St Andrew's Church School

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school. Aligned with the DfE's *Using Pupil Premium: Guidance for School Leaders* (2024) and the EEF's tiered model, our strategy focuses on:

- **Teaching** – investing in professional development and evidence-based pedagogy.
- **Targeted Academic Support** – addressing gaps in learning through structured interventions.
- **Wider Strategies** – improving attendance, well-being, and parental engagement.

School overview

Detail	Data
Total number of pupils in school	228
Proportion of disadvantaged pupils	19%
Proportion of disadvantaged pupils who have SEND	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Publish date	December 2025
Review date	December 2026
Statement authorised by	TLC (Trust Local Committee)
Pupil Premium lead	Naomi Boyce
Governor lead	Louise Adams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,270

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium Statement of Intent

Our intent is to ensure that every child—particularly those identified as disadvantaged—receives outstanding teaching and learning that closes the attainment gap and provides equitable opportunities for success. Guided by our vision of *Learning for Living, Life in All Its Fullness (John 10:10)*, we are committed to enabling every child to flourish academically, socially, and emotionally.

We believe in the limitless potential of every child. Through a knowledge-rich, ambitious curriculum, delivered by highly skilled professionals, we will inspire high expectations and nurture aspiration. Our staff are relentless in removing barriers to learning, ensuring that disadvantage does not define outcomes. This approach reflects the most impactful strategy identified by the Education Endowment Foundation (EEF, 2024): quality first teaching as the single most effective lever for improving outcomes for disadvantaged learners.

Our core aim is to provide exceptional teaching that engages, challenges, and develops key learning skills, equipping pupils to become lifelong learners. As a values-driven school, we instil the principles needed for children to become responsible, confident members of society and to build social capital—particularly for those from disadvantaged backgrounds. Through a rich and varied curriculum, we provide cultural capital experiences that broaden horizons and make learning meaningful.

We will use Pupil Premium funding to:

- **Deliver outstanding, evidence-informed teaching** as the most effective driver of progress (EEF, 2024).
- **Provide a knowledge-rich curriculum** that raises expectations and inspires ambition.
- **Embed strategies for oracy, vocabulary, and cultural capital**, ensuring disadvantaged pupils access experiences that expand their world.
- **Prioritise well-being and nurture**, fostering resilience, self-regulation, and independence.
- **Strengthen attendance and engagement**, working in partnership with families to remove barriers.
- **Invest in professional development**, ensuring all staff are highly skilled and equipped to accelerate progress for every learner.

- **Challenges**

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1.	Inconsistent access to high-quality teaching and learning leads to lower outcomes
2.	A curriculum which isn't broad, balanced, and ambitious leads to lower outcomes
3.	Some children's spoken language development is significantly lower than their peers, and they have fewer opportunities to practise key skills such as reading and oracy outside the school day
4.	Pupil premium children may not attend school well and are statistically more likely to be persistently absent from school
5.	Pupils who are coasting with their progress are also SEN pupils with significant needs
6.	Premium pupils with SEMH needs may face challenges with emotional regulation and mental wellbeing

1. Intended Outcomes

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

Intended outcome	Success criteria
Every child including pupil premium consistently receives high-quality teaching and targeted support to make accelerated progress and attainment across reading, writing and maths.	• Learning walks and regular monitoring show consistently high-quality teaching across all classrooms. • Disadvantaged pupils make progress in line with or above their peers in core subjects. • Gap between disadvantaged and non-disadvantaged pupils narrows in end-of-year assessments
A broad, balanced, and ambitious curriculum is fully embedded, ensuring all pupils access rich knowledge, cultural capital, and opportunities to achieve highly.	• Curriculum maps demonstrate breadth and ambition across all subjects. • Disadvantaged pupils participate in enrichment and cultural capital experiences at the same rate as peers. • Pupil voice reflects engagement and aspiration in learning

