



Russell Street School

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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name:	Russell Street School
Number of pupils in school:	221
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D. Robinson (Headteacher)
Pupil premium lead	S. Camp (Assistant Headteacher)
Governor / Trustee lead	Elizabeth Parcker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,495
School-Led Tutoring allocation	£3,645
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£49,835



Part A: Pupil Premium Strategy Plan

Statement of intent

At Russell Street School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to succeed personally, socially and academically. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The Education Endowment Foundation (EEF) state that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever our strategies focus on support for our disadvantaged pupils.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Improve attendance with a 96.5% attendance expectation for ALL
- Support and improve children's speech, language and communication skills
- Prioritise Social and Emotional learning and teach self-regulation
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Develop confidence and ability to communicate effectively in a wide range of contexts
- Teach pupils how to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Ensure that teaching and learning opportunities meet the needs of all pupils

>When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals/Pupil Premium will be socially disadvantaged.

>We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our Context:

- We are a three-form infant school, transitioning into a two-form school.
- At the point of the October Census we had 221 children on roll and 31 Pupil Premium children.
- Since the Census, we now have 37 Pupil Premium children in school.
- The percentage of pupils eligible for Pupil Premium at Russell Street School (October Census) was 14% and since the Census, this has risen to 17%.
- Our deprivation Pupil Premium allocation for 2021-2022 is £41,695 + 1 POST LAC £2345, totalling £44,040.
- 72% of Pupil Premium Children are out of catchment at Russell Street School.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils consistently access effective quality first teaching
- Have a highly skilled and dedicated team to track, monitor and improve attendance
- Use specialist Speech and Language teams to improve speech, language, communication and understanding
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities, particularly those they have shown an interest in. For example, Art, Football, Dance

>This is not an exhaustive list and strategies will change and develop based on the needs of individuals.



Key Principals:

- We will continue to work with parents/carers to improve attendance.
- We will ensure effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify through their class pupil premium plan, specific intervention and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Quality First Teaching/CPD
3	Speech & Language
4	Social & Emotional Learning – Self Regulation

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
<ul style="list-style-type: none"> • <u>For All children to achieve 96.5% + attendance.</u> 	<ul style="list-style-type: none"> • Any child at that is at risk of their attendance below 96.6% will be prioritised and rapid action will be taken by the school attendance officer to work with parents/carers to quickly improve this. • Persistent absentee pupils will be tracked and monitored carefully through our pastoral system and support provided to improve their attendance. • Attendance staff will work with parents and pupils providing support in the best way to ensure as high a level of attendance as possible. • Attendance will be measured/tracked weekly and shared with SLT and class teachers.
<ul style="list-style-type: none"> • <u>Quality First Teaching for ALL children/CPD</u> 	<ul style="list-style-type: none"> • Teaching staff will develop their practice with the use of 'WalkThrus' (a selection of evidence-informed teaching strategies) to ensure that all staff have a truly unique repository of key valuable teaching methods to use in their classrooms. https://www.walkthrus.co.uk/ • The WalkThrus will bridge the gaps between what we currently have strong evidence for in terms of developing pupils' learning and precise guidance on how this might be brought to life in daily practice. • Staff will be encouraged to carry out self-evaluations and any gaps in knowledge will be supported. Staff will understand the content and pedagogical content of their subjects. • As a school we will continue to purchase PEP MK. This will enrich

