

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium, and recovery premium, for the 2025 to 2026 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	Oakhill Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2027/2028
Date this statement was published	
Date on which it will be reviewed	September 2026
Statement authorised by	Steve Smith
Pupil premium lead	Katie Hawthorne
Governor / Trustee lead	Margaret Tatton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,525
EY pupil premium	£-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£249,525
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Oakhill we intend for all of our pupils to have equal access to all aspects of school life through quality first teaching, targeted support and intervention. Our school vision and values support the development of the whole child, both academically and personally so that during their time at Oakhill children thrive and are equipped with attributes and skills to continue their positive educational journey into secondary school.

Our priority is the delivery of quality first teaching to secure positive, sustained progress and high outcomes; particularly in core areas such as reading, writing and maths, which form the foundation for wider curriculum access. We are committed to supporting every child to reach their full potential and achieve excellence, regardless of their background or circumstances.

‘Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them’ (EEF 2023).

We focus on developing staff pedagogical knowledge and understanding, ensuring that all staff are up-to-date with current, successful educational strategies and that these are implemented effectively to support pupil’s learning. Research, reading and reflection is a core part of our staff development and this, along with the sharing of good practice, has become an integral part of our school life.

We invest heavily in speech and language development, particularly in the early years, recognising its foundational role in learning, emotional development, and social interaction. Gaps in communication and vocabulary can become barriers to progress across the curriculum if not addressed early. Vocabulary and the ability to communicate effectively with others is essential and strategies and teaching opportunities to develop this throughout the school are weaved through our curriculum and underpin our practice.

We use a range of targeted interventions, high-quality adult interactions, and structured teaching strategies to support children in developing expressive and receptive language skills. This focus continues throughout school, with oracy, vocabulary development, and communication for learning embedded across all subjects. We believe that the ability to speak, listen, and understand underpins success—not just in school, but in life.

Positive learning behaviours are taught and expected; building children’s self-esteem and confidence, encouraging them to aspire to achieve and be successful. Many of our pupils, particularly those who are disadvantaged, face challenges outside of school and will continue to face challenges when they leave us. Through the teaching of positive learning behaviours, positive self-image, aspirations and the direct teaching of strategies to deal with challenges, we support children to find ways to either deal with, or overcome, difficulty.

We are committed to working closely with parents, carers, and families to improve attendance and punctuality. Regular attendance is a key driver of academic attainment, personal development, and long-term success. Research consistently shows that pupils with the highest attendance make the strongest progress, while those with persistent absence are at greater risk of underachievement and disconnection from learning. We work proactively to identify and

remove barriers to attendance—whether these are linked to wellbeing, routines, or family circumstances. We promote the importance of attendance across the school community and ensure that pupils are supported to come to school every day, on time, and ready to learn.

All pupils are able to access educational visits and enhancements, and, all after-school clubs are open to all pupils. Our educational enhancements are planned carefully to offer a wide variety of experiences that not only support and complement our curriculum, but allow pupils to experience things that they may not otherwise do, adding to their cultural capital and supporting pupils to broaden their aspirations, developing awareness of future educational and career pathways

Ultimately, our strategy is intended to work toward our school vision; to develop the whole child, so that they leave Oakhill with the skills to thrive and achieve academically and personally, making a positive contribution to the community whatever their starting points.

Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers of pupils on entry to school, and in the first years of their school life lack communication and language skills, which impacts upon their whole school experience.
2	Some disadvantaged pupils struggle to access the wider curriculum due to gaps in basic skills such as reading, writing, and maths. As they move through the school, these gaps can widen, limiting their academic progress and leading to lower attainment compared to their peers.
3	Disadvantaged pupils are at risk of experiencing further inequality of cultural capital and socioeconomic circumstances, including aspiration and career paths, as a result of the increasing cost of living.
4	Due to increased cost of living, social media and home lives, some disadvantaged pupils require further support to regulate their emotions and ensure positive mental health.
5	Attendance and punctuality amongst disadvantaged pupils is varied and inconsistent.

