

# Sneinton St. Stephen's C of E Primary School

## Pupil Premium Strategy Statement



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                  | Data                                |
|-------------------------------------------------------------------------|-------------------------------------|
| Number of pupils in school                                              | 247                                 |
| Proportion (%) of pupil premium eligible pupils                         | 31.1%                               |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024<br>2024/2025<br>2025/2026 |
| Date this statement was published                                       | December 2024                       |
| Date on which it will be reviewed                                       | December 2025                       |
| Statement authorised by                                                 | Mark Lowe                           |
| Pupil premium lead                                                      | Julie Doyle                         |
| Governor / Trustee lead                                                 | Matthew Jones                       |

### Funding overview

| Detail                                                    | Amount             |
|-----------------------------------------------------------|--------------------|
| Pupil premium funding allocation this academic year       | £101,419.54        |
| Pupil premium funding carried forward from previous years | £0                 |
| <b>Total budget for this academic year</b>                | <b>£101,419.54</b> |



## MISSION:

### TOGETHER WE CAN ACHIEVE

*Be kind to one another and build each other up. 1 Thess 5:11*

## VISION:

WE AIM TO DEVELOP A PASSION FOR LIFELONG LEARNING  
EXPLORING LIFE IN ALL ITS FULLNESS  
WITH HOPE AND ASPIRATION  
THROUGH A WORLD CLASS EDUCATION

*I have come that they may have life, and have it to the full. John 10:10*

## SCHOOL VALUES:



**Jeremiah 31:3**

*I have loved you with an everlasting love;  
I have drawn you with unfailing kindness.*



**Psalm 118:24**

*This is the day that the Lord has made;  
let us rejoice and be glad in it.*



**Psalm 133:1**

*How good and pleasant it is when  
God's people live together in unity!*



**Jeremiah 29:11**

*For I know the plans I have for you,  
declares the lord.  
Plans to prosper you and not to harm you,  
plans to give you hope and a future.*

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Sneinton C of E, we have a continual drive to enhance the opportunities and outcomes for the children in our care; we want them to flourish in all that they set out to achieve. Disadvantage is not a barrier to achieving excellence for our pupils. The school's motto is TOGETHER WE CAN ACHIEVE which is shared amongst our school community.

Sneinton C of E Primary School is located within the City of Nottingham. Nottingham ranks 6th out of the 326 districts in England of Income Deprivation Affecting Children. Nottingham is the most deprived of all the Core Cities, including cities such as Manchester (5th) and Liverpool (8th). The school's IDACI is 0.29. This means that 30% of pupils may be experiencing family income deprivation in comparison with 34.5% of pupils for Nottingham overall and 21% Nationally.

- 31.78% of Sneinton St Stephen pupils reside in the most deprived 10% of those nationally.
- 88.14% of Sneinton St Stephen pupils reside in the most deprived 30% of those nationally.
- 67% of children in Nottingham are living in poverty and children living in these areas are 11 times more likely to end up on Child Protection Plan.

Barriers impacting upon disadvantaged pupils are families' circumstances including: homelessness, alcohol misuse, drug misuse, gang and knife crime in the local area; low aspiration and high unemployment. The area has above average levels of crime in all categories, and particularly high levels of anti-social behaviour, shoplifting and violence/sexual offences (taken from police data, 2020). Domestic violence in the local area is also high – the Dales ward has a domestic incident rate of 20.9 per 1000 population. This is the 7th highest rate in the region. A number of families are unsettled as a result of their current immigration status and adequate housing – either space within property, or having access to a property that can be called home – is an issue. Children often attend school without having an adequate breakfast to start the day.

Our ultimate objectives for disadvantaged pupils are in line with our school development plan, and can be summarised into the following objectives:

1. To narrow the attainment gap between disadvantage and non-disadvantaged pupils, particularly within writing.
2. For all pupils to make or exceed nationally expected progress for further success at secondary school and beyond.
3. For all pupils to be courageous advocates of the future through an enriching, exciting educational experience.
4. For all pupils to be digital citizens of the future through accessibility and innovation of the curriculum.

Our objectives will be met through an inclusive, tiered approach that ensures all disadvantaged pupils are able to overcome challenge and make good progress, regardless of background. At the heart of this, is high quality teaching, which focuses on pupils whom need the most support, and our creative curriculum design. At Sneinton, our curriculum is designed around a 'learning loop' which is a continuum of seven different processes for learning and ultimately aims for knowledge to be deepened to a mastery level.