Children's spoken language and vocabulary are significantly improved, with increased opportunities to practise reading and oracy both in and beyond the school day.	• Assessments show measurable improvement in vocabulary and oracy for targeted pupils. • Increased participation in reading and speaking activities (e.g., book clubs, debates). • Pupils confidently use subject-specific vocabulary in lessons and written work
Pupil Premium eligible pupils attend school well, and individual barriers to attendance are known and addressed by all school staff reducing persistent absence and increasing engagement in learning.	• Attendance for disadvantaged pupils is at least 95% or above. • Persistent absence for disadvantaged pupils reduces year-on-year. • Families engage positively with attendance support initiatives
Pupils with SEND who are at risk of coasting make accelerated progress, supported by targeted, evidence-based interventions that meet their significant needs.	• SEND pupils identified as coasting show measurable progress in core subjects. • Intervention impact reports demonstrate accelerated learning. • EHCP and SEN support plans reflect improved outcomes and independence
Pupil Premium pupils with SEMH needs develop strong emotional regulation and resilience, supported by high-quality nurture and mental health provision.	• Reduction in behaviour incidents and exclusions for targeted pupils. • Pupil voice and well-being surveys show improved emotional regulation and confidence. • Engagement in learning improves, evidenced by classroom participation and progress data.

2. Planned Activity in the academic year 2024-2025

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)
Budgeted Cost: £ 29,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice	(High Quality Teaching - EEF).	1,2,3,5,6
Attend whole Trust 'Bringing Teaching Alive CPD' and plan school time to embed and monitor approaches using Trust lesson 'drop-in' monitoring spreadsheet	(High Quality Teaching - EEF).	1,2,3
Purchase Step Lab to support coaching, teacher development and learning (approx. cost £75 per teacher)	(Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020)	1,2,3
Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported	(Supporting the attainment of disadvantaged pupils: Briefing for school leaders" (DfE & NFER, 2015)	1,2,3,4
PM meetings - Promote a culture of high expectations and inclusive practice across all classrooms.	(Implementing Inclusive Education DFE 2018)	1,2,3,4
Embed curriculum planning that is coherently sequenced and builds on prior knowledge, with clear progression for all pupils. Implement high quality curriculum resources to support delivery of the curriculum	(DFE – A Guide to Effective Practice)	1,2,3,4
Provide high-quality CPD on curriculum design, adaptive teaching, and inclusive pedagogy. Purchase	(Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020)	1,2,3,4

Step Lab to support teacher development and learning		
Use consistent routines, positive behaviour strategies, and emotionally literate language in all classrooms.	(Education Endowment Foundation (EEF) – Improving Behaviour in Schools 2021))	1,4,6
Carry out bi-annual environment audits and invest in sensory sensitive classrooms that include pupil led calm corners-BWMAT Inclusion by Design framework will be produced to support schools	(Education Endowment Foundation (EEF) – Build a Culture of Community and Belonging (2024))	1,4,6
Embed a whole-school attendance culture (clear policy, consistent routines, staff training, daily follow-up, and proactive analysis of attendance data). DfE statutory guidance sets expectations for schools' culture, processes, and data use.	DfE statutory guidance: Working together to improve school attendance (Aug 2024)	1,4

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £17,769

Activity	Evidence that supports this approach	Challenge number(s) addressed

Implement structured, evidence-based interventions in reading, writing, and maths (e.g. phonics catch-up, small group tuition).	(EEF Teaching and Learning Toolkit 2025)	1,2,3,5,6
Deploy skilled teaching assistants to deliver targeted support, consider pre-teaching and recap for key pupils using teachers/highly skilled TA's.	(EEF Making the Best Use of Teaching Assistants)	4, 5,6
Deliver pre-teaching and overlearning sessions to build confidence and readiness for new content. (use a teacher/highly skilled TA)	(DFE – Support for Early Career Teachers: Developing Quality Pedagogy)	1,2,5,6
Monitor and evaluate the impact of interventions regularly, adjusting as needed to maximise effectiveness.	(EEF Teaching and Learning Toolkit 2025)	1,2,3
Use pupil voice to identify how home support influences learning and adapt teaching accordingly.	(Chartered College of Teaching – Pupil Voice and Agency Toolkit))	1,2,6
Attendance review meetings that link academic support to personalised barriers, co-designed with families EEF rapid evidence assessment	(REA) on attendance: "responsive and targeted approaches" show promise when tailored to individual causes. Summary of evidence | EEF	4, 5,6