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
Communication and language skills are explicitly taught.	Pupil's communication and language skills are no longer a barrier to learning; bringing equality to whole school experience.
Deficits in basic skills are identified and addressed through quality first teaching and further recovery intervention.	Pupils have equal access to the wider school curriculum and any gaps between disadvantaged children and their counterparts will close.
Cultural capital opportunities, including direct work around aspirations and careers, form an integral part of the curriculum and school life.	Pupils are exposed to a wide variety of cultural capital opportunities across the curriculum, helping to raise aspirations and broaden their understanding of future

	education and career pathways; increasing confidence, ambition, and awareness of opportunities beyond immediate experiences.
Pupils will have strategies to regulate their emotions and look after their mental health, which they use to ensure that they are ready to learn and apply themselves academically.	Positive mental health and emotional regulation strategies ensure that pupils attend school consistently and are in a mindset conducive to learning, leading to improved engagement, sustained academic progress, and higher levels of attainment over time.
Disadvantaged pupils are punctual, and their attendance is consistently in-line with non-disadvantaged pupils.	High attendance and punctuality ensures that pupils receive maximum teaching and learning.

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: £124,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD for class based staff; release time to share good practice, partake in instructional coaching sessions, attend relevant training and complete training courses on National College and Steplab which link to the school priorities and/or a bespoke need.</p>	<p>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct 'building blocks of success' including: <i>"High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice."</i></p> <p>The EEF Attainment Gap Report 2018 states that <i>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</i></p> <p><i>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</i></p> <p>EEF Effective Professional Guidance Report</p>	<p>1, 2, 3, 4, 5</p>
<p>Staff to undertake iPad CPD to ensure that iPads positively contribute to teaching, learning and assessment, accelerating progress and improving</p>	<p>A study carried out by researchers from Stranmillis University College found that, 'young children's maths, English and communication skills improve if they use iPads in school on a regular basis.' They also found that, the introduction of digital technology has a positive impact on the development of children's literacy and numeracy skills, it enhanced children's communication skills and that iPads helped young children to be more motivated and engaged in class. Additionally, boys</p>	<p>1, 2, 3, 5</p>

<p>outcomes across the curriculum.</p>	<p>appeared to be more enthused when using digital technology, particularly when producing pieces of writing.</p> <p>iPads 'help improve young pupils' skills' - BBC News</p>	
<p>Support staff release time to attend relevant, suitable training and complete training courses on National College and Steplab which link to the school priorities and/or bespoke need.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months' progress (EEF, Making The Best Use of TAs).</p>	<p>1, 2, 3, 4</p>
<p>Staff release time to monitor the Opportunities for Speaking and Listening Award in KS2 and to roll the award out into EYFS and KS1.</p>	<p>The Teaching and Learning Toolkit from the EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year.</p> <p>Within the classroom, the EEF says that; 'language provides the foundation of thinking and learning and should be prioritised', as well as that, 'purposeful speaking and listening activities support pupils' language development.'</p> <p>'A broad and deep vocabulary is integral to every facet of learning. Alex Quigley, Closing the Vocabulary Gap.</p>	<p>1, 2, 3</p>
<p>Staff release time to attend training, train children and implement SUMO strategies across the school to provide children with strategies to deal with, and overcome, problems and/or challenges.</p>	<p>The development of positive attitudes has a long-term impact on how pupils approach learning tasks and succeed in the next stage of their education.</p> <p>The EEF guidance report on improving behaviour in schools states that,' Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.'</p> <p>and</p> <p>Consistency and coherence at a whole-school level are paramount.'</p>	<p>1, 4,</p>