It is important to note an increase in poverty as a result of the cost-of-living crisis has been evident within our school community. As a result, we recognise that not all pupils who are socially disadvantaged qualify for free school meals, therefore we allocate funding to support any pupil or groups of pupils that the school has identified as being disadvantaged. This includes pupil who have a social worker, or are receiving support from external services to ensure their safety outside of school.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p><b>Language development and communication</b></p> <p>The starting points of pupils in EYFS are significantly low on entry to school, and often, pupils display poor language and communication skills. We have observed a distinct lack of pupils' ability to use a range of vocabulary upon entry to school. This can include limited English language acquisition, making it difficult for children to access the curriculum on entry to school.</p> <p>In the baseline to F2 in 2022/23, only 36% of Sneinton pupils were assessed at the expected level for speaking on entry to school. 30% of pupils at Sneinton are identified as speaking English as an additional language (22% nationally).</p> |
| 2                | <p><b>Attainment</b></p> <p>Whilst our disadvantaged pupils achieve above national data for all and disadvantaged pupils at the end of KS2, the percentage of disadvantaged pupils reaching the expected and greater depth standard in reading, writing and maths is lower than their peers in some year groups. There is still a gap in writing between disadvantaged and non-disadvantaged and this gap is more significant than in reading and maths.</p>                                                                                                                                                                                                                                                 |
| 3                | <p><b>Attendance and punctuality</b></p> <p>Attendance for disadvantaged pupils in the academic year 22/23 was 95.11%, which is in line with previous academic years. This figure is above the national average of 94% but there is a small gap of around 1-2% between disadvantaged and non-disadvantaged pupils' attendance. Pupils who are in receipt of pupil premium funding or FSM also had a higher rate of persistent absence in 22/23 (18.2% v 9%).</p>                                                                                                                                                                                                                                             |
| 4                | <p><b>Pastoral need (including mental health and wellbeing)</b></p> <p>Due to the context of which Sneinton C of E is located, the pastoral support needed for pupils is vast. Currently, there is a distinct need to provide breakfast due to many children not receiving sufficient food at home, which has been exasperated by the cost-of-living crisis. In addition to this, our families face a significant challenge of lack of funds for school uniform, trips, residential and many other aspects which significantly contribute to a child's mental health and wellbeing.</p>                                                                                                                      |
| 5                | <p><b>Enrichment, life experiences and aspirations</b></p> <p>Despite being a school located on the edge of the city centre, life experiences and enrichment opportunities are limited for Sneinton pupils outside of school. Many families have limited finances to support their children to experience enrichment opportunities due to the cost-of-living crisis. Many families also have limited experience of further education and opportunities for our children to see the breadth of opportunities beyond Sneinton.</p>                                                                                                                                                                             |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Improvement in Oracy skills and language development, including use of vocabulary among disadvantaged pupils                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Vocabulary progression is embedded and having significant impact from F2-Y6 to support development of language on entry to school.</li> <li>• % of disadvantaged and non-disadvantaged pupils meeting the GLD has increased from last academic year.</li> <li>• CPD on teaching of Oracy and implementations of strategies is embedded and used by all staff Triangulation of monitoring indicates that there is a significant improvement in oral language.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Improvement in attainment for disadvantaged pupils reaching the expected standard in writing is in line or above their peers, at the end of KS2.</p> <p>% of disadvantaged pupils reaching the expected and greater depth standard in reading and maths in in line or above their peers.</p> | <ul style="list-style-type: none"> <li>• Outcomes for disadvantaged pupils reaching the expected standard or higher in writing will have increased from the starting point by 2025/2026.</li> <li>• Outcomes for disadvantaged pupils reaching the expected standard or higher in reading and maths have increased by 2025/2026.</li> <li>• % of disadvantaged pupils reaching combined standard at the end of KS2 has increased.</li> <li>• The gap between PP and non-PP has continued to close by the end of KS2 each academic year.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| To sustain attendance of disadvantaged pupils to consistently above the national average (94%)                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• High attendance is sustained by 2025/26 through: <ul style="list-style-type: none"> <li>○ Attendance of disadvantage pupils being maintained at 96% termly, or if not, action is taken immediately to provide support/targeted intervention to the family.</li> <li>○ Attendance for disadvantaged pupils at the end of the academic year is at least 96%.</li> <li>○ The % of pupils who are persistently absent is below the national average</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspiration curriculum.                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Opportunities are accessed, tracked and monitored by all disadvantaged pupils across the academic year, resulting in a significant increase in enrichment opportunities by disadvantaged pupils.</li> <li>• Qualitative data from disadvantaged pupils, parents and teachers demonstrates the impact of enrichment opportunities on their learning journey during their time at Sneinton.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Full access to the curriculum and wider life of school is enabled through effective pastoral support.                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Effective pastoral support can be seen through: <ul style="list-style-type: none"> <li>○ Quantitative data from Leuven scale wellbeing and involvement assessments, and internal intervention to support an improvement in mental health and wellbeing</li> <li>○ Disadvantaged and vulnerable families are being provided with appropriate support (e.g. uniform, breakfast, books, support with funds for educational visits and residentials)</li> <li>○ Triangulation of data and pupil/parent voice, plus any additional data through external agency support – Nottingham City Mental Health team</li> <li>○ A reduction in the number of referrals being made for services to support mental health and wellbeing</li> <li>○ Positive behaviour for learning is consistently role modelled throughout school</li> </ul> </li> </ul> |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,270

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
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| <p><b>Quality first teaching is a priority and significant CPD is provided to ensure high-quality teaching approaches of vocabulary, writing and language development.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- CPD and resources for teaching and learning of oracy, communication and language development.</li> <li>- CPD and resources for linking power of talk development of reading and writing skills.</li> <li>- CPD for staff for grammar, spelling and punctuation through the Writing Revolution resources</li> <li>- Resources and CPD for teaching of writing and handwriting – CPD for using Letterjoin and the introduction of styluses and trial of the Kaligo app for handwriting</li> <li>- EYFS-specific training</li> <li>- Writing moderation with trained moderator</li> <li>- Widgit subscription</li> <li>- SPAG.com subscriptions</li> </ul> | <p><a href="#">Supporting the attainment gap of disadvantaged pupils</a> stresses the significance of quality first teaching being especially important for pupils from disadvantaged backgrounds – including setting expectations, monitoring performance, tailoring teaching and support to suit pupils needs, and sharing best practice.</p> <p>Research completed by the Sutton Trust states “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p> <p><a href="#">Improving the impact of teachers on pupil achievement in the UK – interim findings</a></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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Communication and language approaches in the Early years has low cost and high impact. On average, the EEF has found that pupils who engage in communication and language approaches make 6+ months additional progress and it has been seen to have slightly larger effects for children from disadvantaged backgrounds.</p> | 1,2                           |