Wider Strategies (for example, related to behaviour, attendance, wellbeing)

Budgeted Cost: £10,598

Activity	Evidence that supports this approach	Challenge number(s) addressed

Improve attendance and punctuality through early intervention and family support. Ensure fidelity to Trust Attendance Strategy	(DFE Working Together to Improve School Attendance 2024)	4,5,6
Provide access to enrichment opportunities (e.g. trips, clubs, cultural experiences) to build confidence, engagement to widen cultural capital	(Department for Culture, Media and Sport – Youth Enrichment Discovery Phase Report – July 2024)	1,2,3,4,5,6
Promote high aspirations through exposure to further education, careers, and role models linked to curriculum content. Plan a careers day using parent volunteers	(DfE – Independent Review of Careers Guidance in Schools and FE (2023)	1,2,3
Ensure all PP pupils have access to enrichment activities, trips, and cultural experiences that enhance curriculum learning.	(DfE – Pupil Premium and Recovery Premium Evaluation (2025))	1,2,3
Engage families through wellbeing workshops, regular communication, and signposting to external support.	(DfE – Engaging parents and families (2017))	2,3,4,6
Track PP pupil participation and engagement to ensure equity	(DfE Further guidance and resources for supporting behaviour in schools (2024))	4,5,6
Implement a behaviour curriculum, driven by routines, consistency and predictability that focuses on relational language and praise	(DfE – Improving behaviour in schools (2024)	1,2,5,6

Total budgeted cost: £ 58,270

Part B: Review of outcomes in the previous academic year
Outcomes for disadvantaged pupils

1a. Attainment & Progress Summary (2025)

St Andrew's Church School, Bath

Key to shading: >3* above Eng; >1* above Eng; within 1* of Eng; >1* below Eng; >3* below Eng

*Number of pupils (see page 4 for explanation)

		School - Over Time					England - Over Time					
		School 2022	School 2023	School 2024	School 2025	School Change from 2024 (-15% -5% +5% +15%)	Eng 2022	Eng 2023	Eng 2024	Eng 2025 (Provisional)	2025 Difference from England (-15% -5% +5%+15%)	
EYFSP	GLD	72%	53%	52%	71%	+19%	65%	67%	68%	68%	+3%	Section 1c
Yr1	Achieving Threshold	57%	83%	53%	63%	+10%	75%	79%	80%	80%	-17%	Section 1d
KS1 Expected Standard	Reading TA	58%	68%	87%	77%	-10%	67%	68%	-	-	-	Section 1f
	Writing TA	38%	65%	77%	70%	-7%	58%	60%	-	-	-	
	Maths TA	54%	74%	87%	70%	-17%	68%	70%	-	-	-	
KS1 Greater Depth	Reading TA	23%	23%	30%	10%	-20%	18%	19%	-	-	-	Section 1f
	Writing TA	4%	13%	13%	10%	-3%	8%	8%	-	-	-	
	Maths TA	15%	19%	30%	13%	-17%	15%	16%	-	-	-	
MTC	Achieving 20+	-	57%	40%	53%	+13%	60%	63%	67%	-	-	Section 1h
KS2 Expected Standard	Reading Test	62%	62%	57%	81%	+24%	75%	73%	75%	75%	+6%	Section 1j
	Writing TA	50%	71%	60%	74%	+14%	70%	72%	72%	72%	+2%	
	Maths Test	41%	81%	50%	67%	+17%	72%	73%	74%	74%	-7%	
	RWM Test/TA	36%	57%	43%	56%	+13%	59%	60%	61%	62%	-6%	
	GPS Test	41%	67%	43%	59%	+16%	73%	73%	73%	73%	-14%	
KS2 Higher Standard	Reading Test	14%	19%	37%	30%	-7%	28%	29%	29%	33%	-3%	Section 1j
	Writing TA	7%	24%	13%	26%	+13%	13%	13%	13%	13%	+13%	
	Maths Test	3%	19%	23%	15%	-8%	23%	24%	24%	26%	-11%	
	RWM Test/TA	4%	14%	10%	11%	+1%	7%	8%	8%	8%	+3%	
	GPS Test	3%	14%	17%	11%	-6%	28%	30%	32%	30%	-19%	
KS2 Progress	Reading Prog Score	-2.9	+2.7	-	-	-	-	-	-	-	-	Section 1j
	Writing Prog Score	-2.1	+4.9	-	-	-	-	-	-	-	-	
	Maths Prog Score	-4.5	+3.3	-	-	-	-	-	-	-	-	