<p>Staff release time to weave careers and aspirations into current curriculum planning and to plan and deliver career and aspiration workshops.</p>	<p>'Career-related learning in primary schools is about helping "children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential". Early interventions can bring a lasting impact on children's development and perceptions of different occupations, and of the subjects enabling access to them.'</p> <p>https://resources.careersandenterprise.co.uk/sites/default/files/2021-09/1145_What%20works%20Primary_digital%20version_07_01_2019.pdf</p>	<p>1, 3, 4, 5</p>
<p>Pupil Support Team to work with pupils and their families to break down barriers to learning, provide strategies to overcome challenges, and to ensure that pupils are ready to learn on entry to the classroom.</p>	<p>EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF 'Social and Emotional Learning' says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>4, 5</p>
<p>Funded 30 hours placements in Nursery</p>	<p>"Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds." Evidence on early years from the EEF 'Teaching and Learning Toolkit'.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £62,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, timetabled interventions and hot-spot interventions by</p>	<p>The Teaching and Learning Toolkit from the EEF shows that on average, intervention by teaching assistants can have an impact of +5 months' progress for 1:1 tuition and +4 months' progress small group tuition.</p>	<p>1, 2, 3</p>

teaching assistants to support pupils.	<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 and in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Mighty Writer intervention delivered by Senior SEN Teaching Practitioner.	<p>'Use high quality structured interventions to help pupils who are struggling with their literacy.'</p> <p>EEF Primary Improving Literacy Report (recommendation 8)</p>	1, 2
Delivery of phonic rapid catch-up interventions.	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Language interventions in EYFS (Time to Talk, Early Talk Boost and Talk Boost) and further up the school as required, are delivered to targeted children.	<p>The Teaching and Learning Toolkit from the EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year.</p>	1, 2
Class teachers and support staff to deliver reading practise sessions 3x a week for all pupils in R to Y2	<p>'We (should) use high-quality, structured interventions to support struggling students. Knowing the underlying components of reading, how they build on one another, along with how they must come together to enable reading comprehension, is a critical first step.'</p> <p>EEF Primary Literacy Guidance Report (recommendation 7)</p>	1, 2

<p>Bespoke iPad tutoring to close gaps</p>	<p>Education Endowment Foundation (EEF) found that one-to-one tutoring can lead to an average improvement of +5 months in student progress. The effectiveness is notably higher when the tutoring is additional to regular lessons and explicitly linked to the curriculum.</p> <p>One to one tuition EEF</p> <p>An experimental study across three urban middle schools in the U.S. found that combining human tutoring with AI support led to positive learning outcomes, especially for lower-achieving students. The integration of AI tools enhanced student engagement and proficiency.</p> <p>Improving Student Learning with Hybrid Human-AI Tutoring: A Three-Study Quasi-Experimental Investigation</p>	<p>1, 2, 5</p>
--	--	----------------

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

Budgeted cost: £62,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Support Team to work with pupils and their families to break down barriers to learning, provide strategies to overcome challenges, and to ensure that pupils are ready to learn on entry to the classroom.</p>	<p>EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF 'Social and Emotional Learning' says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>4, 5</p>
<p>Supplemented breakfast club for all pupils and targeting of pupils to attend breakfast club at</p>	<p>Research from Family Action and Magic Breakfast, which delivered the National Breakfast Club Programme between 2018 and 2021 found that breakfast club provision supported improvement in pupil behaviour, eating habits, readiness to learn, concentration in class, educational</p>	<p>1, 3 4,5</p>

<p>no cost to the family.</p>	<p>attainment, social skills and parental engagement. It also reported a reduction in late marks.</p> <p>'Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.' Fleck 2018</p>	
<p>School led after school clubs at no cost to families.</p>	<p>Research from European Commission states, "The weight of the evidence also suggests that disadvantaged and vulnerable children may benefit more from participation in Extra Curricular Activities than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers. Reasons for this include children not feeling like they fit in, ECAs not being offered at schools with access to fewer resources and not being able to afford to access ECAs."</p> <p>Benefits of extracurricular activities for Children 2021.</p>	<p>1, 3, 4, 5</p>
<p>Children's University is available to all KS2 children</p>	<p><i>The EEF's initial efficacy trial of the Children's University programme found small positive effects on non-cognitive outcomes, including teamwork, social responsibility, and aspirations. However, the subsequent effectiveness trial did not find evidence supporting the programme's impact on these non-cognitive outcomes. The evaluation highlighted challenges such as limited parental engagement and inconsistent delivery, which may have influenced the results.</i></p> <p>We acknowledge these findings and are committed to addressing the challenges identified to ensure consistency in the delivery of the programme and to strengthen parental engagement; thereby enhancing the effectiveness in supporting pupils' personal development, aspirations, and broader learning outcomes.</p>	<p>3</p>
<p>Contributions towards educational enhancements – trips, visits visitors, workshops</p>	<p><i>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i> Mark Londensborough, https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes</p>	<p>3, 4</p>

