develop reading for pleasure and higher-order comprehension skills (Class library sessions, parental information, family events to engage those that are harder to reach, direct work with parents and children by PP champion and SENCO.) This has a direct impact on the attainment of these children in reading and writing.
5	<b><u>Wider Opportunities</u></b> - Schooling and education are not highly valued with some parents due to having had a limited school experience themselves and culture differences. Enhance curriculum to ensure learning isn’t passive, greater opportunities to engage parents, inform parents of expectations at each point, aspirational culture that shows children the opportunities and excitement learning/education provides.

## 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>Improve the oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Increased Percentage of children achieving an age-related expectation in Communication &amp; Language at the end of Reception.</li> <li>• Increased number of children meeting the required level in both the Year 2 and Year 1 phonics assessments.</li> <li>• Reading age of children in Years 3-5 improve.</li> <li>• End of KS1 assessment and KS2 SATS data improves.</li> <li>• Use a triangulated approach to assessment with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
<p>Progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions.</li> <li>• Rigorous tracking of PP children who were at ARE at end of Sum2023 to achieve ARE. Of those PP pupils who were below ARE at end of Sum2023, 100% to make accelerated progress to close the gap.</li> <li>• Children to make accelerated progress to diminish the difference between PP and non PP children.</li> <li>• All PP children to achieve in line with the national average including more PP pupils to achieve in line with their peers at both ARE and GDS.</li> </ul>
<p>Phonics Targeted pupils to achieve 100% pass in the phonics check.</p>	<ul style="list-style-type: none"> <li>• Conduct baseline phonics assessments for all pupils in YR-2 and those in KS2 who did not pass the check previously as well as any new starters who have not taken the check.</li> <li>• Analyse data from phonics baseline and identify children that need additional support in phonics.</li> </ul>
<p>Improving whole school attendance including disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• EWO and Attendance Lead to work with PP children who have ongoing attendance issues and persistent absences to ensure attainment and progress is good or better.</li> <li>• End of year data shows no gap between PP and Non PP.</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent absence of PP is inline with national PA.</li> <li>• Promotion of attendance incentives for both children and families by introducing H.E.R.O – Here Every day Ready On Time.</li> <li>• Early Help Assessments/Parenting contracts to be completed for families with specific needs.</li> <li>• Attendance data for pupil premium increases each year for the next three years with the number of unauthorised absences reducing each year for the next three years.</li> </ul>
<p>Parental engagement in school is positive and focussed with parents and families willing to engage and work with children and support learning.</p>	<ul style="list-style-type: none"> <li>• Parental Questionnaire</li> <li>• Online Feedback</li> <li>• Analysis of attendance at parent events including parental consultations and workshops increase each year over the next three years.</li> </ul>
<p>Parental support with Reading is positive and families are willing to engage and work with children and support learning.</p>	<ul style="list-style-type: none"> <li>• The percentage of children working at an age-related expectation in Reading and Writing will consistently improve over the next three academic years.</li> <li>• Children with PP read regularly, both in school and at home.</li> <li>• Reading attainment is in line with National average.</li> </ul>
<p>All children, especially those who attract the Pupil Premium will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.</p>	<ul style="list-style-type: none"> <li>• Focussed monitoring activities show that curriculum plans for core subjects and the wider curriculum are ambitious, detailed and well sequenced.</li> <li>• Children will take part in enrichment experiences, including trust events.</li> <li>• Proportion of disadvantaged children who attend clubs increases each year for the next three years.</li> <li>• Children have an experience beyond the school at least 4 times a year.</li> <li>• Monitoring of learning shows that Pupil Premium children are able to articulate learning in core subjects and wider curriculum subjects from last week, last term, last academic year etc.</li> </ul>

