

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025-26 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	Kingswood Primary Academy		
Number of pupils in school	2024-25	2025-26	2026-27
	213	207	
Proportion (%) of pupil premium eligible pupils	2024-25	2025-26	2026-27
	49.3%	45.8%	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27		
Date this statement was published	September 2024		
Date on which it will be reviewed	December 2024 April 2025 July 2025 Sept 2025		
Statement authorised by	Kerry Langley		
Pupil premium lead	Kerry Langley		
Governor / Trustee lead	Andy Clarke		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,435

Part A: Pupil premium strategy plan

Statement of intent

At Kingswood Primary Academy (KPA), there is a high proportion of disadvantaged pupils, 45.9% (Sept 2025), the percentage of pupils at the academy eligible for Pupil Premium funding is double the national average. This figure reflects the level of deprivation across the community.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Quality first teaching is the foundation of our approach, ensuring research-based practice promotes pupils' learning and engagement. This has been proven to have the greatest impact on the progress of our pupils. By providing a cohesive and aspirational curriculum which encompasses the development of academic, character and further opportunities, we strive to ensure that our disadvantaged pupils can achieve in-line with their non-disadvantaged peers. The shared vision is to ensure that all disadvantaged pupils achieve their full potential, regardless of their background and situation.

The strategy aims to provide:

- Broad life experiences for all children
- Emotional support and wellbeing for children and their families
- Opportunities for vocabulary acquisition
- Quality first teaching for all
- Targeted group interventions

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their full potential, become independent, curious and successful learners. Through our carefully sequenced, knowledge-rich curriculum, children are supported to know more, remember more and apply their learning with confidence. We make learning engaging by offering an exciting and stimulating curriculum enriched with trips, experiences and opportunities that bring learning to life.

We actively ensure Pupil Premium children's involvement in clubs and teams. This ensures our disadvantaged pupil, are given the opportunities to discover lifelong interests and talents. Through our School Council, Junior Leadership Team, Attendance Ambassadors and Playground Buddies within our school, Pupil Premium children are given the chance to take on leadership roles across school, thereby accelerating their self-confidence, collaboration and problem-solving skills as they support in driving school improvements. The skills they develop through this level of responsibility, will be lifelong and transferable in and out of their school life.

Targeted use of in-class interventions and use of teacher assessment is integral in supporting our pupils to achieve their full potential. Pupils who are not on track are quickly identified and supported to make accelerated progress. Teachers are able to identify gaps in children's learning through the use of formative assessment and summative assessment (such as PIXL) which informs planning and teaching. The use of external intervention programmes such as Speech and Language Link, Nessy and Little Wandle (phonics) ensure well sequenced and high-quality interventions can be delivered by our staff to guarantee significant impact.

Engaging and motivating parents is a further element of our intent. We are aware that many families within our school community have had adverse experiences in their own education and therefore find engaging with school for their child challenging. Through an effective pastoral team, regular opportunities for parents to engage in curriculum events, adult learning workshops and the utilisation of external agency support through non-threatening support groups, we aim to break down non-engagement and create a supportive school community for both disadvantaged children and families. Our strategy is responsive to the needs of our pupils. We will review the use of reasonable adjustments to mitigate the effects of as many barriers to learning as possible. Our practice will be reviewed in-line with emerging priorities, always implemented with evidence-based decisions.

Challenges

This details the key challenges to achievement that the academy has identified among its disadvantaged pupils.

Challenge number	Detail of challenge
1	<u>Communication and language</u> : Initial baseline assessments and ongoing interactions have revealed that pupils' speaking skills are below expected standards, with limited vocabulary knowledge also evident. This issue disproportionately affects disadvantaged pupils and has a noticeable impact on their learning. This can slow progress in the early years and in subsequent key stages.
2	<u>Phonics</u> : From assessments, baselines, and discussions, we have found that phonics and early reading skills are lower for disadvantaged pupils who are not retaining the phonic knowledge; this impedes their early reading skills. Due to weaker communication and language skills on entry, many children are required to make larger gains in their early reading skills.
3	<u>Emotional regulation</u> : Many disadvantaged pupils struggle to manage their emotions well and can lack the support they require to overcome emotional challenges and regulate behaviours.

