

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, 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	Castle Mead School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	15 th July 2022
Statement authorised by	Emma Larkham Headteacher
Pupil premium lead	Emma Larkham Headteacher
Governor / Trustee lead	Jayne Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75320
Recovery premium funding allocation this academic year	£9807
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	£85127

Part A: Pupil premium strategy plan

Statement of intent

We aim for high attainment and good or better progress for all children, regardless of their starting points and challenges.

We teach each child as an individual, acknowledging the complexity and variation of their disadvantage and how we can best meet their needs through a collective approach and shared responsibility. Through this collaboration combined with parental input, assessments and knowledge of the children, we accurately identify the school-wide challenges that this strategy aims to overcome.

This strategy also considers the needs of other children who are not designated as Disadvantaged but face similar challenges (for example Young carers, those who have social care involvement, those who are financially disadvantaged).

Our approach is centred around quality first teaching that is underpinned by a comprehensive knowledge of the individual children, their families and their needs. When choosing methods of delivery for the core curriculum, we make careful considerations through the lens of our disadvantaged children. This is in order to have the greatest impact on closing the gap in attainment between those who are advantaged and those who are not, whilst also benefitting the non-disadvantaged children in our school.

Our targeted support will also include those children whose education has been worst affected through the pandemic, regardless of disadvantage. Some of this support will be targeted through the use of the school led national tutoring programme, targeted specifically those children in the earlier year groups who have not secured basic reading and maths skills.

We do not make assumptions about the impact of disadvantage; instead we make use of robust analysis of assessment to determine the common challenges and specific needs. This analysis supports us in selecting appropriate approaches to ensure each child flourishes.

This is achieved by:

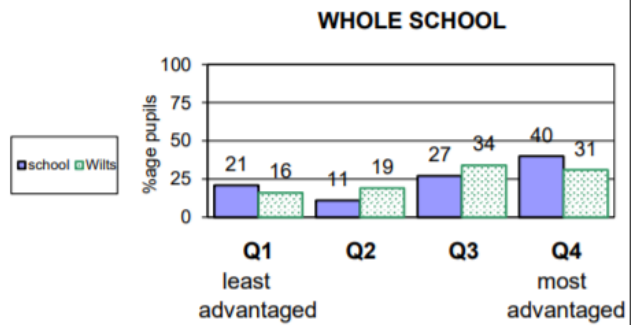
- Having high expectations of where learning is pitched and scaffolding to enable achievement for all.
- Intervening responsibly and innovatively at the point of need, considering the whole child holistically.
- Working collaboratively as a whole staff team with diligence and consistency.

Castle Mead is a larger than average primary school that is still growing. There is an on-site nursery that caters for children from the age of 2 until 4 as well as a complex needs Resource Base that currently has 29 children on roll. There are 2 forms of entry from Reception until Year 4 and then one form for Year 5 and Year 6; over the next 2 years, these year groups will also become 2 forms of entry. Numbers of children who eligible for support through the pupil premium funding are broadly in line with national averages (currently 20.3% in receipt of Pupil Premium funding). The number of children with SEND is significantly higher than that of the national average with 12.3% at SEN Support and 12% with an EHC Plan.

Castle Mead School MOSAIC data - April 2019

	School	Wilts primary
Number on roll	278	
% FSM (Nat 14.7%)	14	10.2
% SEN (Nat 13.5%)	24.5	16.9
% BME (Nat 32.1%)	25.2	12.7
% EAL (Nat 20.6%)	19.4	6.2
High - Low Status factor	0.384	0.281
School rank by H-Ls factor	101/200	
School position by %Q1	48/185	

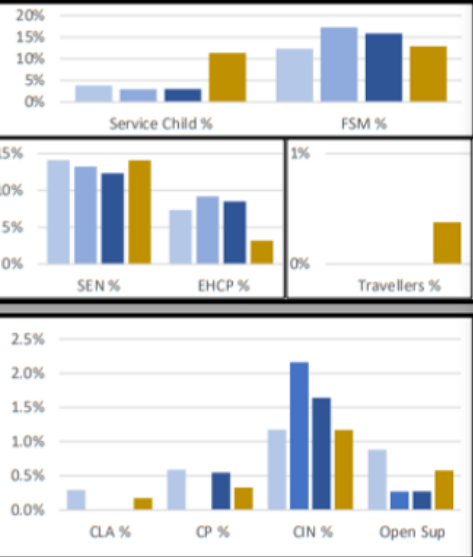
National figures taken from Jan 2018 census data (released June 2018)