## 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: £14759 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for the provision of Pupil Premium champion (AHT) to:</p> <ul style="list-style-type: none"> <li>- Carry out termly in-depth monitoring in each class.</li> <li>- Carry out termly half-day meetings with each teacher, linked to the above, focusing on children in receipt of PP and the provision of high-quality teaching and learning.</li> <li>- Carry out half-termly 'pupil voice' sessions whereby children are given the opportunity to relate and discuss their learning experience.</li> <li>- The above is a cyclical process whereby areas for development are reviewed at the subsequent termly meeting.</li> <li>- Provide follow-up monitoring and support and mentoring for teachers and support staff as required.</li> <li>- Provide ongoing support and mentoring for individual children at particular risk of falling behind.</li> </ul>	<p>This approach maintains close, collaborative engagement with teachers whereby they fully participate and invest in developments to their practice.</p> <p>This is highly effective in ensuring and assuring high quality teaching and learning for all. Evidence indicates that high quality first teaching impacts disproportionately on disadvantaged children.</p> <p>These activities also ensure that all disadvantaged children are known and being monitored by SLT and Phase Leaders to ensure that all PP children are on track and do not fall behind.</p>	<p>All</p>
<p>Leaders to be released to plan and monitor their curriculum subjects, ensuring children identified as Pupil Premium form a reflective percentage of children taking part in discussions. Monitoring to inform planning next steps by Leaders.</p>	<p>English – evidence that a focus on oral language interventions; phonics &amp; early reading; reading comprehension strategies; mastery learning; and provision of effective feedback are all highly significant in supporting disadvantaged children.</p> <p>Maths – focus as above on mastery learning and provision of effective feedback.</p>	<p>1, 2 &amp; 4</p>

<p><b>2023/2024</b> 5 leaders to access NPQ CPD 15 days supply costs.</p> <p><b>2024/2025</b> 4 leaders to access NPQ CPD 15 days supply costs.</p> <p><b>2025/2026</b> 4 leaders to access NPQ CPD 15 days supply costs.</p>	<p>EEF Guide to PP approach – teaching is the top priority. Including CPD.</p> <p>Continuous professional development will help further improve quality first teaching by improving pedagogy and by providing information about current educational best practice.</p>	<p>1 &amp; 3</p>
<p>New staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme (Floppy Phonics) to secure stronger and more consistent phonics teaching for all children.</p>	<p>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.</p> <p>(EEF)</p>	<p>1 &amp; 2</p>
<p>All ECT'S to receive bespoke targeted support from EHLT ECF Programme. Mentors to drive bespoke support with ECT's to drive standards of quality first teaching and learning.</p>	<p>Research taken from Best Practice Network and other teaching providers supports schools with a new ECT programme of study over 2 years. Thus, supporting new teachers using smaller achievable steps into making long term goals of teaching as a career.</p>	<p>1, 2 &amp; 5</p>
<p>Oxford Reading Tree resources (decodable books) targeted at children who require further phonics support in Year 2.</p> <p><b>2024/2025</b> Year 3 support.</p> <p><b>2025/2026</b> KS2 support.</p>	<p>On average, disadvantaged children are less likely to own a book of their own and read at home with family members, for these reasons may not acquire the necessary skills for reading and understanding challenging texts. These pupils benefit from the explicit teaching of strategies from good quality texts in school.</p>	<p>1,2,4 &amp; 5</p>
<p>Introduction of new Salford Reading Test Assessments.</p>	<p>EEF recommend diagnostic testing and monitoring. Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions and using diagnostic assessment to uncover them.</p>	<p>1 &amp; 2</p>
<p>Purchase high-quality Wider Curriculum subscriptions (Dimensions, Purple Mash, Twinkl, Classroom Secrets, Reading Eggs, EAL Hub and SEND Hub) to support teachers with progressive, subject-specific resources, linked to homework opportunities provided.</p>	<p>High quality resources aim to give teachers more time to dedicate to planning the craft of their lessons and how best to deliver lessons to suit the needs of their pupils.</p> <p>Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning.</p> <p>(EEF +5months)</p>	<p>1, 2 &amp; 5</p>

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

Budgeted cost: £194,420 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders and teachers participating in Maths Mastery programme (in conjunction with Maths Hub).</p> <ul style="list-style-type: none"> <li>-Leaders and teachers released, cover required.</li> <li>-Manipulatives purchased.</li> </ul>	<p>NCETM - Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. (Rosenshine's Principles of Instruction.)</p> <p>Mastery learning</p> <p>Learning taught in small, sequenced steps have significant impact on disadvantaged children. (EEF toolkit +5 months)</p>	1 & 2
TA support in every class and every year group.	<p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. We will organise staff so that the pupils who struggle most will have as much time with the teacher as others. As school leaders, we will continue to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. (EEF)</p>	1 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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. (EEF)</p>	1 & 2
<p>EYFS staff will work with in school SALT specialists to screen children that need to be screened.</p> <p>Appointed two members of staff who are ELKLAN trained to deliver support to children with speech, language and communication needs.</p> <p>EYFS timetable/routine will be amended to include further opportunities for oral language</p>	<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.</p> <p>Children who received Talking Matters support made on average 7 months accelerated progress. (EEF)</p>	1
		1



