



Be strong; be courageous.

Do everything in love.

1 Corinthians 16:13-14

Pupil Premium strategy statement 2024-27 (Year 1 – 2024-25)

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 effect that last year's spending of pupil premium had within our school.

Pupil premium strategy statement

School overview

Detail	Data
School name	Archbishop Runcie CE First School
Number of pupils in school	150 (+26 place Nursery)
School proportion (%) of pupil premium eligible pupils	24 pupils
National proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	1 st December 2024
Date on which it has been reviewed	
Date on which it will be next reviewed	1.9.25
Statement authorised by	Mrs Kate Massey, Headteacher
Pupil premium lead	Mrs Kathleen Francis, Deputy Headteacher
Governor / Trustee lead	Sarah Pickett and Teaching and Learning Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,580
Recovery premium funding allocation this academic year	£0
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	£46,580

Part A: Pupil premium strategy plan

Statement of intent

For there will never cease to be poor in the land. Therefore I command you, "You shall open wide your hand to your brother, to the needy and to the poor, in your land." Deuteronomy 15:11

Our Trust Deed (26th April 1861) states that our primary purpose as a school is for "...the education of the poor..." Today, we recognise the historic role the school played for the education of the most vulnerable of Gosforth. We recognise our role in promoting the next generation of children be courageous and do everything in love, as exemplified by our school vision, and our social justice mission to narrow the gap between those who are advantaged and those who are disadvantaged which we share with our predecessors, the wider church mission and the message of Jesus Christ.

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas and fulfil their God-given potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity outlined in this statement is directed at improving the teaching of children who are disadvantaged but, equally, is designed to support children of all needs and backgrounds, recognising that disadvantage comes in many different sizes, types and of differing durations. We know that what we do now has ramifications for the rest of our children's lives and that we, as a school, can play our part in narrowing that disadvantage to the very best of our abilities.

High-quality teaching for all 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 approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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	<p>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.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p> <p>On entry to Reception class in the 3 years, 60% of our disadvantaged pupils arrive below age-related expectations compared to 21% of other pupils. In 2023-24 100% of our disadvantaged pupils arrived below age-related expectations compared to 27% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.7% lower than for non-disadvantaged pupils.</p> <p>35% of disadvantaged pupils have been 'persistently absent' over the last 3 years compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to domestic abuse, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 40% of disadvantaged pupils currently require additional support with social and emotional needs, receiving small group interventions.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified communication and interaction issues for 52% disadvantaged pupils, notably due a SEND needs including ASD. These children currently require additional support with social interaction and communication needs.</p>

Intended outcomes 2024 - 2027

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 writing attainment among disadvantaged pupils.	Writing outcomes in 2023/24 show that more than 42% of disadvantaged pupils met the expected standard for their year group.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (from 3.7% over 3 years to 1.7% over 3 years). <p>The figure among disadvantaged pupils being no more than 10% lower than their peers over 3 years (reduced from 35% over 3 years from 2021-2024).</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in EBSNA and other SEMH support an increase in participation in enrichment activities, particularly among disadvantaged pupils (from 70% in 2023-24)
To achieve and sustain improved attainment and social development for PP & SEND pupils in our school.	<p>Improved levels of attainment and social developments in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations attainment data a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year (2024-25)

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: £15,205 Activity 2024-25	Evidence that supports this approach	Challenge number(s) addressed
30 hours Nursery provision to children in receipt of PP funding offered free of charge to parents and carers.	There is a strong evidence base that suggests early language interventions, such as high-quality classroom interactions, are inexpensive to implement with high impacts on language and vocabulary: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5
Map vocabulary onto LTPs for all subjects.	There is a strong evidence that suggests designing a vocabulary building programme, concentrated on the words with the most instructional potential and highest utility, will have significant impact in closing the language gap between word-rich and word-poor children.	1, 2, 5.
Development of curricula, especially reading spine and English curriculum being further developed to develop depth in learning.	Ofsted Research Reviews strongly recommend leaders working together with staff to produce curricula that is bespoke to the needs of a school's context as well as being ambitious and challenging. PP lead to focus on this and also develop it with teachers and middle leaders directly.	1, 2, 4, 5
We will purchase resources and fund ongoing teacher training and release time.	Ofsted Research Reviews and DfE Reading Framework both strongly recommend staff and leaders working together to focus on their practice and remembering that quality-first teaching has the most significant impact	1, 2, 3, 4, 5
We will support ongoing teacher development and pedagogy with the impact of developing all elements of literacy in order to raise outcomes in writing.	There is strong research that demonstrates the link between effective oral language capabilities and improved writing outcomes. Evidence-based recommendations show that developing pupils' language skills by encouraging them to read books aloud and have conversations with their friends about the texts and engaging with a wide variety of media, texts and topics can support writing development. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1678713307	1, 2,

