



Pupil premium strategy statement

School overview

Detail	Data
School name	Pear Tree Mead Academy
Number of pupils in school	416 (R-6) 40 (Pre/Nursery)
Proportion (%) of pupil premium eligible pupils	27% (R-Y6) 27.5% (Pre/Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Christine Peden
Pupil premium lead	Lacey Davies
Governor / Trustee lead	Linda Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,890
Recovery premium funding allocation this academic year	£16,530
EY pupil premium	£3,762
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tuition premium	£17,496
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,678



Part A: Pupil premium strategy plan

Statement of intent

Our intention at Pear Tree Mead Academy is to provide all pupils with the opportunity to achieve their full potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged pupils may include:

- High levels of adverse childhood experiences (ACEs)
- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Oral language and/or communication skills, bridging across to reading and writing
- Parental engagement in education
- Limited outdoor space
- Lost learning due to COVID19

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach for support.

Our objectives are:

- to lessen the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils to access our rich curriculum and be challenged
- to overcome SEMH/self-regulation and metacognition barriers
- to act early and intervene when need is identified
- to build solid relationships with all children, and the parents thereof, who attend Pear Tree Mead

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to breakfast club and equipment and uniform provision
- ensuring that vulnerable learners have access to high quality pastoral care and mental health support

- having a clear induction process to the school that involves a parents meeting to divulge information on any previous experiences we need to be aware of
- identifying children with additional SEMH needs – pastoral care through our learning mentor and family support team
- imploring interventions which work for our children and meet their needs
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and not all pupils who are socially disadvantaged are registered, or qualify for free school meals. We reserve the right to allocate pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

Range of provision but not limited to:

- frequent monitoring of progress and attainment (PSM)
- class provision and intervention forms for all pupils – monitored frequently
- interventions tracked half termly to ensure impact (EduKey)
- English and maths support which includes in class support and withdrawal
- Tuition – NTP (internal and external)
- Lower fees for breakfast club to all disadvantaged pupils, ensuring vulnerable pupils are prepared for the day
- frequent contact with parents regarding uniform, equipment, extra curricular trips
- regular workshops for parents e.g. rock painting, early phonics, early numeracy, welcome to reception etc
- supplying laptops to support with home/remote learning
- providing priority for any child needing learning mentor support
- allocating high quality learning support assistants to support wellbeing
- training and CPD on behaviour, attachment and TPP
- interventions concentrating on oracy/speaking and listening in EY - Welcomm (developed into Y1 where necessary) and colourful semantics across the school
- Phonics, reading and writing interventions
- Opportunities for all pupils to take part in woodland school sessions, use the pond area and allotment.



Challenges

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

Challenge number	Detail of challenge
1	High levels of adverse childhood experiences Trauma informed schools UK: Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.
2	Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties – referrals made to outside agencies and internal provisions (nurture/LM support) remain high
3	Oral language and/or communication – 34% on track (at expected) at the start of reception – bridging across to reading and writing delay
4	Overall attainment of disadvantaged pupils is lower than non-disadvantaged in English and Maths – 27% of total pupils/outcomes 2022
5	Lost learning due to Covid-19 pandemic

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
Attainment in maths – disadvantaged children achieve, at least, in-line with or above national attainment at the end of EY, KS1 and KS2	The % of disadvantaged pupils achieving expected in maths is in-line with or above national. The % of disadvantaged pupils achieving expected in maths is in-line with non-disadvantaged. Progress of disadvantaged is accelerated.
Attainment in reading and writing – disadvantaged children achieve, at least, in-	The % of disadvantaged pupils achieving expected in reading and writing is in-line with or above national.

<p>line with or above national attainment at the end of EY, KS1 and KS2</p> <ul style="list-style-type: none"> • With particular focus on percentage achieving expected in writing • A consistent delivery of the new phonics scheme across EY and KS1 to secure attainment in line with national averages • A rigorous and sequential approach to the reading curriculum supports pupil's fluency, language comprehension, confidence and enjoyment in reading 	<p>The % of disadvantaged pupils achieving expected in reading and writing is in-line with non-disadvantaged,</p> <p>Progress of disadvantaged is accelerated.</p>
<p>Ready to learn – disadvantaged pupils are punctual, equipped and ready to learn.</p> <p>Continue to improve attendance and punctuality, decreasing persistent absence.</p>	<p>Affordable uniform with financial support available to disadvantaged learners.</p> <p>Equipment, such as laptop loans, available to all learners.</p> <p>Teaching staff are quick to highlight any pupils that need financial support.</p> <p>Disadvantaged pupils access to breakfast club, are punctual and have energy for their day.</p> <p>Attendance data is in-line with national data and shows a decrease in persistent absent pupils, narrowing the gap between disadvantaged and all pupils</p> <p>Disadvantaged (2021/2022) - 91.51% Not disadvantaged (2021/2022) - 92.78% 94.5% National attendance across year</p> <p>Autumn term 2022 - disadvantaged 92.45% Autumn term 2022 - not disadvantage 94.88%</p>
<p>Embed trauma perspective practice and attachment awareness through a whole school approach towards behaviour – all staff are</p>	<p>Decrease in suspensions (2021-2022 totalling 14)</p>