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

Budgeted cost: £18,891 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO appointed to work 1 day a week to analyse attendance and contact low attenders.</p> <p>First day response provision. AHT to overview attendance of pupil groups and work in partnership with EWO to tackle attendance issues and persistent absence.</p> <p>Develop and promote attendance across the school through assemblies and whole class love of learning.</p>	<p>Attendance of disadvantaged children improves overtime and is at least in line with national figures.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2 &amp; 3</p>
<p>Contribute to extracurricular opportunities (including ensuring all pupils are accessing additional sporting opportunities) and school visits for disadvantaged/vulnerable children who would otherwise be unable to participate or access these opportunities.</p> <ul style="list-style-type: none"> <li>- Use of enrichment calendar.</li> <li>- PE Parent workshops are planned for and led by sports coaches (Soccer 2000).</li> </ul>	<p>Extensive research evidence shows that education and health are closely linked. In promoting the wellbeing of children within schools, it has the potential to improve educational and health /wellbeing outcomes.</p>	<p>1, 2, 3 &amp; 5.</p>
<p>EYFS and KS1 parent workshops are planned for and conducted so that parents are aware of how phonics is taught at Goldthorn Park and how they can support their child at home. They are introduced to Floppy's Phonics and how they can access this at home.</p>	<p>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.</p> <p>(Phonics Toolkit   EEF)</p>	<p>1, 2 &amp; 4.</p>
<p>To further develop wellbeing of pupils by developing the KS1 KS2 playground space.</p>	<p>Leaders plan to create an open-air space so that pupils develop life skills, become effective thinkers, leaders and collaborators, persevere in the face of distractions and generate creative ideas. Free time that supports mental health and well-being allows pupils to 'be</p>	<p>All</p>

	<p>ready' for the afternoon learning session.</p> <ul style="list-style-type: none"> <li>• Have a calming effect</li> <li>• Combat any disciplinary issues</li> <li>• Develop impulse control.</li> <li>• Develop muscle control</li> <li>• Develop agility, hand-eye coordination, visual perception</li> <li>• Reduce childhood obesity</li> <li>• Create healthy habits for exercise</li> </ul>	
Train two Teaching Assistants to become Child Behaviour Mentors under the support of the TRUST Behaviour, Social, Emotional and Mental Health lead.	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	2, 3, 5
Introduction of new Mental Health Lead Practitioner for children.		
Continue to embed the Magic Breakfast Programme.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	2, 3, 5
Subject ambassadors, school councillors, introduction of health champions and playleaders appointed to lead areas/initiatives within school.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress.</p>	1, 2,3 & 5
Lunchtime supervisors training on 'response to conflict' to promote wellbeing at lunchtimes.		
Wild Tribe Training and provision for EYFS.		
Continue to embed the Healthy Schools Programme. - Provide all KS2 children with fruit.	The National Healthy Schools Programme ensures a range of outcomes in respect of improvement in health and reduced health inequalities; greater social inclusion; raised achievement of children and young people; and increased working between health promotion providers and education establishments. (gov.uk)	2,3 & 5

Extended school time by offering morning club provision.	EEF suggests that pupils in relatively disadvantaged schools that attend morning provision leads to academic improvements due to being in school on time and social benefits of the environment.	2,3 & 5
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## 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 2023 to 2024 academic year.

Over the year 2023-24, school has made good progress towards achieving its objectives set out in the three-year PP strategy plan.