Targeted academic support (for example, tutoring, one-to-one support structured interventions) for 2024-25

Budgeted cost: £29,176

Activity 2024-25	Evidence that supports this approach	Challenge number(s) addressed
Engaging with RWI Fast Track intervention to provide school-led tutoring for pupils whose literacy skills have been most impacted.	<p>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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base 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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
Whole staff training on SEMH strategies, management and approaches with the aim of developing SEMH specialism within the school	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Teaching and Learning Toolkit EEF</p>	4, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing) for 2024-25

Budgeted cost: £7,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 4</p>
<p>Purchase Attendance SLA via Clennell Education Solutions</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Breakfast Club and use of Attendance Officer</p>	<p>In conjunction with embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>3</p>

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Aim	Outcome
<p>1a) Additional time for PP lead to lead staff development across the school, putting into practice educational research for all children but particularly those who are disadvantaged</p>	<p>Coaching was given to 3 staff members to provide support in making appropriate adaptations, routines and establishing positive, nurturing relationships. Research was revisited, applied and monitored demonstrating improvements in teaching and learning. Shared monitoring by all staff led to increased consistency, understanding and impact.</p>
<p>1b) Further strengthen RWI with a focus on ECTs. Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, plus the resources and training.</p>	<p>The RWI leader and DHT provided regular coaching to all staff involved in delivering phonics. All staff were trained in Day 1 and Day 2 of RWI by RWI consultants. Development days in school led to more effective catch up programmes for those at risk of falling behind expectations. Regular assessments were undertaken, using the new online platform, to ensure children made rapid progress. PP children were identified for additionally within sessions. 86% of Year 1 children passed the PCS and 100% of Year 2 achieved the standard.</p>
<p>1c) Development of curricula, especially Reading Spine and English curriculum being further developed, as well as the broad curriculum more generally.</p>	<p>Our reading spine was reviewed by the English Leader in conjunction with a consultant teacher. This resulted in revisions being made and increased opportunities for depth of learning in order to ensure learning sticks for all children, but in particular those in receipt of PP funding. All long term plans were revised in readiness for September 2024. This included SMSC being mapped out across the curriculum.</p>
<p>2a) Use of teaching assistants to release staff as appropriate to provide pre and post-teaching as part of school's 'ask more, give more, get more' approach, as well as same day intervention (Rapid Response)</p>	<p>Staffing was increased so all classes had a member of support staff who could release the teacher to work with children in receipt of PP funding pre and/or post lesson. Seating plans were adapted to ensure PP children benefitted from increased support within lessons and could be supported during teaching time.</p>
<p>3a) Breakfast Club and use of Attendance Officer to increase attendance of PP children.</p>	<p>10 additional children in receipt of PP funding attended Breakfast Club, free of charge. The impact of the Attendance Officer was positive: the attendance gap between children in receipt of PP and non-PP children narrowed from 2022-23 to 2023-24.</p>

		2021-22	2022-23	2023-24
	Non PP attendance	94.9%	95.5%	96.2%
	PP attendance	92.2%	91.5%	91.9%
		2021-22	2022-23	2023-24
	Non PP PA	5.1%	4.1%	6%
	PP PA	32.4%	31.6%	41%

Teaching

<p>High quality daily teaching (HQT) for all pupils will include:</p> <ul style="list-style-type: none"> - Flexible groupings - Explicit instruction - Scaffolding <p>Mastery approach which offers access to all – teaching is adapted so all children make progress. Staff understand the research, long term vision and strategies needed to achieve this.</p>	<p>The research suggests a group of teaching strategies that teachers should consider emphasising. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. (EEF, 2020)</p> <p>Raising teaching quality will have a long term impact on pupils life chances and is crucial in improving attainment for all children but, in particular, disadvantaged children.</p> <p>The effectiveness of the provision has the capacity to decrease the barriers to learning experienced by children who are disadvantaged.</p>	<p>CPD throughout the year focussed on strategies for high quality teaching. Instructional coaching was given to all teachers with a specific focus on asking more, giving more, getting more from children in receipt of PP funding.</p>
<p>Questioning / formative assessment across all areas of the curriculum is strong, so that vulnerable children are helped to know more and remember more.</p>	<p>Responsive teaching uses formative assessment to hone teaching so it addresses pupil misconceptions and gaps in understanding. Effective responsive teaching sees teachers clearly specifying curriculum content, designing activities to gauge pupil understanding and misconceptions of that curriculum content, gathering and analysing pupils' responses to those activities and responding to that data by addressing the gaps and misconceptions that they reveal (Fletcher-Wood, 2018).</p> <ul style="list-style-type: none"> - Review Marking & Feedback Policy 	<p>CPD throughout the year focussed on formative assessment and responsive teaching, including pre and post teaching, flexible groupings and TA deployment. Instructional coaching was given to all teachers with a specific focus on asking more, giving more, getting more from children in receipt of PP funding.</p>

