



Alwyn Infant School

Pupil Premium Strategy 2024-2027

This statement details our school's planned use of the pupil premium funding (2025 to 2026 academic year) to help improve the attainment and life experiences of our disadvantaged children.

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 2024-2025

Detail	Data
School name	Alwyn Infant School
Number of pupils in school	218
Proportion (%) of pupil premium (and pupil premium plus) eligible pupils	35/218 16% 46% (16/35) of these children are also on the SEND register
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	L Hyatt
Pupil premium lead	K Grierson
Governor / Trustee lead	Paul Griffiths

Funding overview

Detail	Amount 2024-25
Pupil premium funding allocation this academic year	£54,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,369
Total budget for this academic year	£59,159

Part A: Pupil premium strategy plan

Statement of intent

Overarching Aim

To ensure that all children across our Federation feel socially and academically included, creating a climate where every child can succeed.

Our ultimate objective is to narrow the attainment gap between disadvantaged pupils and their peers. We are committed to a federation-wide culture where disadvantaged children know more, remember more, and are equipped with the social and emotional security to succeed in the next stage of their education. We focus on removing the barriers that prevent children from accessing our full curriculum.

Research Informed Key Principles

Our strategy is underpinned by the Education Endowment Foundation (EEF) Guide and the research of Mark Rowland. We adopt a long-term (3-year) approach that prioritises:

- **Social and Academic Inclusion:** We recognise that academic success cannot happen without a strong sense of belonging.
- **High-Quality Teaching:** Evidence proves that quality first teaching is the most important lever to improve outcomes for disadvantaged pupils.
- **Addressing Controllable Factors:** We focus our energy on what is within our gift to change—our curriculum, our culture, and our interactions—rather than attributing underperformance to home factors.
- **Diagnostic Assessment:** We do not make assumptions about "disadvantaged" children as a homogenous group. We use rigorous diagnostic assessment to identify specific individual needs.

Federation Core Objectives

- **To narrow the achievement gap:** Work towards disadvantaged pupils achieving in line with, or exceed, national expectations for their year group.
- **To drive attendance and punctuality:** Recognising that attendance is a fundamental indicator of inclusion and belonging.
- **To develop expert communicators:** Prioritising early reading, vocabulary acquisition, and oracy skills to bridge the "language gap."
- **To support transitions:** Preparing children robustly for the shift from Infant to Junior school and onto Secondary, ensuring no learning or confidence is lost in the move.
- **To build cultural capital:** Ensuring lack of finance never prevents a child from accessing the rich enrichment experiences that bring learning to life.

Identification and Funding

We recognise that not all children who receive free school meals will be socially disadvantaged, and that not all families who are socially disadvantaged qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any child or groups of children the Federation has legitimately identified as being socially disadvantaged or vulnerable. Funding is allocated following a robust needs analysis to identify priority classes, groups, or individuals.

Challenges

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

Challenge number	Detail of challenge
1A	<p>ATTAINMENT- Cognition and learning (narrow vocabulary, limited recall, misconceptions)</p> <p>Disadvantaged children often struggle to "know more and remember more" over time. Gaps in foundational knowledge (particularly in Phonics and Early Maths) can overload working memory, making it difficult to acquire new skills at the same rate as their peers without pre-teaching or scaffolding.</p>
1B	<p>ATTAINMENT- Specific difficulty in reading, writing or maths</p> <p>Identify and minimise the barriers to learning to narrow the attainment, particularly in writing. Identify strategies to provide 'catch up and keep up' support and promote high pupil expectations and engagement.</p>
1C	<p>ATTAINMENT- limited oracy, vocabulary and articulation</p> <p>Assessments and observations indicate that many disadvantaged children have lower oral language skills and vocabulary than their non-disadvantaged peers. This creates a barrier in accessing the curriculum and limiting their ability to articulate their understanding.</p>
2	<p>ATTENDANCE</p> <p>Our data analysis shows that attendance rates for disadvantaged children can be lower than for non-disadvantaged children. Persistent absence or frequent lateness creates "instructional gaps" and hinders the child's sense of belonging and social inclusion within the class.</p>
3A	<p>EXPERIENCES – Limited life experiences</p> <p>Some children lack access to the wider life experiences (clubs, visits, cultural excursions) that their peers enjoy. This limits the contextual knowledge they bring to their learning and can impact their aspirations and social confidence.</p>
3B	<p>EXPERIENCES- Emotional wellbeing, low self esteem</p> <p>Some children demonstrate difficulties with self-regulation and executive function. This manifests as low confidence, anxiety, or behavioural difficulties which act as a barrier to their own learning and affect the learning environment for others.</p>
4	<p>FAMILY CIRCUMSTANCES</p> <p>A number of our children face complex home situations (including financial hardship or limited support structures). This can result in lower levels of engagement with home learning (e.g., reading at home) and higher levels of emotional dysregulation upon arrival at school.</p>