4	Limited wider opportunities: The cost-of-living crisis has impacted significantly on the school community, particularly disadvantaged pupils and their hard-working families. The school location and pupil base deprivation is in the top 10% nationally. From discussions, we have found that opportunities for wider life experiences and cultural capital are lower for disadvantaged pupils. Such experiences are crucial to build aspiration and ambition, and to boost motivation and resilience. Some disadvantaged pupils have limited access to a range of opportunities and experiences, compared with their non-disadvantaged peers.
5	Core attainment gap: Although narrowing, the gap in attainment between PP and non-PP nationally at the end of KS2 is too wide. Internal assessments also indicate that core attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school, particularly in reading, writing and maths.
6	Attendance: Attendance for pupil premium children is in line with national averages. Persistent absence at KPA is in line with national averages too. However, 6.10% more children who are PP are persistently absent compared to those who are not PP. Therefore, the attendance particularly of PP children remains a focus.

Intended outcomes

This explains the outcomes the academy is aiming for **by the end of the current strategy plan**, and how achievement in these areas will be measured.

Intended outcome	Success criteria for 2025-26 <i>See part B for Outcomes in 2025.</i>
Improved communication and language skills – including increased receptive and expressive vocabulary – among disadvantaged pupils.	<p>Attainment in both communication and language ELGs (listening, attention and understanding, and speaking) to rise to at least 75% for disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils achieving GLD to rise to at least 68% (national average for 2025).</p> <p>Successful completion of Language Link programmes (8 children identified as amber or blue on entry to score at least 86 or above by Summer 2).</p> <p>Teaching and learning characterised by high quality talk, with a clear focus on vocabulary development in all lessons.</p>
Disadvantaged pupils secure the early reading skills that they need by the end of Year 1, attaining at least as well as other pupils nationally in phonics.	The percentage of disadvantaged pupils passing the phonics screening check in Year 1 to rise to at least 80% (national average 2025).

<p>Higher reading, writing and mathematics outcomes for disadvantaged pupils at the end of KS2.</p>	<p>The gap between the attainment of disadvantaged pupils and non-disadvantaged pupils nationally to narrow further, with the percentage of disadvantaged pupils achieving RWM combined rising to at least 50%.</p>
<p>Improved wellbeing for all pupils in the academy, particularly disadvantaged pupils.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • increased participation in enrichment for disadvantaged pupils • ELSA practice meets the complex SEMH needs of our most vulnerable pupils • FSW involvement to support families • improved attendance, supported by early intervention from the attendance manager, SLT and FSW • all adults working in classrooms to demonstrate secure, detailed knowledge of children’s SEMH needs and employ strategies to support these • supportive links formed with outreach teams.
<p>Disadvantaged pupils access a wide range of enrichment activities to develop their talents and interests and broaden their horizons.</p>	<p>Broad enrichment opportunities and experiences demonstrated by:</p> <ul style="list-style-type: none"> • a wide range of after school clubs to be offered, providing opportunities to develop sport, creativity, and academic progress • school trips to be planned throughout the year, with payment support offered through pupil premium vouchers where appropriate to ensure that all children are able to attend • at least 80% of disadvantaged children one or more after school club throughout the academic year.
<p>To reduce absence further for all groups of pupils, including for disadvantaged children, so that attendance for all groups returns to pre-pandemic levels.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • closing the in-school attendance gap between disadvantaged pupils and their non-disadvantaged peers

	<ul style="list-style-type: none"> • closing the in-school persistent absence gap between disadvantaged pupils and their non-disadvantaged peers
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching</p> <p>‘The 9 Principles of High-Quality Inclusive Teaching at GAT’ CPD for all staff to develop the consistency and effectiveness of pedagogy across the curriculum. The key focus area from ‘The 9 Principles’ in 2025/26 will principle 6 (adaptive and responsive teaching) to ensure that learning is tailored to meet the need of individual pupils, resolving misconceptions and closing gaps effectively. Additional CPD will also be provided on principles 3, 5 and 7 (modelling, questioning and feedback) to ensure that adaptive and responsive teaching is highly effective.</p>	<p>‘The 9 Principles of High-Quality Inclusive Teaching at GAT’ are research-based and evidence-informed approaches based on cognitive science, aligned to the features of effective teaching set out in the Ofsted inspection toolkit.</p>	1, 2, 3, 5
<p>Phonics</p> <p>Ongoing phonics CPD (Little Wandle) to ensure that all children receive strong phonics teaching in the early years and Year 1. The focus of phonics CPD in 2025/26 will be on the effectiveness of ‘keep up’ and ‘catch up’ sessions for pupils falling behind. CPD will also extend to parents, with</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p>	2, 5

