



# Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery 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	209 Boys = 104 Girls = 105
Proportion (%) of pupil premium eligible pupils	25/209 = 11.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachael Macklearn (interim headteacher)
Pupil premium lead	Mary McAvoy
Governor / Trustee lead	Mrs Wahida Alladin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,905
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,905



## Part A: Pupil premium strategy plan

### Statement of intent

*At Bishop Perrin our aim is that all children in receipt of the Pupil Premium Grant (PPG) and who are therefore considered to be at a disadvantage in comparison to their peers will:*

- Be nurtured to become a life-long learner and access opportunities to succeed in the modern world with confidence, creativity and curiosity.*
- Be inspired to develop a love of learning using a range of exciting and inspiring books as a gateway to a wide range of subjects and cultural and social experiences*
- Learn the knowledge, understanding and interpersonal skills necessary to be active, healthy, responsible citizens in their community and the wider world*
- Have confidence as a learner to know what to do and how to be successful in their learning – a strong understanding of metacognition*
- Leave Bishop Perrin School in the best possible position and with a toolkit of resources to support their transition to the next stage of their education*
- Be held by the school community to ensure that no vulnerable or disadvantaged child, who may be vulnerable to 'falling through the net' is missed and that they are supported to progress to achieve the best possible educational outcomes, both academic and social*
- Be supported to attend school at least as much as their peers and in line with national averages to maximise their learning opportunities.*

#### **Our strategy:**

*Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:*

- Quality Teaching (including professional development)*
- Targeted Academic Support (including interventions and one to one support)*
- Wider Strategies (including behaviour approaches, breakfast clubs, trips and attendance)*



## Challenges

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

Challenge number	Detail of challenge
1.	<b>Attainment data</b> At Bishop Perrin School, there are small numbers of disadvantaged children so analysis of attainment and progress data is highly individual. We ensure that no child is left vulnerable to having significant gaps in the foundational skills they need to be successful at the next stage of learning so that barriers to learning do not build over time, including: oral language, vocabulary, fluency of handwriting, fine motor skills, gross motor skills, number fluency, early reading. It is our aim that all children will achieve really good outcomes, in line with their peers and where there is added context to their personal situation (e.g. SEND, EAL), that their outcomes are aspirational but appropriate for them.
2	<b>Attendance</b> Attendance data over the last three academic years indicates that the attendance average among disadvantaged pupils has been lower than the average for their peers but has been steadily improving. The work to minimise persistent absence for disadvantaged children needs to be sustained over the next three years.  In 2023-24 10% of PPG children at Bishop Perrin School were 'persistently absent' attending fewer than 90% of sessions over the course of the academic year. 40% attended less than the 96% attendance expectation stipulated by the government and the 96.16% attended by the wider school population.  Assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
3	<b>Wider opportunities</b> Analysis of data around engagement with extra-curricular opportunities indicates that disadvantaged children can miss out on chances to develop their cultural capital. The school curriculum and wider provision has been carefully designed to support engagement of all children in a range of cultural and social experiences. This work needs to be sustained over the next three-year period to further increase attendance and engagement in the wider curriculum and to further embed cultural experiences in the school curriculum.
4	<b>Metacognition</b> We want to ensure that all of our pupils develop a really good understanding of how to be a successful learner so they are not left unsure of how to be successful in their learning. Pupil voice activity and analysis of disadvantaged children's attainment data suggests that there are cases where these children can be less articulate in accessing the skills required to be reflective and therefore to be successful in learning at every stage of education.