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 children. (Addressing Challenge 1)	<ul style="list-style-type: none"> - All children feel socially and academically included (surveys, pupil voice) - Assessments (NELI) and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, and ongoing formative assessment. - Disadvantaged children demonstrate an increase in breadth of vocabulary and can articulate their learning confidently across the curriculum (Pupil Voice).
Improved Reading and Phonics attainment for disadvantaged children. (Addressing Challenge 1)	<ul style="list-style-type: none"> - Disadvantaged children meet the expected standard in the Phonics Screening Check at the end of Year 1, in line with their peers. - All disadvantaged children pass the Phonics Screening re-check by the end of Year 2. - Reading outcomes for disadvantaged children at the end of KS1 are in line with their peers and national averages for non-disadvantaged children.
Improved Maths attainment and retention of key facts. (Addressing Challenge 2)	<ul style="list-style-type: none"> - Maths attainment for disadvantaged children aligns with non-disadvantaged peers. - Book looks and pupil voice evidence that children "know more and remember more" over time, with fewer gaps in foundational knowledge.
To achieve and sustain improved attendance and punctuality for all. (Addressing Challenge 2)	<ul style="list-style-type: none"> - The attendance gap between disadvantaged children and their non-disadvantaged peers is reduced. - The percentage of disadvantaged children classified as "Persistent Absentees" (below 90%) is low. - Families engage positively with the school's attendance support systems, reporting a sense of "belonging" rather than judgement.
To achieve and sustain high levels of well-being and self-regulation. (Addressing Challenge 3 & 4)	<ul style="list-style-type: none"> - Data from student voice, parent surveys, and teacher observations suggests disadvantaged children feel safe, happy, and included at school. - There is a reduction in low-level behavioural incidents recorded for disadvantaged children. - Sensory hub and safe spaces used effectively to help regulate emotions and behaviour.
Disadvantaged children have full access to enrichment and cultural capital. (Addressing Challenge 4)	<ul style="list-style-type: none"> - Financial barriers do not prevent any disadvantaged child from attending educational visits, or essential curriculum enhancements. - Participation in extra-curricular clubs among disadvantaged children mirrors that of non-disadvantaged children. - Children can speak confidently about their experiences and how these link to their learning in the classroom.

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: £10,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development, teaching, assessment and an effective curriculum to meet needs.</p> <ul style="list-style-type: none"> • Early Excellence training in Reception and Year 1 for high quality continuous provision and small group work • Subject leader CPD & LA network meetings • Whole Education/Delivering Better Values project for SEND, Early Years and Pupil Premium • CPD on curriculum, developing scaffolds, pupil independence, SEMH, quality interactions and TA deployment • Evidence-based approaches for teacher toolkit through Walk Thrus (2023-2024 £980, 2024-2026 £367) • Embed Talk for Writing and phonics approach • NCETM/Maths hub working group on mastery in maths to embed CPA approach • Mastering number programme • Theme weeks to allow children to explore and develop knowledge and interests (Art, DT, Music, Book, Sports Weeks) 	<p>Great teaching is the most effective way for school to improve outcomes for children.</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>Intervention are to be planned and time bound with a clear criterion.</p> <p>Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.</p> <p>Great Teaching Toolkit, Evidence Review</p> <p>Teaching and Learning Toolkit</p> <p>Early Years Toolkit</p> <p>Cognitive Science Approaches</p> <p>Guidance Reports</p> <p>Effective professional development</p> <p>Planning Professional Development</p> <p>Mastery learning</p> <p>Teaching for Mastery</p> <p>Mastering Number</p> <p>Walk Thrus Project</p> <p>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.</p> <p>Mastery learning approaches have a positive impact (+5 months). Teaching for mastery ensures pupils acquire a deep, long-term, secure and adaptable understanding of the subject.</p> <p>Arts participation (+3 months) and sports participation (+2 months) have positive impacts, but more importantly, these activities build cultural capital and a sense of belonging within the school community.</p>	<p>1, 3</p>
<p>Mentoring & Coaching</p> <ul style="list-style-type: none"> • Allocated time for coaching and observations 	<p>Support schools to develop their use of instructional coaching and Walkthrus as a tool for teacher development</p> <p>Effective mechanisms of PD</p> <p>Mentoring and Coaching</p>	<p>1</p>

