

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Horton Kirby C of E Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2026/2027
Date this statement was published	December 2023 (revised)
Date on which it will be reviewed	July 2024
Statement authorised by	Glenn Pollard Headteacher
Pupil premium lead	Peter Sexton Deputy Headteacher
Governor / Trustee lead	Amy Farlie/Harriet Carter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,750
Recovery Premium	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,290

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, as well as gain full and equal access to all the wider opportunities of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- Ensure disadvantaged children are actively encouraged and supported to gain access to all the enrichment opportunities of the wider curriculum.

## 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 underdeveloped oral language skills and vocabulary gaps among many pupils within our school. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is behind those of non-disadvantaged children. These findings are supported by national studies. This continues to impact significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Our attendance data in 22-23 (FFT) indicates that attendance among disadvantaged pupils 6.4% lower than non-disadvantaged. Attendance for PP children nationally was 91.3 % and in HK it was 88.8%. The low attendance is particularly evident in KS1. PP children who are PA stood at 36% last year, which is high. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment. As an example, there have been 29 requests for support from the emotional well being team. 9.3% have been non-disadvantaged pupils with 14.2% concerning disadvantaged pupils.

5	Our assessments and observations indicate that whilst lower PP children make good progress. There is less progress with the greater depth pupils, plus combined achievement at expected and greater depth. Data 2023
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## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes by the end of the 3 year strategy will be more in line with non-disadvantaged pupils nationally
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by the end of the period of the strategy demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by the end of the strategy period demonstrated by: <ul style="list-style-type: none"> <li>qualitative and quantitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>PP children in participation in enrichment activities will be in line or better than non PP children.</li> </ul> <p>60% of disadvantaged pupils attending extra curricular clubs and 100% accessing swimming and residential trip.</p>
Improve greater depth attainment for PP children in Reading, Writing and maths.	KS2 outcomes by the end of the strategy will show that 20% of disadvantaged pupils achieve greater depth in reading, writing and maths and combined will be in line with national averages.

## 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: £34,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on QFT with highly skilled TAs enhancing in class learning alongside the class teacher. Supporting whole class teaching, small groups and individual support. Approach based on research.	<p>Research shows that TAs are an effective resource if trained and used correctly ie support that occurs largely within the curriculum, supporting children's independence and that adult support is shared between TAs and Class Teachers.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistants/TA-Guidance-Report-Making-Best-Use-Of-Teaching-Assistants-Printable-2021-11-02-162019-wsqd.pdf?v=1702390675">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702390675">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702390675</a></p>	1 and 5
Ensure that quality of teaching over time is at least good for all pupils and improved percentage of outstanding teaching. Use of Kagan structures to improve oracy and vocabulary of all pupils, including the disadvantaged. The school and Trust are now undergoing to training to align Rosenshine Principles of Instruction, with Kagan Structures	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Spotlight on disadvantage report – NGA.</p> <p>Pupil premium usage is not the only determinant of disadvantaged pupils progress and attainment.</p> <p>The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils.</p>	1 and 5

	<a href="#">Collaborative learning approaches   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
Training for staff on the Little Wandle method of teaching - most staff now trained, but for new staff, plus further training for TAs to support early reading. English lead going for HK becoming a LW approved School – to strengthen the support/expertise of teaching.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 5
New curriculum (fully implemented spring 23) to ensure children learn a regular build-up of key knowledge and vocabulary and take part in highly engaging learning that inspires curiosity and good attendance for all groups.	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Spotlight on disadvantage report – NGA.  Pupil premium usage is not the only determinant of disadvantaged pupils progress and attainment.  The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils <a href="#">Metacognition and self-regulation   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 3 4 5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £32,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to allow for smaller maths groups (as of Jan 24). Senior teacher (SENDSCO) leading and demonstrating to HLTAs.	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)  QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF PP children have been disproportionately affected by school closures	1 and 5
Use of Speech and Language Link, delivered by TAs/SENDSCO	Poor language and communication skills are a barrier to accessing learning and often result in negative behaviours and difficulties in forming relationships. Early years and oral interventions have a very good impact on pupils success (EEF Toolkit) <a href="http://tinyurl.com/ythdj3n8">http://tinyurl.com/ythdj3n8</a>	1 2 3 4 5
CRIBS For social and emotional well being and regulation underpinned by Christian Values.	<a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2 (900)
Training for staff on the Little Wandle method of teaching - most staff now trained, but for new staff, plus further training for TAs to support early reading in intervention and 'keep up' sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="http://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

