

Pupil premium strategy statement – Corby Primary Academy

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

Detail	Data
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	9.1% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Kirsty Foley
Pupil premium lead	Dale O'Brien
Governor / Trustee lead	Darren Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68,349
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 68,349

Part A: Pupil premium strategy plan

Statement of intent

At Corby Primary Academy, we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, achieve high levels of attainment and make strong progress across the curriculum. Our ultimate objective is to diminish the difference in outcomes between disadvantaged pupils and their peers, enabling every pupil to succeed academically, develop positive attitudes to learning and be fully prepared for the next stage of their education.

Our pupil premium strategy is rooted in a clear understanding of the context and barriers faced by our disadvantaged pupils. The analysis of attainment and progress data indicates that, whilst many disadvantaged pupils achieve well, some continue to experience challenges in writing attainment, combined reading, writing and mathematics outcomes, attendance and access to wider enrichment opportunities. Our strategy is therefore designed to provide targeted support whilst maintaining a relentless focus on high-quality teaching for all.

We intend for disadvantaged pupils to:

- Achieve outcomes in reading, writing and mathematics that are at least in line with those of their peers nationally.
- Make strong progress from their individual starting points.
- Develop confidence, resilience and independence as learners.
- Attend school regularly and engage fully in learning.
- Access the same enrichment opportunities, experiences and wider curriculum as their peers.
- Be well prepared academically, socially and emotionally for the next stage of their education.

Our current pupil premium strategy works towards these objectives through a tiered approach that combines high-quality teaching, targeted academic support and wider strategies. We place the greatest emphasis on ensuring consistently strong classroom practice, recognising that this has the greatest impact on outcomes for disadvantaged pupils. Alongside this, we provide evidence-informed provisions to address identified gaps in learning, particularly in writing, reading fluency and mathematics, whilst also supporting pupils' attendance, wellbeing and engagement with school.

The key principles underpinning our strategy at Corby Primary Academy are:

- High-quality teaching first – ensuring every disadvantaged pupil benefits from excellent teaching, a well-sequenced curriculum and adaptive practice within the classroom.

- Early identification and intervention – swiftly identifying barriers to learning and providing timely support before gaps become entrenched.
- Data-informed decision making – using robust assessment information to identify needs, monitor impact and deploy resources effectively.
- Equity of opportunity – ensuring all pupils can access enrichment, cultural capital and wider opportunities that enhance learning and personal development.
- High expectations for all – maintaining ambitious expectations for disadvantaged pupils and ensuring they receive appropriate challenge and support to achieve their full potential.
- Whole-child support – recognising that academic success is closely linked to attendance, wellbeing, behaviour, relationships and engagement from families.
- Evidence-informed practice – drawing upon educational research and proven approaches to maximise the impact of our pupil premium funding.

Through this strategy, we aim not only to improve attainment and progress outcomes for disadvantaged pupils, but also to ensure that every child at Corby Primary Academy feels valued, supported and empowered to achieve success both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are impacting pupils' ability to access the curriculum, develop reading comprehension and produce high-quality written outcomes. These challenges are generally more prevalent among disadvantaged pupils than their peers. Reception baseline assessments in 2025/26 indicated that disadvantaged pupils entered school with lower outcomes in Communication and Language than their non-disadvantaged peers, particularly within Speaking and Listening, Attention and Understanding. These gaps continue to impact vocabulary acquisition, reading comprehension and writing outcomes across the school.
2	Internal assessment data from 2025-2026 indicates that writing attainment among disadvantaged pupils was the weakest core subject across several year groups. For example, only 17% of disadvantaged pupils in Year 2 and 20% in Year 5 achieved age-related expectations in writing, compared to 33% and 40% respectively in reading. This contributes significantly to lower combined reading, writing and mathematics outcomes.