<p>Across the curriculum, children will practise skills deliberately, focusing in on small elements of learning at a time and recap prior learning regularly.</p>	<p>Regularly returning to important knowledge, skills and concepts is necessary and the harder we think about something, the more likely we are to remember and learn it. Practising using knowledge and skills is necessary for deep understanding and to develop fluency applying the material (Willingham, 2009).</p>	<p>Flashback 4s are now consistent across all subject areas in KS1/2. They are specific to strands within the curriculum.</p>
<p>Further strengthen Read Write Inc. with a focus on delivery by well-trained support staff (several of whom are new to school).</p>	<p>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</p>	<p>The RWI leader and DHT provided regular coaching to all staff involved in delivering phonics. All staff were trained in Day 1 and Day 2 of RWI by RWI consultants. Development days in school led to more effective catch up programmes for those at risk of falling behind expectations. Regular assessments were undertaken, using the new online platform, to ensure children made rapid progress. PP children were identified for additionally within sessions. 86% of Year 1 children passed the PCS and 100% of Year 2 achieved the standard.</p>

<p>Developing literacy skills as the “key to unlock” doors for our youngest and most disadvantaged children.</p>	<p>- For some pupils, circumstances limit their exposure to language, with research showing that some pupils from more advantaged backgrounds arrive at school with a vocabulary twice the size of their less advantaged peers (Hart & Risley, 2003). Even within socioeconomic 'groups' there is a great deal of disparity in the number of words heard by pupils (Weisleder & Fernald, 2013). Research shows a link between pupils’ early vocabulary acquisition and later academic success (Bleses et al., 2016). For this reason, pupils’ spoken language (the skills that go in to speaking and listening) is developed across the curriculum in the early years through rhyme, storytelling, meaningful conversations, and roleplay – all of which develop pupils’ vocabulary and phonemic awareness (the ability to recognise and use the smallest chunks of sound in spoken language) (Education Endowment Foundation [EEF], 2019).</p>	<p>Our reading spine was reviewed by the English Leader in conjunction with a consultant teacher. This resulted in revisions being made and increased opportunities for depth of learning in order to ensure learning sticks for all children, but in particular those in receipt of PP funding.</p> <p>All long term plans were revised in readiness for September 2024. This included SMSC being mapped out across the curriculum.</p> <p>Vocabulary has been mapped out (tier 2 and 3) for all subject areas.</p> <p>ShREC approach embedded in EYFS.</p>
<p>Review of foundation curriculum in order to develop a shared understanding of high quality teaching and curriculum design for all subjects.</p> <p>Learning to be consistently broken down into small component parts through curriculum plans. Staff implement plans consistently.</p>	<p>Ofsted Research Reviews strongly recommend leaders working together with staff to produce curricula. SLT to focus on reviewing whether our current curriculum offer supports the lowest 20% and PP children within school.</p> <p>It is important to enable the complex work of curriculum development to happen, but by itself it is not enough (Quigley, 2020). Working with members of their team and reaching out to subject associations will be important forms of support for subject leads and teachers (Myatt, 2018).</p>	<p>The whole curriculum has been reviewed and adapted where necessary.</p>