Wiltshire school data profile 2021

CONTEXT	Sum'19	Aut '20	Spr '21	Avg'19-21	Wilts
Service (military) children	13	11	11	12	21.94
% Service children compared to No. on Roll	3.82%	2.97%	3.01%	3.27%	11.34%
Free School Meals (FSM)	42	64	58	55	25.00
% FSM compared to No. on Roll	12.35%	17.30%	15.89%	15.18%	12.91%
SEN Support	48	49	45	47	27.26
% SEN Support compared to No. on Roll	14.12%	13.24%	12.33%	13.23%	14.09%
EHCP	25	34	31	30	6.19
% EHCP compared to No. on Roll	7.35%	9.19%	8.49%	8.35%	3.20%
Travellers	0	0	0	0	0.72
% Travellers compared to No. on Roll	0.00%	0.00%	0.00%	0.00%	0.37%

Social Care	Sum'19	Aut '20	Spr '21	Avg'19-21	Wilts
Looked After Children (CLA)	1	0	0	0.33	0.34
% CLA compared to No. on Roll	0.29%	0.00%	0.00%	0.10%	0.17%
Pupils with Care Plan (CP)	2	0	2	1.33	0.64
% CP compared to No. on Roll	0.59%	0.00%	0.55%	0.38%	0.33%
Children in Need (CIN)	4	8	6	6.00	2.27
% CIN compared to No. on Roll	1.18%	2.16%	1.64%	1.66%	1.17%
Open Support	3	1	1	1.67	1.12
% Open Support compared to No. on Roll	0.88%	0.27%	0.27%	0.48%	0.58%



Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties in embedding phonic skills than their peers. This impacts negatively on their development as readers within Key Stage 1 and beyond.</p> <p>Internal assessment information shows that at the end of last academic year, 41% of children who are disadvantaged were at the expected standard for reading compared to 67% of their peers; 30% of children who are disadvantaged were at the expected standard in phonics compared to 51% of their peers.</p>
2	<p>Assessment, observations and discussions with pupils indicate that many of our disadvantaged pupils have vocabulary gaps and underdeveloped language skills when compared to their peers. This is particularly evident when children are in our Nursery and Reception classes.</p> <p>This impacts negatively on outcomes in Writing within Reception and as the children progress through the school.</p> <p>Internal assessment information shows that at the end of last academic year, 41% of children across the school who are disadvantaged were at the expected standard for writing compared to 60% of their peers.</p>
3	<p>Internal assessment information shows that maths attainment, particularly with regard to levels of maths fluency, is lower for those who are disadvantaged than that of their peers.</p> <p>This year, 25% of children who are disadvantaged have entered Reception at the level expected for the start of the year, compared to 52% of those who are not. This gap has been consistent over previous years and is evident across the school. Internal assessment information for the end of last academic year showed that 32% of children who are disadvantaged were at the expected standard for their year group compared to 62% of their non-disadvantaged peers.</p>
4	<p>Our observations of children indicate that many of our disadvantaged pupils find it more difficult to self-regulate and apply social and emotional aspects of learning. This has been exacerbated by the two school closures over the last two years and is supported by national studies. This impacts negatively on their academic attainment.</p> <p>67% of the children who have been educated in our nurtured learning provision are eligible for pupil premium funding within the last academic year. 80% of the children regularly benefitting from this provision this year are either eligible for funding through the pupil premium grant or are disadvantaged in another way.</p>
5	<p>Our termly analysis of attendance information indicates that children who are disadvantaged are more likely to be persistently absent when compared to their</p>

	<p>non-disadvantaged peers. Increasing attendance (including punctuality) will impact positively on overall attainment.</p> <p>Internal attendance data from the last academic year indicates that 12% of children who are disadvantaged were persistently absent, compared to 5% of their non-disadvantaged peers. Overall attendance for last academic year for those who are disadvantaged was 94.6% while the figure for those who are not disadvantaged was 96.9%</p>
6	<p>Our observations of and conversations with children indicate that children who are disadvantaged have fewer opportunities for experiences beyond the classroom and therefore have a reduced cultural capital. This impacts negatively on their ability to build effective, coherent schema which means they have to work harder to retain new knowledge.</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 reading attainment amongst pupils who are disadvantaged	<p>Reading outcomes by 2024/25 show that:</p> <ul style="list-style-type: none"> • <u>Phonics</u>: more than 80% of children who are disadvantaged pass the screen in Y1 • <u>KS1</u>: more than 75% of children who are disadvantaged meet the expected standard at the end of Y2 • <u>KS2</u>: more than 70% of children who are disadvantaged meet the expected standard at the end of Y6
Improved oral language skills and vocabulary amongst pupils who are disadvantaged that leads to improved writing attainment.	<p>Observations of and discussions with children who are disadvantaged evidence widened vocabulary that is applied within conversations and written work. This is reflected in improved writing attainment.</p> <p>Writing outcomes by 2024/25 show that:</p> <ul style="list-style-type: none"> • <u>KS1</u>: more than 65% of children who are disadvantaged meet the expected standard at the end of Y2 • <u>KS2</u>: more than 70% of children who are disadvantaged meet the expected standard at the end of Y6
Improved maths attainment amongst pupils who are disadvantaged	<p>Maths outcomes by 2024/25 show that:</p> <ul style="list-style-type: none"> • <u>KS1</u>: more than 70% of children who are disadvantaged meet the expected standard at the end of Y2 • <u>KS2</u>: more than 80% of children who are disadvantaged meet the expected standard at the end of Y6