<ul style="list-style-type: none"> Walkthru Project with Tom Sherrington to support coaching (2023-2024 £980, 2024-2026 £367) 	Walk Thrus Project	
Recruitment/Retention <ul style="list-style-type: none"> Professional development opportunities, coaching, networks Allocate directed time to reflect workload and support mental health and well-being Employee assistance programme (HR SLA) Generous special leave policy 	Staff who feel skilled and confident will see better progress from the children. Effective professional development Planning Professional Development Reducing School Workload Recruitment and Retention Reviews	1
Technology & resources Subscription to web based programs to be used in school and at home. <ul style="list-style-type: none"> Curriculum subscriptions <ul style="list-style-type: none"> WhiteRose (maths & science) Charanga (music) Scarf (PSHE) Floppy's Phonics Subscription to web-based programs to be used in school and at home. <ul style="list-style-type: none"> Purple Mash Oxford Owl Numbots Widget Subscription to TEAMTeach support platform 	EEF toolkit – parental engagement Digital Technology Guidance Report EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1, 3, 4

Targeted academic support (support, structured interventions)

Budgeted cost: £31,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group support <ul style="list-style-type: none"> Targeted reading support for reception and year 1 children (HLTA) KS1 support during the afternoons with identified children (TAs) 	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition Supporting Literacy Making the Best of TAs TA Interventions EEF report states that children make better progress if they are working in a small group as opposed to larger groups or individually (unless the child's needs require 1:1).	1

<p>Targeted interventions to support language development</p> <ul style="list-style-type: none"> • NELI programme with reception and Yr1 • ShREC approach to promote high quality interactions in Reception 	<p>Oral language interventions have a high impact on pupil outcomes (+6 months). Explicitly teaching vocabulary helps pupils access the full curriculum and reduces the "word gap."</p> <p>Nuffield Early Language Intervention (NELI) EEF blog on ShREC (Share attention, Respond, Expand, Conversation) Teaching and Learning Toolkit Early Years Toolkit</p>	<p>1, 2, 3, 4</p>
<p>Targeted interventions and resources to meet needs of disadvantaged children with SEND</p> <ul style="list-style-type: none"> • Elm intervention group to support academic and social needs • Pupil progress meetings review provision and resources. • Track progress and appropriate, timely interventions are put in place and impact assessed. • Year 2 Pupil Interviews • Reasonable adjustment plans in place to support children with sensory breaks/resources and support plans 	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's wellbeing. Staff will know who they are, their barriers to learning and any strategies needed to meet their emotional needs and support attendance.</p> <p>Special Educational Needs in Mainstream Schools Five a Day Poster</p>	
<p>Teaching Assistant deployment</p> <ul style="list-style-type: none"> • Strategic placement of TAs to support children's learning needs 	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> <p>Making Best Use of Teaching Assistants Teaching Assistant Interventions</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £17,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support children social, emotional and behavioural needs</p> <ul style="list-style-type: none"> • ELSAs receive supervision and support • Attachment Aware & Emotion Coaching training from Virtual Schools (Platinum Award) 	<p>The EEF guidance report on Improving Social and Emotional Learning in Primary Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions (+4 months).</p> <p>The EEF guidance report on Improving Behaviour in Schools</p>	<p>3, 4</p>

