PUPIL PREMIUM STRATEGY STATEMENT 2025-26

Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Abingdon Primary School
Number of pupils in school	506
Proportion (%) of pupil premium eligible pupils	51.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Adam Cooper (Headteacher)
Pupil premium lead	Debbie Harrison
Governor / Trustee lead	Alison Kerr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£413,825 estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 413,825 estimate

Part A: Pupil premium strategy plan

Statement of intent

Abingdon Primary School's main objective is to ensure that all disadvantaged children have an equity of entitlement to access the full curriculum and an outstanding education where all barriers are removed.

The pupil premium plan works to ensure that disadvantaged children are given a level playing field where barriers identified and funding is used to overcome them.

The key principals of this policy are:

- To ensure that all disadvantaged children at Abingdon Primary School should reach their full potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children
- To develop the life chances of all disadvantaged children
- To further develop the understanding of vulnerable children of the educational opportunities available to them
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences

Challenges

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

Challenge number	Detail of challenge
1	To sustain the level of attainment of disadvantaged children in core subjects at the end of Key Stage 2.
2	Limited exposure to written and spoken English which has detrimental effect on children's vocabulary and ability to access the curriculum.
3	Early reading and phonics due to a high number of children having EAL and/or lack of parental involvement and ability to support their children.
4	Lack of life experiences which has a negative impact on children's prior knowledge to support them accessing new learning.
5	Sustaining attendance and readiness to learn for the most disadvantaged pupils. Reduce the number of children arriving late.
6	Challenging family circumstances, high levels of deprivation and a diverse range of family needs. 95% of our pupils live in the neighbourhood which ranked 729 out of 33,755 (bottom 2%) – IDACI 2025
7	Mental and emotional health issues which can result in lack of concentration and behavioural issues, especially for those children who have experienced trauma.
8	High proportion of mobility, especially with children who are new to England, and who have EAL. 156 children joined in the last academic year with 102 children leaving. 79.9% of our pupils have EAL which does not include our 10% Nigerian population who identify as English as first language however, variations in pronunciation, grammar, and language structures can still present barriers to learning.
9	Pupils eligible for Pupil Premium who are educated within the school's bespoke SEND hub continue to face significant barriers linked to disadvantage, including delayed communication, emotional regulation difficulties and limited access to enrichment opportunities.

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.

Area of challenge addressed	Intended outcome	Success criteria
1	Disadvantaged pupils will have at least the same level of attainment as non-Pupil Premium children at the end of Key Stage 2	• overall attainment of disadvantaged pupils is at least in line with national figures • the gap between Pupil Premium and non-Pupil Premium continues to be closed • pupils make rapid and sustained progress through KS1 & KS2 • attainment in reading and writing and maths will be sustained, resulting in the number of children attaining a combined result in reading, writing and maths
2	The sequence of learning for all children is broken down into small steps and children are knowing and remembering more over time.	• children are able to articulate what they know and what they have remembered • children will be able to draw upon prior knowledge as hooks to learning
3	Disadvantaged pupils will have at least the same level of attainment as non-Pupil Premium in the KS1 phonics screening checks	• overall attainment of disadvantaged pupils is at least in line with national figures • the gap between Pupil Premium and non-Pupil Premium stays closed • disadvantaged pupils who do not pass the Year 1 phonics check will make accelerated progress in Year 2, and pass the Y2 check
4	Disadvantaged pupils will have a range of enriching first hand experiences to support their learning and language development	• disadvantaged children are given memorable life experiences and this will be evident throughout their curriculum work • financial disadvantage will not be a barrier to children accessing these wider experiences
5	The attendance and punctuality of Pupil Premium children will increase	• gap in attendance and persistent absence between Pupil Premium children and non-Pupil Premium will remain narrowed • gap in attendance and persistent absence between Pupil Premium children and non-Pupil Premium will be at least in line with national average

6	Support for families who are facing difficulties	- EWO and PSA engaging with families - strategies used by families to reduce the number of children identified as CP or Child in Need - all children wearing Abingdon uniform and have a book bag - families who need extra food during holidays will be supported - all children are treated equally (poverty proofing)
7	Disadvantaged pupils having access to a range of support in school	- THRIVE trained SENCO supporting vulnerable disadvantaged children - Wellbeing and nurture lead monitoring and providing therapy sessions for disadvantaged children with ongoing behavioural issues - the specific needs of disadvantaged children with SEND are met
8	Children with EAL or disadvantaged with SEND to be able to access the full curriculum	- Children with EAL will make accelerated progress to close the gap in attainment - Children with SEND are able to access the full curriculum
9	Higher needs SEND pupils will access the Little Arch so that they can receive the targeted support they need.	- increased attendance - pupils will be engaged and make progress which will be tracked using the Engagement Model