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| <p><b>Further embed high-quality teaching of early reading.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Re-purchase subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</li> <li>- Parental workshops on phonics and early-reading strategies</li> <li>- Literacy Association membership</li> <li>- Mentoring and coaching for staff by reading lead focusing on effective reading instruction</li> <li>- Parental workshops to support reading at home</li> </ul> | <p>Research from the EEF has shown teaching of Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                 | <p>1, 2</p>       |
| <p><b>Reading for pleasure practice is exemplary and significantly supports learners to become confident, fluent and world-class readers</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Continued partnership with the UKLA/OU and RfP community</li> <li>- Reading Lead CPD for all staff</li> <li>- Teaching staff's engagement with TRG from RfP offer</li> </ul>                                                                                                                                                                         | <p><a href="#">UKLA/OU Quality Mark</a> research states: 'Achieving the UKLA/OU Quality Mark will position your school as a centre of excellence for nurturing young readers who choose to read widely and frequently within and beyond school.</p> <p>DfE states: 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (2022)</p> <p><a href="#">Research evidence on reading for pleasure: Education standards research team</a></p>                                                                                                                                                                                                     | <p>1, 2, 6</p>    |
| <p><b>High-quality texts support and enhance curriculum progression</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- ELS subscription</li> <li>- Purchase of books from curriculum book spines</li> <li>- Purchase of books to support disadvantaged families</li> </ul>                                                                                                                                                                                                                                                                       | <p>CLPE (Centre for Literacy in Primary Education): 'The use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves.'</p> <p><a href="https://clpe.org.uk/blog/choosing-and-using-quality-texts">https://clpe.org.uk/blog/choosing-and-using-quality-texts</a></p> | <p>1, 2, 5, 6</p> |

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| <p><b>Further embed a mastery approach in maths</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Continued use of Power Maths to support consistency and in teaching and learning in maths for a mastery approach using high-quality resources</li> <li>- Maths leader providing CPD for all staff on challenging more able disadvantaged pupils in maths</li> <li>- Brokering expertise from within the Trust to support CPD and leadership capacity</li> <li>- Introduction of TLR to lead on maths mastery</li> <li>- Purchase of arithmetic resources and magma maths to support formative assessment</li> </ul> | <p>EEF - Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average mastery learning approaches are effective, leading to an additional five months' progress.</p> <p><a href="#">Mastery learning: High impact for very low cost based on limited evidence</a></p> <p>Pearson (2022): 'Power maths covers the three key areas of fluency, reasoning and problem solving...and very effectively provides a progression for mastery learning.'</p> <p><a href="#">Power Maths – it's every teacher's dream!</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>2</p>       |
| <p><b>Technology and other resources are used to support high quality teaching and learning</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Access to 1:1 iPads Y1-Y6, 2:1 iPads for F2 and Y1. Class set for EYFS.</li> <li>- iPad updates and re-purchase of infrastructure</li> <li>- New iPads (18 for 1:1 across whole school)</li> <li>- Access to Showbie portfolio of online learning for Y1-Y6</li> <li>- Other apps to support teaching and learning such as Times Tables Rockstars, Spelling Shed, Tapestry for EYFS and other new apps</li> </ul>                                                       | <p>The Educational Development Trust have research on the digital device and how ensuring access to technology is especially important for disadvantaged pupils, particularly for remote learning.</p> <p><a href="#">Bridging the digital divide – Education Development Trust</a></p> <p>Scottish Government conducted a review into the impact on Digital Technology on raising attainment was particularly evident in primary settings:</p> <p><a href="#">Literature Review on the Impact of Digital Technology on Learning and Teaching</a></p> <p>The review found conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and secondary age learners. There is indicative evidence that the same can be said for some aspects of literacy, especially writing and comprehension. Digital technologies appear to be appropriate means to improve basic literacy and numeracy skills, especially in primary settings.</p> | <p>1, 2, 6</p> |

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| <p><b>Robust assessment practices across the curriculum identify gaps and inform high-quality first teaching to ensure that children know more and remember more</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Purchase and implementation of smart grade gap analysis to be used on a termly basis</li> <li>- Purchase of Head Start tests to be used across school</li> <li>- Teaching and Learning Lead to provide staff CPD</li> <li>- Further embedding of use of TAPS assessment approach for all curriculum subject area assessment</li> <li>- Mentoring and coaching by curriculum lead</li> <li>- Continued subscription to Insight Tracking enhancing SEND provision mapping and impact of interventions</li> </ul> | <p><a href="#">EEF's review of assessment procedures found that (2022): Effective assessment procedures and pupils receiving effective marking and feedback can increase pupils' progress by up to 8 months.</a></p> <p>Dylan William in his book 'Embedding Formative Assessment' (2011) states there are five effective assessment approaches to support pupils to be effective learners:</p> <ol style="list-style-type: none"> <li>1. Clarifying, understanding, and sharing learning intentions</li> <li>2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning</li> <li>3. Providing feedback that moves learners forward</li> <li>4. Activating students as learning resources for one another</li> <li>5. Activating students as owners of their own learning</li> </ol> | 1,2 |
| <p><b>Mentoring and coaching for teachers around curriculum, and assessment procedures is high-quality and directly impacts pupils' outcomes</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Broker expert coaching provision for all members of staff</li> <li>- Curriculum lead to develop a coaching programme to support staff professional development</li> </ul>                                                                                                                                                                                                                                                                                                                                                          | <p>Maxwell (2018) in the Chartered College of Teachers review of mentoring and coaching: Mentoring research shows benefits such as mentoring having a positive impact on mentees, their learning, classroom practice and their wellbeing.</p> <p><a href="#">Recognising the power of mentoring for teacher development</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1,2 |

