

Bosvigo School

Pupil Premium Strategy Statement



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	19.1% (62)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Wallis, Headteacher
Pupil premium lead	Chris Wallis, Headteacher
Governor lead	Nick Bailey, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93,930

Part A: Pupil premium strategy plan

Statement of intent

At Bosvigo School, our aim is to provide an inclusive and nurturing environment where all children have the opportunity to thrive, irrespective of their background or circumstances. The focus of our pupil premium strategy is to support disadvantaged pupils to reach their full potential, including maximising progress for those who are already high attainers.

We recognise that pupils who are eligible for the Pupil Premium come from varied circumstances and face diverse and often complex challenges. These may include academic, social, emotional or economic barriers to learning. Our strategy is designed to reflect this diversity, tailoring our support to meet the unique needs of each child, so they feel valued, supported and empowered to succeed.

Through our Pupil Premium Strategy, we are committed to addressing barriers to learning and ensuring that all children, including those who are disadvantaged, have access to high-quality teaching, targeted interventions and enrichment opportunities.

Our strategy is rooted in evidence-based approaches that focus on raising attainment, closing the achievement gap and promoting personal development.

We are dedicated to:

1. Providing consistently high-quality teaching and learning experiences that benefit all pupils, while prioritizing disadvantaged learners.
2. Offering targeted support to address individual needs, using robust data to inform decisions and monitor progress.
3. Ensuring access to enrichment activities that foster self-confidence, aspiration, and a sense of belonging within the school community.
4. Engaging with families and the wider community to create a collaborative approach to supporting our pupils.

At the heart of our approach is the belief that every pupil deserves the opportunity to succeed and that education is a powerful tool for breaking down barriers and transforming lives. We are committed to regularly reviewing and refining our approach to ensure it has the greatest impact on our pupils outcomes, recognising and celebrating the individual journeys of each child.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that our youngest pupils in receipt of the Pupil Premium typically start school with higher needs regarding their communication skills and vocabulary development. This impacts social communication and access to the curriculum.
2	Our Foundation Stage Profile and Key Stage 1 assessment results show that a lower percentage of children in receipt of Pupil Premium achieve age-related expectations for Reading and Writing when compared to their peers who are not eligible for the Pupil Premium. This impacts on the children's ability to make good progress in Key Stage 2.
3	Internal and external assessments indicate that the attainment gap between disadvantaged pupils and their non-disadvantaged peers grows through the school. In recent years, this gap has been consistently around 20% in terms of pupils achieving the expected standard in the Key Stage 2 SATs. The attainment gap is less than 10% in the EYFS Profile scores for Number, but extends to around 15% in the Key Stage 1 maths assessments.
4	Through our monitoring of pupil behaviour, progress and attainment, as well as through discussions with staff and parents, we recognise that a higher proportion of pupils in receipt of Pupil Premium demonstrate social and emotional needs when compared to their non-Pupil Premium peers. These higher levels of social and emotional need impact on children's attendance, confidence and ability to successfully engage in learning.
5	Attendance levels of pupils in receipt of Pupil Premium are lower than non-Pupil Premium pupils in the school, particularly in terms of those considered to be 'persistent absentees'. This impacts on those pupils' opportunity to make good progress and achieve well. Barriers to achieving good attendance for some of our disadvantaged families are complex and require significant support to overcome.
6	Monitoring of extra-curricular activity, including school residential experiences, shows that children in receipt of Pupil Premium are less likely to engage in extra-curricular opportunities. These opportunities are essential for supporting children's personal development and sense of belonging.

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
<p>(1) All children have improved oral language skills and vocabulary</p>	<p>Assessments and observations indicate significantly improved oral language among all pupils.</p> <p>Children’s spoken language will become easier for adults and children to understand, leading to better communication of children’s wants and needs.</p> <p>Monitoring, including observations, demonstrate high quality teaching of vocabulary and oracy within lessons.</p> <p>Children make rapid progress in phonics lessons, as evidenced by ongoing assessment.</p> <p>Year 1 Phonics Screening results will continue to improve and will exceed national levels.</p>
<p>(2) Improved Reading and Writing outcomes for disadvantaged pupils at the end of Key Stage 2</p>	<p>High quality teaching and learning will be evident in all classes and for all children.</p> <p>Monitoring activities will show that teachers make effective use of recognised best practice to maximise learning opportunities.</p> <p>Investment in high quality training enables all staff, including teaching assistants, to make a significant contribution to progress of all pupils.</p> <p>All pupils demonstrate high levels of engagement in their learning with regards to reading and writing activities.</p> <p>Focused interventions address weaknesses in pupils’ learning and enable all groups to make good progress.</p> <p>The Key Stage 1 writing curriculum facilitates high levels of engagement and progress for all pupils, creating a strong foundation for sustained progress across Key Stage 2.</p> <p>Pupils eligible for the Pupil Premium make accelerated progress and close the attainment gap by the end of Key Stage 2.</p>
<p>(3) Improved Maths outcomes for disadvantaged pupils at the end of Key Stage 2</p>	<p>Monitoring activities, including observations, will show that children consistently access high quality teaching of maths in all year groups.</p>

