Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Langdon Academy
Number of pupils in school	2020
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed (review 1)	September 2025
Date on which it will be reviewed (review 2)	September 2026
Final review (review 3)	July 2027
Statement authorised by	Mr J Brooks - Principal
Pupil premium lead	Mr D Bhakar - Assistant Principal
Governor / Trustee lead	Ms Janice Boakye - Chair of Governors

Funding overview

Detail	Amount
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	£ 1,361,500

A: Pupil premium strategy plan

Statement of intent

Our mission at Langdon Academy is that all children, irrespective of any challenges they face, to make good progress. We want all children to reach their full potential and have the best chances at life. The intention of our Pupil Premium Strategy is to support those who are disadvantaged to achieve this goal alongside their peers in all subject across the curriculum. Progress and attainment in English and Mathematics are of particular focus, as evidence shows high level of literacy and numeracy greatly improves educational outcomes, including improvements to social life and career prospects.

A fundamental part of our approach is high quality teaching, which underpins everything that we do. We ensure that our teachers are well equipped and supported so that they can teach effective, impactful lessons across the whole curriculum every day of the week.

It goes without saying that our primary focus of teaching good or better lessons everyday will have a positive impact on both advantaged and disadvantaged children however alongside this, additional focus will be on those who have been identified as having a greater need, and they in turn will receive additional, focused support.

Our strategy will be driven by our robust assessment procedures and the outcomes from this will ensure the right children receive the right provision at the right time.

The various actions that we have in place will ensure that the disadvantaged children in our school are well challenged, well supported, and where necessary, early interventions address any identified attainment gaps as soon as they arise. Our approach will ensure that expectations are at their highest and children's outcomes are strong.

Challenges

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

	Challenge number	Detail of challenge
	1	Disadvantaged children with moderate learning needs have made slower progress than their peers.

Primary Phase	2	To increase the proportion of disadvantaged students reading at Greater Depth in Key Stage 2.
	3	Attendance of disadvantaged children is 5% lower than that of non-disadvantaged children. A small number of children make a larger contribution to this figure and poor attendance has been directly linked with lower attainment.
	4	Disadvantaged children across the school contribute a larger proportion to whole school behaviour records (IRIS) than non-disadvantaged children.
Secondary Phase	5	5-year trend in KS4 outcomes highlight that attainment and progress in English of disadvantaged pupils are generally lower than that of their peers. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
	6	5-year trend in KS4 outcomes highlight that attainment and progress in maths of disadvantaged pupils are generally lower than that of their peers. Teacher diagnostic assessments suggest that many pupils particularly struggle with proof/reasoning tasks.
	7	Our data also indicates that disadvantaged girls make less progress and their attainment lower than non-disadvantaged girls.
	8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
1. Children to make progress in identified areas, closing the attainment gap between disadvantaged children with identified learning difficulties and their peers.	• Timely interventions in place to support key children • Support in place to meet the needs of target children e.g. intervention groups • 90% of disadvantaged children with moderate learning needs to make good progress from their starting points
2. Attainment gap in maths outcomes to reduce between disadvantaged and non-disadvantaged children	• Focus on high quality teaching of maths across the school • End of year assessments (internal & external) to show that the attainment gap in maths will have reduced to no more than a 5% deficit
3. Attendance for disadvantaged children to become more in line with whole school attendance data	• Regular attendance process in place targeting identified children • Attendance for disadvantaged children to move within 3% points of that of the non-disadvantaged children's figures
4. Disadvantaged children to improve behaviour across the school day	• Regular behaviour reviews and strategy meetings • Ongoing support with Learning Mentor • Whole school Arbor logs to reduce by 25%
5. Improved progress and attainment in English among disadvantaged pupils.	• Reading ages are higher on average for all key groups. • Literacy coordinator to develop a literacy strategy ensuring all subject areas collective work towards developing literacy in their curriculum. • Percentage of 4+ grades in English GCSE is higher.
6. Improved progress and attainment in maths among disadvantaged pupils	• Maths department intervention targeting reasoning and proof tasks improve students' performance in this area of as highlighted by the diagnostic analysis of assessments. • Numeracy coordinator to develop a whole school strategy ensuring all subject areas collective work towards developing numeracy in their curriculum. • STEM team to develop extracurricular activities embedding mathematical problem-solving opportunities. • Percentage of 4+ grades in Maths GCSE is higher
7. Improved attainment and progress among disadvantaged girls across the curriculum at the end of KS4, in particular English and maths.	• Early identification of girls that are underperforming from Y7 - Y11 by Heads of Learning. • Enlist parental support at home through parent consultations and explaining how parents can support students. • Targeted intervention of underperforming students in English and Maths.

8. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Punctuality and attendance percentages increased for all key groups.

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: £ *885,000 approximately*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updated Review 2
Little Wandle Training	DFE validated systematic synthetic phonics program to accelerate the teaching of phonics across the school. (+5 months impact EEF) Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1	Little Wandle is established and delivered to a high standard. Staff have undergone training and monitoring ensures phonics is consistent and effective.
Number Sense Training – Rec – Y3	Development of number fluency, addressing misconceptions and filling gaps from prior years as a result of school closures https://nrich.maths.org/2477	1, 2	Number Sense is established and the resources for this are embedded into maths lessons across KS1 and where relevant in Year 3. Staff have received training to ensure use of the materials is effective. Number fluency is developing well across the school as indicated by internal and statutory assessment in Year 2.
Cornerstones Training	Teaching a broad and balanced curriculum for education recovery Implementation of Cornerstones to support teaching of effective foundation curriculum https://assets.publishing.service.gov.uk https://cornerstoneseducation.co.uk/	1, 3, 4	The Cornerstones curriculum is well established across the school and outcomes in our foundation subjects and science are strong. The teaching material, along with adjusted timetabling, has ensured that lessons are well taught, cover the National Curriculum and

			beyond and that the depth of learning is significant. Children are engaged in lessons. Assessment data for our wider curriculum indicates steady attainment increases throughout the year and has identified areas of focus as we move into the next academic year.
Support with Read to Write program	Development of writing across the school. (+6 months impact EEF) https://literacycounts.co.uk/resources/readto-write/	1	Ongoing support for Read to Write has ensured that our writing development continues to be good and that all English lessons are inclusive, well focused and building on the children's writing repertoire.
Increased leadership capacity	Enabling leadership team to have a clear, consistent focus on teaching and learning, including more direct contact with targeted children through strategies including team teaching and planning support. https://www.educationdevelopmenttrust.com/ - Successful school leadership	1, 2, 3, 4	The leadership team have had clearly defined responsibilities and clear targeted areas within the school to support key children's progress. Team teaching and the running of interventions has been effective, particularly Year 6 booster groups which run 3 evenings a week, targeting our most vulnerable children. 67% of PP children in Year 6 attended the sessions, with all who were working at EXS or below encouraged to attend.
Appointment of GTA and retention of existing staff	Additional adult support to target key children and to address gaps in learning, for pre-teach opportunities and to address misconceptions. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 4	Additional staff, including HLTAs have been effective and work proactively to support target children. Regular handwriting, phonics, maths fluency and reading sessions take place to help close attainment gaps for our most vulnerable children. 1 HLTA left to relocate nearer to childcare.
Maths support thought the Maths HUB and WhiteRose mastery materials	Support with the teaching of maths and development of teachers confidence with maths mastery. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	1, 2	WhiteRose is fully established and supporting children's progress through the maths curriculum. Staff training has developed teacher confidence and skill set enabling them to better support all children though appropriate challenge. More children are able to access age appropriate content in maths lessons than this