1b. Vulnerable Groups Summary (2025)

St Andrew's Church School, Bath

		EYFSP GLD	YR1 32+	KS1 (Expected +) Reading	KS1 (Expected +) Writing	KS1 (Expected +) Maths	MTC 20+	KS2 (Expected +) Reading	KS2 (Expected +) Writing	KS2 (Expected +) Maths
England average (All pupils):		Eng: 68%	Eng: 80%	-	-	-	2024 Eng: 67%	Eng: 75%	Eng: 72%	Eng: 74%
All Pupils	All	71% (28)	63% (30)	77% (30)	70% (30)	70% (30)	53% (30)	81% (27)	74% (27)	67% (27)
Gender	Female	88% (17)	85% (13)	86% (14)	71% (14)	71% (14)	45% (11)	79% (19)	79% (19)	58% (19)
	Male	45% (11)	47% (17)	69% (16)	69% (16)	69% (16)	58% (19)	88% (8)	63% (8)	88% (8)
Disadv.	Disadvantaged	29% (7)	33% (6)	50% (4)	50% (4)	50% (4)	20% (5)	90% (10)	80% (10)	70% (10)
	Other	86% (21)	71% (24)	81% (26)	73% (26)	73% (26)	59% (22)	76% (17)	71% (17)	65% (17)
Term Born	Autumn	92% (13)	75% (8)				70% (10)	78% (9)	67% (9)	78% (9)
	Spring	57% (7)	64% (11)				30% (10)	63% (8)	50% (8)	38% (8)
	Summer	50% (8)	55% (11)				57% (7)	100% (10)	100% (10)	80% (10)
Language	English	71% (24)	65% (17)	81% (21)	76% (21)	81% (21)	53% (19)	92% (12)	75% (12)	58% (12)
	Not English	75% (4)	62% (13)	67% (9)	56% (9)	44% (9)	50% (8)	73% (15)	73% (15)	73% (15)
SEN	No SEN	76% (25)	71% (24)	84% (25)	76% (25)	76% (25)	75% (12)	85% (20)	85% (20)	80% (20)
	SEN Support	33% (3)	50% (4)				36% (11)	83% (6)	50% (6)	33% (6)
	EHCP			33% (3)	33% (3)	33% (3)	25% (4)			
Ethnic Group	Mixed	50% (4)					67% (3)	67% (6)	83% (6)	50% (6)
	White	70% (20)	64% (25)	81% (26)	73% (26)	73% (26)	48% (21)	88% (16)	69% (16)	63% (16)
	Other							100% (3)	100% (3)	100% (3)

Review of expenditure 2024/25		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost £16,100**
Voice 21 / Oracy Champion Programme • Initial oracy routines established in some classrooms. • Increased staff awareness of oracy principles and language scaffolds. • Early improvements in pupil confidence when responding in structured talk activities	• Staff require ongoing modelling and coaching to embed oracy consistently. • Time for the Oracy Champion to work alongside colleagues and new staff is vital for progress	
Develop Teaching & Learning Through Oracy (Walkthrus, CPD, Coaching) • Walkthru prompts used by some staff to structure lessons with improved questioning and turn-taking. • More lessons observed with deliberate pair talk and sentence stems.	• Repetition and simple strategies help staff embed practices more securely. • Aligning coaching with the Walkthrus improves uptake and consistency	