3	Internal assessment data demonstrates that combined reading, writing and mathematics attainment for disadvantaged pupils remains below expectations in several year groups. Many disadvantaged pupils achieve in individual subjects but are not yet consistently achieving expected standards across all three core areas. In 2025/26, only 17% of disadvantaged pupils in Year 2 achieved the expected standard in reading, writing and mathematics combined, compared with 59% of non-disadvantaged pupils (42-percentage point gap). At KS2, outcomes were stronger, with 64% of disadvantaged pupils achieving the combined measure compared with 56% of non-disadvantaged pupils. Variability between cohorts indicates the need to strengthen attainment across all three core subjects from the earliest stages.
4	Assessments, observations and discussions with pupils suggest that some disadvantaged pupils continue to experience difficulties with phonics acquisition, reading fluency and comprehension. These barriers affect pupils' access to the wider curriculum and their ability to achieve age-related expectations in reading. In 2025/26, 83% of disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check compared with 89% of non-disadvantaged pupils, representing a 6-percentage point gap. Although this gap reduced significantly from 23 percentage points the previous year, phonics acquisition, reading fluency and comprehension remain barriers for some disadvantaged pupils.
5	Attendance for disadvantaged pupils improved significantly during 2025/26, reaching 95.6%, and the attendance gap between disadvantaged and non-disadvantaged pupils narrowed to 0.3 percentage points. Persistent absence among disadvantaged pupils also reduced considerably. However, a small number of disadvantaged pupils continue to experience periods of persistent absence which impact learning, progress and access to wider opportunities. Sustaining strong attendance rates and reducing persistent absence further remain priorities to ensure all disadvantaged pupils fully benefit from the curriculum and achieve their potential.
6	Some disadvantaged pupils have fewer opportunities to access enrichment activities, wider life experiences and cultural opportunities. This can affect vocabulary development, aspirations, confidence and engagement with learning.
7	Parental engagement in learning is lower for some disadvantaged pupils. This can impact attendance, reading habits, home learning routines and overall academic progress.

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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations and pupil voice indicate significantly improved oral language, communication and vocabulary among disadvantaged pupils. This is evident through increased participation in lessons, improved use of subject-specific vocabulary in speaking and writing, stronger reading comprehension and greater confidence when discussing their learning.
Improved writing attainment and combined reading, writing and mathematics outcomes for disadvantaged pupils.	Internal and external assessment outcomes demonstrate improved attainment in writing and an increased proportion of disadvantaged pupils achieving expected standards in reading, writing and mathematics combined. The attainment gap between disadvantaged pupils and their peers is reduced across all key stages, particularly within KS2. Attainment gaps in reading, writing and mathematics reduce further across all key stages.
Improved reading and mathematics attainment for disadvantaged pupils.	Year 1 phonics outcomes for disadvantaged pupils meet or exceed 80%. Phonics, reading and mathematics assessment data demonstrates improved progress and attainment for disadvantaged pupils. An increased proportion of disadvantaged pupils achieve age-related expectations in reading and mathematics, with identified attainment gaps continuing to diminish. Pupil voice demonstrates positive attitudes towards reading and increased engagement with reading for pleasure.
To achieve and sustain improved attendance, wellbeing, engagement and access to enrichment opportunities for disadvantaged pupils.	Attendance for disadvantaged pupils maintained at 95% or above. Persistent absence remains below 8% and the attendance gap between disadvantaged and non-disadvantaged pupils remains below 1 percentage point. Pupil voice, parent feedback and staff observations demonstrate improved wellbeing, resilience and readiness to learn. Participation rates in enrichment activities for disadvantaged pupils increase and are broadly in line with those of non-disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a consistent, language-rich approach to teaching across the academy through high-quality CPD focused on vocabulary instruction, oracy and inclusive classroom practice.	Oral language interventions have been shown to improve pupils' language capabilities and support progress across the curriculum. High-quality teaching which explicitly develops vocabulary and spoken language has a particularly positive impact for disadvantaged pupils. Scaffolding High-Quality Interactions Early Years EEF Vocabulary Reading House EEF	1,2
Continue to strengthen the teaching of writing through high-quality professional development, coaching and curriculum refinement, ensuring consistency in writing expectations, modelling and feedback across all year groups.	Evidence suggests that improving the quality of teaching has the greatest potential impact on disadvantaged pupils. Consistent approaches to modelling, scaffolding, feedback and vocabulary development support pupils in becoming successful writers. Feedback Guidance Report EEF	1,2, 3
Further develop reading provision through Little Wandle, reading fluency approaches and reading for pleasure initiatives, including ongoing staff training and coaching.	Phonics has a strong evidence base that indicates a positive impact on reading accuracy and early reading development, particularly for disadvantaged pupils. Reading fluency supports improved comprehension and curriculum access. Phonics Teaching and Learning Toolkit EEF	1,4
Continue to embed high-quality mathematics teaching through mastery approaches, PiXL therapies,	Research demonstrates that mastery approaches, diagnostic assessment and responsive teaching can improve attainment in mathematics, particularly for disadvantaged pupils.	3