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

Budgeted cost: £155,408.28

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
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| <p><b>Allocation of learning support assistants for in class and small group intervention support</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Employment of LSAs, who carry out targeted intervention in class</li> <li>- LSAs carrying out targeted interventions to ensure 'keep up and not catch up'</li> <li>- Engagement with apprenticeships for LSAs to support skill development</li> </ul> | <p>Additional capacity to support learning ensures that we are meeting the needs of the most vulnerable learners, and to ensure that targeted intervention can be provided to prevent missed or lost learning. Evidence from the EEF suggests that teaching assistants can provide a largely positive impact on learning outcomes, however, how the teaching assistant is deployed is key.</p> <p>The EEF also suggests that investing in professional development for teaching assistants to deliver intervention is a cost-effective approach to improving learner outcomes (eg Switch On Reading). The research has also found that teachers and teaching assistants working together effectively can also lead to increased attainment.</p>                                                                                                                                                       | 1, 2, 5, 6                    |
| <p><b>Pupils receive high-quality pastoral support across school</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Employment of learning mentor and allocation of additional targeted support as needed</li> <li>- Targeted 1:1 and small group interventions to support emotional wellbeing and mental health</li> </ul>                                                                                | <p>The University of Cumbria's research found: 'learning mentors were effective in promoting student motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons. Findings also suggested that participants viewed mentoring positively; it produced beneficial relationships.'</p> <p><a href="#">Learning Mentor Support</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1, 2, 5, 6                    |
| <p><b>Mental health and wellbeing of the community is supported through services in school</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Allocated Nottingham City MHST worker for 1 day a week for targeted 1:1 or small group interventions</li> </ul>                                                                                                                                              | <p><a href="#">Supporting the attainment gap of disadvantaged pupils</a> states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. The pandemic has disrupted education like never before and the road to recovery will require robust strategies. The pressure is intensified as pupil premium spending must cover <a href="#">social, emotional and mental health (SEMH)</a> needs, as well as supporting disadvantaged children by contributing to catch-up opportunities.</p> <p><a href="#">Place2Be Research</a></p> <p>Children with mental health problems have poorer academic attainment, greater school absences, and an increased risk of school exclusion compared to their mentally healthy peers</p> <p><a href="#">European Child &amp; Adolescent Psychiatry 2021</a></p> | 1, 2, 5, 6                    |

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| <p><b>Pupils are receiving high-quality reading interventions to ensure disadvantaged pupils make accelerated progress</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Reading Recovery specialist: targeted support for disadvantage pupils who require further reading and phonics support.</li> <li>- Daily interventions to ensure pupils are keeping up in phonics and not catching up</li> </ul>                                                                     | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>                                                                                                                                                                                                                                                                                                         | <p>1, 2</p> |
| <p><b>Targeted support for pupils who speak English as an additional language</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- EAL CPD for all staff</li> <li>- Use of the Bell Foundation framework to provide CPD to staff</li> <li>- Engagement in Transform Oracy programme and staff CPD</li> <li>- Development of Oracy through the Voice21 resources</li> <li>- Development of induction processes and provision for new starters and vulnerable families</li> </ul> | <p>The Bell Foundation, alongside the DfE have found one of the key recommendations for schools when considering the rate of progression in learning the English language is to continually assess and record the proficiency of English for all EAL learners, and provide support strategies tailored to individual need. This will have overall impact on linguistic proficiency, and allowing full access to the National Curriculum.</p> <p><a href="#">The Bell Foundation EAL Research Programme</a></p> <p>EEF research about teaching assistants has also found that teachers and teaching assistants working together effectively can also lead to increased attainment.</p> | <p>1, 2</p> |

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

Budgeted cost: £50,555

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
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| <p><b>Improve the quality of social and emotional (SEL) learning.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- SEL approaches will be embedded into routine educational practices and taught through whole school approaches, whole class approaches through Jigsaw PSHE lessons and targeted individual support</li> <li>- ELSA trained learning mentor support for targeted individual pupil need</li> <li>- Learning mentor providing CPD for staff</li> <li>- Training of pupil wellbeing buddies</li> </ul> | <p>EEF - There is extensive evidence associating childhood social and emotional skills with Emotional improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Supporting the attainment gap of disadvantaged pupils states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families</p>                                                                                                                                                                                                                                                                                                                              | 1, 2, 5                       |
| <p><b>A clear, robust and graduated approach to sustaining high attendance</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Attendance officer and attendance incentives (0.2 FTE)</li> </ul>                                                                                                                                                                                                                                                                                                                        | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2, 5                          |
| <p><b>Embedding our school ethos through the use of high-quality behaviour management and anti-bullying approaches</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Development of PSHE scheme to become more book based and contextually relevant to pupils</li> <li>- PSHE enrichment</li> </ul>                                                                                                                                                                                                                   | <p>NFER research <a href="#">What are the most effective ways to support disadvantaged pupils' achievement</a> identifies that one of the building blocks needed for success is addressing behaviour and respond quickly to provide strong social and emotional support, including working with families. This can improve disadvantaged pupils' attainment.</p> <p><a href="#">Supporting the attainment gap of disadvantaged pupils</a> suggests more successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 1, 4, 5                       |

