# Pupil premium strategy statement -Beeston Rylands Junior School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year

## School overview

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| Detail | Data |
| School name | Beeston Rylands Junior School |
| Number of pupils in school | 181 |
| Proportion (%) of pupil premium eligible pupils | 36 + 5 post LAC = pupils – 23% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025  2025-2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Catherine Turner  Headteacher |
| Pupil premium lead | Sue Osborne |
| Governor | Kate Foale and Charlotte Watts |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £53,280  £12,850 post LAC |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £66,130 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention at Beeston Rylands Junior School is that all children, irrespective of their background or the challenges they face should make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to be the best they can be in all areas. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues. The plan outlined here is intended to support their needs, regardless of whether they are disadvantaged or not. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).  Our ultimate objectives are to:  • Ensure that all children receive Quality First Teaching every day with a clearly planned curriculum. Use assessments, both formative and summative to ensure that all teachers know exactly what children need to make good progress.  • Ensure that disadvantaged children are discussed in detail at pupil progress and moderation meetings and are a focus in planning discussions to ensure that provision is of the highest quality.  • Ensure that all staff take responsibility for disadvantaged children’s outcomes and have high expectations for achievement.  • Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally.  • Invest in high quality support staff in classrooms.  • Invest in high quality resources to support children and to develop and improve the school environment.  • Ensure that all pupils can read fluently so that they can access the breadth of the curriculum  • Enable pupils to look after their social and emotional wellbeing and to develop resilience.  • Enable pupils to access a wide range of opportunities.  To achieve these objectives we will:  • Provide all staff with high quality CPD to ensure that teaching and support is of a high quality.  • Provide targeted interventions and support to quickly identify gaps in learning.  • Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.  • Provide opportunities for all pupils to participate in enrichment activities including sport and music.  • Review staffing structure to provide appropriate nurture support to support pupils in the emotional and social development. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments and observations from our Federated infant and nursery school, have highlighted that there is an increase in poor speech and language development in many disadvantaged pupils in Early Years into KS1. This continues into KS2 where disadvantaged pupils generally have a poorer vocabulary – this affects their results in reading and writing. |
| 2 | Observations show that children continue to struggle to engage with learning (legacy of post Covid) and are needing increased support to develop resilience and stamina for learning. Furthermore, there has been a significant impact on their mental health with key FSM children needing to access some form of support last academic year: ELSA, nurture support; Bereavement counselling, Juno Women’s Aid support. |
| 3 | Significant gaps in the mathematical knowledge of our PP children, including times tables, number facts, reasoning and basic mathematical skills is causing them to fall further behind their peers. Pupil premium data was below non-pupil premium data at the end of KS2 and for the Yr4 MTC |
| 4 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and they generally achieve less well than their peers in assessments. Within reading, pupil premium underperformed when compared to non-pupil premium children at the end of KS2 which highlights the important link between phonics and overall reading development and attainment. |
| 5 | Attainment in writing is lower amongst our disadvantaged children. Assessments, observations and discussions with pupils suggest that our disadvantaged pupils’ limited knowledge and experience of the world compared to their peers negatively impacts their ability to write creatively, imaginatively and at length. |
| 6 | Family/home relationship issues as well as financial issues resulting in pupils not always being prepared and ready for school. |
| 7 | We recognise that some disadvantaged pupils do not have high aspirations for their future careers. We want to ensure 100% of our pupils are ready for the next stage in their academic journey and are prepared for the world of work. This includes equal access to IT and academic material e.g. books and computers. |
| 8 | Although behaviour amongst our PP children is generally good, there is a minority of children who exhibit more challenging behaviour |
| 9 | The proportion of PP children who are SEN is significantly greater than for non-PP.  Just under 50% of PP children have had involvement from Social Care |
| 10 | Attendance of our disadvantaged pupils (%) is lower than non-disadvantaged (%) |

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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.

