



Pupil Premium Strategy Statement – Lode Heath 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
School name	Lode Heath School
Number of pupils in school	1104
Proportion (%) of pupil premium eligible pupils	28.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 July 2026
Statement authorised by	L Suddon Associate Headteacher
Pupil premium lead	A Mohammed Assistant Headteacher R Thompson Director of Learning Support
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£312,825



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 across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and to experience opportunities beyond the curriculum. We have a firm belief that by providing the very best provision for all everything is possible and that no one should be disadvantaged.

We will work to ensure that all disadvantaged students will receive a broad and balanced curriculum that allows them to make good progress and achieve across the whole curriculum. We recognise that disadvantage affects students in many ways including marginalisation, lack of cultural capital which can be linked to lower levels of oral language and a limited vocabulary. These limiting issues can all lead to negative perceptions of themselves as learners and of their place in school and may have been compounded in the past by experience of lower expectations.

We will consider the challenges faced by vulnerable students, such as those who have a social worker. We will ensure that the most disadvantaged do not slip through the cracks and instead receive the best care and education. We want our students to have wide and far-reaching aspirations because of the knowledge and experiences that we have given them throughout their time at school. The activity we have outlined in this statement is also intended to support their needs.

Quality first 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. We aim to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students.

Our strategy is also integral to wider school plans for education recovery, notably in its evidence-based approach provided by the toolkit on the Educational Endowment Foundation website.

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 achieve. To ensure they are effective we have utilised research-based evidence approaches from the Education Endowment Foundation (EEF). As a result, we will:



- Maintain and develop Quality First Teaching in the classroom (“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.” – EEF)
- Personalise learning and support in line with the Trusts core priorities
- Promote the use of our five Pupil Premium strategies in all aspects for disadvantaged pupils
- Improve attendance as poor attendance to school is linked to lower academic achievement
- Improve Literacy to support academic progress
- Build cultural capital opportunities to support the wider learning of disadvantaged pupils. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.
- CPD to improve the knowledge of all school staff of pupil premium students and their barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Ensuring teachers are equipped to personalise and differentiate for disadvantaged students effectively, to allow for QFT
2	Historically low perception from parents about the importance of attendance. This includes historic levels of persistently absent pupils. Some of this behaviour has now been reinforced for a long time due to the pandemic. This means a few students now have chronic levels of attendance Lower level of parental engagement. Some of our parents of disadvantaged pupils do not attend school events to support pupils or support with homework.
3	A small group of disadvantaged pupils are demonstrating disengagement or behavioural issues, which is having a detrimental effect on their progress. Some parents might have had a bad experience of school themselves. This means that some children have a difficult relationship with school, authority, and their peers in terms of following rules and expectations. This leads to increased difficulties with behaviour within school
4	There is an absence of a family culture of learning – a lack of role models for reading, studying etc. Some pupils come from families where aspiration is low. Others come from houses where they have limited opportunity to build cultural capital.



5	Disadvantaged students start secondary school with a gap between them and their non-disadvantaged peers. There is an increasing gap between the attainment of disadvantaged and non-disadvantaged pupils following periods of lockdown and the variation in the provision at KS2.
6	Disadvantaged pupils are not making rapid improvements in their progress in Maths compared to English.
7	Disadvantaged students have lower levels of literacy in comparison to their peers
8	Cost of living crisis has impacted on our disadvantaged students and families require more financial support from school e.g. travel costs, food and uniform.

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
Continue to improve Progress 8 and outcomes to be broadly in line with the national comparator or better.	Not applicable for 2024/25, 2025/26 – prior attainment data not available due to the pandemic.
Continue to improve Attainment 8 and outcomes to be broadly in line with the national comparator or better.	Achieve national average for attainment for all pupils.
The percentage of our disadvantaged students achieving a grade 5+ in English and Maths will continue to improve.	Achieve average English and Maths 5+ scores for similar schools.
The attendance of our disadvantaged students will improve and be in line with the national average or better.	Improve attendance to above national average.