	<p>Pupil conferencing activities will demonstrate high levels of confidence and engagement in maths lessons.</p> <p>Children in receipt of Pupil Premium will make accelerated progress across Key Stage 2 and will achieve in line with the national 'other' group.</p> <p>Pupils demonstrate a secure knowledge of calculation strategies, as evidenced by internal arithmetic data and external data such as the Year 4 multiplication tables check.</p> <p>Gaps in children's mathematical knowledge and understanding are quickly identified and addressed through responsive teaching and high quality interventions. Identification of gaps in knowledge will be evidenced through teacher's marking and feedback journals.</p>
<p>(4) All children are able to regulate their emotions and are able to engage with learning successfully</p>	<p>All staff feel well equipped to support children, having received ongoing training in trauma-informed approaches. Staff are consistent in how they support vulnerable children and this is reflected in evidence from monitoring activities such as pupil conferencing and staff appraisals.</p> <p>Pupil conferencing demonstrates that all pupils feel well supported by the adults within the school and that they know who they would go to for support if they needed it.</p> <p>Sustained higher levels of emotional well-being, mental health and resilience, as demonstrated by feedback from pupil conferencing, pupil/parent surveys and Motional data.</p> <p>Pastoral records show that children are swiftly and comprehensively supported through challenging periods of their lives.</p>
<p>(5) Attendance for all children will improve and attendance for the Pupil Premium group will be 95% or better</p>	<p>Attendance data will show continual improvement when compared to previous years/terms.</p> <p>The attendance of children eligible for the Pupil Premium will show continual improvement towards the national 'other' percentage.</p> <p>Pupil Premium children will demonstrate high levels of engagement with school in pupil voice activities.</p> <p>Families will engage positively with the school to improve attendance.</p>

<p>(6) All children have opportunities to engage in extra-curricular activity beyond the school curriculum. Engagement levels of the Pupil Premium group are comparable to their non-Pupil Premium peers</p>	<p>School trips and wider experiences are subsidised by the school to enable all pupils to participate.</p> <p>All Pupil Premium children are in receipt of a personal allowance, enabling families to access paid activities such as school residentials and music lessons.</p> <p>The school is able to demonstrate high levels of engagement with the Time2Move programme, enabling pupils eligible for free school meals to access holiday activity programmes at no cost.</p> <p>Data shows that Pupil Premium children are highly engaged in extra-curricular activities (in line with non-Pupil Premium peers) and regularly represent the school in sports competitions and other enrichment opportunities.</p> <p>Pupil conferencing evidences that children who are in receipt of the Pupil Premium enjoy a wide range of school activities and feel a strong sense of belonging at Bosvigo School.</p> <p>The school's outdoor space is enhanced and maintained to facilitate imaginative and active play for all children.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (Reading and Maths).</p> <p>Training to enable staff to make effective use of assessment information.</p>	<p>The school has identified that there is a need to have an in-depth understanding of how children achieve in comparison to their peers throughout both Key Stage 1 and Key Stage 2. The school also wants to ensure that analysis of data from diagnostic assessments is used to inform future plans.</p>	<p>2, 3</p>

	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	
Ongoing staff training and subject leader release time to enable a sustained focus on delivering high quality teaching and learning.	‘Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.’ Department for Education	1, 2, 3, 4
Staff training in the effective teaching of vocabulary and oracy across the curriculum.	The EEF highlights that oral language interventions can, on average, lead to approximately five to six months of additional progress over the course of a year. The impact is particularly strong in the Early Years, where it can result in up to seven months of additional progress. Oral language interventions (EEF)	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund release time for the maths lead to work alongside teachers to ensure that the quality of teaching and learning is consistently of a high standard for all pupils.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Continued investment and training of staff to deliver high quality phonics provision.	Systematic phonics teaching has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 4, 5