Comprehension Box – targeted reading comprehension support linked to reading ages.	<a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	
Maths Snap for SEND/PP children. Maths intervention	<a href="https://educationendowmentfoundation.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	(£384 + training)

### Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance To ensure that focus PP children have access to a balanced breakfast.</p> <p>To support PP families with child care. Regular tracking and monitoring Attendance PSP meetings for PA</p>	<p>Attendance at breakfast club has proved effective in improving attendance.</p> <p>Children will begin school with breakfast which is proven to be beneficial to learning</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence  <a href="http://tinyurl.com/3e58pcnw">http://tinyurl.com/3e58pcnw</a></p>	3
<p>Improve well-being for PP children with access to counsellor and EDUKIT Regular well-being surveys</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers  <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>	4

To ensure that PP children have access to a wider school curriculum, including funding for swimming and trips, including year 6 residential trip	Raising cost of living and reduction in temporary increase to universal funding is having an impact on family finances.	4
<p>Improve well-being and attendance for PP children with access to Honey the school dog mentor</p> <p>Focused specialist training for 4 staff</p> <p>Whole school training</p> <p>Individual target setting and rewards</p>	Our dog mentor has already started to have a positive impact on pupils, both a calming effect around the school and as a targeted reward for improved attendance and for calm starts to the day for those pupils who struggle to come in, in the mornings.	4
SENCO trained as practitioner for 'drawing and talking' to support emotional needs. 1x weekly afternoon, including 2x PP children.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p>	4
Widget Communicate in Print. Visual resources for children who need support	<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>	

**Total budgeted cost: £80,290**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Attainment 2022/23</b>						
	KS2 Non PP (previous Year)	KS2 PP 13 Pupils (National)	Gap	KS1 Non PP	KS1 PP 3 Pupils (National) 3 pupils	Gap
% achieving expected + in RWM	75.6 % (73)%	66.7% (40.2%)	-8.9%	79.3%	33%% (N/A)	N/A%
% achieving expected + in Reading	80 % (78%)	90% (58%)	+10%	90%	33% (56.9%)	-23.9% Gap
% achieving expected + in Writing	80 % (90%)	63.6% (56%)	- 16.4 %	74%	66% (56.4%)	+9.6
% achieving expected + in Maths	82.2 % (82.9%)	81.8% (51%)	-0.4%	86%	66% (51.8%)	+14.2%

**KS2 Progress**

	<i>HK PP Progress 22-23</i>	<i>HK Non PP Progress</i>	Gap	Kent Progress <b>(HK Difference)</b>	National Progress <b>(HK Difference)</b>
<i>Reading</i>	<i>4.0</i>	<i>2.6</i>	<i>+1.4</i>	<i>-1.8 (+6.8)</i>	<i>0 (+4)</i>
<i>Writing</i>	<i>2.0</i>	<i>3.0</i>	<i>-1</i>	<i>-1.0 (+3)</i>	<i>0 (+2)</i>
<i>Maths</i>	<i>2.4</i>	<i>2.1</i>	<i>+0.3</i>	<i>-2.6 (+5)</i>	<i>0 (+2.4)</i>

**Current Attainment 2022-23: KS2.**

KS2 PP achievement significantly improved from previous years, both in school and when compared nationally. New, focussed and high quality interventions (Shine) along with a drive to improve High Quality Teaching school-wide (introduction of Kagan procedures towards collaborative learning) seemed to have had an impact. PP funding was also used alongside the tuition funding to ensure PP children received extra tuition. 66% of Y6 PP children received extra tuition and 88% achieved expected in these targeted subjects. Achievement for KS2 PP was above national in all measures, including the combined measure which rose 9.1% from 0% last year. KS1 is less successful in terms of comparative achievement, albeit this was a cohort of 3 pupils last year. This academic year(23/24) the cohort has risen to 4 and all of these children are seen as cusp/focus in all areas, so we expect to see improvement and 100% exp+ by the end of KS2.