workshops to introduce the scheme and provide resources to support early reading at home.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Maths High-quality resources, same-day interventions and CPD accessed through White Rose, the Maths Hub and NCETM, to ensure all children receive strong maths teaching from the early years to Year 6.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Partnership in the Maths Hub programme brings teachers together to develop and spread excellent teaching practices. The NCETM focuses on enhancing teaching if mastery so that pupils gain a deep and secure understanding of mathematical concepts. Mastery learning EEF (educationendowmentfoundation.org.uk)	5
PiXL All class teachers provided with supporting resources to address gaps in pupils' knowledge by funding access to PiXL diagnostic tool and interventions.	PiXL supports academic excellence, providing teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PiXL therapies show significant impact. Schools using PiXL strategies as part of their Pupil Premium spending plan report that eligible pupils make good or greater progress than their peers in some areas.	5
Literacy Shed and Spelling Shed Subscription to Literacy Shed and Spelling Shed to enhance the English curriculum and raise attainment in reading writing.	Literacy Shed impact: The use of visual literacy resources impacts on pupils' vocabulary knowledge by bridging the gap between abstract concepts and descriptive language. Spelling Shed impact: Deeper understanding of orthography, morphology, and etymology results in improved spelling accuracy and writing fluency. Telling the story: the English education subject report - GOV.UK	1, 5

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

Budgeted cost: £57,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>TAs Teaching assistants to support pupil progress, deliver quality interventions and targeted support in lessons. For example: Bottom 20% of readers including PP to experience daily keep up/ catch up session with specific, well-trained TA.</p>	<p>Making Best Use of Teaching Assistants EEF</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF</p> <p>1. High-quality teaching EEF</p>	<p>2, 5</p>
<p>Daily reading Bottom 20% of readers including PP to experience daily keep up session</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2,5</p>
<p>Speech Links A TA, trained in delivering Speech Links, to work with PP children who are developmentally behind their peers in terms of speech.</p>	<p>Making Best Use of Teaching Assistants EEF</p> <p>Infant Language Link - trial EEF</p>	<p>1</p>
<p>Revision SATs revision guides to be provided free of charge to support children in preparing for their end of KS2 assessments.</p>	<p>Supporting Revision and the 'Seven-step Model' EEF</p>	<p>5</p>
<p>TTRS Times Tables Rockstars to be used as a resource to support children in developing secure number facts. This resource will be used in class and in an after-school club, which will be targeted towards PP children who are at risk of falling behind in maths, particularly in Year 5.</p>	<p>EEF publishes guidance to help teachers boost primary and... EEF</p>	<p>5</p>
<p>Phonics Phonics interventions, following the Little Wandle teaching scheme, to be delivered in Years 1, 2 and 3 by well-trained TAs. These interventions will be targeted towards PP children who are at risk of falling behind in Year 1,</p>	<p>Phonics EEF</p>	<p>2, 5</p>

who need to retake their phonics screening in Year 2 or who did not pass their phonics screening in Year 3.		
<p>ELSA support</p> <p>A trained Emotional Literacy Support Assistant will provide emotional wellbeing and social interventions for disadvantaged pupils who require support in these areas. The ELSA will continue to receive CPD.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3
<p>Specialist support</p> <p>Disadvantaged pupils with benefit from the support of external specialists as required, e.g., educational psychologist, Blossom Speech and Language support and Blossom Occupational Therapy.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence shows occupational therapy (OT) significantly benefits children by improving motor skills (fine/gross), sensory processing, self-care, social skills, school performance, and executive functions like planning and self-regulation, boosting independence, confidence, and overall participation in daily life.</p>	1, 3, 5

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

Budgeted cost: £41,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil premium ticket</p> <p>Disadvantaged families will be provided with a pupil premium voucher, worth £75. This can be used to aid the funding of uniform, school trips and enrichment activities to ensure that all children have the opportunity to participate.</p>	<p>The EEF Guide to the Pupil Premium EEF</p>	3, 4