trained to support complex SEMH needs (all staff and family support team)	Trauma informed framework is fully embedded and pupils feel supported
Further support harder to reach families	<p>Greater knowledge of individual children's backgrounds and appropriate identified support</p> <ul style="list-style-type: none"> • Induction meetings • Home visits – EY, on entry to school and throughout time with us when identified as necessary • Wealth of knowledge about local area, groups and charities to offer and signpost support to families that fit their needs and encourage them to engage

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £101,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil premium leadership and management</p> <p>Closely monitor and intervene where the progress of disadvantaged learners is below that of their expected attainment outcomes.</p> <p>Liaise with SENDco, working together to identify any staff who would benefit from further CPD to support</p>	<p>'Good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils' EEF guide to the PP</p> <p>Promote positive engagement and teaching strategies for PP pupils</p> <p>Track PP progress and discuss with teachers, signposting needs for targeted intervention</p>	3, 4 and 5

<p>the learning of vulnerable pupils.</p> <p>QFT/Adaptive teaching CPD and employed by staff</p>		
<p>Dedicated interventions LSAs</p> <p>Dedicated LSA to analyse data and offer support and guidance</p>	<p>Using trained teachers and LSAs to provide interventions to pupils who need it in previous years, supporting us in accelerating progress.</p> <p>Data analysis to support choices and change anything that is not having an impact term on term – suitable for each individual child’s needs</p>	3, 4 and 5
<p>English leads – promotes literacy, provides staff CPD and monitors/supports reading interventions alongside approaches in class</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to greater confidence, engagement and greater outcomes.</p>	3, 4 and 5
<p>Maths lead – promotes numeracy, provides staff CPD and monitors/supports interventions alongside approaches in class</p>	<p>Numeracy is a key determiner for academic success and financial competency in adult life</p>	3, 4 and 5
<p>Building on last years use of the EFF toolkit, identifying and implement an evidence informed approach catered to our pupils – based on last years outcomes for parental engagement in EY, reading comprehension in Y4 and metacognition strategies in Y6</p> <p>Parental workshops continuously offered to engage parents – varied (ACL)</p> <p>Tapestry – parental engagement with child’s learning EY</p>	<p>EEF teaching and learning toolkit (EY and Primary)</p> <p>EY – Parental engagement EEF R-Y6 – Reading comprehension (oral language) EEF Y3-Y6 – Metacognition and self-regulated learning EEF</p> <p>Positive parental response to parent view – engagement, education and communication</p>	1, 2, 3, 4 and 5

<p>Specified weekly news letters to parents to support engagement and organisation (EYFS/Y1)</p> <p>Fun homework – maps</p> <p>Children teach parents sessions</p> <p>Class emails to support communication</p> <p>Individual implementation plans in place – outlined on class forms</p>		
<p>Continue to develop high quality teaching around language development and communication.</p> <p>Training in place for identified staff on intervention programmes within EY – Wellcomm</p> <p>Phonics lead/Phase leaders – embed phonics approach. EY and KS1 to have extra phonics sessions (2 per day)</p> <p>English leads to monitor the development of language</p>	<p>Essex disadvantaged strategy – Marc Rowland</p> <p>Language development and comprehension</p> <p>Oral language intervention EEF- very high impact for very low cost based on extensive evidence+6 months /Reading comprehension EEF - very high impact for very low cost based on extensive evidence R-Y6, bridging into writing – Class disadvantaged forms</p> <p>Sharing good practice across schools</p> <p>Metacognition and self regulated learning EEF (Y3-6) - very high impact for very low cost based on extensive evidence</p>	<p>3</p>

