Pupil premium strategy statement – Moldgreen Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	330 (YR – Y6 (Exc. Nursery and pre-school) 361 in total
Proportion (%) of pupil premium eligible pupils	98 (28.6%)
Academic year/years that our current pupil premium strategy plan covers: **New strategy developed in 2026/27: Year 1 of 3**	2026/27 2027/28 2028/29
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Stephen Lonsdale
Pupil premium lead	Stephen Lonsdale
Governor lead	Ekra Afzal

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£	158,358
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£	0
Total budget for this academic year	£	158,358

Part A: Pupil premium strategy plan

Statement of intent

At Moldgreen Primary School, we are guided by the following principles:

- we relentlessly focus on securing high standards and outcomes by providing teaching and learning opportunities that meet the needs of **all** pupils;
- we provide appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of pupils are accurately assessed, and their needs addressed;
- we recognise that not all pupils eligible or in receipt of Free School Meals are socially disadvantaged;
- we recognise that not all pupils who are socially disadvantaged are eligible for Free School Meals.

As a school, we provide opportunities to break through barriers to learning through a well-developed, rich curriculum, giving our pupils a broad, balanced education, ready for their next stage of education. We work closely with our **local community** to meet local needs, using local intelligence. We are proud of our strong links with **Dalton Together** and the **local church**, enabling us to reach out to our families.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their independence and resilience and promoting positive mental health. We will:

- work with families to improve attendance by gaining support through Early Support, TAF meetings and offering rewards;
- 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 and therefore life chances.

Context

School local area (MSOA) = Kirklees 035

	2024		2025		2026	
School number on roll	Close to average	342	Close to average	349	Close to average	338
School % FSM6	Close to average	30.50	Close to average	28.65	Close to average	29.59
Local area % FSM6	Well above average	40.99	Above average	38.58	Above average	37.14
School % SEN support	Close to average	15.50	Close to average	15.47	Above average	20.41
Local area % SEN support	Close to average	13.52	Close to average	16.41	Well above average	22.01
School % EHC plan	Close to average	1.75	Close to average	2.58	Close to average	3.55
Local area % EHC plan	Close to average	3.51	Above average	4.91	Above average	5.63
School % EAL	Close to average	19.60	Close to average	14.90	Close to average	15.40
Local area % EAL	Close to average	25.90	Close to average	23.50	Close to average	25.60
School % CIN*	Below average	2.05	Close to average	3.51	Close to average	3.15
Local area % CIN*	Above average	5.90	Close to average	4.84	Close to average	4.06
School % stability	Close to average	86.58	Close to average	86.16	Close to average	85.33
School pupil base deprivation	Close to average		Close to average		Close to average	
Local area pupil base deprivation	Well above average		Well above average		Well above average	
School location deprivation	Close to average		Close to average		Close to average	

Numbers on roll

Year	Nov 26	Leavers	Joiners
PS	11		
N	20		3
R	54		1
1	37		2
2	53	2	2
3	46		1
4	51	1	1
5	45	1	2
6	44		2
Totals	**361**	**4**	**14**

Challenges

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

Challenge	Detail of challenge
1	Pupils who are both pupil premium and SEND: this is the compounding effect and not pupil premium or SEND status in isolation. This is the clearest attainment gap across the school.
2	Attendance and punctuality (including persistent absence and lateness) levels can vary across the year comprising: ▪ seasonal childhood illnesses; ▪ holidays during term time; ▪ low priority given to good attendance and punctuality.
3	Parental engagement for some disadvantaged children – particularly linked to attendance where there is low priority given to good attendance and punctuality. • Poor parent mental health and wellbeing; • Parent experiences of their own education; • Lack of experiences within the earlier years of development.
4	Underdeveloped vocabulary knowledge and language gaps are more prevalent amongst disadvantaged children, particularly as a result of a lack of equality of opportunity to experience things outside of their immediate environment.
5	The proportion of disadvantaged children achieving **combined** 'Expected Standard' and the 'Higher Standard' across school and at the end of Key Stage 2. • Disadvantaged children are particularly affected by their ability to recall number facts and multiplication facts effectively to support wider learning. • Disadvantaged children do not have the same level of opportunity and/or support to develop reading beyond the school gate.
6	Disadvantaged children are negatively affected by challenges associated with a lack of appropriate technology to support learning at home, including Wi-Fi.
7	The proportion of pupils with identified and diagnosed mental health conditions and social emotional difficulties across all year groups including: ▪ trauma; ▪ bereavement; ▪ mental health of parents/carers. ▪ EBSA is beginning to feature on the school's radar.