5	<p><b>SEMH</b></p> <p>There is an increasing need presenting in the whole school population for support around social, emotional and mental health needs. We will ensure our disadvantaged pupils and their families have access to outside agencies and internal provision for support for these needs at an early stage.</p> <p>Bishop Perrin School will endeavour to take the greatest care and attention over the needs of each child in the ever challenging context of increased mental health need for children and their families including at key transition points when disadvantaged children can be vulnerable to decreased success in learning.</p>
6	<p><b>Strong foundations</b></p> <p>We will make sure that the curriculum clearly identifies the foundational knowledge and skills, as outlined in the EYFS and national curriculum, that children will need for later learning. We want to give children sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent and choose teaching methods that are suited to what is being taught and what children already know. We will make sure that assessment picks up children's misunderstandings quickly and gives teachers early opportunities to help children who need extra teaching and practice and make sure that end of key stage 1 assessments do not disproportionately influence decisions about curriculum and teaching methods.</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
<ul style="list-style-type: none"> <li>Disadvantaged children to achieve age-related expectations at the end of their time here and as many of our disadvantaged children to achieve GDS as possible. Where other barriers to learning are present, children are supported to achieve the best possible outcomes.</li> <li>All pupils are given the opportunity to consolidate and practise fundamental skills, retrieving key information and learning</li> <li>All children who have fallen behind in their progress and attainment will receive targeted high-quality intervention.</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged children make their expected progress from previous key stage results. In some cases, pupils will make greater than expected progress</li> <li>Children make at least their expected progress in reading. Children are reading every day and enjoy reading.</li> <li>Children make at least their expected progress in maths. Children are practising maths skills every day and enjoy the challenge of maths learning.</li> </ul>
<ul style="list-style-type: none"> <li>Interventions are evidence-based, timely and reviewed effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions are reviewed and show evidence of impact</li> <li>children move on from interventions when gaps have been addressed</li> </ul>



<ul style="list-style-type: none"> <li>Attendance is on par with non-PPG pupils and national average of 96%.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils will match national averages for attendance for non-disadvantaged pupils (96+%)</li> <li>Persistent absence of disadvantaged pupils is addressed and shows improvement over time</li> </ul>
<ul style="list-style-type: none"> <li>All children, including disadvantaged children will have the opportunity to engage in rich cultural experiences rooted in the local area and their personal context using all the opportunities that the local area offers.</li> <li>All disadvantaged children will attend at least one club per academic year</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum is designed to provide a broad range of cultural and social experiences with each child having the opportunity for at least one educational visit in the local area each year, and one educational visit that is beyond the scope of their day-to-day life.</li> <li>All children will attend a theatre production during their time at Bishop Perrin School and will have the opportunity to engage in contributing to the wider community</li> <li>Club provision will be audited termly to review the provision and ensure a range of activities are offered that appeal particularly to disadvantaged children</li> <li>Disadvantaged children have attended at least one club per academic year</li> </ul>
<ul style="list-style-type: none"> <li>All pupils, including disadvantaged pupils will have a knowledge and understanding of metacognition and will be able to articulate the strategies they have in place to be a successful learner (subject domain) – what makes a good mathematician, what makes a good reader, what make a good learner, and be able to articulate this as appropriate for their age and stage</li> </ul>	<ul style="list-style-type: none"> <li>Children can talk about what they do in all subjects to be successful</li> <li>Disadvantaged pupils don't demonstrate a significantly different understanding to others with regard to the skills they need to be a successful learner and can talk and show the toolkit of strategies they have in place to support their own achievement and success.</li> <li>An annual survey of all children will include the opportunity for children to reflect on what makes them a successful learner.</li> </ul>



## 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: £ 13,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers attend effective practise network meetings each term.</p> <p>High quality CPD is planned for and delivered as part of the annual SEDP and reviewed to develop practise.</p> <p>The school is working towards the AfC Attachment Aware Schools Award – bronze level</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (Taken from EPI study)</p>	1, 2
<p>Use of standardised tests and dynamic assessment software (Insight) to keep track of pupil progress and achievement and for regular review as part of pupil progress meetings to implement, adapt and deliver interventions as part of the assess-plan-do-review cycle</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Teaching and Learning Assistant (TLA) hours and distribution of support staff is planned according to skill and experience of</p>	<p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p>	1, 2, 4