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| <p><b>Enrichment opportunities are high quality and enrich our children's life experiences.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Nottingham Music Hub – music lessons for Year 4, 5 and 6, access to area band, and additional Y6 tuition</li> <li>- Enrichment days – mental health awareness week, curriculum themed days, STEM projects</li> <li>- Partnership with local partners to support music tuition e.g. St Mary's Church (Y2 and Y3), Children's choir director and Rachel Bussell Music (Y4-6)</li> <li>- Extra curricular activities are funded by school and at no cost to families/children's leadership roles</li> <li>- Support with funds for curriculum enrichment visits (1 per term)</li> <li>- Development of Mini Police, The Great Project</li> </ul> | <p>In 'An Unequal Playing Field: Extra-Curriculum Activities, Soft Skills and Social Mobility', data showed that extra curricular activities give young people the confidence to interact socially with others, extend social networks and provide new skills, abilities important for long-term career aspirations. The report also found a strong link between extra-curricular activities and educational outcomes, as well as other positive outcomes.</p>                                           | <p>4. 5, 6</p>    |
| <p><b>A clear, robust transition programme enables pupils to make positive steps when transitioning to a new year group.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Whole school transition programme lasting two weeks in July</li> <li>- Parental workshops during this period</li> <li>- Transition resources such as reading folders and books, and pencil cases and stationery for Y6 leavers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | <p>UCL and The Nuffield Foundation found in research completed about transition between Primary and Secondary school that there were several areas for consideration when moving into a new year group: • academic/behavioural adjustment school belonging indicators of transition such as self-control and learning motivation. child transition concerns, parent transition concerns and parent warmth. The results from the research suggest a 'whole school approach to supporting transition.'</p> | <p>2, 3, 5, 6</p> |

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| <p><b>Provide effective pastoral support to enable all children to flourish.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Breakfast provision access to daily breakfast for all pupils</li> <li>- Funds for school uniform</li> <li>- Providing contacts and links to wider organisations to support families with food, clothing, emotional support, etc.</li> </ul> | <p>The National Library of Medicine cited a significant connection between positive learning outcomes with diet quality, micronutrient intake, weight status and lifestyle factors. Breakfast has been proven to positively affect learning in children in terms of behaviour</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>2, 3, 5, 6</p> |
| <p><b>Parental engagement is embedded and parents have access to high-quality support.</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Activities through the course of the academic year, including weekly Inspire parent support group</li> <li>- Learning mentor support</li> </ul>                                                                                   | <p><a href="#">The Review of Best Practice in Parental Engagement</a> states an outward facing strategy is needed in schools, involving not only the views of parents, but the evidence and expertise of other schools and services in the community. Equally, the transfer of knowledge and understanding should be part of a two way process: not only from school to home but from home to school.</p> <p>In relation to family based and community support, programmes should be targeted at particular groups of parents, showing sensitivity to cultural norms and expectations, and including specific, detailed and directive advice and guidance.</p>                                                                                                                                                                                                                   | <p>2, 5, 6</p>    |
| <p><b>Teaching and learning of domestic violence and healthy relationships is high quality and enables our children to know what a healthy relationship is</b></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> <li>- Delivery of the Great Project</li> <li>- PSHE scheme</li> </ul>                                                                                               | <p><a href="#">Statutory Health and Relationship Education guidance</a> from Gov.uk states that one of the aims of teaching these subjects to pupils is for them to “make good decisions about their own health and wellbeing...enable them to recognise what is normal and what an issue is in themselves, and when issues arise, know how to seek support as early as possible from appropriate sources.”</p> <p>The Great Project curriculum map demonstrates how the teaching of domestic abuse links directly to the PSHE national curriculum and SEAL objectives.</p> <p><a href="#">Starting in Schools</a> – a report by Refuge, domestic violence charity states the need to ensure that children and young people need to feel confident and safe in order to learn effectively, but for those exposed to domestic violence, it is unlikely this will be the case.</p> | <p>5, 6</p>       |

**Total budgeted cost: £235,233.28**

## Part B: Review of the previous academic year (2023-2024)

### Outcomes for disadvantaged pupils

#### Improvement in Oracy skills and language development, including the use of vocabulary amongst disadvantaged pupils

The school is on track to achieve this objective, with clear progress in oracy skills, vocabulary use, and language development among disadvantaged pupils.