	<p>teaching through quality CPD. PEP MK is a specialist training provider for primary schools in Milton Keynes and covers all areas of the curriculum.</p> <p>https://www.pepmk.org.uk/</p> <ul style="list-style-type: none"> • Quality First Teaching will involve diagnostic assessment of academic challenges and a clear and concise plan to ensure every lesson builds on prior knowledge, as well as identifies any current gaps in knowledge. • Good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment will ensure ALL learners make good or better progress and reduce the attainment gap between disadvantaged and non-disadvantage pupils. • We will closely track Pupil Premium progress across the curriculum. As a school we have identified gaps in knowledge for our PP readers. To close the attainment gap in reading we will offer a specialised reading programme in school for EYFS and Year 1 children. Targeted Year 2 pupils will be offered the specialist reading programme before school. • Personalised Education Programmes (PEP's) will be used to help support those learners struggling to keep up and to narrow the attainment gap. • Success will be measured by closely looking at data and assessing whether the majority of children have achieved the intended endpoints.
<ul style="list-style-type: none"> • <u>Speech and Language</u> 	<ul style="list-style-type: none"> • All children will make good progress with their S&L. • Children will be assessed and quickly identified for Speech and Language support – (SALT). • Daily activities will be planned for speaking and listening opportunities; including daily circle times. • We have purchased a 'Magic Words' programme for KS1 pupils, whereby a specialist SALT will work with those children who need targeted provision. The SALT will also work alongside staff to teach further strategies to improve and enhance our Speech, Language and Communication offer. • A specialist 'Elkan' teacher will carry out continued assessments of KS1 PP children who need SALT support. This teacher will also provide twice weekly 1:1 interventions. • The 'Elkan' teacher will also liaise with parents/carers and explain how they can support their child at home. • Each child needing specialist SALT will have a 'Personalised Education Plan' to set targets and track progress • Class teachers and the specialist 'Elkan' teacher will work closely with external Speech and Language therapists (where appropriate) to ensure each child is making continued progress. • For those children in EYFS, we will work with a team of researchers at the University of Oxford, a research project called MY-CATS, will be implemented to test out a new way of identifying and supporting young children who might benefit from help to build confidence and

	<p>reduce the chance of problems with anxiety, now and in the future. This will support our youngest children’s speech and language, as well as communication</p> <ul style="list-style-type: none"> • Success will be monitored closely and tracked at least termly. • The ‘Elkan’ teacher will measure progress and feedback targets and success to class teachers.
<ul style="list-style-type: none"> • Social and Emotional Learning and Self-Regulation 	<ul style="list-style-type: none"> • Social and Emotional Learning (SEL), coupled with Self-Regulation interventions will seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • We will aim for ALL children to obtain the understanding and tools to be able to effectively understand and manage their emotions. <p><u>EYFS</u> staff will ensure children know how to:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly • Pay attention to their teacher and follow multi-step instructions • Manage Self • Manage their own basic hygiene and personal needs, including dressing and going to the toilet • Understand the importance of healthy food choices <p><u>KS1</u> when appropriate, Years 1 & 2 children will understand:</p> <ul style="list-style-type: none"> • Controlling own feelings and behaviours • Applying personalised strategies to return to a state of calm • Being able to curb impulsive behaviours • Being able to concentrate on a task • Being able to ignore distractions • Behaving in ways that are pro-social • Thinking before acting • Persist in the face of difficulty <p>To ensure consistency, we will use the Colour Monster books and materials by Anna Llenas across school to teach children emotional literacy vocabulary so that they can name emotions, talk about emotions, recognise emotions in others and learn strategies to regulate their emotions.</p> <ul style="list-style-type: none"> • All children will point to the monsters as they enter school in the morning and staff will immediately discuss their feelings with them. • Monsters will be used throughout the day as a self-regulation tool • Impact will be monitored daily in the classroom, as well as evaluated through WOW meetings with the HT and parents

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: £5,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>•Provide Quality First Teaching for ALL children.</p> <p>Provide all staff with continued CPD using WALKTHRU and PEP MK</p> <p>Each class teacher (9 in total) to be allocated £500 for continued CPD.</p> <p>CPD £4500</p> <p>PEP MK £990</p>	<p>The EEF state: Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>WALKTHRU CPD will be fully adopted and embedded at Russell Street School. This will include ‘improving the power of feedback.’</p> <p>The EEF state: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. At Russell Street School, we will focus on providing quality verbal feedback. This is the most powerful feedback for children attending infant school. According to the EEF: Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>WALKTHRU is closely linked to quality education principles. For example; Rosenshine’s principles explored teacher instruction and identified the approaches and strategies that were features of the most successful teachers’ practice. His 2010 ‘Principles of Instruction’ are grounded in a varied range of evidence from three sources: Cognitive science research focusing on how the human brain acquires and uses new information. This provided insights into how to overcome the limitations of working memory when attempting to learn new things. Direct observation of ‘master teachers’, those whose students made the most academic progress as measured by attainment tests. These focused on aspects, such as how they presented new information and made explicit links to prior learning, how they monitored and assess the understanding of their students, how they provided opportunities for rehearsal and practice, and the types of support used to scaffold the development of understanding and retention of knowledge.</p>	<p>2,3</p>

