

## Pupil premium strategy statement – Spaldwick Primary School

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	97
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Worrell
Pupil premium lead	Louise Worrell
Governor / Trustee lead	Louise Herriman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£6,000
<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>	£20,800

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Spaldwick Primary School receive the highest quality education to enable children to become happy, resilient and independent learners who show respect for themselves and others. We use a range of approaches which centre around the child and their 'voice' ensuring we listen and value their input. We aim to provide a nurturing and supportive environment which enables pupils to make good progress. We ensure all staff understand which children are disadvantaged, understanding individual backgrounds and experiences and the impact these may have on the individual. Staff explore and recognise which strategies are most effective for each individual, supporting and facilitating all children to achieve to the best of their ability.

#### Our Ultimate Objectives

- Ensure children make good or better progress
- Ensure children experience a range of opportunities in the classroom and wider curriculum
- Support children with identifying and using strategies to support their mental wellbeing
- Ensure all children and their families have the resources and support necessary to be successful and happy at school

#### Achieving Our Goals

We use the Education Endowment Foundations' tiered approach, allocating 42% of funding to high quality teaching; 50% of our funding to targeted academic support; and 18% to wider strategies.

All Pupil Premium children have a written profile which enables staff to identify strengths and areas for development for individuals; these are updated and reviewed to ensure strategies and interventions are relevant and effective. We use 20-day-challenges to ensure children are supported with short-term goals, enabling them to receive targeted support and achieve regular success.

We have a member of staff dedicated to Pupil Premium pupils. Through this role, children receive a range of interventions and support: academic, social, behavioural or linked to mental wellbeing. Additionally, they provide support to families, ensuring regular communication and contact to provide support in accessing school information and engaging with events, as well as wellbeing check with families.

A key focus area for our Pupil Premium children is developing understanding of their own and others' emotions and how these can be regulated and managed. As a result, we have funded My Happy Mind, a mental wellbeing programme designed to build resilient, balanced and happy minds at home and at school.

We further support pupils' academic progress in Maths by investing in a range of engaging online apps which support learning both in school and at home. We support Maths learning

with Mathletics, Numbots and Timestable Rockstars. All of these apps are used to consolidate learning from school at home in an engaging and effective way.

This year, we are ensuring all staff have received up-to-date Read Write Inc training to ensure that all staff understand the 'how' and 'what' of our phonics scheme. Additionally, we can ensure greater consistency and fidelity across school. Additionally, we can ensure that pupils across school can be supported by applying phonics knowledge in KS1 and beyond.

Providing pupils with a broad, engaging, rich and exciting curriculum is paramount to Spaldwick. As a result, we are allocating funding to developing the knowledge and skills of our leaders. Each half-term, every leader across school will receive release time to focus on their individual subject. This will enable staff to carry out robust monitoring as well as receive enriching CPD which will impact their role. Additionally, SLT will receive consultancy from Dimensions. This is to provide leaders with quality CPD linked to our foundation curriculum, supporting with creating a broad and balanced curriculum which is assessed accurately.

A key focus is supporting children in being ready to learn. Therefore, we will provide Sensory Circuits daily (3 x weekly for KS2 and 2 x weekly for KS1) first thing each morning. Funding is allocated for Sensory Circuits training and buying up-to-date equipment. Additionally, we have a Pupil Premium focused mealtime supervisor. This Supervisor supports pupils at lunchtime by providing engaging activities; emotional support; and social support amongst peers.

In order to ensure our Pupil Premium children can participate and enjoy the wider curriculum, we fund 50% of all clubs and trips. Additionally, Pupil Premium pupils are given priority places in school-based clubs.

## Challenges

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

Challenge number	Detail of challenge
1	Children can struggle to identify and regulate their own feelings and needs
2	Children do not always seek support when it is needed and this impacts on their learning and retention
3	Children can struggle to unpick and identify errors in their own work
4	Children's words reading speed and fluency can impact on comprehension
5	Children's ability to retain and recall number and multiplication knowledge when applied to reasoning skills can be varied
6	Children do not always access extra-curricular clubs which are provided
7	Families do not always engage with the opportunities for support
8	Children arrive at school unprepared for learning and in some cases later than their peers.