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

Budgeted cost: £37,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring 1:3</p> <p>Identification of children who need further support in reading, writing or maths</p> <p>Connex education partnership. Fully qualified teachers to deliver tuition in school.</p> <p>Current teachers/LSAs to deliver tuition</p> <p>Paired class tuition – 6 sessions a term. Maths focus for the year to develop tutors. Pairing of classes older with younger.</p>	<p>Small group tuition EEF - Moderate impact for low cost based on moderate evidence</p> <p>Peer tutoring EEF - high impact for very low cost based on extensive evidence</p>	<p>3, 4, and 5</p>
<p>Embed regular focused pupil standards meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed.</p> <p>Lead by EY lead/DHT</p> <p>Identify support for individuals (including overall provision and intervention), changeable throughout the year – put onto the class disadvantaged forms and EduKey</p>	<p>EEF</p> <p>Behaviour – Essex Steps/Paul Dix</p> <p>Interventions – range</p> <p>Reading comprehension – class based, interventions and EEF strategy focus</p> <p>Small group tuition</p> <p>EY interventions</p>	<p>1, 2, 3, 4, 5</p>
<p>Interventions – consistently delivered</p> <p>Do not impact on core subjects and are varied to ensure impact</p>	<p>All interventions have been chosen due to previous success within the intervention or evidence base is high</p>	<p>3, 4 and 5</p>

<p>does not occur on broader curriculum subjects</p> <p>Training given to staff who are to deliver (teachers and LSAs)</p> <p>Wellcomm</p> <p>Rapid reading</p> <p>Writing – SC led and gaps in knowledge (end of KS outcomes)</p> <p>Precision monitoring</p> <p>Phonics – Letters and Sounds</p> <p>Nurture group</p> <p>1stClass@number (arithmetic element)</p> <p>Numicon</p> <p>Working in-line with evidence based work schemes:</p> <p>Wordsmith</p> <p>Primary stars</p> <p>White Rose</p>	<p>DfE approved</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed our Essex Steps approach to behaviour</p> <p>Embedding trauma informed practice – whole school approach</p>	<p>Trauma informed schools UK: Increased numbers of children are presenting with mental health difficulties and high adverse childhood experiences (ACEs) impacting on future life chances, mental and physical health and progress and attainment.</p>	<p>1 and 2</p>

<p>TPP training planned in for the year – all staff to be upskilled (3 current trainers in school/elements 1-8 training completed but consistent return)</p> <p>Attachment Awareness school – train the trainer, again led by SLT</p> <p>Regular support for SLT trainers through Essex</p> <p>Learning mentor to support SEMH</p>	<p>Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.</p> <p>Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.</p>	
<p>Pastoral team expertise is developed to support complex SEMH needs – SENDco, assistant SENDco and learning mentor, HT/DHT/AHT Referrals for external and internal services remain high – LM register % disadvantaged</p> <p>TPP training from Essex and with guided support</p> <p>Early identification of need and level of vulnerability – early help (FST)</p> <p>Children as wellbeing champions – supporting other pupils with mental health needs (supported by the Onegoal initiative)</p> <p>Play leaders – supporting younger pupils to engage in play</p>	<p>High quality provision for children with complex SEMH needs – EEF toolkit</p> <p>Benny Kuruvilla – Role and impact of Learning Mentors: The findings indicated that although not measurable in quantitative terms, mentoring support has a positive impact on the social and academic outcomes of the mentees, as it provided them with an opportunity to realise their potential.</p> <p>Social and emotional benefits: Children’s academic development is closely linked to the consistency and quality of their social interactions (Mulryan-Kune,2014). Many advocates stress the benefits of playtimes for social and emotional wellbeing and development, including learning how to negotiate and problem solve; to deal with conflicts, falling out and teasing; and learn how to compromise; to deal with fear and take risks, and to develop friendships (eg American Academy of</p>	<p>1 and 2</p>

<p>and model positive social interactions</p> <p>Outdoor space and experiences: Allotment Pond Gym Adventure Woodland school Sensory spaces across the school Swimming pool (lessons, fun swims and gala)</p>	<p>Pediatrics, 2013; Baines and Blatchford, 2011; Goudreault and Guimont, 2017; Jarrett et al., 2009). Opal initiative – research</p> <p>Lots of pupils in our school do not have gardens, and/or are constantly limited by indoor activities and restrictions. 11% of our school population has SEND needs, provision for this group and other groups who need to physically move around and have outdoor space to learn benefit - Outdoor learning environments are less structured and formal than classroom environments, allowing more physical mobility. In comparison to a classroom environment, outdoor learning increases the physical space around children. Greater physical activity has been shown to impact on children’s educational attainment (Ahamed et al., 2007; Trudeau & Shephard, 2008). Research – outdoor learning spaces: The case of forest school</p>	
<p>Attendance officer – closely monitors and supports PP attendance</p>	<p>Pupil premium strategy – ‘interventions may well be one part of an effective pupil premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Other support: Breakfast club and trip support Equipment, uniform and supplies Technology Data management Finance management Providing food for families at home Meet and greets Teacher/pupil relationship (specified 1:1 time)</p>	<p>Removing potential barriers to participation and increasing attendance</p> <p>Tracking and monitoring progress to implement interventions effectively</p>	<p>1, 2, 3, 4 and 5</p>



Class responsibilities		
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Total budgeted cost: £ 195,678



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, these include some of the EEF strategies employed within individual classes.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1.27% higher than their peers in 2021/22. We recognise this gap, as well as the school gap between all pupils and national attendance

data, which is why raising the attendance of our (disadvantaged) pupils is included within our current plan.