- **Refinement of Knowledge Maps:** The school's curriculum is fully developed and embedded across all subjects (Ofsted, 2024). This was further evolved to ensure that knowledge maps from EYFS to Year 6 explicitly outline vocabulary progression, providing a clear and structured pathway for language development across all year groups.
- **Embedding Rocket Phonics:** The Rocket Phonics scheme is fully embedded, with all staff, including ECTs, trained to deliver a consistent approach. Parent workshops and home learning videos reinforced weekly sound learning. Year 1 interventions led to sustained and slightly improved outcomes, with pupils achieving 87% in phonics against the national average of 80%. Disadvantaged pupils achieved 82%, performing slightly better than all pupils nationally.
- **Implementation of the MAST Programme:** The MAST programme, in partnership with the University of Nottingham, deepened language development through movement in EYFS and Year 1, promoting engagement and expanding vocabulary through innovative methods.
- **Creating Vocabulary-Rich Environments:** Displays incorporating key vocabulary and dual coding (e.g., Widgit symbols) supported all learners. Adults in EYFS facilitated social interactions, fostering immersive environments where children applied language through play, significantly enhancing language acquisition.
- **Commitment to Reading:** There is a strong commitment to reading as the 'heartbeat of the school' (Ofsted, 2024), reflected in the investment in diverse, high-quality texts that nurture a love of reading. This contributed to achieving the UKLA Reading for Pleasure Quality Mark at Platinum status, with feedback recognising our targeted RfP provision for less engaged children. Moderators commended us for being at the "vanguard of documenting reading for pleasure nationally."
- **Opportunities to Showcase Oracy:** Pupils shared learning with real audiences through synthesis projects and the Sneinton Sounds Podcast, enhancing speaking confidence. This provided authentic contexts for children to use and showcase their oracy skills.
- **Digital Tools to Enhance Oracy:** Staff CPD on iPad apps (e.g., Padlet) promoted talk-based learning. Pupils used voice notes, videos, and audio recordings to access the curriculum, increasing engagement and facilitating oracy development. This was recognised by Ofsted (2024), which highlighted pupils' impressive skills in using technology to enhance their learning, often transforming their learning experience. SIAMS (2024) also noted the school as a leader in digital technology, reflecting the innovative integration of digital tools to promote oracy.
- **Support for EAL Learners:** Quality-first teaching, digital tools, interpreters, and translated communications (via Class Dojo) ensured accessibility for pupils and parents with EAL. This approach bridged language gaps and strengthened home-school partnerships.
- **CPD for Staff on Oracy and Interactions:** CPD focused on tiered vocabulary use, positive adult interactions, and challenge cards, ensuring targeted language support throughout the school. This included modelled language and structured scaffolding strategies to support pupils with varying needs.

#### Next Steps:

- Continue to build on social interaction opportunities in Early Years and Year 1 through continuous and enhanced provision areas.
- Develop vocabulary teaching and learning further through staff CPD on elaboration and its impact on learning and memory, alongside teaching tiered vocabulary.
- Enhance classroom environments to support vocabulary learning and oracy development across the school.
- Embed oracy projects and topic showcases to assess learning and provide children with opportunities to share and communicate their achievements.
- Evolve support for EAL and disadvantaged learners by further developing vocabulary and oracy scaffolds.
- Participate in Transform Trust's Oracy Project and collaborate with Nottingham University.

## Improvement of attainment for disadvantaged pupils reaching the expected standard in writing is in line or above their peers, at the end of KS2

The school is on-track to meet this target, with disadvantaged pupils outperforming national averages and the in-school attainment gap continuing to close.

### Key Stage 2 SATS Results 2024:

|          | All Pupils<br>EXS | Disadvantaged<br>EXS | All Pupils<br>GDS | Disadvantaged<br>GDS |
|----------|-------------------|----------------------|-------------------|----------------------|
| Reading  | 93% (74%)         | 100%                 | 47% (28%)         | 46%                  |
| Writing  | 77% (72%)         | 77%                  | 27% (13%)         | 15%                  |
| Maths    | 87% (73%)         | 85%                  | 23% (24%)         | 31%                  |
| Combined | 77% (61%)         | 77%                  | 10% (8%)          | 8%                   |

- **National Recognition and High Standards:** The school's high expectations for all pupils, including disadvantaged pupils, are reflected in consistently high standards achieved in national tests. As noted by Ofsted (January 2024), "Due to the school's high expectations for all, disadvantaged pupils achieve highly...The school has received numerous national awards, recognising its pursuit of excellence where disadvantage is 'not seen as a barrier'."
- **Strong Outcomes in Writing:** KS2 writing results demonstrate 77% of disadvantaged pupils achieving the expected standard (EXS), outperforming the national average for all pupils (72%). 15% of disadvantaged pupils achieved greater depth (GDS) in writing, exceeding the national average (13%), though a gap remains compared to their non-PP peers (27% for all pupils).
- **Disadvantaged Pupils Outperform National Averages:** Within the core subjects at Y6, disadvantaged pupils at our school consistently outperform both disadvantaged and all pupils nationally. For example:
  - In Reading, 100% of disadvantaged pupils achieved EXS (national 74%), and 46% achieved GDS, far exceeding the national average for all pupils (28%).
  - In Maths, 85% of disadvantaged pupils achieved EXS (national 73%), and 31% achieved GDS, outperforming the national average for all pupils (24%).
  - In Combined RWM, 77% of disadvantaged pupils achieved the expected standard, significantly above the national average for all pupils (61%).
- **Remaining Attainment Gap in Writing:** Despite strong outcomes, there is a slight attainment gap in writing between disadvantaged pupils and their peers within school, particularly at the greater depth standard. 15% of disadvantaged pupils achieved GDS compared to 27% of all pupils in school, but this gap is closing year-on-year, reflecting the school's commitment to high expectations and targeted support.
- **CPD to Support Writing Development:** CPD for staff focused on transcription, enhancing writing outcomes across the school. The school Writing Lead completed the National Professional Qualification for Leading English (NPQLE), cascading training on the writing process and transcription strategies.
- **Introduction of handwriting scheme and Digital Tools:** The introduction of Letterjoin provided a consistent approach to handwriting, while trials of palm rejection styluses in Year 6 explored technology for improving fine motor skills and transcription fluency.
- **Home Learning Opportunities:** Weekly home learning opportunities included transcription tasks, topic-related writing projects, and Writing for Pleasure books used at home and school, fostering enjoyment and practice of writing.

