



Westgate Primary School Pupil Premium Strategy Statement

Written December 2025/Updated September 2026

School overview

Detail	Data
School name	Westgate Primary School
Number of pupils in school as at September 26	444
Proportion (%) of pupil premium eligible pupils in September 26	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	Annual reviewed – September 2026 Long term review – July 2027
Statement authorised by	Jane Henderson
Pupil premium lead	Jane Henderson
Governor lead	Hannah Lindsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,029
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – More is spent than allocated.
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	£336,029

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to identify and address barriers and support disadvantaged pupils to achieve to their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who struggle to attend school regularly or on time, young carers, those who struggle with social emotional or mental health challenges and those experiencing financial challenge / cost of living crisis.

High-quality teaching and robust pastoral provision is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education. Our approach will be responsive to common challenges and individual needs in our specific setting and will be based on robust diagnostic assessment of attainment needs.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Reading than their peers.
3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance amongst disadvantaged pupils has been historically lower than non-disadvantaged pupils.
6	Affordability of experiences beyond the classroom, including those in employment and not eligible for Pupil Premium Funding.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 demonstrate a closing gap over time between disadvantaged pupils compared to non. (minus the SEND where relevant)
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 demonstrate a closing gap over time between disadvantaged pupils compared to non. (minus the SEND where relevant)
To continue to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2026/27 demonstrated by: the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced the percentage of all pupils who are persistently absent (below 95%) is

decreasing and the figure among disadvantaged pupils has seen the biggest impact.

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 priorities for current academic year

Budgeted cost: £130,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and training on Red Rose Spelling Scheme (Years 2-6)	The Writing Framework (July 2026) evidences the importance of improving spelling to reduce the cognitive overload for pupils when writing https://www.gov.uk/government/publications/the-writing-framework	3
Purchase of standardised diagnostic assessments - AR, Phonics Tracker, Number Stacks, Fluency Rubric, Welcomm & Talk Boost Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of resources and teacher training/release time eg Talk programmes by Lancashire.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1 & 2
Renewal, resources & training of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged	1 & 2

Synthetic Phonics programme to secure stronger phonics teaching for all pupils – Red Rose Letters and Sounds.	pupils: Phonics Teaching and Learning Toolkit EEF	
Purchase and Training of handwriting scheme – Letter Join	The Writing Framework (July 2026) evidences the importance of explicitly teaching handwriting/transcription to reduce the cognitive overload for pupils when writing https://www.gov.uk/government/publications/the-writing-framework	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff eg Zones of Regulation, Emotional Coaching, Thrive, EBSA, Trauma Informed practices.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1,4 & 5

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

Budgeted cost: £ 107,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional staff to support with targeted interventions in reading & writing Use of diagnostic assessment to target pupils and specific area for intervention	This may include effective high quality teaching strategies such as feedback, same day interventions or more targeted academic support or interventions. These interventions specifically support the teaching of reading comprehension strategies (EEF recommended) which are linked to the needs of the pupils within the intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2 & 3
Additional phonics	Phonics approaches have a strong evidence base	2

sessions targeted at disadvantaged pupils who require further phonics support.	indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.- Early Talk Boost in Reception/Welcome Talk Boost in KS1.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £ 66,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. This includes small group and 1-1 support for pupils struggling with SEMH issues.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	All outcomes
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 & 6

time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
Access to extra-curricular activities to enhance learning, behaviour and promote good attendance.	Wider strategies relate to the most significant non-academic barriers to school including behaviour, attendance and Social and Emotional support. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	4, 5 & 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	6

Total budgeted cost: £ 304,302

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – Updated using the 25th September 2026 version of IDSR.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated the following;

IDSR (Updated 25th Sept 26)

	Versus national average				Versus similar school average ¹			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Below (non-sig)	Below (sig-)	Close to av. (non-sig)	Below (sig-)	Below (non-sig)	Below (sig-)		Below (sig-)
Reading expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)	Above (non-sig)	Below (non-sig)
Writing expected standard	Below (non-sig)	Below (sig-)	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)	Below (sig-)		Below (non-sig)
Maths expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)			Below (non-sig)
EGPS expected standard	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)	Above (non-sig)	Below (non-sig)