	<p>As part of CPD WALKTHRU and PEP MK, teachers will extend their current knowledge on these factors:</p> <ul style="list-style-type: none"> • The importance of giving clear and detailed instructions and explanations. • Asking open and quality questions and checking for understanding. • Provide a high level of active practice for all students. • Guide students as they begin to practice. • Think aloud and model steps. • Provide models of worked-out problems. • Ask students to explain what they had learned. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>*Provide targeted Year 1 and 2 children with extra phonics and reading sessions. These may be timetabled before, during and after school. Three members of staff to cover before school sessions.</i></p> <p>Financed by the School Led Tutoring allocation.</p> <p>£3420 PP Readers before school.</p> <p>£800 PP Readers after school TA</p> <p><i>*Provide extra maths mastery support for Pupil Premium children who have been identified as working below ARE.</i></p> <p>£1600 X 2 TA's= £3200</p> <p><i>*Provide all Pupil Premium children with individualised phonics resources to use at home with direction of the Reading Leader</i> £370</p>	<p>EEF Phonics (+5)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF state:</p> <p><i>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</i></p> <p><i>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</i></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p>We closely track progress across the school. We will provide extra support to close the attainment gaps in all areas of learning. The EEF state:</p> <ol style="list-style-type: none"> 1. <i>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.</i> 2. <i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i> <p>EEF Mastery Learning (+5)</p>	<p>2,3</p>



<p><i>*Provide all children with targeted SALT</i></p> <p><i>*Magic Words £5000</i></p> <p><i>SALT intervention (4 afternoons weekly) with an ELKAN specialist £12,537</i></p>	<p><i>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</i></p> <p>The research by the EEF found:</p> <ol style="list-style-type: none"> <i>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> <i>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</i> 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>*Improve attendance with a dedicated team including: in-house social worker, attendance officer and Office Manager</i></p> <p>£16,880</p> <p><i>Costings based on 38 weeks per year.</i></p>	<p><i>'The Key' state: There's a clear link between poor attendance and lower academic achievement.</i></p> <p>One of the studies carried out by 'The Key' explains one of the main problems found was:</p> <p><i>The key issue was around the lack of value parents were placing on education and about their understanding of the impact of the links between success at primary level and eventual life chances.</i></p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/#section-1</p> <p>The DFE explain the importance of attendance and the role of the school to improve attendance for all:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <ol style="list-style-type: none"> <i>1. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.</i> <i>2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.</i> <i>3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.</i> <i>4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.</i> <i>5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.</i> <i>6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.</i> <i>7. Make sure staff receive professional development and support to deploy attendance systems effectively.</i> 	<p>1,3,4</p>



<p><i>*Improve Social and Emotional Learning/Self-Regulation through:</i></p> <ol style="list-style-type: none"> 1. Extra Forest School sessions for ALL Pupil Premium children. £1500 2. Continuous Provision to support self –regulation including the Colour Monster £750 3. Provide a free term of clubs for ALL Pupil Premium children. £945 4. Provide a Pupil Premium active group through Premier Sports once weekly. £350 5. Provide Draw and Talk for specific children who have been identified as needing support with their SEMH. £4179 (KM) 	<p>EEF (+4) Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>The EEF state:</p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</i></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>At Russell Street School we will teach self –regulation. The average impact of metacognition and self-regulation strategies according to the EEF is an additional seven months’ progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>4</p>
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Total budgeted cost: £ 55,421

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 2020 to 2021 academic year.

Last year's PP budget was £53110 (2020-2021) Russell Street School's forecasted spend was £74,608.35. The number of Pupil Premium children on roll last academic year: 35 and 2 Post LAC.