## 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
Improve progress in Reading, Writing and Maths for all pupils through consistent and confident teaching.	All children will make the expected progress each term. The number of children achieving the expected standard/ELG are inline with their peers.
Improved well-being and self-regulation.	Fewer incidents linked to dysregulated behaviour are observed and recorded. Children are able to articulate their feelings and identify how they or we can help. Observations and conversations with staff show that children are spending more time focused on learning and there are fewer disruptions to the class. Children use their My Happy Mind journals and 'Happy Breathing' to support their wellbeing. Fewer incidents between peers during unstructured time.
Attendance and punctuality will be increased.	The number of persistent absentees will be reduced. The number of pupil premium children arriving late will decrease, and punctuality and attendance will be inline between disadvantaged and non-disadvantaged children.
Children will arrive at school ready to learn.	Children enter the classroom with their peers and are able to join in with their first session. Children are able to articulate how they feel. Through access to sensory circuits and the Nest, children are able to regulate their feelings and behaviours and be ready to learn with their peers.
Interventions will remain a priority and have a positive impact on children's everyday learning and interactions.	All children will access necessary and targeted interventions weekly. Academic progress will increase. Fewer incidents between individuals with their peers. Children able to engage in activities with their peers without disruption or incident.
Children will engage in a range of wider curriculum experiences.	Through pupil voice, we will ensure clubs are appealing and relevant. At least 75% of children will participate in wider curriculum clubs. All children will have, and attend, at least one trip per year.
Children's experiences and learning will be impacted less by family finances.	Monitoring by staff shows that family finances are not impacting on school: clubs, uniform, resource or other. When finances have/do impact, the school is able to support the family through resources or funding as necessary.

## 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: £11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support children with the mental wellbeing by following the My Happy Mind programme. Children are supported in identifying, understanding and regulating their emotions. (£999.00)</p>	<p><a href="https://myhappymind.org/">https://myhappymind.org/</a> Evidence from My Happy Mind shows that after a year in schools, the impact of My Happy Mind has shown a decrease in the number of children requiring SEND support, the number of exclusions and a decreased in CAMS referrals.</p>	<p>1 2 8</p>
<p>A TA dedicated to PP children, supporting their social, emotional and academic progress. Staff member supports children twice a week in specific and targeted interventions. Support families to access events, opportunities and resources available from school ( )</p>	<p>We provide short, targeted, structured interventions which follow the EEF's 'TARGET' model for interventions: <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a> Some examples including their recommendations to: 'teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching'. 'intervention sessions are often brief' "Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps." Font size <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1 2 3 4 5 6 7 8</p>

<p>Support children’s mathematical knowledge of foundation skills through exciting and engaging apps: Mathletics, Numbots and Timestable Rockstars which can be accessed at home and at school.</p> <p>All children have access to identified and targets skills to improve recall and confidence of Maths. (£730.05)</p>	<p>“Ensuring that pupils have repeated and varied opportunities to apply and use new skills and knowledge increases success.”</p> <p>“teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.”</p> <p>“...particularly strong evidence related to using technology for practice in mathematics”</p> <p>“Technology can also be used to support pupil practice outside of the classroom.”</p> <p>Education Endowment Foundation: Improving Mathematics in Key Stages Two and Three (2017)</p> <p>Using Digital Technology to Improve Learning: Four recommendations on using digital technology to improve children’s learning (2019)</p>	<p>3 5 7</p>
<p>All teaching and support staff to receive up-to-date RWI training.</p> <p>Staff will support phonics knowledge and application across the school, by ensuring a consistent and accurate approach. (£3,190)</p>	<p>“Phonics has a positive impact overall”</p> <p>phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>“if an older reader is struggling with decoding, phonics approaches will still be appropriate”</p> <p>“Synthetic phonics approaches have higher impacts”</p> <p>EEF (2021)</p> <p>“When phonics is taught in a structured way ... it is the most effective way of teaching young children to read”</p> <p>The Education Hub (2023)</p> <p>“All staff being trained across school will enable phonics skills to be utilised and combined with other reading approaches across school”</p> <p>“Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills”</p> <p>Reading Comprehension Strategies (2021)</p>	<p>8</p>
<p>Support the development of subject leaders’ knowledge and skills. Provide adequate time for leaders to monitor their subjects as well as implement necessary changes to provide</p>	<p>“effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.”</p>	<p>2 3 4</p>