Targeted academic support

<p>Use of teaching assistants to release staff as appropriate (to provide pre and post-teaching) as part of school's 'ask more, give more, get more' approach, as well as same day intervention (Rapid Response)</p>	<p>EEF research (Making Best Use of TAs and TA Interventions) is clear that TAs are an important lever to use for all children, including children who are disadvantaged, but this comes with significant caveats. As a result, teachers will utilise TAs to supplement their practice and allow teachers to provide the vast majority of pre and post-teaching. This will be targeted at children who are behind ARE or who could be extended to be higher attainers. Further training for TAs will be completed by senior leaders and this will coincide with TA's appraisal targets (led by DHT & PP Leader).</p>	<p>TA appraisals have taken place with Key Stage Leaders. This has resulted in clear roles and responsibilities within each Key Stage. Support staff have both deliver pre and post teaching sessions as well as releasing class teachers within the classroom to deliver pre and post teaching with PP children.</p>
<p>Fast Track Tutoring Interventions to support reading development.</p>	<p>Fast Track Tutoring Interventions will be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme.</p> <ul style="list-style-type: none"> - There is an overwhelming body of evidence that teaching phonics in a systematic way is beneficial (EEF 2018a). Evidence shows that systematic synthetic phonics is highly effective in teaching pupils to recognise words and especially benefits pupils who arrive at school with lower language proficiency (Machin et al., 2018). As part of a balanced approach that supports pupils to develop a range of literacy skills, systematic synthetic phonics develops pupils' early reading (EEF, 2018b). 	<p>All TAs are given an individual progress record for their allocated Fast-Track pupils which gives a clear gap analysis and forms the programme of fast track tutoring for each child. Each class has an allocated fast track TA and timetable in order to give priority to this intervention and ensure sufficient time and resources are allocated.</p>

Wider strategies

<p>Wraparound provision for PP children provided free of charge</p>	<p>There is some evidence that providing free before-school breakfast clubs can benefit pupils by preparing children for learning or supporting behaviour and school attendance.</p> <ul style="list-style-type: none"> - Wraparound may also provide additional opportunities to develop social skills and support individual children. 	<p>10 children have attended wraparound. Breakfast Club, in particular, has impacted positively on PP attendance for these pupils.</p>
<p>Regular promotion of attendance in school (newsletters, weekly hot chocolate rewards, half termly class rewards).</p> <p>Catch up club every Friday for children who are repeatedly late to school.</p> <p>SLA for Attendance Officer to increase attendance of PP children and reduce PA. Increase attendance support via Jan Gurkin / PSA role</p> <p>The attendance gap between PP and non-PP is reduced to <4% (2022-23 gap is 4%)</p>	<p>In conjunction with embedding principles of good practice set out in the DfE's Improving School Attendance advice, purchase SLA via Clennell Education Solutions for Attendance & Welfare officer to carry out home visits, hold attendance meetings and make PA referrals to the LA.</p> <p>Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <ul style="list-style-type: none"> - The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. 	<p>Attendance has been a high priority and is high profile in school. We have offered to 4 PP parents and carers. None were accepted.</p> <p>2 PP families have been supported by the attendance officer.</p> <p>1 family has been supported by Early Help.</p> <p>The family of 2 PP children have been referred to court following payment of fines.</p>
<p>Develop opportunities for disadvantaged pupils to access 'Cultural Capital' experiences linked to the arts, community and sports, to enable them to have equal access to the curriculum offer. Priority given in extra curricular opportunities. (This will be facilitated through music tuition, educational materials / resources and educational visits, residentials, PTFA events funded etc) £2,000 p/a</p>	<p>Education Endowment Foundation: 'Arts Participation' – Impact Score = +5</p> <p>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.'</p> <p>-</p>	<p>70% of PP children attended extra-curricular activities in 2023-24.</p>

<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>Purchase resources e.g Boxall Profile, provision of forest school, singing, counselling etc.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools – these will be included in the PSHE curriculum review.</p> <p>The EEF guidance report on Improving Behaviour and recommends:</p> <ul style="list-style-type: none"> • Knowing pupils well • Teaching learning behaviours • Support good behaviour • Regular routines • Targeted approaches for individuals • Consistency <p>Evidence-informed decisions about behaviour strategies/policy.</p>	<p>We have completed a series of staff training around Zones of Regulation.</p> <p>The LA SEMH team have trained a member of staff in EBSNA.</p> <p>A Support Assistant has completed ELSA.</p> <p>We have delivered a programme of training, coaching and monitoring of behaviour within school including a policy review, introduction of new strategies and embedded our restorative approach to conflict.</p> <p>We have reviewed the PSHE curriculum to include context specific issues including domestic abuse and safe relationships.</p> <p>We have used PP funding to purchase counselling allocations for several PP children.</p>
--	---	---

Non Pupil Premium	Pupil Premium
<p>GLD: 96%</p> <p>Year 1 Phonics Screen: 87%</p> <p>Year 4 MTC: 72% full marks Av score 24.6/25</p> <p>Attendance: 96%</p>	<p>GLD: 0% (3 children)</p> <p>Year 1 Phonics Screen: 83%</p> <p>Year 4 MTC: 55% full marks Average score 21/25</p> <p>Attendance: 92%</p>

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
White Rose Maths Premium Resources	Trinity MAT
Master the Curriculum	
Accelerated Reader and STAR Reading	Renaissance Place
Read Write Inc.	Oxford Owl