



**We Dream Big; We
Believe We Can; We
Achieve Excellence.**

Pupil Premium Strategy Statement

2023-2026



Willerby Carr Lane Primary School,
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Approved by: Laura Widdowson
Date approved: 15/12/2025
Next review date: 30/11/2026
Pupil Premium Lead: Harriet Turnbull



Overview



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	419
Proportion (%) of pupil premium eligible pupils	13%
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)	2023-2026
Date this statement was published	15/12/2025
Date on which it will be reviewed	30/11/2026
Statement authorised by	Laura Widdowson
Pupil premium lead	Harriet Turnbull
Governor / Trustee lead	Daniel Williams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,225
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	£81,225



Statement of Intent

Our support for our disadvantaged children is aligned with our whole school vision:

At Willerby Carr Lane our vision is that all children have high aspirations and believe that they can achieve excellence in whatever they set their mind to. Our staff work tirelessly to support children to achieve this vision.

We ensure that children have access to a curriculum that is ambitious and designed to give them the knowledge and cultural capital they need to succeed in life. We support children to develop their character – including their resilience, confidence and independence – and help them understand how to keep physically and mentally healthy. Pupils have access to a wide range of experiences and opportunities including trips, lunchtime clubs and after-school activities to help develop their talents and interests. We make sure that disadvantaged pupils consistently benefit from high-quality teaching, make good progress and achieve well.

We provide a nurturing, kind and supportive environment so that children can develop socially and emotionally and feel safe and secure at school. Inclusion, partnership and pastoral support are at the heart of everything we do.

Whilst we do not want to force labels on children (which may be incredibly unhelpful) we are keenly aware of the additional challenges that some children experience and use the funding to help to overcome those challenges so that everyone can achieve their full potential, feel settled and safe and have positive, enriching experiences at school.



Challenges

1. Inconsistent access to high-quality teaching that is precisely matched to pupils' individual needs and effectively builds on prior learning.
2. Social, emotional and mental health needs that require additional support to help pupils develop resilience, positive well-being and readiness to learn.
3. Gaps in progress and attainment, particularly for disadvantaged pupils with SEND, who do not consistently make expected progress from their starting points compared to their peers.
4. Limited access to extra-curricular and enrichment opportunities, which can impact disadvantaged pupils' wider development, confidence and social skills.
5. Communication, interaction and language difficulties that limit some pupils' ability to access the curriculum, understand instructions and express their learning, creating barriers to engagement, progress and attainment across subjects.
6. Poor attendance and persistent absence among some disadvantaged pupils, which reduces time in learning, disrupts continuity and negatively impacts academic progress, well-being and engagement with school.

Intended Outcomes	Success Criteria and Impact
Disadvantaged pupils will consistently experience highly effective, evidence-informed teaching that is adaptive to their individual needs and builds securely on prior learning.	<ul style="list-style-type: none">• The curriculum is ambitious, coherently sequenced and implemented as intended, enabling disadvantaged pupils to build and retain knowledge and skills over time and access the same high-quality learning as their peers.• Teaching is consistently effective and adaptive, using purposeful assessment to identify gaps and misconceptions and adjust teaching so disadvantaged pupils are appropriately supported and challenged.• Leaders can demonstrate clear impact through pupil outcomes, work over time and pupil voice, showing that disadvantaged pupils achieve well, can articulate their learning and that gaps in progress and attainment are reducing.



Intended Outcomes	Success Criteria and Impact
<p>Social, emotional and mental health needs that require additional support to help pupils develop resilience, positive well-being and readiness to learn.</p>	<ul style="list-style-type: none">• Disadvantaged pupils' social, emotional and mental health needs are identified early and supported effectively, enabling improved emotional regulation, resilience and readiness to learn.• Pupils demonstrate positive attitudes to learning, improved engagement and sustained focus in lessons, with reductions in behavioural incidents and learning disruption.• Leaders can demonstrate impact through attendance and behaviour data, pupil voice and staff observations, showing improved well-being and increased access to learning for disadvantaged pupils.
<p>Gaps in progress and attainment, particularly for disadvantaged pupils and those with SEND, who do not consistently make expected progress from their starting points compared to their peers.</p>	<ul style="list-style-type: none">• Teaching and targeted support are precisely informed by pupils' starting points, with adaptive teaching, effective use of assessment and timely intervention enabling disadvantaged pupils and those with SEND to secure foundational knowledge and make sustained progress through the curriculum.• Progress and attainment gaps narrow over time, as evidenced through termly assessment, work scrutiny and pupil progress meetings, with disadvantaged pupils and pupils with SEND increasingly achieving in line with their peers and meeting age-related expectations where appropriate.• Leaders can demonstrate clear impact through triangulated evidence including assessment data, pupil outcomes, case studies and monitoring activities, showing that disadvantaged pupils and those with SEND achieve well, know more, remember more and are well prepared for the next stage of education.



Intended Outcomes	Success Criteria and Impact
<p>Limited access to extra-curricular and enrichment opportunities, which can impact disadvantaged pupils' wider development, confidence and social skills.</p>	<ul style="list-style-type: none">• Disadvantaged pupils have equitable access to a broad range of extra-curricular and enrichment opportunities, including clubs, trips, leadership roles, curriculum-linked experiences and the First Steps lunchtime club, which supports social interaction, communication and engagement with the wider school community.• