



Pupil Premium
Strategy
Statement

October

2023



LEADING THE WAY
FOR GENERATIONS

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Greenland Community Primary School
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	43% (149)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kris Armstrong (HT)
Pupil premium lead	Kris Armstrong (HT)
Governor / Trustee lead	Katie Calvert (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,970 £2530 (LAC)
Recovery premium funding allocation this academic year	£20,674
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,174

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most and to support schools to raise the attainment of socially disadvantaged children. Our aim is for all pupils to achieve their full potential both socially and emotionally, with the gap between PP pupils and non-PP pupils, in all core subjects, to be narrow.

We are committed to raising standards for every child and invest resources and time to ensure that every child receives the support and challenge that they require to succeed. The PP funding will be used to support the learning, development, engagement and experiences of all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. In order to achieve this, we take an evidence-based approach and spend the funding on initiatives that are likely to have the most impact.

High-quality teaching is essential and is at the heart of our approach.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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.

School Context

Greenland Community Primary is an above average sized primary school which is located in Stanley in County Durham. The school moved into a purpose-built new build in September 2013. As of 1st January 2017 Greenland, became part of a Multi-Academy Trust (Stanley Learning Partnership) where it is the lead school of 9 primaries.

The school draws its intake, in the main, from the wards of South Moor, Craghead, Annfield Plain and South Stanley. These wards have very high levels of social and economic disadvantage. School Deprivation Index (SDI) 0.35 compared to the national rate of 0.21.

There is a greater than average eligibility for Pupil Premium 43% (National rate is 31%). Percentage of pupils with SEND is currently at 19%.

Since school faces a range of challenges, resulting from degeneration of the local area, it aims to:

- Provide broad and balanced learning experiences which enable pupils to develop socially, emotionally, spiritually and academically.*
- Promote a strong ethos of inclusion and aims to ensure that all pupils achieve their full potential.*

- *Work effectively with external agencies to support pupils with a wide range of complex additional needs.*
- *Build strong partnerships with organisations within the local community including the local church and chapel, the library, plant nursery and local forest school.*
- *Involve parents and carers in all aspects of school life so they can support their children's learning.*

Greenland Community Primary School believe that our practice ensures the individual needs of our pupils are met, including those of our most vulnerable pupils. It is our desire that no pupil is left behind and we strive to ensure our PP funding is used effectively to achieve this.

Challenges

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

Challenge number	Detail of challenge
1	Emotional resilience of pupils who are eligible for pupil premium is significantly low compared to their peers and they may need to develop their learning skills to be ready to learn such as organisation, focus and resilience. By KS2 many PP pupils are already working with external services and often present with complex social and emotional needs. Lack of enrichment opportunities during the pandemic has negatively impacted attainment due to increased social and emotional issues.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. Oral language skills are often lower for disadvantaged pupils which impedes reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding. Pupil premium is higher than national in all current year groups 2023-24: EYFS 37% Year 1 39% Year 2 41% Year 3 54% Year 4 52% Year 5 40% Year 6 37%
3	Low attendance rates for some pupil premium pupils impacts on their learning adding to greater gaps in conceptual understanding across the curriculum as well as their basic skills. The education and wellbeing of many of our pupils has been impacted by partial school closures – this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Some pupil premium pupils lack experiences that enrich their understanding and knowledge which negatively impacts on their learning and comprehension.

	A large number of PP eligible children do not enter Early Years at age related expectations.
5	Many pupil premium pupils do not have support for reading at home. Staff have to ensure that there are opportunities in school to support and value reading. Assessments and observations with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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
Improved emotional resilience for pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience via targeted and direct interventions as well as whole school ethos and Quality First Teaching.	<ul style="list-style-type: none"> • Access to a school counsellor – CwC • Pupils who require support with emotional resilience/anxiety identified and grouped for interventions • Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (HT, SLT, SENCO, Attendance Officer, Family Support Worker) • A lower level of behavioural incidents for PP pupils on CPOMS. • Lesson obs/learning walks/assemblies highlight examples of resilient learners. • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • Resilience Warrior incentive rewards weekly and termly. • Increase in participation in enrichment activities.
Oral language skills are often lower for disadvantaged pupils which slows reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding.	<ul style="list-style-type: none"> • Oracy to be developed throughout the school curriculum and speaking and listening opportunities to be visible in class through learning walks/lesson observations and assessments • Guided reading sessions to include elements of retrieval, meaning and inference – Reading Vipers • Whole school vocabulary displays in every classroom – display curriculum areas and subject specific vocab • Daily class novel read by the teacher to the class with key vocabulary discussed

	<ul style="list-style-type: none"> • PSHE lessons to include circle time where listening and speaking skills are explicitly taught • RWInc Phonics flashcards to be used regularly throughout the day to focus on key sounds and words. • Communication and language approaches emphasised across EY highlighting importance of spoken language and verbal interactions. This includes reading aloud to children, discussing books, drawing attention to letters and sounds and introducing new vocabulary in context.
To continue to establish good attitudes to attendance/ punctuality and reduce persistent absence.	<ul style="list-style-type: none"> • Sustained high attendance across all year groups • % of non-attendees at least in line with national average • Increase in attendance rates for pupil premium pupils • Reduction in parental contracts/referrals to DCC • After school provision and wrap around care will be offered to priority pupils free of charge • 100% Attendance will be rewarded termly
<p>A greater proportion of pupils exposed to a wider range of social, cultural, artistic, creative, enrichment and sporting experiences.</p> <p>Classroom coverage of the curriculum reflects the intent to increase cultural capital.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p>	<ul style="list-style-type: none"> • Opportunities to participate in a wide range of extra-curricular activities • Visits/visitors to support and enhance learning • Access to school trips and external visits to support knowledge and understanding (including residential where appropriate) • Opportunities to develop personal skills such as resilience/confidence/self-esteem through access to roles of responsibility in school
Increased amount of children reading at home and at school and development of a reading for pleasure ethos.	<ul style="list-style-type: none"> • Increase in attainment for reading for all pupils • All classes read to daily at end of each day • All pupils to read a book matched to their ability in school • Each class to have identified target readers who do not have support for reading at home and read with them in school each week • Reward prizes to be book tokens or books • Travelling Book Company in school twice a year

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

Budgeted cost: £66,024

Activity	Evidence that supports this approach	
Improve wellbeing and emotional resilience for pupils by providing CwC counselling, access to SEMH services and implementing whole school Resilience Project.	High rate of behavioural incidents for pupils with unaddressed SEMH difficulties. Pupils have difficulty in regulating and expressing their emotions. Low levels of participation, productivity, self-belief and love of learning in pupils with underlying anxiety or emotional resilience. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+4 months)	1
SENDCO to support in developing policies and practices.	Ensuring a multi-faceted approach, including improving staff CPD and buy-in, whole-school approaches alongside targeted intervention and whole school teaching of wellbeing strategies and small group work is planned.	1, 4
Improve the quality of social and emotional learning through embedded educational practices and supported by CPD for all staff.	Enhanced provision and practice relating to SEN by providing whole school training in relation to overcoming barriers to learning and meeting individual needs including the progress of complex learners. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+4 months)	3, 4
	Swifter access to support from external agencies has shown that early support has a greater long-term impact on families. Access to therapeutic services to support needs experienced as a result of external	1

<p>Prioritise referrals to outside agencies for PP pupils</p>	<p>barriers to learning such as domestic violence, temporary housing, bereavement etc</p>	<p>1</p>
<p>Ensure identified staff have received paid for training to develop high quality teaching standards.</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of mastery approach to teaching: High impact for very low cost based on limited evidence (+5)</p> <p>Given the impact of missed teaching and learning opportunities due to COVID/lockdowns and isolations it is a priority to ensure that children who have missed large sections of teaching in KS1 continue to have systematic phonics tuition and intervention.</p> <p>Targeted interventions for individuals are also key. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Read, Write Inc Phonics will be used for whole class and targeted intervention and benefits have been reported by DfE.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>EEF findings show that high quality teaching has a positive impact on outcomes and that consistency in delivery is key. (impact +5 months and +1 month for RWI)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p> <p>5</p> <p>5</p> <p>2, 5</p>

Targeted academic support

Budgeted cost: £88,650

Activity	Evidence that supports this approach	
<p>Expand the range of high interest-low ability phonetic reading books for struggling readers to ensure children are reading books of interest and age appropriate matched to their ability. Ensure that all pupils, including those who are disadvantaged, have access to high quality reading material.</p>	<p>Funding will be spent on purchasing new Read Write Inc resources (Fresh Start for KS2 pupils and Book Bag Books for decodable readers), class texts for whole-class reading (linked to English) and purchasing high quality non-fiction books linked to what pupils are covering in the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (+6 months)</p> <p>Reading Plus Whole School Licence £9,000 for 3 years (3rd year £3,000)</p>	<p>2, 5</p>
<p>Continued subscription of a DfE validated systematic synthetic phonics programme (RWInc) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (+5 months)</p>	<p>2, 5</p>
<p>Set up small group spelling/reading and writing intervention for pupils struggling with spellings, vocabulary and writing.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group (+4 months)</p>	<p>2</p>
<p>Targeted 1:1 reading with children in school</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading</p>	<p>5</p>