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £193,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers to ensure high quality provision for the teaching of writing, and the wider curriculum across school.	A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF 2021) Effective Professional Development | EEF	1,2,8
CPD for all staff on oracy (VOICE 21)	The Oracy Curriculum, Culture and Assessment Toolkit as implemented in School 21 appears to provide a sound foundation for the development of oracy skills, with particular strengths in supporting persuasive talk and talk for presentational purposes and in formal contexts. Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -… | EEF	
Purchase of Letter-Join subscription with CPD on handwriting and 'Ready to Write' routines to support handwriting formation and fluency.	The importance of handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils by: • hindering their composition – the cognitive demands of handwriting can divert attention away from other elements of writing, such as planning, composing and revising • reducing motivation – handwriting difficulties can make writing more effortful and frustrating, which may affect pupils' motivation, especially if they lack support or alternative strategies to express their ideas • preventing others understanding what they have written – poor handwriting devalues the content, with a detrimental impact: texts in poor handwriting are often assessed as being of lower quality A key objective, therefore, is for pupils to achieve automaticity in handwriting. The writing framework	1,2

Assessment systems and summative NTS reading assessments support the delivery of a high-quality curriculum with a firm focus on pupils' knowledge and gaps in learning.	Accurate assessment and feedback practices ensure responsive teaching and effective targeted support. By using high-quality data efficiently as a tool to help inform practices in school, senior leaders and teachers make conscious decisions about the specific approaches and interventions required on an individual, group and cohort level. Feedback	EEF Assessment and feedback	EEF	1,3,8
All year groups to have a reduction in class size with three classes per year group and at least two teaching assistants supporting teaching and learning in each year group. This facilitates more accurately differentiated learning and an increase of high-quality feedback to meet the needs of disadvantaged pupils.	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. Reducing class size	EEF	1,2,8
CPD by the Bungalow Partnership on neurodiversity and trauma for all staff to enhance inclusive practice, so that all learners are able to access the curriculum.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Special Educational Needs in Mainstream Schools	EEF	8

Pupils identified as having higher need SEND will access the school's 'Little Arch' SEND base. Pupil Premium funding is allocated to provide targeted, evidence-based support in addition to core SEND provision.	Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils, according to a new analysis of schools' Pupil Premium statements[1]. [Schools identify low literacy skills and poor attendance as the…	EEF](#)	4,5,7,9
Use effective management information systems to identify vulnerable pupil groups in order to ensure gaps in learning are closed.	Data analysis provides a clear picture of the progress and attainment of all groups within the school, ensuring appropriate provision and targeted support is put in place to maximise the opportunities to narrow gaps and enable all children to succeed. [EEF_Implementation_Guidance_Report_2019_2020-12-31-164735.pdf](#)	1,3,5,6,7

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality texts to be purchased so that each classroom has a library containing a diverse range of engaging texts that are appropriate at different levels of text difficulty	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies | EEF	1,3
Small group intervention in phonics (Y1,2 and 3) Small group intervention in Phonics to Fluency (Y3, Y4 and Y5) Phonics Tracker for assessment to identify children who need extra support.	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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Phonics | EEF Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions | EEF	1,3
Tales Toolkit	The pilot found some promising evidence. Most educators who participated in surveys and interviews reported increased confidence, strong motivation to deliver the approach, and noticeable changes in their practice, particularly in how they support children's language development, collaborative storytelling, and child-led play. Educators also reported perceived improvements in children's communication and language, as well as personal, social, and emotional development. These included gains in creativity, vocabulary, and problem-solving skills. Benefits were also reported for children with special educational needs and disabilities (SEND), and those with English as an additional language (EAL). Tales Toolkit - pilot | EEF	1,2,3,7,8

EAL learners' hub for those children who arrive with no English.	The academic achievement of children with EAL varies widely by age, ethnic group, academic subject or domain and other factors such as recency of entry to the country. In particular there is considerable research evidence from England showing that a student's fluency in English is a key predictor of their achievement in national tests at age 11. Strand	8