			time last year. For example, in Year 3, all children were able to access age related assessment materials at the end of the year, compared to 6 who could not access like for like assessments at the end of the previous year.
Established new PE program	Support with PE planning to ensure lessons are effective and engaging https://peplanning.org.uk/about/ https://assets.publishing.service.gov.uk/ - What works in schools and colleges to increase physical activity? (+1 months impact EEF)	3, 4	PE Planning is established across the school and ensures lessons are inclusive, that they build on from prior skills and are always active. PE assessment data reflects our children's attainment and is used to ensure children's needs are met as well as informing our PE lead to organise further sporting opportunities.
Use of instructional coaching to enhance the feedback provided to staff to improve their teaching in their classroom	Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coached through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.	5, 6, 7	We are currently well established with the coaching model and this is can successfully be demonstrated in some departments of our school. We have a number of case studies where colleagues have responded well to this method.
CPD in teaching and learning	Whole school and personalised CPD can help teachers obtain new teaching techniques and share best practice. Fresh approach to teaching and tailoring teaching to meet the needs of students will impact on student outcomes as well as ensuring effective succession planning.	5, 6, 7	We have a well-established ECT programme that develops teachers in early stages of their career. There are whole school CPD with various foci and we are currently driving literacy across the curriculum and development of pastoral care.

Robust quality assurance cycle that ensures SLT and teachers are aware of disadvantaged students' needs and addressed through the following: - Curriculum review - Lesson walks/observations - Assessments - Data meetings	Tracking and monitoring disadvantaged student's progress and attainment will ensure early identification of any issues and ensure a culture where teachers are aware and meeting the needs disadvantaged students. Thus, teachers and SLT will be more accountable on the outcomes of disadvantaged students.	5, 6, 7	Continuous tracking and monitoring of students outcome is established and early intervention strategies are in place to boost students that are falling behind. These strategies are reviewed regularly and shared with parents, teachers, school leaders and school governors.

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

Budgeted cost: £ *285,000* approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updated Review 2
Interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind One to one tuition | EEF (educationendowmentfoundation.org.uk) (+5 months impact EEF)	1, 2	Primary Across the academic students participated in weekly, one to one tuition sessions that targeted their specific mathematical needs. This particularly supported the children's reasoning skills of which internal data indicates progress following each cycle. Secondary Year 11 continue to have interventions/tutoring.
Increased leadership capacity	Enabling leadership team to have a clear, consistent focus on teaching and learning, including more direct contact with targeted children through interventions, booster sessions and to support the development of other leaders across the school. https://www.educationdevelopmenttrust.com/ - Successful school leadership	1, 2, 3, 4	The focus to increase leadership at all levels has made a positive impact in all areas. The literacy and numeracy have contributed in developing and improving a clear road map for each year group. The EAL lead has enhanced the integration of students New to English with a robust curriculum designed to fast track student's fluency in English.
Appointment of GTA – targeted support	Additional adult support to target key children and to address gaps in learning, for pre-teach opportunities and to address misconceptions. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 4	Additional staff, including HLTAs have been effective and work proactively to support target children. Regular handwriting, phonics, maths fluency and reading sessions take place to help close attainment gaps for our most vulnerable children.

Retention of additional staff (HLTA/GTAs) to support teaching and learning during core teaching	Additional adult support to target key children and to address gaps in learning, for pre-teach opportunities and to address misconceptions. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF (+4 months impact EEF)	1, 2, 4	Additional stuff are supported and trained to run specific targeted sessions aimed at closing attainment gaps and developing specific skills. Pupil progress meetings help identify key children to ensure time is well used. 1 HLTA left to relocate nearer to childcare.
Purchase of Times Table Rockstars for multiplication support	Support with developing mathematical fluency and children's multiplication skills. https://www.gov.uk/government/collections/multiplicationtables-check https://ttrockstars.com/page/features	1, 2	Multiplication fluency has significantly improved and Times Table Rock Stars (TTRS) has helped build children's confidence, speed and arithmetic skills. Children use TTRS from Year 2 and this is well established. Children work independently as well as together using the software. Results from the multiplication screening check indicate that our children's outcomes are significantly above National levels.
Purchase of Chromebooks for English support for key children	Support for children who have difficulty with handwriting, recording, and fine motor skills. Ensuring children's creativity is not restricted due to ability to record.	1	Additional Chromebooks available as well as iPads across the school which are available for key children to use. Children are given the option for hybrid recording options to ensure that children are not restricted but also not neglecting important skills such as handwriting. Suitable apps have been installed to support children with additional needs and our booking system has ensured that the devices are appropriately distributed.