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: £50,052



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain and develop Quality First Teaching in the classroom</p> <p>Personalise learning and support in line with the Trusts core priorities</p>	<p>Ensuring teachers are equipped to personalise and differentiate for disadvantaged pupils effectively.</p> <p>Informing staff of the challenges disadvantage pupils face and provide strategies to overcome them. The most effective form of intervention comes from high quality teaching which meets the needs of students within the classroom.</p>	<p>1-7</p>
<p>Purchase of standardised GL assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>The EFF has identified that effective diagnostic assessment is important for schools which are aiming to forecast general student performance, which will likely be standardised tests. These ‘high level’ assessments can give schools broad insights into individuals and groups who may need support based on national norms. This will help with the personalisation of teaching and adaptations to schemes of work. 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1-7</p>
<p>Regular CPD and updates for teachers through the Internal and AMAT CPD programme</p>	<p>Regular briefings weekly provide training and updates for staff to support all pupils including disadvantaged pupils</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>
<p>To support learning by ensuring all students have access to the technology they require.</p>	<p>Microsoft Teams continues to be used currently to support learning in lessons. Other subject specific online platforms are also used to support home learning. The EFF suggests that ensuring access to technology is key, particularly for disadvantaged pupils.</p>	<p>1-7</p>



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

Budgeted cost: £96,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide one to one tuition in English and Maths to selected KS4 students online or one to one in the home at a time convenient to families and students.</p> <p>Providing small group tuition to those students identified in specific year groups in English, and Maths.</p>	<p>To be most effective the tuition needs to be guided by the school, linked to the curriculum and focused on the areas where students would most benefit from additional practice or feedback. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy, adding to nearly 5 months of progress for a student.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2-7</p>
<p>Dedicated welfare phone calls for vulnerable students to help remove barriers to learning</p>	<p>We want to ensure that all our students are safe and that their parents are well supported. We want to support students and their parents by removing barriers to learning. Parents can access teachers and pastoral staff for additional support and guidance if needed</p>	<p>2-7</p>
<p>Improving literacy in all subject areas. Whole school approach towards literacy tasks in lessons. To run Reading Intervention for pupils at KS3, to ensure it</p>	<p>The EEF suggests that reading comprehension strategies can have a significant impact.</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p>	<p>2-7</p>



promotes inclusion for disadvantaged pupils.	Improving Literacy in Secondary Schools	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £165,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inspiring and motivating disadvantaged students to engage with their learning to give them the best possibility to achieve</p>	<p>Inspiration and Motivational speaker Cameron Parker invited into school to work with disadvantaged students across all year groups – Dreams to Reality Dreams 2 Reality: Mindset and Motivation for the Younger Generation (dreams2-reality.com)</p> <p>STARS Challenge in place for KS3 students to encourage motivation, engagement, enrichment and attendance.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2-7</p>



<p>Engaging parents with school and providing a positive experience of interactions and communication with school.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as tailoring positive communications about learning, can prove actionable for schools.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2-7</p>
<p>Learning Performance - Students and staff provided with new techniques and skills delivered in interactive programmes to improve the classroom experience for all</p>	<p>Learning Performance invited in to deliver workshops for disadvantaged students to provide them with additional revision strategies in order to provide them with the necessary skills to achieve.</p> <p>Supporting Revision Supporting Revision and the 'Seven-step Model' EEF (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1-7</p>
<p>Phone calls made to parents of all disadvantaged pupils across all year groups to build positive relationships post pandemic, support with wellbeing and remove barriers to learning</p>	<p>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.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>
<p>Creating further positive experiences of lessons and extra curricular activities</p>	<p>A small proportion of disadvantaged pupils are disengaged and have lower attendance which is having a marked effect on their progress</p>	<p>2-7</p>



through rewards and celebrations		
Building cultural capital opportunities to support the wider learning of disadvantaged pupils.	Some of our disadvantaged pupils have had less cultural capital opportunities. Increase the cultural capital experience for disadvantaged pupils Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	2-7
Financial support for uniform, resources and curriculum opportunities.	A proportion of disadvantaged pupils need financial support due to the rising cost of living to enable them to engage with school in the same way as their non-disadvantaged peers.	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-7

Total budgeted cost: £298,703



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For the 24/25 results we are unable to report on a progress 8 score as this cohort had no data from KS3. Therefore, in line with DfE guidance, we will focus on average attainment 8.