	Given that wealth gaps and the fact that traditional places that once developed cultural capital such as: town halls, youth clubs, libraries etc are decreasing, Elliot Major (2015) says that the 'role of schools as places of social and cultural as well as academic learning has become even more critical.' (Sutton Trust)	
Contribution towards residential Visits	Overall studies of adventure learning interventions consistently show positive benefits on academic learning. EEF	1, 3
Member of staff to lead Forest School session weekly, targeted at disadvantaged pupils	Overall studies of adventure learning interventions consistently show positive benefits on academic learning. EEF	1, 3, 4
Staff time to implement and monitor attendance, school's improving attendance strategies and work with parents. All staff to be trained on, understand, and to implement, Inclusive Attendance strategies.	Embed principles of good practice as set out in the DfE's Working together to improve school attendance. NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools". <i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds.' DfE 2012</i> The Department for Education's guidance, <i>Working Together to Improve School Attendance</i> , emphasises that securing good attendance cannot be achieved in isolation. Attendance cannot be improved through a single member of staff or organisation and must be a concerted effort across all school staff, the trust or governing body, the local authority, and other local partners	5
AHT time to plan run a programme of parental engagement activities.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance.	4, 5

	<p>Parental involvement positively affected academic performance through two main pathways: enhancing the child's perception of cognitive competence and improving the quality of the student-teacher relationship.</p> <p>Parent involvement and student academic performance: a multiple mediational analysis - PubMed</p>	
--	--	--

Total budgeted cost: £249,525

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 2024 to 2025 academic year.

Teaching

Over the academic year 2024/2025 we continued to prioritise quality first teaching and learning through bespoke professional development meetings, tailored to the school priorities.

Development of the Oakhill T&L package continued and staff undertook good practice visits, to broaden teacher's perspectives and to look for innovative practises that raise expectations, aspirations and achievement. Good practice visits took place within the school, the trust and to other schools in and out of the local authority: Staff reflected on these, implementing and sharing identified positive strategies. Along with good practice visits, bespoke CPD ensured that staff were continually refining their practise, leading to consistently high-quality lessons. Teaching is strong, and we continue to be committed to developing our staff, sustaining QFT and ensuring progress.

2025 Statutory Assessment Data

	School (All) 2025	School (All) 2024	School (PP) 2025	School (PP) 2024	National (All) 2025	National (All) 2024	National (PP) 2025	National (PP) 2024
Reading	72% (23%)	71%	61%	68%	75% (33%)	74%	63%	62%
Writing	69% (14%)	68%	57%	61%	72% (12%)	7%2	59%	58%
Maths	75% (19%)	79%	65%	79%	74% (26%)	73%	61%	59%
Combined	58%	61%	43%	61%	62%	61%	47%	46%
GPS	81%	77%	78%	68%	-	72%	60%	59%
Phonics Y1	83%	85%	81%	71%	80%	80%	67%	68%
Phonics Y2	95%	93%	93%	91%	91%	89%	-	-
MTC (full marks)	46%	38%	38%	26%	38%	35%	27%	25%
GLD	64%	56%	53%	61%	69%	68%	58%	60%

Above National PP

Our Speaking and Listening award is successfully embedded into our school curriculum, providing children with the opportunities to present to their peers, raising their confidence and their aspirations; pushing themselves out of their comfort zone. This raises children's literacy skills, specifically, vocabulary comprehension and oral fluency. The award also allows pupil's to build confidence in presenting ideas, which can transfer into written work and classroom participation. Our Sumo strategies and our Careers and Aspirations programme continue to be implemented and built up on to create pupils who are resilient, ambitious, confident and independent; pupils who have a broad knowledge of careers and aspire. Careers videos have been introduced into a number of subjects to show children the link between their learning and careers that they can aspire to; they contextualise learning, showing real-world applications of subjects and linking classroom knowledge to future opportunities.

