

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Greyfriars Catholic School
Number of pupils in school (KS3 - KS4)	589
Proportion (%) of pupil premium eligible pupils	30.73
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3 Year Plan 2023-24 2024-25 2025-26
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Lyndsey Caldwell, Headteacher
Pupil Premium Lead	Tom Stacey, AHT Raising Standards
Governor / Trustee lead	Tom Walker, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,950
Recovery premium funding allocation this academic year	£47,196
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	£223,146

# 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 the curriculum, particularly in EBacc subjects.*

*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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our CPD for the year will use the guidelines and support published by the Educational Endowment Fund (EEF). Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.*

*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:*

- Quality teaching first and effective assessment meets the needs of all pupils.*
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.*
- All children have access to the same extra-curricular activities through our elective programme and financial support .*

## Challenges

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

Challenge number	Detail of challenge
1	Attainment among disadvantaged pupils across the curriculum is lower for disadvantaged students than non-disadvantaged, particularly in science and maths.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Our observations suggest many lower attaining disadvantaged pupils lack motivation strategies when faced with challenging tasks, notably in their resilience and behaviour when facing challenging tasks. This is indicated across the curriculum, particularly maths and science.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Many disadvantaged pupils also have an additional need - either a special educational need or a language barrier (EAL) and in some cases both which require support to enable full access to the curriculum.

## 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
Reading ages increase and students are more able to access the curriculum	All students are tested and tracked through the NGRT programme. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, lesson observations and work samples that all have a focus on PP/vulnerable students and comparison to non-disadvantaged peers.
Numeracy skills increase and students are more able to access the maths and science curricula	External numeracy tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, lesson observations and work samples that all have a focus on PP/vulnerable students and comparison to non-disadvantaged peers. External providers of numeracy assessments will also allow us to compare to a national benchmark.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 70% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) (Current Y8). In the last 3 years this figure was -50%. This is a commitment we also made clear in our Ofsted Inspection.</p> <p>2025/26 KS4 outcomes will demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>● an average Attainment 8 score of 47.0 for disadvantaged students</li> <li>● an average point score in line with non-disadvantaged and aligned to national trends.</li> </ul>
Improved motivation, metacognitive and self-regulatory skills, which will affect behaviour, among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to engage with challenging tasks, monitor and regulate their own learning. This finding will be supported by homework completion rates across all classes and subjects as well as lesson observations and work samples.</p> <p>Behaviour data, pupil surveys and staff surveys will also demonstrate fewer consequences for students who are disadvantaged.</p> <p>Teachers are able to explain how quality first teaching is linked to motivation and meta-cognitive skills will be a core part of the professional development calendar.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being in line or above national %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and ensuring alignment with non-disadvantaged peers.</li> <li>● the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>
<p>To achieve and sustain improved well-being for all pupils, including engagement with enrichment activities and parental participation in school events.</p>	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>● as significant increase in participation in school events, such as parents' evening, from parents of disadvantaged pupils.</li> <li>● A range of school events to foster community – Community Awards, Christmas Fair, Culture Day and music and drama performances.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 127,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to resources and CPD via The KEY, EEF and additional training opportunities</i>	Research shows that improving teaching is one of the most effective uses of PP funding. Our membership of the Key will provide access to quality assured resources for Faculty and Subject Leaders to drive improvement to curriculum, assessment and teaching improvements. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1, (2), (3), 4, 5, 6, 7
<i>CPD on cognitive science and the science of learning.</i>	Having a firmer understanding of the nuances of how we learn can support teachers to plan lessons of high impact. Evidence shows that high quality teaching and learning in the classroom has the biggest impact on student performance. Resources to be used include: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	1, (2), (3), 4, 5, 6, 7
<i>Teaching and learning framework reviewed and adopted for the school context with a focus on quality first teaching. Our CPD programme will be</i>	Having a consistent approach to teaching and learning across the school serves the students with the dual purpose of having high quality learning and consistent digestion of common routines creating social norms and	1, (2), (3), 4, 5, 6, 7

<p><i>rigorous in our approach to quality first teaching and high expectations.</i></p>	<p>expectations. This supports students' cognitive processing by negating extraneous processing and cognitive load.</p> <p>A recent study conducted with the Education Policy Institute (EPI) found that high-quality CPD can improve pupil outcomes as effectively as employing a teacher with 10 years' classroom experience. Furthermore, studies have shown that in settings providing high-quality CPD teachers are far less likely to leave the sector or move schools (Zuccolo &amp; Fletcher-Wood, 2020). Students that are more familiar with routines and approaches to learning develop a greater confidence in their application.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p>	
<p><i>Recruitment of a Pastoral team, Non-teaching DSL and Inclusion Lead and AHT for Raising Standards</i></p>	<p>Creating posts to support progress and engagement for disadvantaged students. New posts that support this are non-teaching head of KS4, Student Engagement Lead, Non-teaching DSL and a Pastoral and Inclusion Lead will enable us to implement and sustain a strong system for behaviour management rooted in therapeutic care and high standards. Students will be held to account in a robust and healthy culture of taught behaviour in the school. There is robust evidence to show that consistency in behaviour systems lead to improved well-being and attainment. Specifically, the Pastoral and Inclusion role has a specific focus on the provision and access to SEMH interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a></p>	<p>1, (2), (3), 4, 5, 6, (7).</p>
<p><i>Purchase of standardised diagnostic assessments.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. These tests will allow us to intervene as appropriate and compare to a national</p>	<p>1, (2), (3)</p>