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE trained SENDCO to provide support for children who are facing difficulties and/or have social and emotional needs.	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. When adopting behaviour interventions – whether targeted or universal --– it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions	EEF	6 & 7
Assistant head teacher to lead on pastoral care to support strategic overview of children's wellbeing and safeguarding.		
Wellbeing and nurture support employed and to participate in the NPQLBC in order to fully support children and their families with a range of emotional needs.		
Part-fund Educational Psychologist to identify and provide strategies for children with the highest emotional and trauma needs.		
After school clubs to provide opportunities for children to take part in activities that promote good mental health.	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.(EEF) Extending school time	EEF One in three UK children are currently living in poverty. Whilst the report acknowledges that schools alone cannot tackle poverty, they "can implement policies that tackle the stigma of poverty and ensure that the school day is more equitable". Poverty proofing schools - Press Office - Newcastle University	6,7
Purchase of toys and equipment, and staff overtime to provide a free breakfast club for children to have food, socialise and read.		

Purchase uniform for the most deprived children. Provide food hampers to the most deprived families during school holiday periods. Provide book bags to each child when they start school. Provide each child with a water bottle.	One in three UK children are currently living in poverty. Whilst the report acknowledges that schools alone cannot tackle poverty, they "can implement policies that tackle the stigma of poverty and ensure that the school day is more equitable". Researchers from Newcastle University have identified a link between reducing the stigma of poverty in schools and the reading and maths attainment of pupils. Poverty proofing schools - Press Office - Newcastle University	6
Employment of specialist music teacher for music lessons and to lead a school choir.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation | EEF	1,4
Employment of PSA and attendance clerk to engage with families	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement | EEF	5
Rewards for children with 100% attendance		
Curriculum enriched through local visits, visitors and virtual online tours/museums that are linked to the topic. Residential outdoor adventure trips Y5 & 6	Evidence gathered by the EEF show that outdoor adventure learning allows children to gain four months. Outdoor adventure learning | EEF The EEF recognise the impact of non-academic strategies have on attainment: including improving attendance and behaviour.	4,5

Total budgeted cost: £413,825 (estimate)

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 2024 to 2025 academic year.

Intended Outcomes	

Disadvantaged pupils will have the same level of attainment as non-Pupil Premium children at the end of Key Stage 2

	All	PP	Non PP	School Gap PP/non	Gap to national PP	Gap national non
GLD	49	46	50	4	5	25
	72	64	76	12	2	19
MTC (average score)						
KS2 Reading (EXS)	75	76	74	2	17	2
KS2 Writing (EXS)	72	76	69	7	13	4
KS2 Maths (EXS)	82	83	81	2	23	3
KS2 RWM	67	71	65	6	24	2

End of KS2 data 2025

The DfE IDSR does not contain validated data for KS2 therefore we have used shadow data in the interim period.

Reading – In school Pupil Premium outperformed non-Pupil Premium by +2%. Against national, they outperformed disadvantaged national by +17% however there is a slight gap of -2% against national other.

Writing – In school Pupil Premium outperformed non-Pupil Premium by +7% and against disadvantaged national by +13%. There is a gap of -4% against national other.

Maths – In school Pupil Premium outperformed non-Pupil Premium by +2%. When comparing against national disadvantaged, they outperformed by +24% and against national other by +3%.

Combined – In school Pupil Premium outperformed non-Pupil Premium by +6%. Against disadvantaged national, they outperformed by +24% and against national other by +2%.

This data shows that the gap remained closed between our Pupil Premium children and those who are not, and for those who are disadvantaged national: they outperformed in all areas, including achieving EXS combined reading, writing and maths which places our school in the top 15% of schools nationally. Against national other, they outperformed in maths and combined however there is still a slight gap in reading and writing.

| The sequence of learning for all children is broken down into small steps and children are knowing and remembering more over time. | Monitoring activities, including regular review questions in pupils' books, demonstrate that pupils are retaining knowledge more securely over time. Subject leaders conducted termly pupil-voice reviews, during which pupils were able to articulate their learning clearly, with responses consistently reflected in the quality of work in their books. Senior leaders also carried out focused learning walks to evaluate the effectiveness of provision.