Music instrument lessons	Inclusion of musical instrument lessons for PP children across the school https://assets.publishing.service.gov.uk/ -The importance of music	1, 3, 4	Our music offer to children is of high quality and is wide reaching. 30 children receive 1 to 1 music tuition each week and all children in KS2 receive high quality music lessons weekly from our specialist music teachers. These children have the opportunity to develop their singing skills as well as learn the flute, ukulele, keyboard and glockenspiel.
Phonics focus and interventions across the school: Rec – Y2	DFE validated systematic synthetic phonics program to accelerate the teaching of phonics across the school. Phonics | Toolkit Strand | Education Endowment Foundation | EEF (+5 months impact EEF)	1	Little Wandle is established and in place across Rec-Y2 as well as further up the school where required. Phonics outcomes are good as a result of high quality teaching that follows good quality planning. Phonics outcomes (86%) are above National and all children who took the test in Y2 met the threshold. Children make excellent progress from their starting points.
Number sense/Sandwell assessments	Development of number fluency, addressing misconceptions and filling gaps from prior years as a result of school closures https://nrich.maths.org/2477	1, 2	Number Sense is established and the resources for this are embedded into maths lessons across KS1 and where relevant in Year 3. Assessment is rigorous which has ensured gaps are filled. Fluency is strong in Year 4 as indicated by the MTC outcomes. Number fluency is developing well across the lower school as indicated by internal and statutory assessment in Year 2 and end of year assessments in Y1 as well as work in maths books.

Lego therapy/life skills/fine motor sessions	Development of support team to support key children with various skills. https://assets.publishing.service.gov.uk/ - Extracurricular activities to develop life skills	1, 3, 4	Non-academic group sessions take place and selected children, particularly those in receipt of PP participate. Social skills and life skills are being developed to steer the children to becoming independent, young people.
Retention of learning mentor	Support with key children's behaviour, life choices and integration into school. https://www.gov.uk/government/case-studies/wholeschool-approach-managing-poor-behaviour (+2 months impact EEF)	3, 4	Learning mentor continues to work across the school supporting a range of children who need her expertise and support. Children respond well to various sessions and this support is hugely valuable for these children. Daily snack time takes place where our most vulnerable children have an opportunity to eat something during the morning and talk with their group or individually.
Cognitive ability tests (CATs)	CATs testing of all students at KS3, especially those that have not completed KS2 assessments will allow teachers to identify students' needs and those that are below baseline standard can be provided personalised intervention.	5, 6, 7	CATs tests are used to help identify student's cognitive ability and compliment KS2 prior data to help teachers plan & prepare more effective lessons.
Star reading software	All KS3 students are assessed 3 times a year on their reading age and writing age. HoD in English to track and monitor this progress. Targeted reading and writing intervention personalised to individual needs of students to ensure students make rapid progress. (+6 months impact EEF)	5	Regular assessment periods are well established to identify underachieving students are then targeted with bespoke literacy strategies/interventions.
Literacy coordinator recruited	Literacy coordinator to develop a whole school literacy policy ensuring all subject areas collectively work towards developing literacy in their curriculum. (+6 months impact EEF)	5	The whole school policy has been developed and there is an increased focus on literacy within CPD and monitoring.