	Phonics – Education Endowment Foundation	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE’s guide: Tutoring: guidance for education settings</p>	<p>The school’s participation in the National Tutoring Programme from 2021/22 – 2023/24 had a significant impact on raising attainment for pupils who participated, as evidenced by both assessments and pupil feedback.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Targeted phonics interventions to enable pupils to make accelerated progress towards age-related expectations.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Effective deployment of additional teaching assistants</p>	<p>We have recognised that children need to be emotionally secure in order to access learning. SEL initiatives have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and Emotional Learning Teaching and Learning Toolkit EEF</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2, 3

	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Teaching Assistants Teaching and Learning Toolkit EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing ongoing and short-term pastoral support for pupils who experience difficult circumstances	<p>Our pastoral lead has played a crucial role in building strong relationships between the school and vulnerable families in recent years and ensures that the school is able to provide excellent support for pupils who experience challenging circumstances in their lives.</p> <p>Parental Engagement Teaching and Learning Toolkit EEF</p>	4
<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 officers to improve attendance.</p>	<p>Attendance data from previous academic years shows that attendance figures for vulnerable groups are consistently below the minimum attendance target of 95%. Persistent absenteeism is also higher amongst vulnerable groups.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
Jigsaw PSHE/RSE	The school has implemented Jigsaw PSHE/RSE over the last two years and feedback from both teachers and pupils demonstrates that the resource has supported the development of pupils emotional literacy.	4
Subsidised residential experiences, school trips and extra-curricular activities.	Our school is committed to providing all children with a broad range of experiences to support them in finding their passions and developing a stronger sense of community and identity. By providing financial support	6

Enhanced opportunities for imaginative and creative play through development of outdoor spaces and deployment of lunchtime play specialist.	for all pupils eligible for the Pupil Premium, we can ensure that financial considerations do not prevent children from engaging with wider opportunities.	
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Total budgeted cost: £103,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes in 2024/25

1) All children have improved oral language skills and vocabulary

Early Years Foundation Stage outcomes indicate that children perform well in oral language and vocabulary development overall. In 2025, 95.5% of pupils achieved the expected standard in Listening, Attention and Understanding and 90.9% in Speaking, both significantly above national averages. This demonstrates the positive impact of the school's focus on oracy and vocabulary development, particularly in the early years where baseline starting points are often low.

However, outcomes for pupils eligible for the Early Years Pupil Premium are notably weaker. While EYPP pupils achieve relatively well in Listening and Attention (88.9%), attainment in Speaking is lower (77.8%), and overall outcomes remain significantly below both their peers and national figures. Only 11% of EYPP pupils achieved a Good Level of Development, compared to 55% nationally and 69% of non-EYPP pupils within the school.

This indicates that, although whole-cohort provision is effective, there remains a substantial gap for disadvantaged pupils. Further targeted support is required to ensure that improvements in oral language and vocabulary are consistently secured and translated into improved overall outcomes for this group.

The development of oral language and vocabulary skills extends beyond the EYFS. Across Key Stage 1 and Key Stage 2, the explicit teaching of vocabulary has been embedded across the curriculum, with teachers consistently identifying and teaching key vocabulary in all subjects. Monitoring activities, including lesson observations and book scrutiny, demonstrate that pupils are increasingly able to understand and use subject-specific vocabulary accurately. In addition, structured approaches to supporting oracy, including the use of sentence stems, Widgeit vocabulary prompts and strategies such as 'think, pair, share' are supporting pupils to articulate their ideas clearly and engage in purposeful talk.

While there is strong evidence that vocabulary teaching is well-established across the school, we recognise that further work is needed to strengthen the development of pupils' oral language skills, particularly for disadvantaged pupils. This will include refining approaches to oracy across all key stages to ensure that pupils are consistently supported to develop their spoken language, confidence and ability to use language effectively in a range of contexts.

2) Improved Reading and Writing outcomes for disadvantaged pupils at the end of Key Stage 2

Key Stage 2 outcomes in 2025 show that attainment in reading and writing is variable and, in recent outcomes, below national averages. The proportion of pupils achieving the expected standard was 68% in reading and 53% in writing, both below national figures.