<p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></p>	<p>benchmark:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 44,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Training and implementation of a Reading Programme - Read, Write - Fresh Start for students whose reading age falls below expected range.</i></p>	<p>Students who cannot read cannot access their lessons - this is not only an issue in English but all subjects. A Phonics programme ensures rapid progress in reading that will enable students to make more progress in all subjects.</p> <p>Higher levels of success will lead to greater motivation, well-being and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p>	<p>1, 2, 4, 5, 6, 7</p>
<p><i>Reading strategy to be promoted with all students across the curriculum in tutor time. This will be an additional hour reading per week.</i></p>	<p>Reciprocal Reading is an effective and proven approach to developing reading and comprehension. As an intervention programme it is particularly effective with children who can decode but do not fully understand what they read.</p> <p>However the reciprocal reading approach and strategies are also very helpful for shared reading and, particularly, guided reading. Reciprocal reading interventions can have an impact of 4+ months on a students education according to the EEF report.</p>	<p>1, 2, 4, 5, 6, 7</p>

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a>	
<i>Maths Hub and Maths Mastery to increase expertise and collaboration in maths teaching.</i>	Buying into the maths mastery programme will have short and long term positive effect for our students. <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a>	3, 4, 5, 6, 7
<i>Catch up club for disadvantaged pupils - extension of homework club; pay tutors to work with small groups from across key stages.</i>	As a result of COVID disadvantaged students have fallen further behind non-disadvantaged students. This is a national trend. Having catch up sessions led by staff that the students know and trust will alleviate anxieties and support the students to make accelerated progress in smaller intervention groups.	1, 4, 5, 6, 7
<i>Raising Achievement Plans: Targeted intervention for underachieving disadvantaged pupils - using assertive mentoring as well as academic intervention and a senior leader in this role to coordinate the strategy for disadvantaged students.</i>	Having a direct, linked school champion to support students gives them confidence and self belief. Having positive influences in school therefore can positively impact a students mental health. This can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons.	1, 4, 5, 6, 7
<i>Revision books and materials to support progress and academic success.</i>	CGP revision guides and early morning library study space and after school to support students who struggle to make the space. Revision cards made to enable effective revision strategies with space and guidance for support. <a href="https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model">https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</a>	1, 4, 5, 7

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

Budgeted cost: £ 50,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Off-site provision increased for Y10 and Y11 pupils at risk of exclusion, including transport in some instances.</i></p>	<p>Some of our most vulnerable students require off-site provision that offers them an alternative route through education. It is crucial that the quality of the provision is monitored and we use the toolkit to review some of this provision.</p> <p><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf</a></p> <p>We know that some of our most vulnerable students will also benefit from taxis or bus passes to alternative educational establishments. Although we try to reduce this, our most vulnerable students will need taxis. This is contextual safeguarding.</p> <p><a href="https://www.contextualsafeguarding.org.uk/">https://www.contextualsafeguarding.org.uk/</a></p>	<p>4, 5, 6</p>
<p><i>Targeted attendance clinics with emphasis on disadvantaged students first.</i></p>	<p>Being in school is crucial to the learning journey of students. This has been evident over the lockdown periods where we have seen the gap widening between disadvantaged and non disadvantaged students. Therefore, having a dedicated staff member focusing on attendance will support those students to attend school on a consistent basis and support them to achieve their goals. Supporting students and their families with attendance through targeted clinics will support the students in collaboration. Our additional staffing of non-teachers in key pastoral roles, allows more capacity and time on attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p>	<p>1, 4, 5, 6, 7</p>
<p><i>Work with a data specialist to find long term cost effective ways of monitoring and tracking attendance.</i></p>	<p>Having a consistent approach to attendance across all year groups supports students in understanding the expectations and helps the family with a range of supportive measures. Clear weekly data allows us to track and monitor attendance across all key groups more readily</p>	<p>4, 5, 6, 7</p>