### Next steps:

- Target disadvantaged pupils achieving the expected standard to reach greater depth, addressing the gap with their peers within school.
- Build on CPD for staff, focusing on the writing process and specific strategies to support transcription.
- Evaluate the impact of palm rejection styluses and extend their use where effective.
- Develop additional home learning opportunities that integrate parental engagement in writing activities.

## To sustain attendance of disadvantaged pupils to consistently be in line with the national average (96%)

The school is on track to sustain attendance for disadvantaged pupils in line with the national average, with attendance improving to 95.8%, exceeding national figures for all pupils and showing consistent progress year-on-year.

|                                       | 21/22  | 22/23  | 23/24 | 24/25 (YTD) |
|---------------------------------------|--------|--------|-------|-------------|
| <b>Not eligible for pupil premium</b> | 95.41% | 96.23% | 96.8% | 97.6%       |
| <b>Eligible for pupil premium</b>     | 96.58% | 95.11% | 95.7% | 95.85%      |

- **High Attendance Levels:** As highlighted by the SIAMS Inspection Report (2024), “High attendance levels demonstrate the passion and enjoyment for learning.” The school’s overall attendance remains exceptional at 97%, significantly above the national average (94.5%) and the local authority average (93.0%).
- **Improved Attendance for Disadvantaged Pupils:** Disadvantaged pupils’ attendance improved to 95.8%, an increase of 0.59% from the previous year. This exceeds both the national average for all pupils (94.5%) and the local authority average (93.9%), though there remains an attendance gap within school (95.8% for disadvantaged pupils compared to 97.6% for their peers).
- **Junior Attendance Officers’ Impact:** Attendance initiatives led by Year 3 Junior Attendance Officers supported improvements:
  - Year 3 attendance increased from 93.91% to 95.21% by the end of the year.
  - Year 6 attendance rose from 94.32% to 96.98%, highlighting the impact of attendance-focused strategies.
- **Reduction in Persistent Absentees (PAs):** Of the 13 persistent absentees (PAs) from the previous year, only 1 child ended the year below 90% attendance. This was supported by regular communication with families, including letters recognising improvements or advising on continued monitoring.
- **Attendance Officer’s Role:** The attendance officer played a crucial role in reducing persistent absence rates among disadvantaged pupils, resulting in only 3 PA disadvantaged pupils last year.
- **Attendance Rewards and Incentives:** A variety of rewards and incentives were used to promote attendance:
  - Trips, visits, and class prizes, such as £75 book vouchers, alongside individual medals and improvement certificates.
  - Attendance letters and thank-you notes for improved attendance strengthened home-school relationships.
- **Supportive Initiatives:** Additional strategies included:
  - Daily free breakfast for all pupils to encourage punctuality and attendance.
  - Weekly family breakfast and books sessions, fostering engagement and improving attendance at the start of the week.

### Next Steps:

- Continue targeted interventions to further close the attendance gap between disadvantaged pupils (95.8%) and their peers (97.6%).
- Build on successful incentives such as attendance rewards and letters of acknowledgment to sustain improvements.
- Maintain rigorous tracking of persistent absentee data, with personalised family support to sustain improvements.
- Strengthen initiatives such as family breakfasts to further build trust and improve attendance and punctuality.

## To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspirational curriculum.

The school is on track to achieve this target, with enrichment opportunities being accessed equally by disadvantaged and non-disadvantaged pupils (96% engagement), demonstrating a broad, balanced, and aspirational curriculum for all.

- **Commitment to Broad and Aspirational Education:** As highlighted in the Ofsted Inspection Report (2024), “The ambitious curriculum is underpinned by the school’s strong values and four ‘areas of exceptionality.’ These areas comprise: reading culture; pupil leadership; serving the community; and digital transformation.” Ofsted also noted that “The school’s curriculum is enriched and enhanced to

promote pupils' broader personal development. This provision goes beyond the expected." SIAMS (2024) similarly recognised the school's relentless commitment to ensuring that "everyone receives the education they deserve."

- **Equitable Access to Enrichment:** There is no gap between disadvantaged and non-disadvantaged pupils in accessing enrichment opportunities, with 96% of disadvantaged pupils engaging in after-school clubs and enrichment activities. This is facilitated through priority access for pupils eligible for PP funding.
- **Enrichment Tracker for Targeted Invitations:** The enrichment tracker effectively identified which pupils accessed opportunities, ensuring a broad and balanced range for all disadvantaged pupils. Targeted invitations were issued where needed, ensuring inclusive participation.
- **Extensive Enrichment Offer:** The school provides a wide variety of after-school clubs, extracurricular activities, residential, and curriculum enrichment opportunities. Promotion of these opportunities through newsletters and digital platforms ensured high uptake among disadvantaged families.
- **Leadership Opportunities for Disadvantaged Pupils:** A high percentage of disadvantaged pupils hold leadership roles, including representing peers in leadership groups. SIAMS (2024) observed that "Pupils at Sneinton have a mature confidence in themselves. They take their leadership roles very seriously and with great responsibility."
- **Pupil Voice Demonstrates Impact:** During school tours, pupils articulated how enrichment opportunities positively impacted their social, physical, emotional, and mental development. They highlighted enrichment activities during lessons, educational visits, residential, and extracurricular clubs as transformative experiences.
- **Engagement of Parents and Families:** Enrichment opportunities were extended to engage parents through initiatives like Books and Breakfast, storytime activities, parent support groups, and coffee mornings. This strengthened the home-school partnership and encouraged participation.
- **Opportunities to Develop Talent:** The school provided opportunities for pupils to showcase and develop their talents through activities such as:
  - Speaking at national and regional Church of England conferences.
  - Participation in Pupil Parliament and external STEM opportunities.
  - Presenting at the BETT Ed Tech conference.
  - Engaging in drama and music performances at local and regional levels.
- **Financial Support for Access:** Pupil Premium funding ensured that all pupils, regardless of financial circumstances, could access paid enrichment opportunities, including residential.