Progress of Disadvantaged

	Versus national average				Versus similar school average ¹			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Below (non-sig)		
Writing progress	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)			Above (non-sig)	
Maths progress	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)				

Disadvantaged Achievement

Notes from 2026 data:

- Grey in IDSR for Reading, Writing, Maths separately. Writing lower due to 2025 achievement.
- Disadvantaged 3-year average pulled down by 2025 writing achievement which was lower
- In KS2, gap between disadvantaged and non-disadvantaged is 1.2% Reading, 13.5% Maths and 16% Writing. This is a much narrower than the two years prior. This is also narrower when children with multiple barriers (SEND) considered.

End of KS2 RWM Combined

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	100	36%	47%	Below (sig-)	69%	-33	Not applicable	48%	Below (sig-)	Not applicable
2026	32	53%	49%	Close to average (non-sig)	70%	-17	Narrowing	48%		-
2025	35	26%	47%	Below (sig-)	69%	-43	No meaningful change	47%	Below (sig-)	-
2024	33	30%	46%	Below (non-sig)	67%	-37	Not available	47%	Below (non-sig)	-

- 3 year average – 36% (-11% national and -12% similar schools)
- 2 year average – 41% (-6% national and -7 similar schools)

Gap Pattern

25/26

All – 58% EXS +

Disadvantaged	EXS
Yes	53%
No	61%
Gap	8%

24-25

All – 53% EXS+

Disadvantaged	EXS
Yes	25.7%
No	72.5%
Gap	46.8%

End of Key Stage Two Reading Impact

Disadvantaged pupils - Reading expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	100	58%	63%	Close to average (non-sig)	81%	-23	Not applicable	64%	Below (non-sig)	Not applicable
2026	32	72%	63%	Close to average (non-sig)	81%	-9	Narrowing	62%	Above (non-sig)	-
2025	35	57%	63%	Close to average (non-sig)	81%	-24	Narrowing	64%	Below (non-sig)	-
2024	33	45%	62%	Below (sig-)	80%	-34	Not available	62%	Below (non-sig)	-

- 3 year data: 58% (-5% national and -6% with similar schools)
- 2 year data: 64% (+1% national and in line similar schools)

25/26 |

All – 71% EXS + 19% HS

<i>Disadvantaged</i>	EXS	HS
Yes	72.0%	19%
No	73.2%	24.6%
Gap	-1.2%	14.3%

<i>Minus SEND</i>	EXS	HS
Disadvantaged	89.4%	10%
Non-Disadvantaged	61.7%	26.4%
Gap	+27.7%	16.4%

24-25

All – 76% EXS+ 24% HS

<i>Disadvantaged</i>	EXS	HS
Yes	54.3%	20%
No	88.2%	27.5%
Gap	33.9%	7.5%

<i>Minus SEND</i>	EXS	HS
Disadvantaged	57.6%	19.2%
Non-Disadvantaged	95%	30.9%
Gap	37.4%	11.7%

End Of Key Stage Two Writing Impact

Disadvantaged pupils - Writing expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	100	51%	59%	Below (non-sig)	78%	-27	Not applicable	60%	Below (non-sig)	Not applicable
2026	32	66%	60%	Close to average (non-sig)	79%	-14	Narrowing	59%		-
2025	35	43%	59%	Below (sig-)	78%	-35	No meaningful change	63%	Below (sig-)	-
2024	33	45%	58%	Below (non-sig)	78%	-32	Not available	61%	Below (non-sig)	-

- 3 year data: 51% (-8% national and -9% with similar schools)
- 2 year data: 55% (-4% national and -5% similar schools)

► 2025-26

All – 76% EXS + 6% GDS

<i>Disadvantaged</i>	EXS	HS
Yes	66%	0%
No	82%	8%
Gap	16%	8%

<i>Minus SEND</i>	EXS	HS
Disadvantaged	84%	0%
Non-Disadvantaged	88%	10%
Gap	4%	10%