To achieve and sustain improved levels of self-regulation as well as social and emotional aspects of learning	<p>Sustained high levels of self-regulation as well as social and emotional aspects of learning by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Feedback from pupil, parent and staff questionnaires • Teacher observations • Analysis of school records
To achieve and sustain improved attendance for pupils who are disadvantaged	<p>Sustained high attendance by 2024/25 evidenced by:</p> <ul style="list-style-type: none"> • The overall absence rate for pupils who are disadvantaged being no more than 3.5% or at least in line with national averages for attendance for all children • The percentage of children who are persistently absent being below 8% or at least in line with national averages for all children
To increase opportunities outside of the classroom for pupils who are disadvantaged, thereby increasing their cultural capital	<p>Children are able to talk enthusiastically about the experiences they have received beyond the classroom. This is reflected in the quality of their writing.</p>

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: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Diagnostic assessment</p>	1, 3
<p>Purchasing and continuing to develop our Synthetic Systematic Phonics scheme: Read Write Inc. Phonics.</p> <p>This is to include the purchase of RWI consultancy time, school to school SLE support as well as the RWI training platform to ensure high quality phonics teaching is embedded across Key Stage 1.</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>EEF - Phonics</p> <p>This is a DFE Validated Systematic Synthetic Phonics programme and is intended to secure stronger phonics teaching for all children through high quality resourcing, progressive structure and high quality continuing professional development for those who deliver the programme and for leaders.</p>	1
<p>Further improve the use of feedback for all staff by investing in this as a focus for INSET day in January, making use of findings within EEF report alongside Walkthrus.</p> <p>Develop staff use of questioning as a tool to enhance feedback further through the use</p>	<p>Done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where teacher wants them to be. When used effectively, feedback can accelerate a child's progress by 6 months.</p> <p>EEF Guidance Report: Feedback</p>	1, 2, 3, 4

of instructional coaching and Walkthrus.		
<p>Purchasing and continuing to develop the implementation of Maths - No Problem!</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including a teacher attending the MaST training as well as the Professional Development Accreditation).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Improving Mathematics in EY and KS1</p> <p>The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery.</p>	3
<p>Participation in the Mastering Number programme (NCETM in conjunction with the Maths Hubs) to improve fluency of basic number skills – relevant for Reception, Year 1 and Year 2 as well as Resource Base</p>	<p>Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.</p> <p>Mastering Number Programme</p>	3
<p>Purchasing and implementing the Number Sense programme to support fluency in number facts in Year 3 (including purchase of resources and continuing professional development for staff).</p>	<p>The programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. 7 key research principles underpin the programme.</p>	3
<p>Develop consistency across the school with regard to daily maths meetings, focus on consistent sentence stems and structure.</p>	<p>The EEF guidance is based on a range of the best available evidence and includes references to the importance of pupils being able to:</p> <ul style="list-style-type: none"> • develop a rich network of mathematical knowledge 	3

	<ul style="list-style-type: none"> • emphasise the many connections between mathematical facts, procedures, and concepts • ensure that pupils develop fluent recall of facts <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in EY and KS1</p>	
<p>Ensuring consistent use of language structures and explicit vocabulary teaching across the school through use of Tower Hamlets language structures (which is designed with EAL learners in mind but is in place for all children across the school).</p> <p>Ensuring consistent use of Word Aware as a whole school approach to support the vocabulary development of all children. Focussed on whole class learning, the programme is of particular benefit to Disadvantaged Learners.</p> <p>Included here is the cost of Continuing Professional development for staff and resourcing to ensure effective delivery in classes across the school.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EAL pedagogy as outlined in 'Excellence and Enjoyment: learning and teaching for bilingual children in the primary years', (DCSF Ref 0013-2006PCK-EN) explains how EAL children become fluent in 'basic interpersonal communicative skills' (playground or social talk) within two to three years but it can take five years or longer to catch up with mono-lingual peers in the development of cognitive and academic language. 'The ability to use language for academic purposes together with cognitive development (the development of thinking and learning skills) is the key to realising educational potential' p9 Unit 1 Planning and assessment for language and learning.</p> <p>https://www.themeadtrust.org/wp-content/uploads/2019/09/Tower-Hamlets-Language-Structures-2.pdf</p> <p>Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children's latter reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p> <p>Waldfoegel and Washbrook, (2010) found a two-year gap at aged 5 years between the wealthiest and the poorest. And as Ford-Connors and Paratore (2015) highlight 'students who enter</p>	2