Assessment data was analysed termly, and pupil-progress dialogue meetings were held to identify gaps in learning and ensure timely support for vulnerable learners. This systematic approach enabled leaders to target interventions effectively and track the impact on Pupil Premium outcomes. |
|---|---|
| Disadvantaged pupils will have the same level of attainment as non-Pupil Premium in the KS1 phonics screening checks |

Phonics data Y1 2025 – Analysing School Performance

Year 1 - Our school Pupil Premium outperformed national Pupil Premium by +1% however there was a significant gap between our Pupil Premium with -9% and between national other with – 16%. Upon further analysis, five of the ten disadvantaged that did not achieve the expected standard or did not take the test, were also SEND, with one of the children having higher needs SEND. Another Pupil Premium child was new to the country with no English language. |

Phonics year 1 attainment by pupil group

Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National % ?	Average mark School	Average mark National ?
All pupils	72	3	17	52	72	80	29	33
Male	39	2	11	26	67	76	28	32
Female	33	1	6	26	79	84	31	34
Disadvantaged ?	31	2	8	21	68	67	30	30
Ever 6 FSM ?	0	0	0	0	N/A	84	N/A	34
Children looked after ?	0	0	0	0	N/A	80	N/A	33
Other ?	41	1	9	31	76	84	29	34
SEN EHCP ?	1	1	0	0	0	20	N/A	20
SEN support ?	8	2	5	1	13	52	11	25
No SEN ?	60	0	10	50	83	88	32	35
English first language ?	15	0	4	11	73	80	31	33
English additional language ?	54	3	11	40	74	80	30	33

Phonics year 2 attainment by pupil group						
Breakdown	Cohort ?	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	19	0	6	13	68	28
Male	11	0	3	8	73	31
Female	8	0	3	5	63	23
Disadvantaged ?	9	0	2	7	78	29
Ever 6 FSM ?	0	0	0	0	N/A	N/A
Children looked after ?	0	0	0	0	N/A	N/A
Other ?	10	0	4	6	60	26

Year 2 – Our Pupil Premium children outperformed our non-pupil premium by +18% which is an increase from the previous year. This is also 24% higher than national other.

'Leaders have prioritised the teaching of phonics and early reading. This is helping pupils to access the full school curriculum. Staff use assessment effectively to identify gaps in pupils' phonic knowledge. Pupils receive support to catch up. They are enthusiastic about the books they read. Pupils read books that match the letters and sounds they know. They read often from the wide selection of good-quality texts. Staff help pupils to develop fluency and confidence in their reading.' (OFSTED report, May 2023)

Disadvantaged pupils will have a range of enriching first hand experiences to support their learning and language development	Pupils across all year groups benefitted from a rich programme of experiences, including residential visits for Years 4, 5, and 6. In addition, several year groups used their allocated funding to bring specialist visitors into school, further enhancing the curriculum. The impact of these experiences is evident in pupils' work and pupil voice, which consistently reflect increased engagement, inspiration, and enthusiasm. These opportunities have broadened pupils' horizons, strengthened their cultural capital, and contributed positively to their motivation and learning outcomes. We had a whole school culture day where children could share their traditions and faiths.
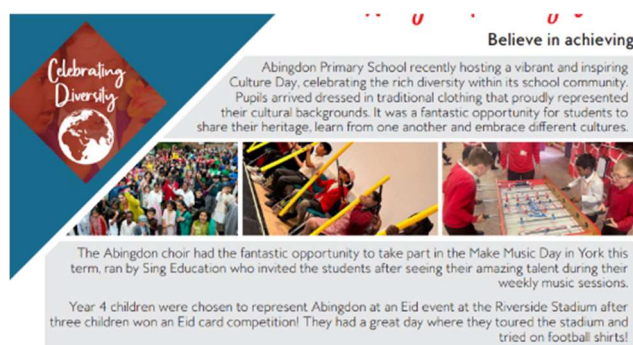
Inside TLLT (Trust newsletter) July 2025

Feedback from teachers include:

"Year 2 visited the mosque, gurdwara and church. We also visited Captain Cook Museum, the Transporter Bridge and Saltburn. We used public transport, including the train, where necessary, thereby giving the children an additional life experience. The first-hand, hands- on experience cannot be matched in the classroom and meant our disadvantaged pupils were given a level playing field on which to begin their learning journey." Year 2 teacher.