The 24/25 results for our leavers show an average attainment 8 of 39.94 which is better than the national average of 34.9 (DfE) and an improvement of 23/24 score of 38.4. The number of disadvantaged students gaining a grade 9-5 in English and Maths for the 2024/25 cohort was 27.3% which is above the national average of 25.6% (DfE) and above the Solihull average of 21.6% (DfE). This demonstrates the achievement of each of our qualification-based outcomes outlined in our plan.

While there is clearly an improvement in progress and our disadvantaged students achieve results that are better than the national average for disadvantaged students, we recognise there is still more work to be done to sustain these improvements and to close the gap in progress and attainment between our disadvantaged and non-disadvantaged students. We recognise that attendance is a significant barrier to this.

We continue to maintain a high-quality curriculum, promote quality first teaching and provide impactful interventions using the Pupil Premium funding, as well as purchasing resources to allow disadvantage pupils to access the curriculum. We have also supported pupils through funded one-to-one tutoring at home in English and Maths.

Overall attendance for the disadvantaged cohort in 2024/25 was 86.73%, an improvement on the previous year by 0.77%. This figure is also higher than the national average for students receiving free school meals across all secondary schools 86.3% (DfE). This demonstrates the achievement of our attendance-based outcome outlined in our plan but improving attendance of our disadvantaged students remains a significant a focus of our current plan to ensure that this figure is improving and remains above the national average for disadvantaged students.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Please see detailed Action Plan for below for this forthcoming academic year



Lode Heath School Pupil Premium Action Plan

Teaching and Learning	Attendance	Intervention	Enrichment	Resources
<ul style="list-style-type: none"> Quality First Teaching Five strategies for PP Success Student Voice through QA process and trust reviews. Parent voice through wellbeing phone calls GL assessments to accurately measure progress Literacy testing to identify 'Red Readers' 	<ul style="list-style-type: none"> PP group identified first Attendance rewards Nudge letters and legal proceedings Follow up phone calls Parental meetings Malachi Support EPAS team involvement Wellbeing phone calls 	<ul style="list-style-type: none"> Departmental and class level QA focus Welfare calls to identify and remove barriers 	<ul style="list-style-type: none"> Places on educational trips funded CPD programme Enrichment tracked via - Clubs & Societies on Synergy 	<ul style="list-style-type: none"> Uniform items Catering ingredients Music tuition Travel support Personalisation bids by Faculty leaders to support PP students only Morrisons food bag for families in need
<ul style="list-style-type: none"> Online resources to support home learning Teacher nominations for excellent learning pride 	<ul style="list-style-type: none"> Attendance rewards in STARS Challenge Attendance focus groups and mentoring Attendance workshops 	<ul style="list-style-type: none"> STARS Challenge participation Think for the Future mentoring 	<ul style="list-style-type: none"> STARS parent celebration evenings. STARS rewards for club/library attendance STARS rewards enrichment trips 	
<ul style="list-style-type: none"> Subject specific resources to support access to the curriculum Learning performance revision support 	<ul style="list-style-type: none"> Cameron Parker power programme attendance focus group. 	<ul style="list-style-type: none"> Cameron Parker power programme mentoring Priority careers advice & work experience support Year 11 War board Exam anxiety workshop Revision study skills workshop Funded one to one tuition in English and Maths for selected students. 	<ul style="list-style-type: none"> Duke of Edinburgh 	<ul style="list-style-type: none"> Revision guides, scientific calculators Art packs and materials for exams