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| Intended outcome | Success criteria |
| Improve speech and language skills, with all PP children in line with expectations (appropriate to their starting point and needs) throughout their time in school. Improved vocabulary development. | Ongoing formative assessment show PP children are making rapid progress in their S& L and Oracy and are in line with their peers.  Work scrutiny shows improved use and understanding of a wider vocabulary, leading to improved reading and writing results over time, including GD at the end of Yr 6 |
| Ensure all teaching in school is at least good, leading to PP children making good progress across the curriculum. | Monitoring shows teaching is good across school.  Where teaching is less than good, intervention is documented and leads to timely improvement. |
| Develop the resilience and stamina of PP children so that they all show good attitudes to learning. | Pupil Premium students will show high levels of engagement with learning in the classroom. They will complete work to a high standard and engage with homework tasks. Discussions with PP children will demonstrate more positive attitudes. |
| All pupils demonstrate emotional health and wellbeing, including a positive mindset. Parents and families feel supported in school, with a wide range of services available. | Pupil voice and parental discussions will demonstrate that disadvantaged pupils feel supported with their wellbeing and mental health.  School questionnaires and monitoring shows that emotional health and wellbeing is improving across school, particularly among PP children.  An increased number of PP children engage in enrichment activities with greater engagement in the wider life of school from their families.  The school provides a wide range of services or is able to signpost families effectively according to need. |
| The attainment of pupils in reading, writing and maths is above the national average with greater numbers of PP children achieving ARE and GD. | End of Key Stage Results are above national averages in reading, writing, maths.  Pupil premium children make at least expected progress when tracked from their entry points, with some making better than expected progress. This will lead to the PP gap getting smaller over time.  More PP children achieve GD. |
| Those children who enter Year 3 having not passed the phonics screening test (and those new to English), have rapid intervention to help catch up with their peers. | All staff have received quality phonics training and Little Wandle is being used effectively and consistently as an intervention strategy.  Well matched texts allow children to apply their phonics skills.  Children who have fallen behind are quickly targeted and improve.  Children are shown to make good progress against their starting points, with PP children making accelerated progress. |
| Ensure that PP children who are identified and assessed as working below their year group expectations in writing, make good progress against their starting points. | Assessments are used effectively to identify gaps in knowledge and targeted intervention put in place.  Appropriate assessment is used for individuals and shows good progress against starting points. |
| Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence. | Attendance rates of 96-98% for ALL children is achieved.  Persistent absence for key children is reduced. |
| Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school. Raise the aspirations of our PP children. | Children will attend all visits and residentials – cost will not be a barrier. Children will benefit from music lessons in school and will attend a wide range of extra-curricular clubs.  PP children will be represented in leadership positions in school.  PP children will be supported to pursue areas of talent or interest.  School visitors and other activities will widen our PP children’s knowledge of potential career paths. |
| Behaviour incidents of PP children are reduced. | PP children who have behavioural difficulties are shown to be well supported and incidents decrease over time. |

## 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

Budgeted cost: £18,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality First Teaching is a Priority. SLT time is given to monitor teaching and ensure high quality approaches across school. | The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference than any other factor in school and narrows the attainment gap’ EEF  https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching  “For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”  Cracking the code: how schools can improve social mobility, Social Mobility & Child Poverty Commission, October2014 | 1, 3, 4, 5 |
| Ongoing Professional Development for Staff, including: in school CPD use of peer support; external expert led courses. Focus on improving the use of research-based practice to improve the quality of teaching. ( ie EEF writing by WW) | “Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for pupils, particularly the most disadvantages among them.’ EEF Guide to Pupil Premium.  “Spend it [the pupil premium] on CPD...that is where you’ll see the biggest impact because those are the people that are spending the most of the time with the students and they need to know how to be able to teach them.”  Improving the impact of teachers on pupil achievement in the UK – interim findings Sutton Trust, 2011 | 1, 3, 4, 5, 8 |
| Regular bespoke training for support staff to provide skills and knowledge to target children and deliver interventions.  Bespoke CPD for some interventions (dyslexia, EAL etc). | Teaching assistants can provide a large positive impact on learner outcomes -how they are deployed is key.  Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1, 2, 3, 4, 5, |
| Provide high quality text in order to support the curriculum and develop a love of reading.  Developing the library, Staff CPD and other activities designed to raise the profile of reading. | The Reading Framework, 2023 and The OFSTED Research Review Series – English 2023, both detail the importance of children building up their reading miles as this improves their fluency and greater experience leads to better comprehension. | 4 |