<p>high-quality, consistent teaching across school. ( )</p> <p>Use external providers and experts to support subject leaders with their subjects. Ensure leaders feel confident to lead, monitor and assess their subjects using a range of strategies and tools to ensure effective and broad teaching. (£899)</p>	<p>“Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation”</p> <p>“recognise the time constraints faced by teachers and adapt professional development accordingly”</p> <p>Effective Professional Development: three recommendations for designing and selecting effective professional development (EEF, 2021)</p> <p>“Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining teachers.”</p> <p>“... giving teacher opportunities for authentic participation in decision-making processes to promote teacher voice and development of leadership.”</p> <p>“A culture of collegiality in schools is characterised as trusting relationships, respect, mutual support, and compassionate leadership.”</p> <p>Leadership Approaches: a rapid evidence assessment focussing on how school leadership, culture and climate support teacher retention (EEF, 2023)</p> <p>“... give teachers with leadership responsibilities, such as subject leaders, a 'reasonable' amount of non-contact time”</p> <p>The Key (2022)</p>	<p>5</p>
<p>PSHE resources inc. Conflict (£250)</p>	<p>“Teaching children conflict resolution skills helps them navigate these situations and develop strong communication and problem-solving abilities”</p> <p>“Improved communication skills: listen actively, express themselves, and communicate in a non-offensive manner, they will develop important communication skills that can be used throughout their lives.”</p> <p>“Better problem-solving ability: think about the needs and perspectives of others, and come up with solutions that are mutually beneficial.”</p> <p>“Enhanced emotional intelligence: how to recognise their feelings and those of others.”</p> <p>“Improved relationships with others: better able to maintain positive relationships with family, friends, and peers”</p> <p>Peaceful Leadership Institute (2023)</p>	<p>1 2 8</p>

<p>Enhance our Reading provision by purchasing a range of engaging texts for different age groups (£2500)</p>	<p>“Access to the widest range of engaging, diverse texts, both fiction and non-fiction, that might capture the interest of adolescent readers is vital to keep older pupils reading as other interests compete for their attention” The Reading Framework (July 2023)</p> <p>“high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers”</p> <p>“Provide books that allow children to see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives in their reading”</p> <p>“ensuring that the texts you have in your collections foster and increase their experience of literature as well as supporting current interests” CLPE (2020)</p> <p>“By reading a range of texts across the year, including poetry, rhyming texts and different versions of traditional tales, children can become accustomed to these stories and their conventions. Non-fiction texts can be used for the direct teaching of knowledge and skills.”</p> <p>“Reading texts that provide an appropriate level of challenge across many genres and types enables children to make comparisons and hold opinions based on their knowledge of different texts”</p> <p>“Planning for a wide range of texts ensures children are broadening their reading diet, encountering different types of text. They are introduced to genres and authors they may choose to find and read in their own time.” Teaching the Reading Curriculum (2017)</p>	<p>7 8 3</p>
<p>Enhance the wider curriculum by purchasing new, engaging and interesting books (£2000)</p>	<p>“Pupils’ knowledge can be increased by wide reading across genres and subjects, by focusing on the knowledge they need to understand specific texts, and by vocabulary instruction.” The Reading Framework (2023)</p> <p>“locating the curriculum for reading within the wider school curriculum, so that each aspect complemented and reinforced the other”</p> <p>“Through planning opportunities for discussion and careful questioning, the teacher can offer children the opportunity to take part in quality discussion about texts”</p>	<p>7 3 1</p>

	Teaching the Reading Curriculum (2017)	
Enhance the Maths provision by purchasing concrete and abstract resources (£1000)	<p>“informal methods, some of which may involve physical resources, can be useful for revealing underlying principles and concepts”</p> <p>“high-quality maths education may have the following feature(s)”</p> <p>“School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.”</p> <p>“Pupils can be helped with simple everyday objects and semi-concrete representations”</p> <p>Research review series: mathematics (2021)</p>	<p>7</p> <p>2</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with focused and targeted academic interventions focusing. ( )	We provide short, targeted, structured interventions which follow the EEF's 'TARGET' model for interventions: <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a> 'interventions are delivered by ... a trained teaching assistant' 'make appropriate connections between out-of-class learning and classroom teaching'	1 2 3 4 5 6 7 8