<p>who do not receive support for reading at home (focus on comprehension strategies)</p>	<p>capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (+6 months)</p>	
<p>Targeted small group intervention for identified pupils for phonics. Fast Track Tutoring to be implemented every day by 4 members of staff.</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to 12 weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Fast Track tutoring for pupils who require additional support to keep up with their peers. This will be delivered in small groups (+4 months) and also on a 1:1 basis (+5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>5</p>
<p>Training opportunities for 3 senior leaders to attend metacognition training before cascading support to whole staff and implementing this in all lessons across the curriculum.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (+7 months)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task</p>	
<p>Dedicated HLT/TA time to focus on:</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (+6 months)</p>	<p>1, 2, 4, 5</p>

<p>Catch up interventions</p> <p>Emotional and social support interventions</p> <p>Theraplay sessions</p> <p>Support within classrooms</p> <p>Whole school CPD</p> <p>1:1 targeted pupil support</p> <p>CwC counselling sessions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (+5 months)</p>	
--	---	--

Wider strategies

Budgeted cost: £63,500.00

Activity	Evidence that supports this approach	
<p>Continue whole staff training on Restorative Practice, behaviour management and anti-bullying approaches with aim of developing school ethos.</p> <p>We will be rolling out a new behaviour curriculum which will support all children, especially those who are disadvantaged, to behave exceptionally well.</p>	<p>Targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3

<p>Continue to provide a wide range of after school provision clubs including music, art and drama.</p> <p>Monitor attendance of PP pupils.</p> <p>Music lessons delivered by external provider for UKS2.</p> <p>Comprehensive after school provision (daily).</p> <p>Training a new Educational Visits Coordinator to link enrichment to curriculum.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=sit_e_search&search_term=arts +3 months</p>	4
<p>Access to a part time social worker within SLT, SENCO surgeries and Family Liaison Officer to support families with early help and access to support agencies.</p> <p>Contribution to the employment of a Family Liaison Officer.</p>	<p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>To provide personalised support and advice for families – debt management, food poverty, behaviour management, housing concerns, mental health.</p>	1, 3
<p>Holding pupil attendance interviews to ascertain barriers to school attendance for disadvantaged pupils.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	3

<p>NOS and National College CPD subscription provides all staff with access to a wide range of courses to meet safeguarding, social and emotional needs of pupils and SEND.</p>	<p>There is much evidence to show that teacher CPD can have a strong impact on pupil outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017)</p>	<p>1</p>
---	--	----------

Total budgeted cost: £218,174

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.

Strategies used across the year have been successful and school will continue to implement these strategies throughout 2023-24.

Academic Data Impact

End of KS2 Data 2023 (IDSR)

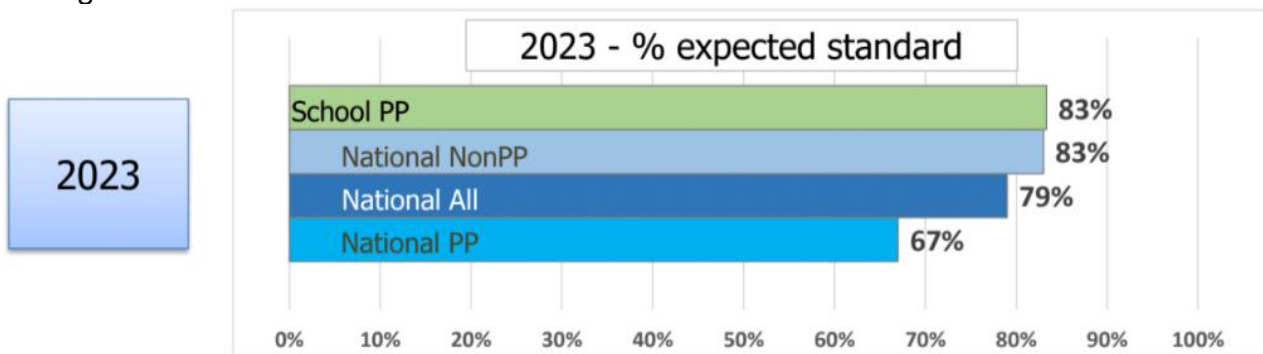
	2023 cohort	Performance in 2023	2023 value	2023 nat value
Reading KS2 progress	45	Sig above national and 99th percentile	5.3	0.0
Mathematics KS2 progress	45	Sig above national and 99th percentile	5.9	0.0
RWM KS2 expected standard %	45	Sig above national and 92nd percentile	80	59
Mathematics KS2 expected standard %	45	Sig above national and 91st percentile	91	73
Reading KS2 high standard %	45	Sig above national and 96th percentile	56	29
Mathematics KS2 high standard %	45	Sig above national and 99th percentile	58	24
EGPS KS2 expected standard %	45	Sig above national and 85th percentile	87	72
EGPS KS2 high standard %	45	Sig above national and 98th percentile	62	30