#### Next steps:

- Continue to provide a broad range of enrichment activities, ensuring that all pupils, particularly disadvantaged pupils, access diverse and aspirational opportunities.
- Further develop the enrichment tracker to monitor the breadth of opportunities accessed by disadvantaged pupils and target new opportunities as needed.
- Increase opportunities for disadvantaged pupils to take on leadership positions and represent peers, enhancing their personal and social skills.
- Expand initiatives like Books and Breakfast and parent support groups to foster deeper family engagement with enrichment activities.
- Introduce new partnerships to provide additional opportunities in the arts, STEM, and public speaking to nurture talent among disadvantaged pupils.

#### To improve the mental health and wellbeing for all pupils in school.

The school is on track to meet this objective, with a wide range of targeted mental health and wellbeing initiatives, supported by strong home-school relationships, pupil leadership, and robust external partnerships.

- **Positive Inspection Feedback:** Ofsted (2024) highlighted the school's "person-centred ethos" and praised the "strong home-school relationships" that ensure pupils are "happy and safe." SIAMS (2024) noted the school's "Christian compassion and care" and recognised that families regard Sneinton St. Stephen's as a "lifeline in difficult times."
- **Partnership with Nottingham MHST:** The school has a continued partnership with the Nottingham Mental Health Support Team (MHST), providing 1:1 and small group interventions to support pupils with additional emotional and wellbeing needs.

- **ELSA Programme Support:** The Emotional Literacy Support Assistant (ELSA) programme was delivered by trained staff, with a focus on targeting pupil premium children requiring additional emotional support.
- **Explicit Mental Health Education:** Mental health and wellbeing are explicitly taught through the Jigsaw PSHE scheme, positively impacting pupils' understanding of mental health and how to maintain both mental and physical wellbeing.
- **Graduated Approach to Wellbeing:** The school developed a graduated mental health and wellbeing response, sharing key information with parents and carers to strengthen home-school partnerships and ensure early support.
- **Learning Mentor and Wellbeing Buddies:** The Learning Mentor led the Wellbeing Buddies (a pupil leadership initiative) and provided training to support peer-to-peer wellbeing at break and lunchtimes. Wellbeing Buddies participated in the Nott Alone Wellbeing Festival, raising the profile of wellbeing leadership across school.
- **Oasis Room Development:** Further enhancements to the Oasis Room include:
  - Mental health displays reflecting curriculum and collective worship learning.
  - A mental health-focused text library on shelves to engage all pupils.
  - A calm, inclusive environment designed to promote emotional wellbeing.
- **Outdoor and Allotment Learning:** Enhanced use of the forest school area and allotment supported wellbeing through outdoor learning:
  - CPD for staff improved effective use of outdoor spaces.
  - An allotment worker supported curriculum projects, small groups, and after-school clubs, fostering mental wellbeing through nature-based activities.
- **Mental Health Awareness Opportunities:** Regular Mental Health and Wellbeing Days celebrated across school raised awareness and normalised conversations about mental health among pupils and staff.
- **Staff Training in Mental Health First Aid:** The headteacher's completion of Mental Health First Aid Training increased engagement with staff wellbeing schemes and provided better access to support for pupils across Nottingham City. The Learning Mentor continues to receive ELSA supervision and training, strengthening internal expertise.
- **Policy Enhancements:** The revision and development of our Mental Health and Wellbeing Policy outlined the school's approach to mental health, providing clarity and consistency for staff, pupils, and parents.

#### Next Steps:

- Transition the PSHE curriculum to a book-based approach, with a greater focus on mental health and wellbeing. Access the Nottingham Healthy Child Materials and work towards achieving the Achieve Well Accreditation.
- Continue to expand and develop opportunities for pupil leadership through initiatives like the Wellbeing Buddies.
- Maintain regular wellbeing events and increase parental engagement through workshops, events, and resources to support families.

## Externally provided programmes

| Programme              | Provider                                                                                                                |
|------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Rocket Phonics         | <a href="https://www.risingstars-uk.com/series/rocket-phonics">https://www.risingstars-uk.com/series/rocket-phonics</a> |
| Letterjoin             | <a href="https://www.letterjoin.co.uk/">https://www.letterjoin.co.uk/</a>                                               |
| Widgit                 | <a href="https://www.widgit.com/">https://www.widgit.com/</a>                                                           |
| SPAG.com               | <a href="https://www.spag.com/">https://www.spag.com/</a>                                                               |
| Power Maths            | <a href="https://www.pearson.com/power-maths.html">https://www.pearson.com/power-maths.html</a>                         |
| Times Tables Rockstars | <a href="https://ttrockstars.com/">https://ttrockstars.com/</a>                                                         |
| Spelling Shed          | <a href="https://www.spellingshed.com/">https://www.spellingshed.com/</a>                                               |
| Nottingham Music Hub   | <a href="https://www.nottinghammusicclub.org.uk/">https://www.nottinghammusicclub.org.uk/</a>                           |