diagnostic assessment and curriculum refinement to address gaps in knowledge.	Five Ways to Use Diagnostic Assessment in the Mathematics Classroom News EEF	
Purchase and utilise standardised assessments, PiXL diagnostic tools and ongoing pupil progress systems to identify learning gaps quickly and inform responsive teaching.	Diagnostic assessment enables teachers to identify specific learning needs and misconceptions, allowing for targeted teaching and intervention. Feedback Teaching and Learning Toolkit EEF	2,3,4
Embed high-quality adaptive teaching strategies through professional development aligned with the EEF guidance on high-quality inclusive teaching.	High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. Adaptive teaching ensures barriers to learning are identified and addressed whilst maintaining high expectations.	1,2,3,4
Develop staff understanding of wellbeing, self-regulation and emotional literacy through targeted professional development and pastoral and systems.	Social and emotional learning approaches are associated with improved attainment, behaviour, relationships and wellbeing. Parental Engagement Teaching and Learning Toolkit EEF	5,6,7

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

Budgeted cost: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants will deliver structured interventions in reading. Bottom 20% of readers including PP to experience daily keep up	The EEF states that teaching assistants can have a positive impact on attainment when delivering structured interventions that supplement, rather than replace, high-quality teaching.	2, 3, 4

session with specific trained TA.	Teaching Assistants Guidance Reports EEF	
Little Wandle keep-up and rapid catch up.	Phonics approaches have a strong evidence base indicating a positive impact on reading accuracy and early reading attainment, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	4
Speech Links interventions.	Speech Links and targeted speech and language interventions are used to support pupils with identified communication and language needs. The Education Endowment Foundation highlights oral language interventions as a high-impact, low-cost approach, with evidence showing an average of six months' additional progress. Developing pupils' speaking, listening and vocabulary skills supports access to the wider curriculum, reading comprehension and writing outcomes, particularly for disadvantaged pupils. Oral Language Interventions Teaching and Learning Toolkit EEF	1,4

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

Budgeted cost: £5,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance figures of PPG pupils	The DfE guidance Working Together to Improve School Attendance identifies regular monitoring, early intervention and strong family engagement as key factors in improving attendance and reducing persistent absence. Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls	5, 7

	made by Attendance Officer to identify if any further support is needed. Disadvantaged pupils who are identified as being regularly late or repeatedly absent will be supported through our Attendance Lead. Meetings held with parents/carers to support them so there is improved attendance. Supporting Attendance Leadership and Planning EEF	
Parental engagement	Targeted parental engagement including phonic workshops, book & biscuit sessions, attendance support meetings, parent evening engagement, structured communication regarding pupil targets and support for home learning routines.	7
Wellbeing, resilience and self-esteem support through ELSA, Learning Mentor provision, Family Support Worker (FSW), Mental Health Support Team (MHST) interventions and Northampton Town Football Club (NTFC) Education Mentor programmes.	ELSA, Learning Mentor, Family Support Worker, MHST, NTFC and targeted pastoral support are used to address social, emotional and mental health barriers to learning. The Education Endowment Foundation highlights Social and Emotional Learning approaches as having a positive impact on academic outcomes, with an average of four additional months' progress. These approaches support pupils' wellbeing, engagement, attendance, resilience and readiness to learn, helping disadvantaged pupils to access learning successfully. Social and Emotional Learning Teaching and Learning Toolkit EEF	5, 6, 7
Financial support for educational visits, visitors, residential experiences and enrichment opportunities to ensure disadvantaged pupils can access the full breadth of opportunities offered by the academy.	Evidence suggests that enrichment activities can increase motivation, engagement, confidence and aspirations, whilst helping pupils develop wider cultural capital. Participation rates in enrichment activities for disadvantaged pupils increase and are broadly in line with those of non-disadvantaged pupils.	6

Total budgeted cost: £68,349

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2025/2026 intended outcomes:				
2025/26 Intended Outcome	Key Evidence and Data	Evaluation	How Well Was It Met?	2026/27 Priorities
Improved oral language skills and vocabulary among disadvantaged pupils	NELI, vocabulary instruction and speech/language support continued. Strong KS2 reading outcomes (89% PP achieved expected standard). Improved pupil participation and use of vocabulary evident through learning observations.	Vocabulary development has supported improved reading outcomes, particularly at KS2. Oracy remains a barrier for some pupils, particularly those with EAL needs and lower starting points.	Partially Met	Continue explicit vocabulary teaching, Speech Links, reading fluency and oracy-focused CPD.
Improved reading attainment among disadvantaged pupils	KS2 reading: 89% PP achieved expected standard. Y1 phonics improved from 50% to 83%. Phonics gap reduced from 23pp to 6pp.	Significant improvement seen in reading and phonics. KS2 outcomes demonstrate strong impact of Little Wandle and targeted intervention.	Met	Sustain reading fluency, Little Wandle keep-up and reading-for-pleasure approaches.
Pupils have good attendance and punctuality	Attendance improved from 94.4% to 95.6%. Attendance gap reduced from 1.6pp to 0.3pp. Persistent absence reduced substantially.	Attendance strategies have had a strong impact, and disadvantaged pupils now attend broadly in line with peers.	Met	Continue targeted attendance monitoring and family support for vulnerable pupils.