In addition to the exceptional progress made by all pupils (End of KS2 whole cohort data), 71% of pupil premium pupils achieved the expected standard in RWM compared to 59% of all pupils achieving the same standard nationally. When comparing the attainment of PP pupils and n-PP pupils there is a gap; however, when looking at the progress rates of these 2 pupil groups, PP pupils (+5.9) significantly outperform their counterparts at a national level and also make more progress than those who are not entitled to pp funding in school (+5.3). This shows that PP funding has impact by the

time pupils leave school and start secondary education. It also demonstrates that all pupils make much higher progress than others nationally.

		Actual results			Pupil progress			
Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
Pupil Premium	FSM (in last 6 years)	24	105.9 +	71% +	0%	+5.9 + ↑	+30% +	-3%
	Not FSM (in last 6 years)	21	112.2 + ↑	90% +	14%	+5.3 + ↑	+15%	+4%

Outcomes for PP premium pupils in the PSC are equal to n-PP nationally and surpass all pupils and PP pupils nationally. Targeted work means that PP pupils at Greenland get off to a really strong start and this allows them to make further progress as they move through school.



Attendance Data Impact

Persistent absenteeism has been addressed through the use of pupil premium finding during 2022-23 with largely positive outcomes. The school's attendance officer (Mr Shaw), Family Liaison Worker (Laura Davies) and Attendance Lead (Mr Armstrong) have used FFT data to closely monitor and amend support accordingly. The school has been ranked in the FFT top 10% for Autumn, Spring and Summer terms.

Our overall attendance was up (95.5%) from the previous year and above attendance data nationally for 2021/22. Pupil premium pupils attend better than n-PP pupils nationally.

FSM6			All	R	1	2	3	4	5	6
FSM6	140	School	94.8%	93.9%	95.1%	95.1%	95.9%	94.5%	92.9%	95.4%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+3.5% ●	+4.5% ●	+4.4% ●	+3.7% ●	+4.2% ●	+2.8% ●	+1.3% ●	+3.8% ●
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	196	School	96.0%	95.9%	96.0%	94.9%	96.9%	96.4%	96.8%	94.5%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	+1.3% ●	+2.7% ●	+1.8% ●	0.0%	+1.7% ●	+1.2% ●	+1.7% ●	-0.6%

Due the hard work of all involved, our rates of persistent absenteeism dropped to 10.9% and as the above tables shows, when compared to the FFT National data available for 2022-23, we outperform the national average in every year group when comparing FSM6 pupils. The number of families being supported through an Attendance Contract has dropped and the impact is that children are attending school more often.

Emotional Resilience Impact

All Children are aware of the Zones of Regulation and use these on a daily basis to monitor, discuss and regulate their emotions. Social interventions have added to the whole-school offer and provide children with a variety of approaches to supporting their emotional wellbeing and mental health. We have continued to implement Commando Joe's as a whole-school approach to developing resilience in addition to themed weeks and weekly assemblies around resilience. Relax Kids sessions have supported over 60 pupils, many from disadvantaged backgrounds. Group sessions such as the Getting Along programme, access to reduced pupil number supported playtimes and 'soft landings' into school through the introduction of 'Sensory Circuits'. Delivering 1:1 sessions on anxiety and 1:1 Connecting with Children counselling sessions for pupils from predominantly disadvantaged backgrounds has improved engagement, ensuring that pupils are calm, confident and ready to learn when they enter school each morning.

Parents have also commented on children being happy in school (feedback slips and questionnaires) and it is clear through monitoring that the vast majority of pupils are able to regulate and access a challenging and ambitious curriculum.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Read, Write Inc	Ruth Miskin
Times Tables Rockstars	TT Rockstars
Speech and Language Programme	Lexia UK