practitioners to meet need across the school	The role can also include administrative support. EEF toolkit +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
Ongoing employment of specialist teacher for English / phonics / spelling  Ongoing employment of specialist teacher for Maths	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  EEF toolkit +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2
Embedding of fluency in number approaches across the school – NCETM Mastering Number in EYFS and KS1 and a wider school approach to multiplication tables in KS2 is sustained	Quality first teaching for all. Introduction and embedding of Maths Mastery key values principles and use of high quality online software to support teachers' CPD and children's recall of multiplication tables.  EEF toolkit: feedback (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2
Staff CPD workshop on metacognition and how to implement in class.  Shared exploration and understanding of: <ul style="list-style-type: none"> <li>• EEF guidance on Metacognition to develop understanding of knowing what good looks like and how children can monitor their progress towards that goal</li> <li>• Dylan William feedback</li> </ul>	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as 'learning to learn'; and motivation – willingness to engage our metacognitive and cognitive skills. EEF toolkit +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4, 5



<p>model – five brilliant formative assessment strategies</p> <ul style="list-style-type: none"> <li>• Tom Sherrington writing about metacognition</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beanstalk 1:1 reading interventions to support children in their reading progress	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. EEF toolkit +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2
Small group maths interventions	<p>One to one / small group tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. EEF toolkit +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF toolkit +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
Specialist spelling/phonics	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the</p>	1, 2



small group interventions	<p>teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF toolkit +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
Daily 1:1 reading	<p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. In addition, pupils from the local secondary school read regularly with key children. The role can also include administrative support. EEF toolkit 4+ months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2
Use of Wordshark programme for all children but particularly low attaining spellers	<p>Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)</p>	1, 2
Use of Timestables Rockstars programme for all KS2 children but particularly low attaining mathematicians	<p>Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)</p>	1, 2
Use of Mathletics programme for all children but particularly low attaining mathematicians	<p>Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)</p>	1, 2
Nuffield Early Language intervention	<p>Improving spoken language skills in young children around the time that they start school. On average, children with better language skills also have better literacy skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	1, 2



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

Budgeted cost: £ 13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We work hard to make sure disadvantaged pupils have access to a strong mental health and pastoral care offer.</p> <ul style="list-style-type: none"> <li>Trauma informed practise knowledge and understanding is increased through school engagement in AfC Virtual School AASA – Bronze.</li> <li>Wellbeing Week strategies continue to be embedded across the year and Wellbeing Officer to continue to be a regular source of support for all children with a focus on disadvantaged children and their families who present with emotional and wellbeing need, referring to MHST and school ELSAs, as appropriate and in collaboration with Inclusion Leader</li> <li>Programme of parent and family wellbeing coffee mornings for mental health with visiting speakers, responding to the needs of the school population to be implemented and the impact evaluated</li> <li>Review of behaviour policy to bring together a relational approach to supporting children's relationships and behaviour</li> </ul>	<p>Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school</p> <p>(taken from DfE report 2012)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3, 4, 5
Teaching and Learning Assistants to undergo ongoing training and supervision for emotional wellbeing talking and drawing	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of	1, 3, 4



<p>therapy (ELSA training and delivery)</p> <ul style="list-style-type: none"> <li>• x2 ELSA's to continue to develop their practice in collaboration with AfC Educational Psychology Service.</li> <li>• All TLA's to be part of the ongoing CPD cycle to develop knowledge and understanding around supporting children's academic success and mental health and wellbeing</li> </ul>	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Attendance monitoring</p> <ul style="list-style-type: none"> <li>• Finance and Administration Officer to report to headteacher when a child's attendance falls below 90% and take appropriate action to improve attendance including sharing data relating to the impact of time missed from school with parents e.g. **% equates to 1 phonics lesson per week for a year.</li> <li>• Subsidised places at Breakfast Club offered as required.</li> <li>• School nurse referrals for repeated bouts of illness causing low attendance.</li> <li>• Designated time for staff to liaise with parents and families about attendance.</li> <li>• Regular checking-in with families where children are absent and tracking the data to pick up patterns.</li> <li>• Review of how attendance certificates are awarded to celebrate excellent, rather than 100% attendance to allow for genuine incidents illness.</li> </ul>	<p>Government research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving</p> <p>See the DfE's <a href="#">Improving School Attendance</a></p>	<p>3</p>