Pupils are well supported academically, socially and emotionally and are ready for the next stage of learning	Disadvantaged pupils outperformed non-disadvantaged peers at KS2 in reading, writing and combined outcomes. Pastoral support, mentoring and enrichment provision remained in place.	Academic and pastoral provision has supported positive outcomes, engagement and readiness for transition.	Met	Maintain mentoring, wellbeing support and targeted pastoral intervention.
High-quality teaching and intervention improve writing attainment	KS2 writing: 73% PP compared with 67% non-PP. However, KS1 writing remained lower for disadvantaged pupils (33% vs 63%).	Strong impact at KS2 but inconsistency remains across earlier year groups.	Partially Met	Writing remains a school improvement priority through CPD, modelling, feedback and transcription development.
Improve combined reading, writing and mathematics outcomes	KS2 combined: PP 64% compared with 56% non-PP. KS1 combined: PP 17% compared with 59% non-PP.	Strong improvement at KS2 but significant gaps remain lower down the school.	Partially Met	Focus on securing age-related expectations across all core subjects, particularly in KS1.
Improve phonics outcomes for disadvantaged pupils	Y1 phonics increased from 50% to 83% for disadvantaged pupils. Gap reduced significantly.	Interventions and consistency in phonics teaching have been effective.	Met	Continue Little Wandle keep-up and rapid catch-up interventions.
Improve attendance and reduce persistent absence	Persistent absence among disadvantaged pupils reduced significantly compared with previous year.	Attendance systems and family engagement strategies have had measurable impact.	Met	Maintain robust attendance procedures and early intervention approaches.

Increase access to enrichment and wider opportunities	Funding provided for trips, clubs, music tuition and wider enrichment opportunities. Increased participation among disadvantaged pupils.	Provision has supported equity of access and wider personal development.	Met	Continue financial support to remove barriers to participation and broaden cultural capital opportunities.
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End of Key Stage 2 Achievement 2026:

In 2026, the gap between disadvantaged and non-disadvantaged pupils continued to narrow across key measures, with disadvantaged pupils achieving outcomes that were broadly in line with, or above, those of their peers. Disadvantaged pupils outperformed non-disadvantaged pupils in reading (90% compared to 89%), writing (73% compared to 67%) and the combined reading, writing and mathematics measure (64% compared to 56%). In mathematics, disadvantaged pupils achieved 73%, compared to 78% for non-disadvantaged pupils, representing a relatively small attainment gap. Overall, the data demonstrates the positive impact of the school's targeted support and intervention strategies, with disadvantaged pupils performing particularly strongly in reading and writing and attaining higher outcomes than their peers across three of the four headline measures. It should be noted that these outcomes are based on a cohort of 59 pupils, of whom 9 were disadvantaged.

% of pupils achieving the expected standard														
	All pupils				PP Pupils				Non-PP Pupils				24/25 PP:NPP gap	25/26 PP:NPP gap
	2024/2025		2025/2026		2024/2025		2025/2026		2024/2025		2025/2026			
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National		
Reading	72%	75%	90%	75%	89%	63%	89%	57%	71%	81%	90%	80%	+2%	-1%
Writing	65%	72%	85%	73%	73%	59%	67%	54%	63%	78%	88%	75%	+10%	-21%
Maths	75%	74%	90%	75%	73%	61%	78%	55%	76%	80%	92%	80%	-3%	-14%
Combined	60%	62%	78%	63%	64%	47%	56%	49%	59%	69%	82%	70%	+5%	-26%

At the higher standard, disadvantaged pupils achieved outcomes broadly in line with, or above, their non-disadvantaged peers in writing and the combined measure. Given the small cohort of 9 disadvantaged pupils, this has a significant impact on percentage outcomes.