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.

KPI 1: outcomes for children

Intended outcomes	Success criteria
(A) The proportion of disadvantaged children achieving at least the expected standard (combined) increases so that it is at least in-line with non-disadvantaged pupils nationally. (B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed. (C) Attainment and progress of children with double disadvantage (PP and SEND) sees year-on-year improvement.	• By the end of Key Stage 2, the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally closes. • Internal attainment and progress data is used effectively to close gaps in learning with a demonstrable flight path evidenced. • Combined reading, writing and maths outcomes for disadvantaged children is at least in-line with national non-disadvantaged children performance. • By the end of Key Stage 2, children make progress from their starting point and the gap narrows for double-disadvantaged children.

KPI 2: attendance and persistent absence

Intended outcomes	Success criteria
(A) Attendance improves for disadvantaged pupils so that it is at least in-line with the national perspective. (B) Persistent absence decreases for disadvantaged pupils so that it is at least in-line with the national perspective. (C) Effective support is in place to reduce barriers to attendance by working with external services.	• Effective action is taken to improve attendance using the full extent of resources available to school. • Parents and carers actively engage with school to support their child's learning and development. • Demonstrable steps to support families to improve attendance and punctuality are evidenced prior to more formal routes. • DfE statute is followed to tackle attendance and punctuality in-line with Kirklees policy and procedure. • External support is sourced to reduce barriers to attendance.

KPI 3: equality of opportunity, SEND, mental health and wellbeing

Intended outcomes	Success criteria
(A) Effective support is provided to ensure that **all** pupils receive their **full** curriculum entitlement. (B) **All** pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations. (C) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in **all** pupils. (D) **All** pupils leave Moldgreen as **responsible**, **resilient**, and **respectful** citizens ready for the next stage of education.	• Specific interventions to address emotional literacy and overall wellbeing support children to access the curriculum. • External agency support is used effectively and in a timely manner to provide specialist assistance in order to meet need. • The school's iFLY programme provides a wide range of meaningful learning experiences, including those beyond the school gate. • Children can use strategies to be resilient in all situations resulting in fewer instances of negative behaviour incidents.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,756.00

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th></tr>
<tr><td>Reading training and resources
Equip staff to teach phonics, vocabulary, fluency, reading and comprehension explicitly and systematically.
▪ Little Wandle systematic synthetic phonics programme – including in Key Stage 2
▪ Resourcing the reading/phonics curriculum. Book replenishment.
£1,000 plus £500 from Great Heights English Hub</td><td>EEF Teaching and Learning toolkit: phonics
+5 months: high impact for very low cost.
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.
The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</td><td>1, 4, 5</td></tr>
<tr><td>CPD to improve standards in writing
• Resourcing the curriculum
• Strong Foundations focus work
• Oracy and transcription
£5,000</td><td rowspan="2">EEF Guidance report: professional development
Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, 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.</td><td>1, 4, 5</td></tr>
<tr><td>School-wide CPD and leadership development opportunities
▪ National College staff wide CPD subscription, providing quality, targeted professional development related to pedagogy and practice.
£2,056</td><td>1, 2, 3, 4, 7</td></tr>
<tr><td>Supporting all learners
Ensure that planning provides explicit support and challenge to ensure that all children access the national curriculum for their chronological age.
▪ Rosenshine principles
▪ Release time for good practice visits
▪ Coaching model
▪ IQM flagship status
▪ CPD for new staff
£3,200</td><td>EEF Guidance report: special educational needs in mainstream schools
The five specific approaches—indicated in below —are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND.
1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology</td><td>1</td></tr>
</table>