Our observations and assessments demonstrated that pupil behaviour faced challenges in relation to wellbeing and mental health in 2021/2022 and remain significantly higher than before the pandemic, impacting on disadvantaged pupils in particular. As a school we saw a rise in exclusion rate, however our exclusion rate is still 1.31 lower than national.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Year 6 Outcomes:

Disadvantaged



End of Key Stage 2 Outcomes
Y7 - Pupil Premium (25 pupils)

13 December 2022

Y7 (25 pupils)	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	24*		1					1 (4.0%)*	6 (24.0%)	18 (72.0%)	1 (4.0%)	102.1
Writing					8 (32.0%)	16 (64.0%)	1 (4.0%)	1 (4.0%)*	5 (20.0%)	19 (76.0%)	3 (12.0%)	103.3
Mathematics	24*		1					1 (4.0%)*	4 (16.0%)	20 (80.0%)	3 (12.0%)	103.7

Reading & Mathematics TA - Percentage not shown as TA only used for pupils working below the standard of national curriculum assessments

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any Engagement Model or P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (25 pupils)	Expected Standard	Higher Standard
All Pupils	14 (56.0%)	1 (4.0%)

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

Non-disadvantaged



End of Key Stage 2 Outcomes
Y7 - Not Pupil Premium (34 pupils)

13 December 2022

Y7 (34 pupils)	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	34*								4 (11.8%)	30 (88.2%)	11 (32.4%)	106.1
Writing					5 (14.7%)	18 (52.9%)	11 (32.4%)	4 (11.8%)	30 (88.2%)	11 (32.4%)		107.7
Mathematics	34*							3 (8.8%)	31 (91.2%)	10 (29.4%)		106.3

Reading & Mathematics TA - Percentage not shown as TA only used for pupils working below the standard of national curriculum assessments

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any Engagement Model or P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (34 pupils)	Expected Standard	Higher Standard
All Pupils	27 (79.4%)	6 (17.6%)

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

Year 2 Outcomes:

Disadvantaged

Subject	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Reading				5 (35.7%)	9 (64.3%)		9 (64.3%)	1 (7.1%)*	8 (57.1%)	5 (35.7%)		98.9
Writing				6 (42.9%)	8 (57.1%)		8 (57.1%)		9 (64.3%)	5 (35.7%)		96.7
Mathematics				5 (35.7%)	7 (50.0%)	2 (14.3%)	9 (64.3%)		6 (42.9%)	8 (57.1%)	2 (14.3%)	101.1
Rdg, Wri & Mth	7 (50.0%)						7 (50.0%)					

Below - Includes any Engagement Model or P Scale assessments.
Other - Includes any assessment codes such as A (absent) and Has Not Met for Science.
 * in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.
 For Rdg, Wri & Mth, Other also includes pupils who have not achieved At or Greater in all 3 subjects.

Non-disadvantaged

Subject	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Reading			2 (4.5%)	8 (18.2%)	23 (52.3%)	11 (25.0%)	34 (77.3%)	2 (4.5%)*	13 (29.5%)	29 (65.9%)	10 (22.7%)	103.7
Writing			2 (4.5%)	12 (27.3%)	30 (68.2%)		30 (68.2%)	2 (4.5%)*	20 (45.5%)	22 (50.0%)	8 (18.2%)	101.5
Mathematics			1 (2.3%)	6 (13.6%)	28 (63.6%)	9 (20.5%)	37 (84.1%)	2 (4.5%)*	7 (15.9%)	35 (79.5%)	9 (20.5%)	104.2
Rdg, Wri & Mth	15 (34.1%)						29 (65.9%)					

Below - Includes any Engagement Model or P Scale assessments.
Other - Includes any assessment codes such as A (absent) and Has Not Met for Science.
 * in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.
 For Rdg, Wri & Mth, Other also includes pupils who have not achieved At or Greater in all 3 subjects.

Year 1 Phonics: 63.8% pass- Disadvantaged pupils 8/16 - 50% pass

GLD: 50% - Disadvantaged pupils 4/9 44.4%

Externally provided programmes

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

Programme	Provider
Numicon	Oxford University Press
1stClass@number	Every Child Counts
Rapid reading (intervention programmes)	Pearson