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated staff member to receive up-to-date training for leading Sensory Circuits Purchase new equipment to lead effective sensory circuit groups Provide sensory circuits daily to support children with their fine and gross motor skills.	Through a range of activities, the children begin with alerting activities, moving to organising activities and ending their session in the calming phase. <a href="https://www.childrenschoicetherapy.co.uk/sensory-circuits/">https://www.childrenschoicetherapy.co.uk/sensory-circuits/</a> Amongst other traits, sensory circuits are proven to help children who 'are slow to start work', 'difficulty paying attention' and are 'lacking in confidence to join in'.	8 1 3 4 5

<p>Children are supported to be settled and ready to learn when coming into school. (£328)</p>	<p><a href="https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers--april-2018.pdf?sfvrsn=8">https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers--april-2018.pdf?sfvrsn=8</a></p>	
<p>Ensure all children are able to attend clubs, which are of interest to them, and trips by supporting with finances – paying 50% of all clubs and trips. (£1,250)</p>	<p>“... breadth of life experiences gained from extra-curricular activities, covering the range of sporting, musical and artistic domains, represent valuable opportunities” “Evidence from young people themselves presented here shows the wider value placed on extra-curricular activities. These were found to be an important part of childhood, a space to have fun, escape the pressures of school work, on top of their value in developing confidence, social skills and team work abilities” “...positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills” An Unequal Playing Field – Department of Education and Institute for Policy Research, University of Bath (2019)</p>	<p>7 6</p>
<p>Identified staff member to support Pupil Premium pupils at lunchtime. Pupils to participate in a range of activities during their free time. Pupils to be supported with social and emotional development during lunchtime. ( )</p>	<p>‘make appropriate connections between out-of-class learning and classroom teaching’ “Mealtimes are ... important social contexts for children’s social, emotional and moral development” “social occasions overlap with playground life but are distinctive and afford children different social opportunities and activities” Children’s social experiences with peers and friends during primary school mealtimes (2019)</p>	

Some budgets shown intentionally as ( ) for confidentiality.

**Total budgeted cost: £20,800**

## Part B: Review of the previous academic year – 2023/2024

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
Improve progress in Reading, Writing and Maths for all children through consistent and confident teaching.	<ol style="list-style-type: none"> <li>1. All children will make the expected progress each term.</li> <li>2. The number of children achieving the expected standard/ELG are inline with their peers.</li> </ol>	Data has shown children are continuing to make progress. Where required, quick and timely interventions are planned and implemented to support learning and progress.
Improved well-being and self-regulation.	<ol style="list-style-type: none"> <li>1. Records show fewer incidents linked to dysregulated behaviour are observed.</li> <li>2. Conversations show children are able to articulate their feelings and identify how they feel and/or we can help.</li> <li>3. Children use their My Happy Mind journals and 'Happy Breathing' to support their wellbeing.</li> <li>4. Records show fewer incidents occur between peers during unstructured time.</li> </ol>	<ol style="list-style-type: none"> <li>1. PP children continue to make progress with identifying and regulating their own emotions</li> <li>2. Incident numbers recorded continue to fall</li> <li>3. Pupil voice has shown pupils have a greater understanding of emotions</li> <li>4. Pupils are choosing more appropriate strategies to support themselves with self-regulation and responses.</li> <li>5. All pupils accessed My Happy Mind regularly, discussing their own wellbeing explicitly and discussing ways to put their learning into practice.</li> </ol>
Children will arrive at school ready to learn.	<ol style="list-style-type: none"> <li>1. Observations and records show that children enter the classroom with their peers and are able to join in with their first session.</li> <li>2. Children are able to articulate how they feel.</li> <li>3. Through access to sensory circuits and the Nest, children are able to regulate their feelings and behaviours and be ready to learn</li> </ol>	<ol style="list-style-type: none"> <li>1. Sensory circuits has happened 3 x weekly for KS2 and 2 x weekly for KS1 since November 2023.</li> <li>2. Days with sensory circuits show children are more ready for learning and are actively engaging with their mornings.</li> <li>3. Children enjoy sensory circuits and pupil voices reflects this.</li> <li>4. Childrens gross motor skills have improved</li> </ol>