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

Budgeted cost: £ 115,453.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality use of support staff • Skilled and targeted support staff aligned to promoting positive outcomes for pupils • Emotional coaching – ELSA • Behaviour and Pastoral manager • Senior Teaching Assistant to deliver targeted programmes: CLS approach £98,953	EEF Making best use of teaching assistants Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1, 2, 3, 4, 5, 6, 7
Interventions ▪ Reading Eggs ▪ Arithmetic – TT Rockstars and Numbots ▪ Purple Mash ▪ Reading Plus ▪ DreamBox Maths £7,500	EEF Guidance report: using digital technology to improve learning Systematic programmes that exploit the use of technology 1. Technology can be used to improve the quality of explanations and modelling 2. Technology offers ways to improve the impact of pupil practice Technology can play a role in improving assessment and feedback	1, 4, 5, 6
Tutoring • Year 6 SATS boosters to ensure that children access additional targeted intervention work to close gaps in learning. £5,000	Making a Difference with Effective Tutoring | EEF	1, 4, 6

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

Budgeted cost: £ 45,840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance Assistant Headteacher and office staff to provide operational work to improve attendance targeting: 1. Persistent absence 2. At risk of persistent absence 3. Parental engagement to improve attendance 4. Liaison with the LA and pursuit of legal action. £21,900	.Gov Working together to improve school attendance For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.	2, 3
Vulnerable learners ▪ CPOMS safeguarding software for schools ▪ SENDCo remit linked to assessment and provision for vulnerable learners. ▪ Pastoral and guidance support **Parental engagement** Opportunities to further improve parental engagement through the annual cycle of events, links with the Friends of Moldgreen, and development over the course of the year of hybrid information and upskilling events, including: • termly community events • hybrid meetings to support working families and to facilitate attendance • Improving attendance • Liaison with external agencies • new-starter meetings • Headteacher supporting parents through community hubs £17,440	EEF Teaching and Learning toolkit: social and emotional learning +4 months moderate impact for very low cost Social and emotional learning (SEL) interventions 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. EEF Teaching and Learning toolkit: parental engagement +4 months: moderate impact for very low cost. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: ▪ 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; ▪ the involvement of parents in their children's learning activities; and ▪ more intensive programmes for families in crisis.	2, 3, 7
Educational visits and extra-curricular clubs ▪ Subsidised trips and visits to ensure equality of opportunity linked to the school's iFly development programme. £6,000	Internal intelligence and data show a net deficit in wider experiences available to children identified as disadvantaged at school, including understanding the world around us beyond the immediate locality. There is an added requirement to improve resilience, aspirations and life changes to	1, 4, 6

	equip all children with the necessary tools to be able to live in modern day Britain.	
Hardship interventions Support available to provide targeted, emergency aid. £500	Internal data and intelligence highlight specific needs within the school community. Fund available to provide emergency support, on a case-by-case basis.	1, 2, 6, 7

Total budgeted cost: £ 169,049.00 (£10,691 from the school's budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intersectional analysis

Group (2025/26 cohort)	EYFS GLD	Phonics	MTC mean (/25)	KS2 RWM
Pupil premium	0.0% (n=6)	76.5% (n=17)	19.40 (n=16)	54.5% (n=22)
Not PP	80.6% (n=31)	85.0% (n=40)	19.59 (n=32)	79.2% (n=24)
SEND	12.5% (n=8)	53.8% (n=13)	16.33 (n=16)	16.7% (n=12)
Not SEND	82.8% (n=29)	90.9% (n=44)	21.03 (n=32)	85.3% (n=34)
Pupil premium + SEND	0.0% (n=5)	33.3% (n=3)	14.00 (n=6)	25.0% (n=8)
SEND only (not PP)	33.3% (n=3)	70.0% (n=10)	16.10 (n=10)	0.0% (n=4)
PP only (not SEND)	0.0% (n=1)	86.0% (n=14)	20.70 (n=10)	71.4% (n=14)
Neither PP nor SEND	86.0% (n=28)	93.0% (n=30)	21.18 (n=22)	95.0% (n=20)