For disadvantaged pupils, outcomes remain significantly below national averages. In 2025, 43% of disadvantaged pupils achieved the expected standard in reading compared to 63% nationally, and 21% achieved the expected standard in writing compared to 59% nationally. This represents a substantial attainment gap, particularly in writing. The combined reading, writing and maths measure further highlights this challenge, with only 14% of disadvantaged pupils achieving the expected standard and a gap of 55 percentage points compared to non-disadvantaged pupils nationally. The school's latest IDSR indicates that this gap widened in the most recent year.

However, there are positive indicators in relation to progress. Disadvantaged pupils have made stronger progress in reading over time, suggesting that improvements in teaching and targeted support are having an impact on pupils' learning. This reflects the school's continued focus on high-quality teaching, including investment in staff professional development and the embedding of effective approaches to reading and vocabulary development across the curriculum.

Implementation of structured approaches to writing, including *The Write Stuff*, alongside explicit teaching of vocabulary and oracy strategies, has supported pupils to develop their understanding and use of language. In addition, targeted interventions, including one-to-one and small group tuition and the effective deployment of teaching assistants, have enabled pupils to address gaps in their learning and make progress from their starting points.

Despite these improvements in provision and evidence of impact on progress, outcomes for disadvantaged pupils at the end of Key Stage 2 remain below those of their peers. Writing outcomes in particular are less secure, with weaker progress and attainment over time. This indicates that, while strategies are improving the quality of teaching and supporting pupils to make gains in learning, they are not yet sufficient to secure consistently strong attainment outcomes by the end of Key Stage 2.

In 2025-26, the school will continue to refine its approach to targeted support and high-quality teaching, with a particular focus on ensuring that disadvantaged pupils make accelerated progress in writing and that improvements in vocabulary and reading comprehension translate more consistently into improved attainment outcomes.

3) Improved Maths outcomes for disadvantaged pupils at the end of Key Stage 2

Key Stage 2 outcomes in 2025 indicate that attainment in mathematics is broadly in line with national averages overall. In 2025, 70% of pupils achieved the expected standard, compared to 74% nationally, with the three-year average also broadly in line. This suggests that the school's approach to the teaching of mathematics is generally effective for the majority of pupils.

For disadvantaged pupils, outcomes are stronger in mathematics than in reading and writing, but still remain below national figures. In 2025, 50% of disadvantaged pupils achieved the expected standard compared to 61% nationally, representing a gap of 31 percentage points compared to non-disadvantaged pupils nationally. Over time, this gap has remained relatively stable, with little evidence of sustained narrowing.

There is stronger evidence of impact in terms of progress. Mathematics progress scores for all pupils are above national on a two-year average, and disadvantaged pupils have also made broadly positive progress over time. This indicates that pupils are making gains from their starting points and reflects improvements in the quality of teaching and curriculum provision.

This aligns with the school's pupil premium strategy, which has prioritised the development of high-quality teaching in mathematics. Investment in release time for the maths lead has enabled effective support for teachers and has strengthened consistency in curriculum delivery across the school. In addition, the use of diagnostic assessments has supported teachers to identify gaps in pupils' knowledge and adapt teaching accordingly.

Targeted academic support, including small group and one-to-one interventions, alongside the effective deployment of teaching assistants, has helped address specific gaps in understanding and contributed to the positive progress seen across cohorts.

Despite these strengths, attainment outcomes for disadvantaged pupils remain below those of their peers and national averages. This suggests that, while pupils are making progress, this is not yet sufficiently rapid to close the attainment gap by the end of Key Stage 2.

Moving forward, the school will continue to build on strong practice in mathematics, with a particular focus on ensuring that disadvantaged pupils make accelerated progress and that identified gaps in knowledge are addressed swiftly and consistently, enabling more pupils to achieve the expected standard by the end of Key Stage 2.

4) All children are able to regulate their emotions and are able to engage with learning successfully

The school's approach to supporting pupils' emotional regulation and engagement with learning is a significant strength. Bosvigo has embedded a trauma-informed approach across the school, with four trained Trauma Informed Schools (TIS) practitioners working in a range of roles, including SENDCo and Pastoral Lead. All staff have received training in relational practice and demonstrate a strong understanding of their role in supporting pupils' mental health and wellbeing.