Our Pupil Support team continue to work successfully with pupils and their families to break down barriers to learning and attendance. Pupils and families that they worked with who are classed as disadvantaged was around 78% over the course of the academic year, fluctuating as support was decreased and withdrawn and as new families and pupils were identified as needing support.

Our funded 30 hours placements in Nursery continue to be successful in ensuring that some of our most vulnerable children are able to access school Nursery teaching and support from an early age; to provide them with structured early learning, reducing the gaps in early English and maths. The placements provide the opportunities to get children, who may otherwise not be, 'school ready', improving long-term attainment. It enables us to put early intervention into place with children and their families to ensure that when these children reach statutory school age barriers to learning and attendance have been reduced or removed.

Academic Support

Our interventions provide support to pupils who need some catch-up and/or hotspot interventions so that they are able to participate in their classroom lessons. These interventions are targeted and provide individualised support to those children who need it the most. Rapid catch up phonic sessions and Mighty Writer sessions have been successful and all children have made sustained progress, closing the gap to the expected level.

Wider Strategies

All disadvantaged pupils have had the opportunity to access a wide variety of trips. These include visits to a variety of museums and outdoor learning locations. In addition there have been numerous visitors to school, relating to a variety of foundation subjects to bring learning to life. KS2 children also got the opportunity to go to the theatre to see a pantomime and to listen to the Halle Orchestra. A residential visit to London was made up of 33% PP children. This provided a huge cultural capital opportunity to inspire ambition. It, along with many of our school visits, provided social capital, allowing children the opportunities to discuss and to practise behaviours that vary from social situations, such as restaurant dining and theatre visits.

Breakfast Club and our wide variety of after school clubs are proportionally attended by PP children and some of these are partially, or fully funded. These provide opportunities for children to take part in further sport and/or craft activities. Funded Breakfast Club places have

been provided to families of children who may be regularly late, or maybe suffering from anxiety to provide them a stable, known start to the day ensuring that that are in school for registration and the start of the days lessons.

Attendance continues to be a priority; with a wide range of strategies used to encourage attendance. This includes our curriculum and wider curriculum offer and more bespoke strategies for individual children and their families. The attendance term work together to analyse attendance data and to intervene early to support and reduce barriers to attendance

Attendance School 2025	Attendance School 2024	Attendance National 2025	Attendance National 2024	PA's School 2025	PA's School 2024	PA's National 2025	PA's National 2024
93.2%	93.7%	92.6%	92%	24.5%	18.5%	24.4%	27.1%

Better than National

Inline with National

Parental engagement continues to be a focus, given that strong parental engagement has proven links to educational impact. We invited parents to watch me learn sessions, reading breakfasts and family and adult learning session. These sessions were on average attended by 37% of PP parents, a slight increase on last year and help to strengthen home-school partnerships. They provide parents the opportunities to come into school and to break down barriers to support attendance, wellbeing, long-term engagement and support of their children. It also provides opportunities to guide parents to our PST who can support parents with home issues; signposting to food banks, agencies and charities. Parental attendance at Parent's Evening has increased upon last year, enabling children and parents to have direct conversations about their child's education and further building the home-school link.

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
Early Talk Boost	I CAN
Talk Boost	I CAN
Spelling Shed	EDShed
Maths Shed	EDShed
Literacy Shed	EDShed

TT Rockstars	Maths Circle
Testbase	Testbase
Classroom Secrets	Classroom Secrets
White Rose	White Rose Maths
Little Wandle	Little Sutton
Mighty Writer	Mighty Writer
Inclusive Attendance	Inclusive Attendance
Third Space Learning AI tutoring	Third Space Learning AI tutoring
Khan Academy	Khan Academy
Steplab	Ambition Institute
National College	National College

Further information (optional)

--