Interventions - What interventions have been used disadvantaged students and what was the impact		
Intervention	Outcomes	Value for Money
Dreams2Reality Cameron Parker	<p>Overview for Year 11 Cohort 2024/25</p> <p>Significant improvements from 41 students regularly engaging.</p> <p>Mental health average rating score 5/10 to 8/10</p> <p>Future direction average rating score 6/10 to 9/10</p> <p>Confidence average rating score 4/10 to 7/10</p> <p>Comfortable asking for help average rating score 4/10 to 7/10</p> <p>Willing to try new things average rating score 3/10 to 6/10</p> <p>Positivity average rating score 4/10 to 8/10</p> <p>Students who found the programme useful 98%</p> <p>Day 6 (Day 2 for year 10)</p> <p>36 students participated. Students split into small groups based on focus e.g. behaviour, attendance, higher progress, motivation.</p> <p>100% found their session with Cameron beneficial.</p> <p>How motivated were you with school BEFORE the assembly? 4.8</p>	Yes



	<p>How motivated were you with school AFTER the assembly? 6.75</p> <p>‘Stay motivated and try my hardest’</p> <p>‘Think more about small goals’</p> <p>‘Don’t say I don’t know because my brain will stop trying to find the answer’</p> <p>‘Never limit yourself, you only commit to what you tell yourself’</p> <p>‘Have a different view on self negativity’</p> <p>‘Think positive believe in yourself’</p> <p>Day 5 (Day 1 for year 10)</p> <p>Launch session with year 10 PP students and one to one sessions with EHCP students and students with behaviour concerns.</p> <p>100% found their session with Cameron beneficial.</p> <p>How motivated were you with school BEFORE the assembly? 4.76</p> <p>How motivated were you with school AFTER the assembly? 6.69</p> <p>‘One bad thing doesn’t ruin everything.’</p> <p>‘To never give up’</p> <p>‘Stop holding yourself back from opportunities’</p> <p>‘I can prepare for my future’</p>	
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	<p>Day 4</p> <p>Small group work in focus groups based on feedback from parents and teachers.</p> <p>100% found their session with Cameron beneficial</p> <p>How motivated were you with school BEFORE the assembly? 5.26</p> <p>How motivated were you with school AFTER the assembly? 7.73</p> <p>‘Don’t avoid revision, start now before it’s too late and reach your goal’</p> <p>‘Just revise to reach my potential’</p> <p>‘To take revising seriously’</p> <p>‘To try my hardest in all my lessons’</p> <p>Day 3</p> <p>Year 7 and 8 motivational assembly</p> <p>94% of Year 7 and 8 students stated the assembly was beneficial.</p> <p>How motivated were you with school BEFORE the assembly? 5.44</p> <p>How motivated were you with school AFTER the assembly? 7.96</p> <p>Quotes – What did you take away from listening to Cameron today?</p> <p>‘Follow your dreams’</p>	
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	<p>'Don't give up'</p> <p>'Take school seriously'</p> <p>'Always strive to be the best and not settle for anything less'</p> <p>'Really helped to show that anything is possible if you try hard enough'</p> <p>Day 2 current year 11 (day 1 completed in July) Small group work focused on particular theme for each group – behaviour, attendance, confidence, high ability, motivation and focus.</p> <p>100% of students stated the session was beneficial</p> <p>How confident and motivated were you with school, revision and exams BEFORE working with Cameron? 5.37</p> <p>How confident and motivated are you with school, revision and exams AFTER working with Cameron? 7.54</p> <p>What are your next steps? Selected quotes</p> <p>'commit to revising and learning'</p> <p>'make a plan for my revision for the week'</p> <p>'Revision work and valuing school and how it will effect my future'</p>	
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Careers support and advice	<u>Pupil Premium</u>		
	41% of PP students enrolled on Level 3 courses.		
	Destination	Number of Students	Percentage of PP Students
	Solihull College	25	58%
	Solihull Sixth Form College	9	22%
	Other FE destination (breakdown below)	7	14%
	Access Creative College	3	
	Stratford College	3	
	South and City College	1	
	Employment without training	1	2%
	Apprenticeship/Employability Programme	2	4%
	NEET	0	0
Total Number of Students	44	100%	