## **July 23 - Annual Strategy Review:**

Actions from strategy under-lined and in-dented

***Adapted foci for strategy in 23/24 in italics/bold***

### **TEACHING AND LEARNING FOR ALL:**

Raise attainment in RWM, with focus on Greater Depth (£10,000):

Additional Teacher for maths - This activity was for Y6 maths group. PP children in the smaller group. This was successful with 81% achieving Exp compared to 51% Kent and 71% non PP nationally. 9% PP children got GD compared to 9% in Kent. Progress measures for maths PP: +2.4 compared to -2.6 in Kent (exp national progress being 0).

School-wide push for raising attainment of PP – obs focus and focus in book looks. Focus of PPMs and push for teachers and SLT to monitor:

Attainment outcomes for PP children improved in all areas in KS1, EYFS, KS2 and Y1 phonics, being comfortably above national and Kent in all subjects (100% got expected in writing in KS2). Prog measures for PP children, were significantly above national and Kent in writing.

***New focus will be for PP achievement in GD and at combined level for Exp and GD.***

TA support individuals and groups of pupils in class and through targeted interventions/ Little Wandle Phonics Training for all staff (£55,800):

Staff had training in a variety of interventions including Shine and internal INSET to adapt all teaching, including foundation subjects for SEND and children below expectations. Training on reducing barriers to learning and using technology to do so. Kagan training for all staff.

***Embed Kagan training next year – ensure new staff receive training and continue with parts 2,3,4.***

Improvement in phonics for all children (93% pass rate compared to 78% in 2023). This transmitted to PP at 83% - above Kent figure of 59%). Y2 phonics retakes were in line with national figures.

***Continue with focus/activity in this area making sure early reading of PP children is focussed on in EY and KS1. SENDCO training on new SHINE Interventions***

SLT supporting High Quality Teaching with Regular monitoring including learning walks, book scrutiny, pupil voice, observations, Whole school training/CPD:

100% of observations were Good, with 75% being outstanding. Book Looks show that there is effective teaching and learning across the curriculum and any minor points for development have been addressed with staff. Training from subject leaders and SENCo have improved differentiation in foundation subjects. OFSTED confirmed quality of curriculum in most areas except Art and some foundation subjects ***Continue with drive to increase number of Outstanding teachers and improving GD outcomes, plus UKS2 fill gaps in knowledge and skills, where they have come to new curriculum late.***

### **Targeted Support:**

Improved outcomes for children, including disadvantaged who are on the cusp of GD and Exp in R,W & M 65% of tuition attendees were PP. (27out of 42). KS2: 5/6 PP children achieved at least Exp in reading, 2 of these were GD. 100% achieved at least expected in writing and maths. 2 of these were GD.

KS2: 100% PP achieved Exp in Reading and Maths. 25% PP got GD in Maths. 50% PP got Exp in writing.

100% of PP children receiving extra phonics tuition passed.

Improved speaking and listening & language skills impacting on English learning /Speech and language interventions for individuals and small groups and in class context:

Children receiving this support made good progress from their starting points, impacting progress in all subjects. 5 PP children accessed this support and made good progress from their starting points. Funding for this stopping/increasing to schools find 75%

***SEND lead and TA introducing Speech Bubble intervention in 22/23 to aid communication for quiet/shy/selective mute children, continuing into 23/24***

Breakfast club and after school club paid by school for PP children, to ensure targeted children get access to a balanced breakfast and to improve attendance and reduce persistent absence for targeted children.

Wrap around care has had a positive impact on attendance for those pupils for whom child-care was a contributing factor to their poor attendance. 5 PP children and school refusers improved attendance with this method. 28% of the PP cohort access wrap around care with help of the PP fund and 66% of children accessing breakfast/after school club are PP.

Case studies comparing 2 academic years: Child A: 74.7% - 90% Child B: 84% - 93% Child C: 77% - 95

***Ongoing improvement and target to remain. 22-23 saw significant improvement with PP children who are also PA falling from 54% to 36% and improved attendance. Still a high figure, so bring towards national PA, with target of it falling by same amount as last year - Continue activities, with specific and prioritised targeting of PP families: by 18% to 18%.***

To support PP families with school uniform as needed Funds for uniform and supply of second-hand uniform which can be given out: (£300)

This was not needed this year as clothing was sourced from spare second hand stock within school. ***Keep this as a notional fund for next year's strategy as may be needed.***

Improve well-being for PP children with access to counsellor and trust counsellor. Regular well-being surveys (£1500).

Well-being surveys positive for PP children and 70% of children in receipt of counselling (5/7) are PP.