EAL CPD & Peer Support • Staff have an improved understanding of basic EAL scaffolds (visuals, modelling, structured talk). • Some improvement seen in classroom routines that support EAL learners settling and accessing content.	• Staff benefit most from practical examples and seeing strategies demonstrated live. • Peer support is effective but needs protected time to strengthen practice.	
Induction Offer for New Families (Parent Ambassadors & Young Interpreters) • New families supported more effectively, helping them feel welcomed and connected. • Some increased engagement from parents who previously found communication challenging.	• Clear processes for using interpreters make a significant difference. • Parent Ambassadors need regular updates to stay confident in their roles	
CPD Focus on 'Five-a-Day' for High-Quality Teaching • Teachers increasingly using simple adjustments that support SEND learners (modelling, chunking, visual cues). • Early signs of improved engagement from pupils with additional needs.	• Small, manageable strategies lead to better consistency across classrooms. • Staff need reminders and refreshers to sustain the approach.	
Embed Little Wandle Phonics (Ongoing CPD) • Lessons delivered with greater fidelity to the programme due to repeated training. • Improved consistency in lesson structure and use of resources.	• Regular coaching and monitoring ensure staff remain confident. • High turnover requires continuous training for new staff	
OPAL Implementation (Training New Staff, Widen Team, Play Leaders, Assemblies) • Staff awareness of OPAL principles increased, supporting more purposeful playtimes. • Initial improvements in children's independence, creativity, and cooperation outdoors. • Play Leaders more confident in supporting structured play. • Assemblies helped reinforce expectations, improving behaviour during lunch and break.	• Staff supervision expectations must be revisited regularly. • Embedding play routines takes time and clear leadership • Regular communication keeps the OPAL message alive. • New staff require induction quickly to maintain consistency • Monitoring responsibilities need to be clearly allocated. • Consistent leadership is key to maintaining accreditation standards	

CPD on Philosophy for Children (P4C) • Staff introduced to key thinking skills and enquiry structures. • Some classes beginning to use P4C prompts to encourage reasoning and respectful dialogue.	• Staff need simple question stems and model enquiries to build confidence. • P4C complements oracy work but requires time to embed fully	
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost** **£ 28,000**

Trauma-Informed Practice & Thrive Ap-	• Consistency across all adults is essential—micro-rupture/repair needs	
Attachment-Aware CPD (for all staff) • Staff better recognise attachment needs and adapt responses (e.g., non-confrontational approaches). • Relationships strengthened through use of key adults and check-in routines.	• Practical scripts and predictable structures help staff act confidently. • Success depends on whole-school alignment (behaviour policy + relational practice)	
ACES (Adverse Childhood Experiences) CPD (for all staff) • Improved understanding of the impact of early adversity on behaviour and learning. • Increased use of protective factors (belonging, safe spaces, adult attunement).	• Translate theory into a small set of daily habits for staff to avoid overload. • Leaders need to reinforce "no surprises" culture and emotionally available adult signposting	
Develop SEMH Interventions (Thrive, Forest School, Mentoring) • Targeted pupils engage positively with relational sessions; improved self-regulation in short bursts. • Forest School builds confidence, teamwork, and resilience; mentoring supports attendance for some.	• Intervention timetables must align with core learning to avoid gaps. • Baseline/exit measures (simple scales) help demonstrate value and adjust offers.	
Access Support via Bath Behaviour Panel • Gained external guidance to prioritise cases and refine support plans. • Strengthened multi-agency collaboration and signposting.	• Prepare clear case summaries and data to maximise panel impact. • Follow-up actions need named leads and realistic timelines.	
SEND Advice, Support & Coaching • Staff more confident in applying reasonable adjustments (visuals, chunking, guided practice). • Early improvements in lesson access for pupils with SEND.	• Bite-sized coaching with in-class modelling is more effective than one-off CPD. • Regular learning walks and feedback loops sustain momentum	