Trends

- Aggregated PP and SEND figures render it difficult to forensically identify the real gap.
- **Pupils who are both pupil premium and SEND:** this is the compounding effect and not pupil premium or SEND status in isolation. This is the clearest attainment gap across the school and will form the primary focus for 2026/27 provision mapping and pupil premium strategy.
- **SEND pupils who are not pupil premium:** the cohort is very small and should not be over-generalised into a whole-group trend nor should it be absorbed into headline SEND figures. Children within this band often have significantly low prior attainment and progress is therefore of greater importance.
- **Pupil premium pupils who do not have SEND:** performed close to non-disadvantaged peers in several measures. This indicates whole-cohort PP strategy is broadly working, and that 2026/27 targeting should shift toward the PP/SEND intersection specifically, rather than PP status alone.
- **Writing attainment**: End of Key Stage 2 outcomes demonstrate that writing is the biggest challenge to achieve RWM combined. Similarly, the proportion of children achieving greater depth within the expected standard is lower than in reading and writing.

KPI 1: outcomes for children

Intended outcomes	Outcomes
(A) The proportion of disadvantaged children achieving at least the expected standard (combined) increases so that it is at least in-line with non-disadvantaged pupils nationally. (B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed.	**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	53	55%	47%	Close to average (non-sig)	69%	-14	Not applicable	49%		Not applicable
2026	22	55%	49%	Close to average (non-sig)	70%	-16	No meaningful change	50%		-
2025	14	50%	47%	Close to average (non-sig)	69%	-19	No meaningful change	47%		-
2024	17	59%	46%	Above (non-sig)	67%	-9	Not available	44%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed.

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	53	77%	63%	Above (sig+)	81%	-3	Not applicable	65%	Above (non-sig)	Not applicable
2026	22	73%	63%	Close to average (non-sig)	81%	-8	No meaningful change	62%	Above (non-sig)	-
2025	14	64%	63%	Close to average (non-sig)	81%	-17	Widening	65%		-
2024	17	94%	62%	Above (sig+)	80%	14	Positive gap	65%	Above (sig+)	-

* Only "above" and "below" bandings are displayed.

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	53	72%	59%	Above (non-sig)	78%	-7	Not applicable	61%	Above (non-sig)	Not applicable
2026	22	68%	60%	Close to average (non-sig)	79%	-11	No meaningful change	62%		-
2025	14	71%	59%	Above (non-sig)	78%	-7	No meaningful change	59%	Above (non-sig)	-
2024	17	76%	58%	Above (non-sig)	78%	-1	Not available	62%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed.

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	53	66%	61%	Close to average (non-sig)	81%	-14	Not applicable	64%		Not applicable
2026	22	77%	62%	Above (non-sig)	82%	-4	Narrowing	63%	Above (non-sig)	-
2025	14	57%	61%	Close to average (non-sig)	81%	-23	No meaningful change	64%		-
2024	17	59%	59%	Close to average (non-sig)	79%	-21	Not available	57%		-

* Only "above" and "below" bandings are displayed.

Disadvantaged pupils - EGPS 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	53	85%	60%	Above (sig+)	79%	6	Not applicable	63%	Above (sig+)	Not applicable
2026	22	91%	61%	Above (sig+)	80%	11	Positive gap	63%	Above (sig+)	-
2025	14	79%	60%	Above (non-sig)	79%	0	No meaningful change	62%	Above (non-sig)	-
2024	17	82%	59%	Above (non-sig)	78%	4	Positive gap	59%	Above (non-sig)	-

* Only "above" and "below" bandings are displayed.

Progress: disadvantaged

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

[1] Only "above" and "below" bandings are displayed.