% of pupils achieving the higher standard														
	All pupils				PP Pupils				Non-PP Pupils				24/25 PP:NPP gap	25/26 PP:NPP gap
	2024/2025		2025/2026		2024/2025		2025/2026		2024/2025		2025/2026			
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National		
Reading	28%	33%	37%	31%	18%	18%	22%	17%	31%	38%	40%	36%	-13%	-18%
Writing	3%	13%	15%	13%	9%	9%	0%	9%	2%	15%	18%	15%	+7%	-18%
Maths	23%	26%	31%	27%	18%	15%	11%	15%	24%	30%	22%	29%	-6%	-11%
Combined	0%	8%	14%	9%	0%	4%	0%	4%	0%	11%	16%	11%	-4%	-16%

End of Key Stage 1 Achievement 2026:

In 2026, disadvantaged pupils attained lower outcomes than their non-disadvantaged peers across all key measures, with the largest gaps evident in reading and the combined reading, writing and mathematics measure. The academy has identified reading, writing transcription skills and Mastering Number as key priorities to support improved outcomes and further reduce these gaps. It should be noted that these outcomes are based on a cohort of 60 pupils, of whom six were disadvantaged and four also had identified special educational needs. Given the small size of the disadvantaged cohort, the achievement of individual pupils has a considerable influence on the overall percentages reported.

% of pupils achieving the expected standard										
	All pupils				PP Pupils		Non-PP Pupils		24/25 PP:NPP gap	25/26 PP:NPP gap
	2024/2025		2025/2026		2024/2025	2025/2026	2024/2025	2025/2026		
	CPA	National	CPA	National	CPA	CPA	CPA	CPA		
Reading	62%	71%	60%	70%	40%	17%	64%	65%	-24%	-48%
Writing	55%	64%	62%	63%	40%	33%	56%	63%	-16%	-30%
Maths	65%	73%	65%	71%	40%	33%	73%	69%	-33%	-36%
Combined	48%	59%	55%	58%	40%	17%	55%	59%	-15%	-42%

% of pupils achieving the higher standard										
	All pupils				PP Pupils		Non-PP Pupils		24/25 PP:NPP gap	25/26 PP:NPP gap
	2024/2025		2025/2026		2024/2025	2025/2026	2024/2025	2025/2026		
	CPA	National	CPA	National	CPA	CPA	CPA	CPA		
Reading	18%	19%	17%	18%	0%	0%	18%	9%	-18%	-9%

Writing	2%	9%	8%	9%	0%	0%	2%	7%	-2%	-7%
Maths	5%	17%	20%	16%	0%	0%	5%	20%	-5%	-20%
Combined	2%	6%	7%	6%	0%	0%	2%	2%	-2%	-2%

% of pupils achieving expected standard in Phonics Y1														
	All pupils				PP Pupils				Non-PP Pupils				24/25 PP:NPP gap	25/26 PP:NPP gap
	2024/2025		2025/2026		2024/2025		2025/2026		2024/2025		2025/2026			
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National		
Reading	78%	80%	89%	82%	50%	67%	83%		73%	84%	89%		-23%	-6%

For phonics, the gap between disadvantaged and non-disadvantaged pupils reduced significantly, from 23 percentage points in 2025 to just 6 percentage points in 2026. Disadvantaged pupils achieved a strong pass rate of 67%, demonstrating the positive impact of the academy's early reading and phonics provision, while highlighting continued opportunities to ensure even more pupils achieve the expected standard.

At the end of Year 2, 83% of pupils have passed the phonics screening check.

End of EYFS GLD:

68% of pupils achieved GLD, of which 5% were disadvantaged pupils.

Attendance:

In 2025/26, attendance for disadvantaged pupils improved to 94.8%, closing the gap with their non-disadvantaged peers to just 0.3 percentage points. Persistent absence among disadvantaged pupils also reduced significantly from 17.0% to 6.8%, meaning disadvantaged pupils had a lower rate of persistent absence than their non-disadvantaged peers (9.4%). These outcomes reflect the positive impact of the academy's targeted attendance support and demonstrate a continued focus on ensuring all pupils attend regularly and can access their learning.

Attendance/PA														
	All pupils				PP Pupils				Non-PP Pupils				24/25 PP:NPP gap	25/26 PP:NPP gap
	2024/2025		2025/2026		2024/2025		2025/2026		2024/2025		2025/2026			
	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National	CPA	National		
Att	95.8%	94.8%	95.9%	93.1%	94.4%	94.8%	95.6%		96%	94.8%	95.9%		-1.6%	-0.3%
PA	8.1%	13.4%	9.7%	18.7%	17.0%	27.1%	12.8%		6.8%	9.4%	9.4%		+10.2	+3.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Clicker	Crick Software
Little Wandle Letters & Sounds	Wandle Learning Trust
Nessy	Nessy Learning
PiXL	PiXL
Times tables	Timestables.co.uk
Testbase	Testbase
Widgit	Widgit Online
Speech Links	GL Assessments
Spellingframe	Spellingframe