Last year's priorities:

- 1. Improve attendance** – Historically our PP children did not always meet the compulsory 96.5% attendance expectation. This impacted greatly on their attainment. COVID has also significantly impacted attendance. 2019-2020 PP attendance 94.08%. 2020-2021 -95.82%. Although attendance was closely monitored, we needed a dedicated team to support this further and work closely with families. Last year we had two members of staff focusing on attendance and the budget for this area of improvement was £9673. This year we have increased this budget to £16,880. We recognise attendance is key to improving attainment, as well as areas of SEMH. Our aim is for all children to have 96.5% attendance and recruiting an Office Manager who is dedicated to this school priority will fully support this improvement. This year we will have three members of staff improving attendance.
- 2. Support and intervention for Underdeveloped Speech and Language** – Our assessments highlighted an increase in children requiring SALT interventions. Our specialist ELKAN teacher assessed children and provided specific and measurable targets termly for PEPs. SALT interventions were twice weekly for all children requiring support. 95% of children with SALT PEPs met their termly targets. Further assessments for 2021-2022 show a further increase of children requiring SALT (approximately 16 children in Key Stage 1) this totals 20% of the Key Stage. Therefore, we will continue to focus on this area as a school priority. Last year's budget for SALT £4580, this year's budget £17,537. According to the EEF on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.
- 3. Supporting children in becoming ready and engaged to learn** – Pupils required support to become resilient and independent learners. Last year, this required staff to largely focus on SEMH and well-being for the first term. It was essential to ensure work was differentiated appropriately and tasks were smaller and manageable. COVID had a significant impact on children's ability to engage and show a willingness to persevere with their learning. In response to this, as a school we supported learning in smaller groups and also purchased the JIGSAW PSHE scheme. The impact of teaching in smaller groups for example, Phonics had a positive impact on reading. Using highly skilled staff to support interventions also had a positive impact on attainment across the core areas of the curriculum. Please see the data attached:



Reception Data:

GLD %	ALL	FSM
School	77.1	63.6
National	71.8	56

READING %	ALL	FSM
School	84.2	72.7
National	76.9	62.5

WRITING %	ALL	FSM
School	80	72.7
National	73.7	58.

NUMBER %	ALL	FSM
School	81.4	72.7
National	79.7	66.0

Year 1 Data:

READING %	ALL	PP
School	77.6	54.1
LA	72.2	50.7
National	67.3	50.1

WRITING %	ALL	PP
School	79.1	47.7
LA	63.2	45.3
National	61.1	43

MATHS %	ALL	PP
School	80.6	54.1
LA	71.1	53.7
National	69.3	53.0

Year 2 Data:

READING %	ALL	PP
School	79.4	62.5
LA	72.2	50.7
National	67.3	50.1

WRITING %	ALL	PP
School	75.0	62.5
LA	63.2	45.3
National	61.1	43

MATHS %	ALL	PP
School	85.3	81.3
LA	71.1	53.7
National	69.3	53.0

4. **Improve behaviour** – As a school we prioritised all children being accountable for their actions and choices. The expectation was for pupils to follow the behaviour expectations as outlined in our Behaviour Policy. All children were expected to cooperate and earn Behaviour Stars and House Points. This proved to be a huge incentive and this is an area which is now successfully embedded in school. We will continue with this strategy, while it continues to have a positive impact on our values and ethos. (Some SEN pupils required a different behaviour plan carefully matched to their provision. These were reviewed termly by our SENDO and were carefully linked to PEPs.

Last year's priorities and intended outcomes of the 2020-2021 plan have been reviewed. The success of these areas, along with our assessments inform us as a school what this year's priorities must be to guarantee our funding is spent appropriately and teaching and learning is maximised for optimal success for all of our pupils.

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
	https://www.ncetm.org.uk/teaching-for-mastery/
Ruth Miskin Training  <ul style="list-style-type: none">• Read Write Inc	https://www.ruthmiskin.com/en/programmes/phonics/
Jane Considine Education <ul style="list-style-type: none">• The Write Stuff• Hooked on Books• The Spelling Book	https://www.janeconsidine.com/