The 5 key challenges identified were (and remain):

- Narrowing the attainment gap across Reading, Writing and Maths
- Attendance is below NA, and there are some issues with punctuality
- Poor parental engagement in Reading
- Pupils have limited experiences beyond the school environment
- Under Developed Oracy Skills

#### **Narrowing the attainment gap across Reading, Writing and Maths.**

Over 2023-24 each class identified a range of strategies in order to increase the progress of disadvantaged pupils, with the aim of ensuring pupils meet their age related expectations. Strategies included small intervention groups led by teachers, in class support from teachers/HLTA's/TAs, 1:1 support for academic and emotional/social purposes and

By July 2023, our internal assessments suggested that the performance of disadvantaged pupils increased between Summer 2022 and Summer 2023. However, in some year groups attainment at the end of Summer 2023 remained lower than the comparative non PP group. As a three-year strategy we believe we are on track to achieve our overall aims by 2026. Accelerated progress of the disadvantaged group was positive due to interventions put in place throughout the year, as detailed specifically in the Raising Achievement Plan. We achieved notable End of KS2 SATs results for our disadvantaged pupils in July 2023:

	Non Disadvantaged KS2 SATs	Disadvantaged KS2 SATs	National (All)
Reading	76%	60%	78%
Writing	72%	58%	77%
Maths	72%	59%	79%
Combined	69%	44%	66%

#### **Attendance**

Attendance is below NA, and there are some issues with punctuality Overall attendance in 2023/24 was lower than in the preceding years at 93.54%, but this was mirrored nationally.

PP/FSM attendance is lower than non PP/non FSM in every class by around 4% with Year 2 being the widest.

(by around 4% across each class with year 2's gap being the widest). However, through precise tracking of targeted PP pupils, individual attendance for these pupils

increased across the year as action was taken immediately. In 2023-24 we also employed the services of an EWO which enabled us to undertake additional home visits. The impact of this increased attendance for those key individuals. Attendance and punctuality continues to be a key focus of 2024/25 following guidance from DfE 'Working Together to Improve Schools Attendance' - a whole school approach has been implemented in order for all children to make the rapid and sustained progress. Through 2023/24 toast/bagels were provided to every child as they entered school in the mornings. This will continue in 2024/25.

### **Poor parental engagement in Reading.**

As a school, during 2023-24 we had a significant focus on reading, investing in books which more closely matched our pupils' phonics ability and interest level. Reading for Pleasure spaces were created in classrooms and around school, along with a school library.

EYFS and KS1 parent workshops were planned for and conducted so that parents were aware of how phonics is taught at Goldthorn Park and how they can support their child at home. They were introduced to Floppy's Phonics and how they can access this at home, this has been effective in increasing parental engagement in home reading, particularly for disadvantaged pupils will continue in 2024/25.

Reading Eggs data shows that parental engagement increased from September 2023, this continued up until April 2024. Additionally, we have continued to invest in My Maths, TT Rockstars, Oxford Owl and Purple Mash to support learning at home.

### **Wider Opportunities.**

Pupils have limited experiences beyond the school environment In 2023-24, both Year 2 and Year 6 pupils attended a residential. Every disadvantaged child in both classes attended the residential, which was subsidised by school. All classes also experienced a range of educational visits throughout the year and all disadvantaged pupils were given the opportunity to attend all, if finances were a barrier to attendance. These first hand experiences enabled children to develop skills which otherwise they would not have had the opportunity to. In 2023-24, all pupil across school were offered a range of extra curricular clubs free of charge. These included Outdoor Games, Multi skills, Nature Club, Craft club, Choir, Cricket club, Author visits and football club.

### **Under Developed Oracy Skills**

In early years 9 pupils received additional speech and language support, both external and internal support.

In 2023, 65% of disadvantaged pupils achieved ELG in speaking at the end of the year compared to 13% who were on track at the beginning of reception.

At the end of Key Stage 1, 65% of disadvantaged pupils achieved expected standards and in year 1, 77% of disadvantaged children achieved expected standards. Assessments, observations, and discussions indicate under-developed oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children.

This is evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, thus slowing down reading progress.

## Externally provided programmes

Programme	Provider
Quick Fire Multiplication questions	TT Rockstars
Reading comprehension online	Reading Eggs
Homework support	My Maths
Educational games	Purple Mash
Handwriting Scheme	Nelson
Systematic phonics teaching programme	Oxford Reading Tree – Floppy's Phonics
Bank of online resources	Twinkl
Topic resources and support	Dimensions
Interactive platform to support PSHE	One Decision
Professional development support	NCETM
Online resources and spelling lessons	Oak Academy
Reading Intervention (KS2)	Project X
Foreign Language resources and support	Language Angels
Music School Programme	Charanga
Character Based numeracy scheme	Ten Town
Planning and resources support	Classroom Secrets