<p><i>Tutor discussions with parents and pupils when attendance drops below 97%</i></p>	<p>Having a familiar member of staff liaising with parents builds trust and raises the awareness and importance of attendance. This personalisation approach will allow parents and students to feel supported to attend school. This is driven through our CPD time.</p> <p><a href="https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPO-RT-V02.pdf">https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPO-RT-V02.pdf</a></p>	<p>4, 5, 6</p>
<p><i>Systematic supportive attendance interventions involving parents and pupils</i></p>	<p>Dignity not deficit. Constant communication with parents will raise the profile and importance of attendance and the benefits to attending school. Lockdowns have increased the attainment gap between disadvantaged and non-disadvantaged students nationally. Therefore, getting students to attend school is important for their progress in attainment, success and, consequently, motivation.</p> <p><a href="https://cstuk.org.uk/knowledge/discussion-and-policy-papers/five-principles-for-inclusion/">https://cstuk.org.uk/knowledge/discussion-and-policy-papers/five-principles-for-inclusion/</a></p>	<p>4, 5, 6, 7</p>
<p><i>Develop a culture of praise within school to foster a sense of success and achievement in low aspiring pupils.</i></p>	<p>Research states that positive consequences are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning.</p> <p>Much of this will be driven through tutors and the pastoral systems, but there should also be a coherent curriculum in tutor time that enables success and the subsequent celebration and praise.</p>	<p>1, 4, 5, 6</p>
<p><i>Recruit and additional ELSA practitioner</i></p>	<p>Improving emotional literacy can improve the mental health of a child. With higher levels of emotional wellbeing students will be more receptive to learning than students with low levels. Impacts of ELSA include improvements in students' confidence, self-esteem, understanding and management of emotions, behaviour and social skills. This has also seen an increase in students' attendance in schools.</p>	<p>4, 5, 6</p>
<p><i>Develop peer mentoring scheme to empower 6th form and develop the Catholic Life of the School</i></p>	<p>Peer mentoring has been shown to lead to improved attitude to school, attendance and behaviour. It can also help students to build up a peer network within their school, causing more holistic benefits such as a sense of community and belonging. This also helps support the Catholic principle of service to the community.</p>	<p>1, 4, 5, 6, 7</p>

<i>Implement bespoke parental engagement academic workshops</i>	Evidence shows that parental engagement can support students being successful. These workshops will be bespoke to the cohort and provide specific support and home learning guide books supporting parents/carers in supporting their children. <a href="https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send">https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send</a>	1, 4, 5, 6, 7
<i>Improve oracy in the curriculum</i>	Oracy is a key factor in improving confidence and feelings of success. Success is motivating. Close work with Oxford University and Mock Trials. We have reviewed <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a>	1, 2, 4, 5, 6
<i>Build in an elective system to enable the provision of a broad range of extra curricular activities for 23-24</i>	Previous years have seen a significant impact on pupil well-being and confidence from such days; covid has prohibited many extra-curricular and team activities. Building in a broad programme will build student pride and engagement with the school.	4, 5, 6
<i>Equipment and uniform allowance for disadvantaged pupils including revision/study guides</i>	One of the barriers to learning is lack of equipment - providing equipment will remove that barrier. Likewise, uniform is often a cost that parents struggle to afford; £100 uniform allowance per pupil per year lessens this barrier.	4, 5, 6
<i>Create a provision for EAL new admissions to support their effective integration into the school</i>	One of the barriers for many of our new students is their limited ability in English. By supporting these students with an effective EAL package, their integration into school and mainstream curriculum will be more effective. Flash Academy and an EAL HUB helps support students with EAL (many of whom are also PP).	7
<i>Breakfast Club</i>	Ensuring students are in school with a good start to the day is a priority for our cohort. We offer a free breakfast club for all students that is staffed by TAs. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1705927789">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1705927789</a>	4, 5, 6, 7

**Total budgeted cost: £ 223,146**

## 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 2022 to 2023 academic year.

*Due to COVID-19, performance measures will not be used to hold schools to account.*

*Our progress was - 0.4 P8. There were 56 students who counted in our data so the confidence interval was weak. -0.77 -> -0.03. Of these, 22 students (40%) were disadvantaged and the confidence interval was wider at -1.76 to -0.55. 54% of these students had EAL and 32% were LPA.*

*The employment of key staff – Non-teaching DSL and Safeguarding Support officer, Non-teaching Head of KS4, Student Engagement Lead and Pastoral and Inclusion Lead have increased our capacity to liaise directly with families and students to explore challenges. Although limited in measures, this has increased our capacity to talk with families and social care about issues as they arise.*

*Our tracking of students with the NGRT means we can track and intervene effectively for students with weaker reading. We will re-test all students in Y9 to allow a tracking for progress.*

*SOL attendance allowed us to track for attendance. The implementation of this has been problematic due to staffing issues. Attendance remains a national concern and is a development priority for us moving forward. Ofsted were able to see that we were making some progress in monitoring attendance.*

*The implementation of Flash Academy and an EAL Hub means there is a programme for students who have limited English and need support – we brought this in especially for students who were arriving not speaking English with refugee status. This has created an intentional and effective learning environment so there is an intervention for all students with EAL.*

*Our provision was rated as Good by Ofsted after previous judgements of inadequate in 2019, 2017 and Requires Improvement in 2015. Factors included notably*

- *Good behaviour – previous report commented on low expectations*
- *Good teaching - our evidence based CPD programme has improved quality teaching expertise*
- *Personal Development – our Elective programme allow equal access to a wide provision of extra curricular opportunities*
- *Surveys for families and students showed that children and families feel safe and happy at school*

## 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*

<b>Programme</b>	<b>Provider</b>
NGRT	GL Assessment
SOL Attendance Tracker	SOL Attendance Limited
Fresh Start	Read Write Inc
Flash Academy	Flash Academy