**Targeted academic support**

Budgeted cost: £29,130

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implementation of Phonics  intervention programme.  Developing a clear programme of  interventions and targeted support for  phonics and reading in lower KS2 for those children who did not pass Yr1 and 2 phonics and for those children who are new to English. These are led by TAs and teachers who are known to the children and who know clearly where the gaps are. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading>  Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Interventions will be clearly led by in school assessments. These will be review regularly and impact closely monitored on key children.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support> | 4 |
| Set up a clear programme of interventions and targeted support for writing for LKS2. These are instigated and planned by teachers who know the children and understand where the gaps in learning are. An extra TA is employed for 2 afternoons per week to facilitate the intervention immediately after the point of learning and the gaps/ misconceptions clearly identified with a focus on transcription | EEF “Teaching assistants can provide a large positive impact on learner outcomes”  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  Small group interventions are shown to have a positive impact on attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,3,4,5 |
| Literacy volunteer programme for disadvantaged pupils.  Use of volunteers in all year groups to ensure that disadvantaged pupils practice reading regularly. | The Reading Framework and Subject Review Series and many more major studies stress the importance of fluency and ‘reading miles’ in the development of reading comprehension. This is especially important in lower KS2, where around 80% of difficulties in reading are found to be fluency based.  <https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf>  One page review: <https://vnetcic.com/wp/wp-content/uploads/2023/09/The-DfE-Reading-Framework-EA-one-page-overview.pdf>  <https://www.gov.uk/government/news/ofsted-report-shows-reading-has-improved-but-writing-and-spoken-language-need-more-focus> | 4 |
| Run parent workshops to support oracy, phonics, reading, maths, managing emotions.  Purchase key resources/ subscriptions for parents to use/help at home. | Parental involvement is key to success in school along with good quality resources.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1-5 |

**Wider strategies**

Budgeted cost: £18,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery of one- to-one ELSA, nurture support; Bereavement counselling, Juno Women’s Aid support.  Maintaining staff knowledge with regular training. | 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 higher % of PP children have some MH or social/emotional need when compared with their non pp peers. ELSA and nurture have already made significant improvement to many individuals.  Research +4 months.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 2, 6 |
| Review of behaviour policy in connection with trauma, attachment and children who are adopted/ Post LAC training  Whole staff training  Additional training for supporting those with additional needs. | Progress of a number of our PP children is impacted by persistent low-level behaviour or poor behaviour at unstructured times. 2 children are at risk of exclusion.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 2,6,8 |
| Raising aspirations day to introduce children to potential career options. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions> | 7 |
| Continue to monitor the attendance of key children and work with parents to cause improvement. | Attendance over the last 3 years has shown that disadvantaged attendance is lower than non-disadvantaged. This is generally due to a small number of key families who we work with.  Link between attendance and attainment is shown here:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf>  [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)  <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context>  Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. | 10 |
| Funding of trips, residential trips, after school clubs, music lessons and equipment as needed to ensure that disadvantaged children are able to access a wide and diverse range of opportunities. | Children need a wide range of activities and experiences to broaden and deepen their knowledge and understanding of the world. Skills such as independence, resilience, team work and social/language skills are developed on Residential trips. Many of our more disadvantaged children do not access many activities out of school.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support> | 6,7 |
| Continued funding towards Outdoor Learning (Forest schools) and structured play at lunchtime.  Outdoor learning and play equipment will be provided | Outdoor Learning has clear benefits for wellbeing which will then lead to better attainment and concentration.  Structured play develops problem-solving and critical thinking skills; teaches children to follow rules and guidelines ; promotes teamwork and cooperation; encourages active participation and engagement and fosters skill development in specific areas (e.g., sports, logic, creativity) | 1-5, 8 |
| Contingency fund for acute or unplanned issues. | As needed. |  |