2024-25

All – 63% + 6% GDS

<i>Disadvantaged</i>	EXS	HS
Yes	44%	3%
No	76%	8%
Gap	32%	5%



<i>Minus SEND</i>	EXS	HS
Disadvantaged	58%	4%
Non-Disadvantaged	81%	7%
Gap	23%	3%

End of KS2 Maths Impact

Disadvantaged pupils - Maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	100	56%	61%	Close to average (non-sig)	81%	-25	Not applicable	63%	Below (non-sig)	Not applicable
2026	32	63%	62%	Close to average (non-sig)	82%	-19	No meaningful change	63%		-
2025	35	54%	61%	Close to average (non-sig)	81%	-26	No meaningful change	60%		-
2024	33	52%	59%	Close to average (non-sig)	79%	-28	Not available	63%	Below (non-sig)	-

- 3 year data: 56% (-5% national and -7% with similar schools)
- 2 year data: 59% (-2% national and -4% similar schools)

All – 72% EXS + 14% HS

<i>Disadvantaged</i>	EXS	HS
Yes	63%	3.4%
No	76.6%	9.8%
Gap	-13.5%	6.4%



<i>Minus SEND</i>	EXS	HS
Disadvantaged	84.2%	5%
Non-Disadvantaged	70%	9.4%
Gap	+14.2%	4.4%

2024-25

All – 73% EXS + 11% HS

<i>Disadvantaged</i>	EXS	HS
Yes	54.3%	2.9%
No	86.3%	15.7%
Gap	32%	12.8%

<i>Minus SEND</i>	EXS	HS
Disadvantaged	65.3%	3.8%
Non-Disadvantaged	92.8%	16.6%
Gap	27.5%	12.8%

EYFS

In EYFS, the disadvantaged pupils (with no SEND) over the last 2 years have achieved in line or better than disadvantaged nationally

Disadvantaged	2023-24	2024-25	2025-26	National 2025
GLD	41%	58%	52%	51%
GLD (Minus RR)	45%	64%	57%	51%

No Disad	2023-24	2024-25	2025-26	National 2025
GLD	70%	55%	72%	72.9%

SEND - All	2023-24	2024-25	2025-26	National 2025
GLD	23%	0%	10%	20.6%
GLD (Minus RR)	27%	0%	13%	20.6%

No SEND	2023-24	2024-25	2025-26	National 2025
GLD	65%	63%	73%	76.5%

Disad & No SEND	2023-24	2024-25	2025-26	National 2025
GLD	58%	62%	68%	62%

No Disad & No SEND	2023-24	2024-25	2025-26	National 2025
GLD	58%	58%	79%	79%

Attendance - FSM

IDSR (Updated 25th Sept 26)

Daily attendance

2025/26 (5 half terms)	
Attendance	Close to av.

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Close to av.	Close to av.	Close to av.	Close to av.
Persistent absence	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (3 term)	204	91.9%	92.3%	Close to average	Relative improvement	-
2023/24 (3 term)	179	91.3%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	188	90.8%	91.6%	Close to average	Relative decline	-
2018/19 (3 term)	146	95.0%	94.4%	Close to average	Not available	-

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (1 term)	189	30.2%	25.3%	Close to average (non-sig)	No sig change	-
2024/25 (3 term)	204	28.9%	24.9%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	179	30.7%	27.1%	Close to average (non-sig)	Sig increase	-
2018/19 (3 term)	146	11.6%	16.1%	Close to average (non-sig)	Not available	-

Attendance for Pupil Premium Pupils & SEND – Sept – June 26

	<u>Whole school</u>	<u>Pupil Premium</u>	<u>SEND Support</u>	<u>EHCPs</u>
Attendance	94.86% (94.78%)	92.89% (92.70%)	92.64% (91.81%)	92.41% (92.57%)
Persistent Absence (below 90%)	13.35% (15.54%)	23.58% (26.29%)	29.31% (35.29%)	24.14% (30.43%)