	with their peers – observations and records will also show less disruption to learning.	5. Through My Happy Mind and the implementation of the Zones of Regulation, children are more able to describe how they feel, however this can still be difficult during moments of dysregulation.
Interventions will remain a priority and have a positive impact on children’s everyday learning and interactions.	<ol style="list-style-type: none"> <li>1. All children will access necessary and targeted interventions weekly.</li> <li>2. Academic progress will increase for all children and progress will be expected in each term.</li> <li>3. Records show fewer incidents between individuals with their peers.</li> <li>4. Children able to engage in activities with their peers without disruption or incident.</li> </ol>	<ol style="list-style-type: none"> <li>1. This happens weekly. Beginning each half-term with an individual check-in, and then receiving targeted interventions for their remaining sessions.</li> <li>2. Targeted interventions have supported pupils academically, socially and with their wellbeing. Where interventions have been academically focused, they have had a positive impact on outcomes.</li> <li>3. Data from interventions shows a positive trend with the input and output of the intervention (baseline to endpoint).</li> <li>4. Fewer incidents between peers have been recorded. Incidents remain for some individuals.</li> <li>5. Pupils are increasingly self-aware and are able, with support, to engage with their peers.</li> </ol>
Children will engage in a range of wider curriculum experiences.	<ol style="list-style-type: none"> <li>1. Through pupil voice, we will ensure clubs are appealing and relevant.</li> <li>2. At least 75% of children will participate in wider curriculum clubs.</li> <li>3. All children will have, and attend, at least one trip per year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils are asked what clubs they would like to attend and these are used as a guide to staff when choosing and providing clubs.</li> <li>2. 75% of children participated in clubs. Those children who did not is due to end of the day arrangements (children travel on the bus home)</li> <li>3. All children attended at least one trip, half-funded by school.</li> </ol>

Children's experiences and learning will be impacted less by family finances.	<ol style="list-style-type: none"> <li>1. Monitoring by staff shows that family finances are not impacting on school: clubs, uniform, resource or other.</li> <li>2. When finances have/do impact, the school is able to support the family through resources or funding as necessary.</li> </ol>	<ol style="list-style-type: none"> <li>1. No teaching staff have reported finances impacting on children's schooling.</li> <li>2. Office staff offer additional support where it is necessary and have discreet and supportive conversations with families.</li> <li>3. PP support staff have made contact with individual families in order to offer support.</li> </ol>
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<b>Summer 2024</b>			
<b>Year Group</b>	<b>Attainment EXS+ (All Pupils)</b>	<b>Attainment EXS+ (PP Pupils)</b>	<b>Gap</b>
<b>Whole School</b>	Maths: 71.3% Reading: 68.8% Writing: 55%	Maths: 52.7% Reading: 42.1% Writing: 30.8%	Maths: - 18.6% Reading: -26.7% Writing: -24.2%
<b>Year 1</b>	Maths: 60% Reading: 80% Writing: 53.3%	Maths: 50% Reading: 50% Writing: 30.8%	Maths: -10% Reading: -30% Writing: -22.5%
<b>Year 2</b>	Maths: 55.5% Reading: 55.5% Writing: 55.5%	Maths: 0% Reading: 0% Writing: 33.3%	Maths: -55% Reading: -55% Writing: -22.2%
<b>Year 3</b>	Maths: 80% Reading: 66.7% Writing: 53.4%	Maths: 100% Reading: 33.3% Writing: 25%	Maths: +20% Reading: -33.4% Writing: - 30.4%
<b>Year 4</b>	Maths: 64.3% Reading: 64.3% Writing: 42.8%	Maths: 60% Reading: 60% Writing: 30.8%	Maths: -4.3% Reading: -4.3% Writing: -12%
<b>Year 5</b>	Maths: 72.8% Reading: 63.7% Writing: 54.6%	Maths: 0% Reading: 0% Writing: 33.3%	Maths: -72.8% Reading: -63.7% Writing: -21.3%
<b>Year 6</b>	Maths: 87.6% Reading: 75% Writing: 68.8%	Maths: 50% Reading: 50% Writing: 33.3%	Maths: -37.6% Reading: -25% Writing: -35.5%

## 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.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc.	Oxford Owl
Dimensions	Dimensions Curriculum
Sensory Circuits training	Concept Training
Mathletics	3P Learning
Numbots	Maths Circle
Timestable Rockstars	Maths Circle