STARS Challenge	Spring/Summer term Challenge		Yes
	Credits:	32.8% of students gained 100+ credits this term.	
		5.9% of students gained 200+ credits this term.	
	Clubs:	47% of students attended 1+ club per week.	
		17.2% of students attended 2+ club per week.	
	Lates:	57.4% of students= no lates.	
		70.1% of students= 1 late or less.	
	Attendance:	95% attendance and above= 51.4% (improved on previous term 48.5%)	
		90% attendance and above= 62.6% (improved on previous term 63.9%)	
	<p>Targeting a small cohort of students with attendance concerns- the target group looked at targeting students with 80s % attendance to support and improve their attendance rate to school. 54.5% of group (11 students) improved attendance.</p> <p>Autumn term challenge for year 7 and 8 PP students</p> <p>Credits SCORES-For 6-week programme only: 59% of students gained 100+ credits. 4% of students gained 200+ credits.</p>		



	<p>Extra-curricular clubs- Total number of students involved in regular extra-curricular clubs= 65% and 2+ clubs=6%</p> <p>Attendance: Overall, 65% stayed the same or Improved Attendance.</p> <p>Lates: 54% student improved/never late to school during the 6-week programme.</p>	
<p>Morrison food bags</p>	<p>35 bags of food have been provided for half term 1</p> <p>35 bags of food have been provided for half term 2</p> <p>23 bags of food have been provided for half term 3</p> <p>26 bags of food have been provided for half term 4</p> <p>23 bags of food have been provided for half term 5</p> <p>19 bags of food have been provided for half term 6</p>	<p>Yes</p>
<p>Progress League</p>	<p>Summary of Progress league 3 June 2025</p> <ul style="list-style-type: none"> • 8/15 = 53% showed an improvement on their average grade achieved • The average expected grade difference between AP2 and AP3 is +0.02 • 8/15 = 53% showed an improvement on their average behaviour score or maintained their previous score • 6/15 – 40% increased their on% above track grade • 5/15 -34% - increased their % on track grades <p>Improvement in Above Track %, behaviour remained stable: Behaviour scores remained relatively consistent between the two periods.</p>	<p>Yes</p>



	<p>Attendance</p> <ul style="list-style-type: none"> • 9/15 = 60% showed an improvement or a maintain in their overall attendance % for the year from the start to the end the 4-week programme. During this time 2 students celebrated EID and were absent • 7/15 = 45% students attended 100% of the progress league • 8/15 = 53% had 100% attendance during the 4-week programme. <p>Summary of Progress league 2 Feb/March 2025</p> <p><i>Out of the 20 pupils who were selected 3 did not take part despite several reminders/takes from their mentor and me. I have therefore based the following data on 17 instead of 20.</i></p> <ul style="list-style-type: none"> • 7/17 = 41% showed an improvement on their average grade achieved • 6/20 = 35 % maintained their average grade. • The overall average expected grade of the cohort increased from -1.9 at AP1 to -0.93 at Ap2. • 14/17 82% showed an improvement on their average behaviour score or maintained their previous score • 12/17 - 70% showed an improvement on their average attitude to learning score or maintained previous. <p>Attendance</p> <ul style="list-style-type: none"> • 7/17 pupils - 41% showed an improvement in attendance over the 4 week period progress league ran, compared to the 4 weeks before. A further • 14/17 = 82% showed an improvement or a maintain in their overall attendance % for the year from the start to the end the 4 week programme. • 9/17- 52% had 100% attendance during the 4 week programme. 	
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	<p>Progress league for YR9 completed for Autumn term.</p> <ul style="list-style-type: none"> • 15/25 - 60% showed an improvement on their average behaviour score • 15/25 - 60% showed an improvement on their average attitude to learning score. • 13/25 pupils - 52% showed an improvement in attendance over the 4.5 week period progress league ran, compared to the 4 weeks before. A further 8/25 maintained their attendance throughout the 4.5 week programme. • 13/25- 52 showed a maintain or an improvement in their overall attendance % for the year over the 4.5 week programme. <p>13/25- 52% had 100% attendance or only missed one day during the 4.5 week period.</p>	
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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
National Tutoring Programme	Winchmore tutoring