<p>Subsidised residential trip</p> <p>The cost of the annual Year 6 residential trip will be subsidised to ensure that the majority of children are able to attend.</p>	<p>Learning-Away-Comparative-Research-Report.pdf</p>	<p>3, 4</p>
<p>Family Support Worker</p> <p>The academy's family support worker will provide support to vulnerable families. Support may include welfare calls, advice, and support in referring to various external services. The FSW will attend CPD and meetings to stay informed of the local safeguarding picture.</p>	<p>Working with Parents to Support Children's Learning EEF</p>	<p>3,6</p>
<p>Attendance</p> <p>Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls 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. Attendance will be regularly celebrated, and the importance of good attendance reinforced with the children and parents. Celebrations will take the form of weekly whole-class trophies, termly certificates, raffles, class rewards and an end of year party.</p>	<p>Supporting attendance EEF</p>	<p>6</p>
<p>After school clubs</p> <p>A wide range of after school clubs will be offered, covering a range of areas including sports, arts and creativity, performance and academic progress. These will be provided by school adults and external providers, such as sports coaches.</p>	<p>Physical activity EEF</p> <p>Arts participation EEF</p>	<p>4, 6</p>

Total budgeted cost: £165,435

Part B: Review of outcomes in 2024-25 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 year.

<u>End of Reception GLD</u>							
<u>GLD</u>	<u>Academy All</u>	<u>National All</u>	<u>Academy Non PP</u>	<u>National Non PP</u>	<u>Academy PP</u>	<u>National PP</u>	<u>Academy PP vs Non PP gap</u>
22-23	70%	67%	82%	71.5%	60%	51.6%	-22%
23-24	66%	68%	75%	72%	54%	51.5%	-21%
24-25	60%	66%	58%		64%	67.7%	+6% No gap

2024-25 GLD was lower than previous years however, numbers of children with EHCPs and in need of SEND support is increasing year on year and so has had impact on data. GLD is lower than national average, particular weaker areas are Writing, Word reading and comprehension as well as speaking. We know that the children's speech as well as language acquisition is well below average on entry and this has significant impact on their progress in other areas of learning. Last year there was no gap between PP and non-PP children. 10 children have been identified as having a speech and language need in addition to the existing 4 SEND children.

Next steps:

Introduction of Infant Language Links (part of the Speech Links Programme) to identify children early and provide a programme to develop language skills.

High focus on gross motor, fine motor and writing provision in the classroom.

Year 1 Phonic Screening

<u>Y1 Phonics</u>	<u>Academy All</u>	<u>National All</u>	<u>Academy Non PP</u>	<u>National Non PP</u>	<u>Academy PP</u>	<u>National PP</u>	<u>Academy PP vs Non PP gap</u>
22-23	68%	79%	88%	83%	43%	67%	-45%
23-24	74%	80%	75%	NA	74%	68%	-1% almost in line
24-25	71%	80%	76%	NA	62%	67%	-14%

The gap between PP and non-PP children closed in 2023-24, a significant decrease from the gap in 2022-23. There was a gap emerging in 2024-25 and so phonics remains a priority for the academy and additional time has been allocated for afternoon booster session to support groups of pupils.

Year 2 Phonic Screening

<u>Y2 Phonics</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	87%	89%	83%	NA	92%	NA	+9% No gap PP outperforming non-PP
23-24	79%	89%	88%	NA	67%	NA	-21%
24-25	81%	NA	89%		77%		-12%

At the end of year 2 the number of children passing the phonics screening check increased from the previous year. A small gap between PP and Non-PP children still exists. All children not passing the Y2 phonics screen were SEND or had an EHCP. Targets to ensure that these children continue to receive phonics interventions continues past year 3.

End of Key Stage 2

<u>Reading</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	62%	73%	67%	78%	58%	60%	-9%
23-24	53%	74%	60%	80%	50%	62%	-10%
24-25	64%	75%	83%	81%	50%	63%	-33%

In 2024-25 the number of children achieving an expected level at the end of Key Stage 2 increased by 11%. However, as this is still lower than national average and because the gap between PP and non-PP has widened, reading remains a focus for the academy.