<p>Disadvantaged children to attend a range of class trips and school journeys and are able to participate in clubs every term:</p> <ul style="list-style-type: none"> <li>• PPG money is used to pay for these experiences and increase attendance at school journeys and clubs</li> <li>• Disadvantaged children who are not yet able to swim or self-save in water are taught to swim and given the opportunity to attend swimming lessons</li> <li>• Disadvantaged children have the opportunity to learn to play a musical instrument via access to Richmond Music Trust and as part of the school's music provision</li> </ul>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government</p> <p><a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a></p>	5
<p>Children are supported to transition to the next stage of their education:</p> <ul style="list-style-type: none"> <li>• Robust transfer of data between schools takes place in June at an LA level to ensure pupils who have needs that must be clearly communicated to secondary schools are well-supported</li> </ul>	<p>Transition is a vulnerable point for many pupils, including those who are disadvantaged</p>	

**Total budgeted cost: £ 38,905**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The current PPG three-year plan came to an end at the end of 2023-24. Over the course of the last three years, this funding has facilitated access to therapeutic support for children; has enhanced provision for individuals and groups of children through work led by qualified and experienced teachers; has facilitated close monitoring of attendance; supported school-led projects to develop high quality teaching and learning across the curriculum and enabled increased participation for disadvantaged children in the wider curriculum and extra-curricular activities.

In EYFS, Year 1, Year 4 and Year 6 children are assessed at the end of the year via statutory assessments. This data, combined with our own assessments, informs our professional judgements about children's progress and attainment to ensure high outcomes for all.

As a small school with low PPG numbers, the samples sizes for each class are relatively small.

- Reception (x2 disadvantaged children):

NELI intervention used to support children who were not on track to achieve the early learning goals. By the end of 2023-24, 100% of PPG children in Reception had achieved the ELG for communication and language and reading comprehension and 50% achieved the ELG for word reading.

- Year 1 (x3 disadvantaged children):

In Year 1 attainment for PPG children is broadly in line with non-PPG children. 66% of PPG children achieved the threshold for the phonics screening check, roughly in line with the national average of 68% for disadvantaged children.

- Year 4 (x2 disadvantaged children):

In the Year 4 MTC 50% of PPG children scored more than 20 on the Multiplication Tables Check.

- Year 6 (x1 disadvantaged child):

In summative end of year assessments, 100% of disadvantaged children achieved the expected standard in four key areas. No disadvantaged children achieved GDS in all four areas, but did in two – GPS and maths.

#### *Wider opportunities:*

Disadvantaged children can be vulnerable to missing out on extra-curricular experiences and wider opportunities such as workshops and trips due to financial pressures faced by parents and families. In 2023-24, on average 50% of disadvantaged children attended at least one extra-curricular club. Of the clubs offered to the school community, on average, 50% were clubs that are run internally which are more affordable. School has continued to subsidise the cost of club attendance for disadvantaged children with 60% of families of disadvantaged children utilising this offer.



**Attendance:**

In 2023-24 10% of PPG children at Bishop Perrin School were 'persistently absent' attending fewer than 90% of sessions over the course of the academic year. 40% have attended less than the 96% attendance expectation stipulated by the government and the 96.16% attended by the wider school population.

## Externally provided programmes

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

Programme	Provider
Wordshark	White Space
White Rose Maths Mastery	White Rose Maths
Timestable Rockstars	Maths Circle Ltd
Mathletics	3P Learning Product
Purple Mash	2Simple
NELI	DfE