***SENDCO on 'drawing for talking' course to improve well-being for 22/23 academic year. Plus, continue with counselling. Continue in to 23/24 as early successes with this. Also using Cribbs counselling for social and emotional health.***

To ensure that PP children have enhanced access to resources, such as Ipads, Chrome books and apps/technologies that reduce barriers to learning or aids learning for all (£4534).

Ipads purchased for use in reading and accessing the curriculum for learning apps for all subjects and voice to text and use as word processors for reluctant writers. KS2 writing progress for PP at 2.2 above non PP peers (2.1) and significantly above Kent (-2.3) ***Continue technology spend for apps/programmes that reduce barriers to learning/writing/recording.***

To ensure that PP children have access to a wider school curriculum, including funding for swimming and trips, including year 6 residential trip and school clubs (£1200).

2 PP children were able to go to the Y6 week-long residential due to school paying 50% of costs out of PP budget. All PP children in all year groups from 1-6 had either the cost of accessing swimming lessons as part of PE curriculum paid in full or 50% contribution out of this allocation. School focus for PP attendance of extra curr clubs; 51% to 49% in favour of PP attendance in these clubs/activities. Funding for trips/swimming/milk for 6 families. ***Continue to provide funding for this, raise awareness and track/monitor.***

## **WHOLE SCHOOL POLICY**

To further develop inclusive practice to ensure the needs of all learners are met. Training for staff in differentiation and SEN across the whole curriculum. Whole school training in: dyslexia; colour blindness; 5 point scale; sensory circuits; shadow reading; phonics; phonological awareness; memory strategies (£2000);

Whole training was delivered to staff as planned SENCO and subject leads delivered training on differentiation in foundation subjects. Which has had a positive impact on teaching and learning and on staff confidence as evidenced in book scrutiny and observations.

***Continued whole school training next year: curriculum development; further Kagan training/refreshing/nuero-diversity***

To improve home school relationships with hard-to-reach families and encourage greater parental engagement (£1750).

AFA completed constructive conversation training to all teachers, this resulted in improved engagement with a number of hard to reach families. Weekly parent group on line meetings were trailed, on various days and at various time of day, however these were very poorly attended by parents. Staff member acting as Flo has had a very positive impact on parent engagement, particularly for some previously hard to reach families. AFA training lost funding and was stopped, but teachers were able to sustain the training in their practise.

***Continue with engagement activities, like parent open days workshops, particularly for the new curriculum ensuring parental engagement as the school transitions to this curriculum.***

To improve whole school attendance with particular focus on PP children to bring them in line with National average attendance and peers. Increased monitoring of whole school attendance with a focus on persistent absence pupils.

Regular tracking and early intervention of PP PA children, including setting up of Personal Support Plans, EH referrals, realistic targets and rewards, led to some individual successes with PP children and improved attendance, but PP children still high amongst PAs, representing 54% of PA children. Although no national figures available for comparison. Case studies comparing 2 academic years:

Child A: 74.7% - 90%

Child B: 84% - 93%

Child C: 77% - 95%

***Continue activities, with specific and prioritised targeting of PP families, spotting early signs of PA and early intervention.***

To improve reading progress across the school but with a particular focus on those children with reading delays. Staff training in interventions and supporting reading. All staff trained in Little Wandle phonics Increased dyslexia assessment. Workshops for parents on reading at home

Improvement in phonics for all children 9% , transmitted to PP at 60% - above Kent figure of 56%). Focus on PP early reading from EYFS to end of KS1. 100% of PP Y2 retakes passed, compared to 41% in kent and national non PP. Continue with focus/activity in this area making sure early reading of PP children is focussed on in EY and KS1. ***Also ensure all new staff are trained in LW and that refresher training takes place/'keep-ups' are monitored.***

## 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
Shine Primary	Shine
Time Tables Rockstars	Maths Circle Ltd
AR Reader	Renaissance Learning
FFT Aspire	The Fischer Family Trust
Classroom Secrets	Classroom Secrets
Seesaw	Seesaw
EdShed	Education Shed Ltd.
Jigsaw PHSE	CPD Providers
Teach Computing	NCEE Computing
Kapow	Ed Tech Impact
Dog mentoring	The Dog Mentor
Speech Bubbles	London Bubble
Drawing For Talking	Drawing and Talking Ltd
Kagan Structures	T2tuk
CRIBS	Christian Resources for Teaching and Schools
Kapow Primary	Ed Tech Impact