<ul style="list-style-type: none"> • Work with ERSA toolkit & training • School rabbits and Hub as a safe space to regulate • Lunchtime staff designated for quiet reading area and lunchtime club • Sports coach at lunchtimes • Pupil progress meetings and pupil interviews • Lunchtime gardening club for KS1 	<p>The EEF Toolkit has a strand on <u>social and emotional learning</u> and <u>behaviour interventions</u>.</p> <p>Lunch time can be an isolating and scary time for some children. For others it can be a key socialising time in their day.</p> <p>The challenge is to engage all children in healthy and positive lunchtime experiences; developing their emotional and physical well-being. We have quiet/reading sheds and space. This is supplemented by some days of activity by the PE Coach for the children to engage in at lunchtime (linking to the curriculum PE content).</p> <p>Lunch club with our ELSA for children who benefit from having a quieter, smaller environment in which to play. (EEF Behaviour Interventions/ Social and emotional learning/Sports participation)</p>	
<p>Transition Support (Infant to Junior).</p> <ul style="list-style-type: none"> • Enhanced transition programme for disadvantaged pupils moving from Year 2 to Year 3 • Extra visits and parent meetings to reduce anxiety. 	<p>Supporting transitions ensures that the social and academic progress made in the Infant phase is not lost, maintaining the trajectory of success.</p>	
<p>Support attendance</p> <ul style="list-style-type: none"> • Named attendance lead to monitor and liaise with families • Attendance officer for admin • Work with EWO & SEMH team • Complete First Day Call and support families to raise attendance / punctuality • Pupil progress meetings and pupil interviews 	<p><u>'Working with Parents to Support Children's Learning'</u> includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Supporting School Attendance</p> <p>The DfE guidance on "Working together to improve school attendance" highlights that building strong relationships with families is key to reducing persistent absence.</p>	3,4
<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Actively encourage and promote club enrolment • Fund a club for one term per year for vulnerable children. • Gardening club with ELSAs in school time • Fund trips so family finances are not a barrier to attending • Theme weeks with speakers/performers to improve cultural capital and engagement • Close links with Norden Farm to work on creativity, enjoyment in school 	<p>EEF (+3)</p> <p>Research shows engagement in activities can boost attainment and engagement. They can increase confidence and motivation</p> <p>Arts participation</p> <p>Arts participation (+3 months) and sports participation (+2 months) have positive impacts, but more importantly, these activities build cultural capital and a sense of belonging within the school community.</p>	3, 4
<p>Breakfast clubs & meal provision</p>		3, 4

<ul style="list-style-type: none"> Encourage children to have a hot school dinner (tasting sessions, flyers etc) Fund school milk 		
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> Workshops lead by key staff on supporting with phonics, reading and maths Work with families and Early Help Hub, if necessary Weekly newsletter to keep families informed with events and 'ask me' statements to support parent involvement in learning Grown-ups in school events Support with school uniform, working with Goyals and School Drive 	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; support with home routines, sleeping and eating the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis <p>Parental engagement</p> <p>'Working with Parents to Support Children's Learning'</p>	3, 4

Total budgeted cost: £59, 738

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 children.

REVIEW OF INTENDED OUTCOMES FOR PREVIOUS YEARS						
2024-2025						
1 Improved achievement for Vulnerable and Disadvantaged- gap has not increased						
Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	241	80%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	87	77%	80%	Close to average (non-sig)	No sig change	-
2024	74	85%	80%	Close to average (non-sig)	No sig change	-
2023	80	79%	79%	Close to average (non-sig)	Not available	-



Estab. No.	Estab. Name	Cohort	No Score	Mark						APS	Outcome				
				0-15	16-23	24-31	32-36	37-40	Q		A	D	WT	WA	
-	NCEM National	129,650	5.9%	15.4%	5.9%	6.0%	30.7%	36.1%	29.9	0.0%	0.4%	5.5%	27.4%	66.8%	
-	Local Authority	191	5.8%	18.3%	6.8%	8.9%	28.3%	31.9%	28.6	0.0%	0.0%	5.8%	34.0%	60.2%	
2071	Alwyn Infant and Nursery School	16	6.3%	25.0%	12.5%	18.8%	25.0%	12.5%	24.7	0.0%	0.0%	6.3%	56.3%	37.5%	



Estab. No.	Estab. Name	Cohort	No Score	Mark						APS	Outcome				
				0-15	16-23	24-31	32-36	37-40	Q		A	D	WT	WA	
-	NCEM National	444,750	3.0%	6.2%	3.2%	4.3%	30.0%	53.4%	34.2	-	0.2%	2.8%	13.6%	83.4%	
-	Local Authority	1,330	3.2%	5.0%	3.5%	4.4%	30.1%	53.9%	34.5	0.0%	0.2%	2.9%	12.9%	84.0%	
2071	Alwyn Infant and Nursery School	71	1.4%	5.6%	2.8%	4.2%	45.1%	40.8%	33.8	0.0%	0.0%	1.4%	12.7%	85.9%	

Attainment was lower than previous year as 2025 cohort had 50% of pupil premium children were also SEN (including 2 EHCPs) which is higher than before, however the school data shows all children have made good individual progress compared to their starting points.