Next Steps

Closer focus on using PIXL data to identify gaps and particular question types. CPD for all adults working with children on questioning to deepen the children's understanding of texts. Extra reading sessions for children who are not at expected.

<u>Writing</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	76%	71%	100%	79%	59%	58%	-41%
23-24	63%	72%	60%	78%	65%	58%	+5% no gap PP outperforming non-PP
24-25	64%	72%	75%	78%	56%	59%	-19%

The gap between PP and non-PP children closed in 2023-24, a significant decrease from the gap in 2022-23. There was a gap emerging in 2024-25 and so sharp focus remains on PP children's progress and attainment. Overall attainment in writing is slowly increasing towards national.

Next Steps:

Writing focused CPD – lesson structure with a high focus on vocabulary, success criteria and editing. Adaptive teaching through the use of colourful semantics for example. Modelling by adults in lessons for pupils to fully understand writing processes such as planning, drafting, editing and writing at length. Feedback and marking to challenge children and raise attainment.

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<u>Maths</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	79%	73%	100%	79%	65%	59%	-35%
23-24	60%	73%	50%	79%	65%	59%	+15% PP outperforming non-PP
24-25	57%	73%	83%	80%	38%	61%	-45%

Overall attainment in Maths has declined since 2023 and the gap between PP and non-PP has increased. Disadvantaged pupils were outperformed their non disadvantaged peers. There is an academy focus on embedding Mastering Number to close these gaps for pupils to achieve the expected standard. There is an academy focus on ensuring the appropriate level of challenge is provided and that assessment for learning is used to inform this.

Next Steps:

Use of PIXL gap analysis to identify 20/20/20 groups to swiftly address gaps in learning. Most vulnerable learners are taught by the most qualified using frequent formative assessments

throughout the lesson. Same day interventions to address misconceptions and to determine next steps for the teacher. Year 6 booster groups for maths before and after school.

<u>RWM</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	55%	60%	62%		47%		-15%
23-24	43%	61%	50%		40%		-10%
24-25	54%	62%	67%	69%	38%	47%	-29%

End of Key Stage 1

<u>Reading</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	63%	68%	67%		58%		-9%
23-24	69%	71%	83%		36%		-47%
24-25	65%	72%	89%		54%		-35%

Reading attainment has fluctuated within 6% over the past three years. The gap between Pupil premium and non-pupil premium children has decreased since 2024.

Next steps:

Reading remains a focus for PP children. Access to high quality texts which are matched to secure phonic knowledge is supporting this. Children who do not read regularly at home are picked up in school. Children who have phonic gaps are picked up through catch up and keep up groups. CPD for all adults working with children on questioning to deepen the children's understanding of texts.

<u>Writing</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	60%	60%	67%		50%		-17%
23-24	57%	63%	71%		36%		-35%
24-25	61%	64%	89%		50%		-39%

Writing has improved however, the gap between PP and non-PP children has slightly increased. Writing remains a focus across the academy to improve writing.

Next steps:

Writing focused CPD – lesson structure with a high focus on vocabulary, success criteria and editing. Adaptive teaching through the use of colourful semantics for example. Modelling by adults in lessons for pupils to fully understand writing processes such as planning, drafting, editing and writing at length. Feedback and marking to challenge children and raise attainment.

<u>Maths</u>	Academy All	National All	Academy Non PP	National Non PP	Academy PP	National PP	Academy PP vs Non PP gap
22-23	73%	70%	73%		75%		+2% No gap PP outperforming non-PP
23-24	72%	72%	80%		60%		-20%
24-25	61%	73%	89%		50%		-39%

The gap between PP and non-PP children has increased since 2023. In 2023-24 attainment matched that of national averages. It dipped again in 2024-25 when numbers of SEND children increased to 9/31 (29% of class).

Next steps:

Use of PIXL gap analysis to identify 20/20/20 groups to swiftly address gaps in learning. Most vulnerable learners are taught by the most qualified using frequent formative assessments throughout the lesson. Same day interventions to address misconceptions and to determine next steps for the teacher. Year 6 booster groups for maths before and after 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

Programme	Provider
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose
Ed Shed Spelling	Literacy Shed
Grammarsaurus	Grammarsaurus
Widgit	Widget Online
Times Table Rockstars	Maths Circle
Speech Links	GL Assessments
Testbase	Testbase