Targeted Interventions (to include Little Wandle Letters & Sounds, Reading Fluency Precision Teaching and Thrive sessions) • Increased fidelity to lesson structure and rapid review routines. • Some pupils benefit from repeated oral reading, vocabulary pre-teach, and scaffolded discussion. • Gradual improvements in fluency for some identified pupils; comprehension gains where texts are well matched. • Thrive sessions support emotional literacy and regulation for highest-need pupils. • Precision teaching yields quick wins on specific knowledge (e.g., HFWs, number facts).	• Daily rhythm matters—short, focused sessions deliver better gains than infrequent catch-up. • Ongoing coaching and resource consistency are essential • Text selection must be accessible but aspirational; avoid cognitive overload. • Monitor progress with simple fluency metrics (WCPM) and comprehension probes. • Ensure tight progress monitoring (daily probes) and timely weaning/transfer to class.	
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost** **£16,900**

Thrive Practitioners & Increase capacity • Two dedicated spaces provide safe, regulated environments for high-need pupils. • A whole-school practitioner offers continuity and responsive support. • More pupils able to access early intervention without long waiting lists. • Increased opportunities for small-group regulation sessions.	• Timetabling needs careful management to balance demand and capacity. • Staff benefit from simple referral pathways and regular updates • Additional capacity must be matched with clear criteria and progress tracking. • Regular communication with class teachers strengthens impact in class.	

KS2 Peer Mentoring with Kingswood Senior School • Weekly 1:1 sessions established; pupils show increased confidence and positive role-model engagement. • Identified pupils demonstrate improved motivation and connection to school.	• Clear communication between schools improves consistency. • Mentor continuity is essential for building trust	

EAL Parent Link & Young Interpreters Scheme • Some early engagement with new families; improved communication pathways. • The intention is for Young Interpreters provide peer support, boosting confidence and inclusion.	• Parent partnerships work best when contact is proactive and regular. • Clear expectations for Young Interpreters ensure sustainability. • More staff capacity needed to implement this with impact	

Monitor Attendance of Pupil Premium Pupils • More timely identification of emerging concerns. • Some PP pupils supported back into improved routines through targeted actions. • Individualised plans increase engagement and reduce anxiety-related absence. • Regular attendance reviews provide structure and accountability. • Families increasingly aware that good attendance improves access to quality teaching and intervention. • Some improvement in attitudes towards attendance in targeted households.	• Consistent messaging and rapid follow-up are key to breaking cycles of poor attendance. • Success improves when academic and pastoral support are aligned. • Family circumstances must be understood before interventions succeed. • Small, manageable steps help EBSA pupils reintegrate gradually. • Stronger multi-agency coordination; earlier access to external support. • Regular meetings improve continuity and reduce drift. • Messaging must be simple, repeated, and delivered through multiple channels. • Positive reinforcement is more effective than punitive approaches.	

Increase Capacity & Implement New Wraparound Care Offer • More families accessing provision, supporting attendance and punctuality. • Improved structure in daily routines for vulnerable pupils.	• Staffing ratios and training need continuous review. • Clear communication with families boosts uptake and reliability.	

Subsidised Activities for Pupil Premium Pupils including sports mentoring • Higher participation in clubs, trips, and enrichment opportunities. • Reduced stigma and increased sense of belonging for disadvantaged pupils. • Identified pupils show improvements in emotional regulation linked to physical activity. • Sessions build resilience, teamwork and confidence, with positive effects in class.	• Early communication helps families plan and engage. • Tracking uptake ensures equity across year groups. • Regular feedback to teachers strengthens the transfer of skills into lessons. • Short, predictable sessions support pupils who struggle most.	

Part C: Externally provided programmes

Programme	Provider
Thrive Approach	Thrive
OPAL	Outdoor Play and Learning
Mastering Number/ TTRS	Maths Circle
Oracy Voice 21	Voice 21
Power Maths	White Rose
Little Wandle Phonics	Letters and Sounds
Jigsaw RE & PSHE	Jigsaw