**Total budgeted cost: £66,130**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

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| Our assessments for 2023-24 are as follows:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | National average | All children | FSM- 7 children | Non FSM- 42 children | Gap | |  | **ARE+** | **ARE+** | **ARE+** | **ARE+** | **ARE+** | | Reading | 74% | 77.6% | 57.1% | 81% | 23.9% | | Writing | 72% | 71.4% | 40% | 78% | 38% | | Maths | 73% | 77.6% | 42.9% | 83.3% | 40.4% | | RWM combined | 61% | 65.3% | 28.6% | 71.4% | 42.8% | | GPS | 72% | 81.6% | 57.1% | 85.7% | 28.6% |  |  |  |  | | --- | --- | --- | | **Year 4 Multiplication tables Check** | **Average Score** | **Scoring full marks** | | **National average** | 20.7 | 34% | | **FSM6- 11 pupils** | 14.4 | 9.1% | | **Other pupils (38)** | 18.8 | 17.9% | | **Gap** | 4.4 | 8.8% |   This year we will going to continue with our termly pupil progress meetings in order to ensure that all teachers plan and review pupil premium provision specific to their children each term. Teachers will also engage with educational research to ensure effective and meaningful intervention. These meetings will ensure that teachers and the Pupil Premium Lead can easily see what interventions are in place and what the impact will be, which will influence this strategy.  Pupil progress meetings also discuss attendance levels for disadvantaged children and whether they are accessing extra-curricular and enrichment activities. We will also discuss behaviour so that we can assess the behaviour and attitudes of our disadvantaged children. This will help us to intervene where necessary to improve behaviours and engagement. In order to support children’s mental health and wellbeing, we have used pupil premium funding to provide wellbeing support for pupils and targeted interventions (including ELSA) where required. We are building on that approach with the activities detailed in this plan.   |  |  | | --- | --- | | ***Intended outcome*** | ***Evaluation against success criteria*** | | Improved vocabulary development into KS2 | KS 2 results for FSM children for reading and writing were below 2024 national and LA totals. Of the 7 children - one was new to school at the start of the summer term, one child did not attend school and 2 had specific SEND needs. FSM reading results did show an increase from 2022/23 data; writing remained the same for this group.  It has been noted for the plan 24/25 one of the challenges is that the proportion of PP children who are SEN is significantly greater than for Non-PP.  Our data continues to reflect, that on entry to BRJS, the FSM cohort are notably very low on entry to school. | | 1. Develop the resilience and aspirations for learning of all Pupil Premium children. | 1. Pupil premium pupils will show good engagement with learning both in school and at home. This will be shown through work scrutiny, pupil voice and lesson observations and drop ins. | | 1. Improved attainment in maths | Maths results remain consistent and above national at key assessment points. The percentage of children achieving GD is above 2024 national which is consistent with previous results.  FSM children achieved less well than other groups- 43% (3/7chd) achieved end of KS2 expectations for maths . This is below the LA average of 58.8%  The Yr 4 MTC saw an average score of 14.4 when compared with non-fsm and only 9.1% of the Yr4 FSM group achieved full marks  The challenge still remains that the proportion of PP children who are SEN is significantly greater than for non-PP across the school.  To further develop mathematics fluency, multiplication knowledge and how mastery maths is delivered in school, maths mastery strategies (such as the bar model and pictorial, concrete and abstract methods) continue to be developed. This will impact all children with the additional aim of reducing the fluency gap between pupil premium and non-pupil premium children. | | 1. Improved reading and phonics attainment particularly in lower KS2 | 50% of KS2 FSM children were ARE which is 9.7% below the LA average. The gap closed significantly ( 16.3%) between 2023 results and 2024 results .  This demonstrates reading was strong across school and the impact phonics interventions had in lower ks2. There is a gap in all but 1 year group for FSM/Non-FSM - this is cohort dependant.  Reading interventions are embedded across school – phonics boosters, fluency, small group and 1 to 1 support in class. Teachers engage with parents to support reading at home.  The phonics scheme continues to be successfully implemented to prevent children falling behind. The frequency and quality of phonics catch up groups is monitored to ensure there is consistency and quality delivering of teaching. | | Improved writing attainment in all year groups | Writing results were just below EXS and above national the higher standard.  FSM children achieved less well than other groups and below the LA average. Children are monitored individually and support is bespoke to each child –Phonics intervention, use of laptop, small group work, writing frames, models, Talk for Writing  By the end of KS2, the gap remained the same. Writing is a concern for our 2024 cohorts. | | To achieve and sustain improved wellbeing for  all pupils in our school, particularly our disadvantaged pupils.   1. Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school.   Parents and families feel supported in school with a wide range of support services available. | Key FSM children supported during the year in school with ELSA (2 TAs trained) nurture support; Bereavement counselling, Juno Women’s Aid support.  21 PP children received ELSA support; 2 bereavement counselling; 4 nurture support; 4 given breakfast regularly and 7 worked with Juno.  A significant number of FSM children participate in enrichment activities, to improve wellbeing.  FSM children are supported to pursue areas of talent or interest through school contributions to pay for drumming, keyboard, afterschool sports clubs, clay creators, choir and Bricks4kids activities.  Raising aspirations day (Yr6), school visitors and other activities widen FSM children’s knowledge of potential career paths.  Families are well supported in school, particularly by SLT, TAs but also through regular communication from class teachers  Support has included uniforms, referrals to services, support applying for transport, housing and free school meals, and parents signposted to other agencies which can support the family. | | 1. Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence. | Attendance:  *2023-24 : 96.5% all ( FSM: 90.1%)*  *2022-23 : 97.6% all ( FSM: 96.1%)*  Key families have been supported for absence. Figures are affected by children (SEND/Illness) | |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| ELSA | Nottinghamshire Educational Psychology Service |
| Family SEAL | https://www.coramlifeeducation.org.uk/your-local-area/life-education-nottinghamshire |
| Adult Learning | Nottinghamshire Inspire Adult Learning |
| Juno | https://junowomensaid.org.uk/ |
| Times table rock stars | https://ttrockstars.com/ |
| Charanga music | https://charanga.com/site/musical-school/ |
| Mathletics | https://www.mathletics.com/uk/ |
| Purple mash | https://www.purplemash.com/ |