2. Improved attendance and punctuality

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	25	93.0%	92.6%	Close to average	In line	-
2023/24	22	92.4%	92.0%	Close to average	Relative improvement	-
2022/23	26	91.1%	91.6%	Close to average	Relative improvement	-

2018/19	15	92.9%	94.4%	Below	Not available	-
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3. Improved attitudes to learning and learning behaviours

Dedicated intervention areas helped with pupil concentration and engagement as it provided quieter places for children to learn and regulate their behaviour. ELSA, lunch club and gardening sessions have had a positive impact on pupil engagement, readiness for learning and friendships.

4. Pupil access to enrichment activities

Financial support for school trips, clubs and experiences was used as planned. These helped with the children's cultural capital. The uptake of club places was lower so need to address this and target families to access a club in the summer terms.

Parent workshops, run by staff and the EP, were well attended and feedback was positive. Parents report it has helped them understand school learning and have used some of the strategies at home. The coffee and chat sessions were also successful and will continue next year to support families to share their individual experiences and develop support networks.

2023-2024

1 Improved achievement for Vulnerable and Disadvantaged

Outcomes for our pupil premium children have steadily improved in phonics. In 2024 the number of pupil premium children achieving the expected standard or above in phonics was 88.9% compared to 85% for non-disadvantaged children.

Phonics Benchmark 2024 | Disadvantaged

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCEM National	126,700	4.8%	14.0%	6.2%	6.8%	32.1%	36.2%	30.3	0.0%	0.5%	4.3%	26.9%	68.3%
-	Local Authority	198	4.0%	14.1%	6.6%	9.6%	28.3%	37.4%	29.9	0.0%	0.0%	4.0%	30.3%	65.7%
2071	Alwyn Infant and Nursery School	9	0.0%	0.0%	0.0%	11.1%	33.3%	55.6%	36.0	0.0%	0.0%	0.0%	11.1%	88.9%

Phonics Benchmark 2024 | Not Disadvantaged

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCEM National	475,860	2.6%	5.8%	3.3%	4.8%	31.0%	52.4%	34.2	0.0%	0.2%	2.4%	13.9%	83.4%
-	Local Authority	1,341	2.5%	4.9%	3.6%	5.4%	32.7%	50.9%	34.3	0.0%	0.4%	2.0%	13.9%	83.6%
2071	Alwyn Infant and Nursery School	65	1.5%	4.6%	3.1%	6.2%	35.4%	49.2%	34.0	0.0%	0.0%	1.5%	13.8%	84.6%

Successful CPD on teaching strategies to increase pupil engagement and learning (WalkThrus) and work on identifying and overcoming possible barriers. Learning walks demonstrated an increase in participation and enjoyment in lessons for all children, including pupil premium.

Significant focus on the maths curriculum, teaching strategies and PCA approach as well as collaborating with the local maths hub to work on a mastery curriculum. Use of Numbots app raised the profile of maths and data shows greater engagement. This work will continue to develop in the next strategy.

All disadvantaged children are tracked and support is closely monitored. Learning interventions were provided by teachers and then followed up by TAs. This was effective as the adults worked closely together resulting in good communication regarding the needs of the children.

Investments into online resources supported family and pupil engagement. Parental feedback was positive and the tracking within the apps suggested high pupil engagement.

Purchasing reading books that directly linked to the phonics scheme had a positive impact on phonics outcomes and secured alignment and fidelity.

NELI programme in reception was successful as data demonstrates positive impact on pupil outcomes so will increase hours of HLTA to provide further intervention groups.

2. Improved attendance and punctuality

2022-2023: Whole school attendance was 93.4%, persistent absence was 19.8%, Lates 0.7%
Disadvantaged group was 90.1%, persistence absence was 41%, Lates 1.1%

2023-2024: Whole school attendance was 95.1%, persistent absence was 11.2%, Lates 0.5%
Disadvantaged group was 92.8%, persistence absence was 26.1%, Lates 1.6%

Attendance lead works with families but this must continue

'Inspection Data Summary Report' information, October 2024 for absence

	FSM	SEND	EAL
Absence	-	Lowest 20%	-
Persistent Absentees	Lowest 20%	Lowest 20%	-

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
Oxford Owl and Floppy Phonics	OUP
White Rose Maths and Science	White Rose
Numbots	Maths Circle
Purple Mash	2Simple
Charanga	
Scarf	Coram Life Education
Mastering Number	NCETM