This consistent, whole-school approach is reflected in day-to-day practice. A range of strategies, including 'I wish my teacher knew' postboxes and sensory resource boxes in every classroom and regular mindfulness activities, ensure that pupils are supported to recognise, express and regulate their emotions. Monitoring evidence, including observations of break and lunchtime provision led by the headteacher, assistant headteacher and pastoral lead, indicates that pupils are able to regulate their emotions effectively, with very few incidents of dysregulation observed. As a result, pupils are able to engage positively with learning.

The school also provides targeted support for pupils with additional needs. Strong partnerships with external agencies enable access to counselling, play therapy and mental health support work for individuals and groups of pupils. The use of the Motional tool further strengthens this provision, allowing the school to assess, monitor and respond to pupils' emotional health in a structured and evidence-informed way.

These approaches align closely with the school's pupil premium strategy and demonstrate a high level of consistency and impact across the school. Pupils feel well supported, and this is reflected in their ability to engage successfully in learning.

Moving forward, the school will continue to refine its use of assessment tools, such as Motional, to further strengthen the tracking of pupils' emotional development and ensure that targeted support continues to have maximum impact, particularly for disadvantaged pupils.

5) Attendance for all children will improve and attendance for the Pupil Premium group will be 95% or better

Attendance data from the IDSR demonstrates clear and sustained improvement over time. Whole school attendance in 2024/25 was 95.0%, in line with the national average, representing a significant increase from previous years (93.1% in 2023/24 and 93.2% in 2022/23). This indicates that strategies implemented to improve attendance are having a positive impact.

Attendance for pupils eligible for the Pupil Premium has also improved. In 2024/25, attendance for this group was 91.9%, an increase from 89.3% in the previous year and broadly in line with the national average. This demonstrates that targeted work with families and the embedding of clear procedures has contributed to improved engagement with school among disadvantaged pupils.

There are particularly strong improvements in persistent absence. The proportion of persistently absent pupils has reduced significantly over time, with whole school figures falling from 18.3% in 2022/23 to 10.8% in 2024/25, now below the national average. Persistent absence for disadvantaged pupils has also reduced and is now below national figures, indicating that targeted support for the most vulnerable families is having a positive impact.

These improvements align with the school's pupil premium strategy, including the implementation of clear attendance procedures, investment in pastoral support, and a strong focus on working with families to address barriers to attendance.

Despite this positive progress, attendance for disadvantaged pupils remains below that of their peers and below the school's target of 95%. This indicates that, while strategies are effective and improving outcomes, further work is required to sustain improvements and close the remaining gap.

Moving forward, the school will continue to refine its approach to attendance, with a particular focus on supporting disadvantaged pupils and families to secure consistently high levels of attendance.

6) All children have opportunities to engage in extra-curricular activity. Engagement levels of the Pupil Premium group are comparable to their non-Pupil Premium peers.

The school's approach to promoting engagement in extra-curricular activities has had a positive impact. A personal allowance of £135 was allocated to all pupils eligible for the Pupil Premium in the 2024/25 academic year, removing financial barriers to accessing enrichment activities such as residential camps and music tuition.

Monitoring evidence indicates that this approach has been effective. Camp participation data shows that, from Year 1 to Year 6, a similar proportion of Pupil Premium pupils accessed residential experiences compared to their non-Pupil

Premium peers, with the majority utilising their personal allowance to support participation. Informal pupil voice suggests that, where pupils did not attend, this was largely due to factors other than cost, indicating that financial barriers have been successfully reduced.

Engagement in wider opportunities is also strong. Club participation data shows that over 80% of Pupil Premium pupils took part in extra-curricular activities during the 2024/25 academic year. The use of Pupil Premium and Sport Premium funding to subsidise staffing and resources has ensured that all pupils have equitable access to school-led enrichment opportunities.

These outcomes demonstrate that the school's strategy has been successful in increasing participation and reducing financial barriers for disadvantaged pupils.

Moving forward, the school will continue to review and modify its approach to ensure that all pupils, particularly those who do not currently engage, are supported to access a full range of wider opportunities, further strengthening participation and ensuring equity of experience across the school.

Externally provided programmes

Programme	Provider
Motional	Motional
Jigsaw (PHSE)	Jigsaw PHSE Ltd
Ed Shed	Education Shed Ltd
The Write Stuff	Jane Considine Education
Learning By Questions	Learning By Questions
TT Rockstars/Numbots	Maths Circle Ltd