KPI 2: attendance and persistent absence

Intended outcomes	Outcomes
(D) Attendance improves for disadvantaged pupils so that it is at least in-line with the national perspective. (E) Persistent absence decreases for disadvantaged pupils so that it is at least in-line with the national perspective.	*Leaders use data effectively to identify trends and issues in attendance. They understand the local context and circumstances that may create barriers to attendance. They successfully involve external agencies for pupils who struggle to attend regularly, such as additional family support from the local authority. There have been some recent issues with overall attendance and with the attendance of some groups of pupils. However, leaders have responded quickly to resolve these issues. Leaders are aware that attendance remains an important focus.* Attendance and behaviour – Expected (Ofsted, 2026)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (1 term)	101	92.5%	92.4%	Close to average	In line
2024/25 (3 term)	98	92.4%	92.3%	Close to average	Relative decline
2023/24 (3 term)	97	93.7%	92.0%	Above	Relative improvement

FSM - Attendance

Year	Cohort	School	National	National distribution banding
2025/26 (5 half terms)	103	90.9%	92.3%	Below

Administrative issues during our most recent Ofsted inspection resulted in an increase in the published figure (above). This stemmed from Children Missing in Education (CME) being retained on the register for longer than required. Similarly, we were able to change codes linked to Section 19 and medical tuition, bringing FSM6 attendance to 92.2%.

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend
2025/26 (1 term)	101	23.8%	25.3%	Close to average (non-sig)	No sig change
2024/25 (3 term)	98	22.4%	24.9%	Close to average (non-sig)	No sig change
2023/24 (3 term)	97	19.6%	27.1%	Below (non-sig)	No sig change

KPI 3: equality of opportunity, SEND, mental health and wellbeing

Intended outcomes	Outcomes
(E) Effective support is provided to ensure that **all** pupils receive their **full** curriculum entitlement. (F) **All** pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations. (G) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in **all** pupils. (H) **All** pupils leave Moldgreen as **responsible**, **resilient**, and **respectful** citizens ready for the next stage of education.	• *Leaders and staff have high aspirations for pupils' personal development and wellbeing. They ensure that the curriculum is comprehensive and carefully planned, reflecting the school's local context. This includes statutory elements such as relationships and sex education. Personal development and wellbeing are embedded throughout school life and reflect the school's values. Pupils develop the knowledge, skills and confidence they need to thrive both in school and beyond. They recall and connect their previous learning to other areas of the curriculum. Teachers adapt learning for those pupils with special educational needs and/or disabilities.* • *Leaders have developed a highly effective pastoral support system across the school. Leaders identify and support pupils who may need additional help. Pupils feel well supported and can confidently discuss strategies to promote positive mental health and wellbeing.* • *Leaders ensure that pupils have a clear, age-appropriate understanding of fundamental British values, diversity, equality and respect for others. Pupils can articulate the signs of discrimination and extremism and debate issues relating to bullying and online safety.* • *There is a comprehensive enrichment offer. The school has strong links with local places of worship, which further develop pupils' social, moral, spiritual and cultural understanding. Pupils show respect for each*

	other's faiths, beliefs and opinions. They confidently talk about their diverse experiences with classmates, who listen thoughtfully and respectfully. • *There is a skilfully planned programme for developing pupils' talents and interests. Opportunities are inclusive and accessible for all. For example, leaders ensure that disabled pupils are able to participate as fully as possible in the school's annual 'long walk'. Regular pupil voice activity ensures that pupils' views are listened to and acted upon. For example, leaders have introduced a gymnastics club in response to pupils' requests. They send personalised invitations to some pupils to encourage participation and build confidence. Leaders and staff empower pupils to develop aspirations and make informed choices and plans for their futures. Pupils are very well prepared for life beyond primary school.* Personal development and wellbeing – Strong (Ofsted, 2026)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading Plus	Daisy Education
DreamBox Maths	Daisy Education
CPOMS	Raptor Technologies
Purple Mash	2Simple
Numbots / TT Rockstars	Maths Circle Ltd
Reading Eggs	3P Learning