Online tutoring and homework portals in maths	Sparx Maths is an online platform utilising video modelling worked examples to support learners in key concepts in mathematics. Teachers to set bespoke assessments perfectly matching the curriculum and the needs of students. The integrated tracking system further allows teachers to focus on students' mistakes ensuring further support provided to meet the needs of the students. (+5 months impact EEF)	6	Students have benefitted from online platforms such as Sparx and Maths Genie. A high proportion of homework is set using the platforms and students can watch the virtual lessons to re-enforce prior learning.
Numeracy policy	Current numeracy coordinator to develop a whole school numeracy policy ensuring key subject areas especially the STEM subjects support the development of numeracy in their curriculum.	6	Numeracy across the curriculum has developed and increased partnership between the mathematics department and other departments have demonstrated in student's outcomes in numeracy skills based areas.
STEM extracurricular activities	STEM co-ordinator to develop extra-curricular activities embedding mathematical problem-solving opportunities.	6	Various STEM projects are well developed with some within the main curriculum and others as extra-curricular activities. The project has increased student's problem solving, creativity and encouraged curiosity. In addition, we increased the uptake of female students.
Partnerships with parents	Parents are invited to Y10 and Y11 information evenings which allow us to give them guidance. This is crucial to narrowing the attainment gap as it provides parents with resources, social scripts, as well as models to help them achieve this. (+4 months impact EEF)	5, 6, 7, 8	Parental engagement and involvement has increased over the last few years and hence collaboration and partnership is improving standards.

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

Budgeted cost: £ *177,000 approximately*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updated Review 2
Increased leadership capacity	Enabling leadership team to target key individuals with behaviour support, to engage in parental meetings and to complete home visits to follow up on attendance etc. https://www.educationdevelopmenttrust.com/ - Successful school leadership	1, 2, 3, 4	SLT have a wide reach and always ensure key children are targeted according to their need. Behaviour logs (through IRIS tracking) are reviewed daily by phase leaders and children are challenged and staff supported as necessary. Home visits take place when necessary and attendance meetings with parents are frequent following the attendance tracking monthly cycle. Key messages surrounding the importance of being in school are reinforced through assemblies lead by SLT.
Behaviour CPD training	Support and development with behaviour for learning to ensure this is managed effectively https://www.teamteach.co.uk/education/primaryschools/ https://tteducation.co.uk/challenging-pupilbehaviour-how-to-overcome-it/	3, 4	Behaviour for learning is good across the primary phase and staff are supported. Training has improved how behaviour is being logged and detailed information regarding triggers and follow up is recorded. Training on managing challenging behaviour, dealing with specific types of behaviour and managing general classroom behaviour (behaviour for learning) has taken place. The use of ClassDojo is used to reward good behaviour and this is established across the school.
Attendance certificates, assemblies and prizes	Rational and strategies to increase attendance https://assets.publishing.service.gov.uk/ - The link between absence and attainment at KS2	3	Attendance awards are given out each week and this is also celebrated at the end of each term. Children are included in discussions around the importance of attendance and children are also aware of the impact this

			can have on their learning, which they know, develops and builds across the week.
Jigsaw PSHE program	New system to support PSHE, Health and Wellbeing and will prepare children for life. https://www.jigsawpshe.com/	3, 4	Jigsaw program is well established and being taught consistently across the school, including being furthered during assemblies and collective worship. The scheme has enhanced our offer for work around relationships, celebrating differences and staying healthy, including SRE.
Enhanced trips and enrichment	Range of extra-curricular activities to support children's wellbeing and to consolidate learning, encourage good attendance and to reward good behaviour https://www.theschoolrun.com/what-enrichment	1, 3, 4	Enrichment opportunities that we have in place for our children continues to be a strength and we are dedicated to ensuring that our children, especially those who are disadvantaged, have the opportunity to visit and experience different places and people, all with the goal of enhancing their understanding of the world and enriching their lives and giving them practical, hands on, life skills. Across the school, this academic year, we have participated in 92 educational visits/workshops and participated in more than 35 sporting fixtures within the local community.
Attendance officer to monitor and track the attendance of some of our most vulnerable students.	Tracking and monitoring attendance enables identification of patterns of attendance issues early. Allowing key stakeholders to implement strategic actions in a timely manner to improve attendance.	1, 3, 5, 6, 7, 8	Attendance is continuingly improving and data from last year shows we are above national averages.