	classrooms with a low store of vocabulary knowledge are unlikely to acquire complex knowledge through simple exposure'. http://thinkingtalk-ing.co.uk/word-aware/	
<p>Continuing class-based Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children</p>	<p>Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts.</p> <p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p>	4

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

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of and training to deliver Fresh Start Phonics Programme in Y5, 6 to secure stronger phonics teaching for those who still require this intervention in upper KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver systematic phonics programme teaching to children in lower KS2 (RWI)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver daily 1:1 phonics intervention across Reception, Y1 and Y2 to ensure gaps close as soon as they develop. To be delivered by training tutors.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver NELI intervention for children in Reception with language gaps. Continue with programme into Y1 for those who began the programme in Reception last year.	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 Toolkit Strand Education Endowment Foundation EEF	2
Engage in school led tutoring for those children in Key Stage 1 particularly who have knowledge gaps due to lockdowns, particularly in phonics and maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Deliver Maths Counts intervention for children in KS2 who are working well below the standard expected for their year group	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF - Teaching assistant interventions	3

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

Budgeted cost: £ 35 127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train new member of staff as an ELSA as well as to become a Thrive practitioner so as to support targeted pupils develop their emotional well-being and improve their ability to regulate themselves.	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): EEF Social and Emotional Learning	4
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. This will involve training and release time for the Inclusion Lead and an office staff member to develop and implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5
Continue to build on our Nurtured Learning offer to support those children most impacted by lack of self-regulation and poor social and emotional mental health.	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): EEF Social and Emotional Learning	4

<p>Continuing class-based and individual interventions using Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.</p>	<p>Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts.</p> <p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p>	4
<p>Ensuring that whole school approaches to behaviour and de-escalation strategies are consistently applied across the school. This will impact on helping to reduce fixed-term exclusions and enable more secure self-regulation strategies for our Disadvantaged children.</p> <p>This will involve regular whole staff training, leadership oversight, coaching and supervision.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	4
<p>Ensure a rich experience of educational visitors and trips to supplement the children's academic knowledge of the curriculum content.</p> <p>Offer a range of extra-curricular clubs that cater for a wide range of pupil interests. Actively encourage those who are disadvantaged to attend.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	6

Total budgeted cost: £85 127

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.

Our internal assessments during 2020/21 demonstrate that children who are disadvantaged are still attaining significantly below that of their non-disadvantaged peers. Despite this, there is clear evidence of increased attainment between Autumn 2 and Summer 2 for those who are disadvantaged, particularly so in Reading. This indicates that the strategy in place for accelerating progress in Reading is working well. There is also clear evidence of pupils' attainment in Writing increasing quicker for those who are disadvantaged compared to those who are not.

Mathematics is the subject that has seen the least improvement through the year in terms of attainment. This is partly due to the gaps as a result of the school closures. The teaching of mathematics over the Summer Term was focused on the key areas that children need to secure in order to be successful mathematicians, with reference to the Ready to Progress criteria published by DfE. This was used in conjunction with White Rose materials and Maths No Problem. This meant that there were significant gaps in the mathematics curriculum that the children were tested on at the end of the year.

Throughout school closures we strived to maintain a high-quality curriculum offer for all children, through the use of live teaching sessions and Seesaw online learning platform. Engagement with this was limited for our most disadvantaged families, even when supported with devices and technological help to get online. Teachers were proactive in trying to address this, making regular phone calls, offering 1:1 check ins and interventions, group interventions, story sessions, opportunities to read to an adult or for an adult to read to them.

Although attendance for children who are eligible for pupil premium funding is an improving picture (89%; 91.9%; 92%; 93.5% and 94.6% over the last 5 years), persistent absence of the group remains higher (18%) than that of their non-disadvantaged peers (12%). A gap also remains in overall attendance figures between those who are disadvantaged and those who are not. This is why it remains a target for improvement within this strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, partly due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Read Write Inc	Ruth Miskin (OUP)
Maths No Problem	
Cornerstones Curriculum Maestro	