Impact

- On the IDSR, all areas of attendance have no red highlights for the last 3 years, which shows PPG (and other groups) are within or close to the national average. Our strong culture of inclusivity and belonging is central to these improvements as well as leaders significantly raising the profile of attendance.
- The whole school attendance is impacted particularly in the Autumn term as the number of families choosing to take holidays at this time increases. The school have continued to try to prevent such time by not authorising and issuing fixed penalty notices. However, through the tracking and interventions throughout the year, many of these pupils move out of the PA group. The data for 25/26 shows that PA in all groups is inline or above national by the end of the academic year.
- All staff have a clear, shared understanding of the importance of attendance and punctuality.
- There is a raised awareness of the expectations around attendance with parents.
- Leaders tracking and monitoring of attendance is rigorous. Groups, particularly vulnerable groups are tracked closely and improvements have been seen from this.
- The importance of gaining and addressing pupil's voice is key in making improvements
- The one severely absent child we had is now no longer severely absent due to the support offered
- The 'case load' system has resulted in building stronger relationships with families and understanding around barriers. This supportive approach has not only tackled issues around attendance (and seen it improve) but also offered help to families around broader issues through early help assessments or other targeted support.
- Strong and effective links with external agencies such as CFWS, social care and other agencies to work on barriers that affect attendance

Inclusion & Mental Health Support

The Inclusion Team at Westgate was restructured in academic year 25/26 and the school now has a Lead Support Co-ordinator as well as a Deputy. Through this, we have created a knowledgeable inclusion team that come with the experience to meet the varied needs of our children and families. This is both in terms of the professional skills but the personal attributes to engage and support our families. There is high impact of inclusion team's work with families. This has been proven to reduce barriers to learning, for example attendance, parenting support, safety, attitude and belonging towards school/professionals. The close tracking of families on the CON, including those we have highlighted as 'at risk' (before means early intervention is an integral part of our support). This support is swift – examples of support for new Reception families 26/27.

The school knows and understands the needs of vulnerable children has ensured that other agencies have been held to account for their responsibilities in supporting families and children.

There are multiple examples of situations where the schools challenge and drive for better outcomes have led to action by other agencies that may not have previously taken place. This is all incorporated in children's personal education plans when looked after. We have also seen evidence of the impact of the targeted support through CFWS service. The positive impact of this support and the skillset of the inclusion team has been commented on by professionals with a view to reduce the need for this external support.

The launching of MyHappyMind as a complement to our Personal Development offer and to support pupil wellbeing has been a success so far. Parent app numbers for MyHappyMind growing – currently 67 families. Pupil voice shows that children are now demonstrating an increased understanding of the different parts of the brain and strategies they can use to help calm down. Children are encouraged to express and discuss their emotions and have established trusted adults to talk to when they are struggling. Happy Mind as well as the Zones of Regulation have given many pupils the vocabulary and understanding of mental health. There is a culture of respect and trust across school and planned teaching which supports and enables these interactions.

The development of regulation spaces across the school has had a positive impact on pupils' emotional wellbeing and readiness to learn. Pupils are supported to identify and manage their emotions effectively, enabling them to return to learning more quickly. This has reduced disruptions to learning, improved engagement and contributed to stronger outcomes for vulnerable and disadvantaged pupils. The provision is well understood by staff and forms part of a coherent, inclusive approach to meeting pupils' needs.

Enrichment and Wider Opportunities

Extra-curricular activities impact:

- 2024-25: 29% of school taking part in extra-curricular activities (24% disadvantaged)
- 2025-26: 99% of school taking part in extra-curricular activities (98% disadvantaged)

Number of clubs offered:

- 2024-25: 28
- 2025-26: 47

Externally provided programmes

Programme	Provider
Rapid Readers	https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/rapid-reading
Number Stacks	https://www.numberstacks.co.uk/
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/

Zones of Regulation	https://zonesofregulation.com/
Welcomm	https://www.gl-assessment.co.uk/assessments/products/welcomm/
Thrive	https://www.thriveapproach.com/
Moving Mindsets	https://www.barnardos.org.uk/get-support/services/moving-mindsets-morecambe-bay-mental-health-support-team
Red Rose Letters and Sounds	https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/lpdsrrls/
Red Rose Maths Mastery	https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/mathematics/red-rose-mastery-maths/