"Year 5 visited The Life Centre in Newcastle, travelling by train. The experience provided life skills in using public transport and The Life Centre provided learning in a way that would not be achievable in the classroom. They also went to St. John in the Vale on a residential trip over three days where they experienced rock climbing, canoeing, archery, gill scrambling and hiking in the beautiful lake district which built confidence and teamwork." Year 5 teacher.

"Our residential to Ravensgill Scout Camp was held at the beginning of the year so it helped to build solid relationships with the pupils. It really helped with their social and emotional needs, and they showed resilience and self-belief."

'The curriculum to develop pupils' personal development is exceptional. Pupils enjoy 'culture days' where some parents and carers prepare and share food. They join in the celebrations of different faiths and cultures represented in school.' (OFSTED, May 2023)

	The school has worked in partnership with Teesside University through the *IntoUniversity* programme to enhance pupils' cultural capital. Pupils in Years 3, 4, 5, and 6 participated in a range of trips and workshops that broadened their understanding of higher education and future career pathways. These experiences raised aspirations, challenged stereotypes, and helped pupils recognise that further education and professional careers are achievable for all, including the most disadvantaged pupils. As a result, pupils demonstrated increased confidence, ambition, and engagement when discussing their future goals. Homepage - IntoUniversity
The attendance and punctuality of Pupil Premium children increases	**FSM6 - Attendance** 	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
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2024/25	268	94.5%	92.4%	Above	Relative improvement	High - FSM
2023/24	229	93.8%	92.0%	Above	Not available	High - FSM | **FSM6 - Persistent absence** | Year	Cohort	School	National	National distribution banding	Trend	School context
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2024/25	268	14.9%	24.5%	Below (sig-)	No sig change	High - FSM
2023/24	229	21.0%	27.1%	Close to average (sig-)	Not available	High - FSM	 **DfE IDSR** Our disadvantaged children had above national attendance and has improved from the previous year. Our persistent absence is also below national.
Support for families who are facing difficulties	'The 'Team Around the Child' provides exceptional pastoral support for families. They help pupils to understand how to keep physically and mentally healthy.'(OFSTED, May 2023) 95% of our families live in TS1 which is in the top 2% of most deprived areas in the country (IDACI 2025). Due to a range of factors, we continue to have a high number of families who needed support. We have provided financial support for school uniforms, shoes, coats, and essential household items such as washing machines. This provision has ensured that Pupil Premium pupils participate fully in school life, feel included, and are not disadvantaged compared to their peers. By removing these barriers, children were able to focus on their learning, improving attendance, engagement, and overall wellbeing.

Disadvantaged pupils having access to a range of support in school	Our *Team Around the Child* (TAC) approach continues to be effective. Through staff discussions, CPOMS monitoring, and pupil progress and dialogue meetings, we are able to identify children who require additional support. Our Wellbeing and Nurture Lead provides targeted one-to-one interventions for pupils with individual needs. All staff implement the THRIVE approach, which is embedded within our behaviour policy. This ensures that pupils receive timely and appropriate support. Overall behaviour across the school is good. However, we have a significant proportion of pupils with social and/or emotional needs. Supporting these children will remain a high priority to ensure they continue to make positive progress.
Children with EAL or disadvantaged with SEND to be able to access the full curriculum	Our 'New to English' learning hub continues to be effective in providing pupils with the foundational English language and Maths skills needed to access the classroom curriculum. Targeted support and collaboration with class teachers ensure pupils are well prepared to participate confidently in lessons. All staff have completed inclusion training, strengthening their ability to adapt teaching and resources to meet diverse learner needs. The impact of this is visible in pupils' work and is reflected in pupil voice, where children report feeling supported in their learning. 'Everyone is welcome at Abingdon Primary School where there is a strong sense of community. Pupils in the 'international arrivals hub' who speak English as an additional language are well supported by staff to quickly settle into school. This helps to prepare pupils who are new to the country for learning alongside their peers. Pupils say that staff listen to any worries that they may have. This helps them to feel safe.' (OFSTED report, May 2023)

These results mean that we are on track to achieve most of the outcomes that we set out to achieve by 2027 as stated in the Intended Outcomes section above. 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.

Externally provided programmes

Programme	Provider
Sounds~Write (phonics)	Sounds~Write
White Rose Maths	White Rose Maths
THRIVE	THRIVE
Letter-Join	Green & Tempest Ltd
Tales Toolkit	Tales Toolkit
Talk Boost	Speech and Language UK
NTS Reading assessments	Hachette Learning