Recruitment of an additional school counsellor	Child protection team currently supports and provides intervention for our most vulnerable students and ultimately helps keep our pupils safe. An additional councillor will not only allow us to manage the increase safeguarding cases witnessed over the Covid pandemic, but allow counselling support and inclusion intervention such as drama therapy, mindfulness and mentoring. Such strategies increase focus, attention, and self-control and classroom participation leading to improved academic performance.	1, 2, 3, 4, 5, 6, 7, 8	The additional school counsellor has made a positive impact in the support that Langdon Academy can provide students. Last year the counsellor had direct impact to 85 students using the service. This service has enhanced the students learning and focus in class.
Evolve and Adapt external agency support	Evolve and Adapt is a mentoring programme that works with a range of students disengaged from learning due to various reasons in the secondary phase. Needs led one-to-one mentoring provides students bespoke interventions with the aim of assisting young people to feel empowered, think critically, take responsibility and be accountable for their actions. Mentoring aims to reconnect a disengaged young person to personal growth and development, and social and economic opportunity.	5, 6, 7, 8	Students were mentored across the secondary phase. 55 students benefitted from the programme and since have made good progress in KS3 and KS4.
Summer School	Summer for school for students transitioning from Y6 to Y7. This strategy was first used during the Covid lockdown period and due to its success we have continued with the strategy. (+3 months impact EEF)	5, 6, 7, 8	Students integrate into secondary routines quicker and are more confident during the transition period which enhances learning outcomes.

Part B: Review of outcomes

Pupil premium strategy outcomes – KS4

PP Students	Langdon 2025	2025 National Average	Distance from NA	Langdon 2026	2026 National Average*	Distance from NA
Progress 8	N/A	N/A	N/A	N/A	N/A	N/A
Attainment 8	4.97	3.49	+1.48	5.08	TBC	TBC
9-5 En/Ma	53%	25%	+28%	58%	TBC	TBC

***Source: https://explore-education-statistics.service.gov.uk/data-tables/key-stage-4-performance/2024-25**

Pupil premium strategy outcomes – KS2

PP Meeting Expected Standard

	2025	2025 National Average	Distance from NA	2026	2026 National Average*	Distance from NA
Reading	85%	63%	+22%	73%	63%	+10%
Writing	82%	59%	+23%	78%	60%	+18%
Maths	85%	61%	+24%	80%	62%	+18%
Combined	82%	47%	+35%	73%	49%	+24%

Source: *https://explore-education-statistics.service.gov.uk/data-tables/key-stage-2-attainment/2024-25

PP Meeting Higher Standard

	2025	2025 National Average	Distance from NA	2026	2026 National Average*	Distance from NA
Reading	48%	21%	+27%	33%	19%	+14%
Writing	26%	7%	+19%	30%	7%	+23%
Maths	48%	15%	+33%	38%	15%	+23%
Combined	26%	4%	+22%	18%	4%	+14%

Source: *https://explore-education-statistics.service.gov.uk/data-tables/key-stage-2-attainment/2024-25

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
Number Sense	https://numbersensemaths.com/
Little Wandle Letters and Sounds	https://www.littlewandlelettersandsounds.org.uk/
Read to Write	https://literacycounts.co.uk/resources/read-towrite/
Jigsaw	https://www.jigsawpshe.com/
PEplanning.com	https://peplanning.org.uk/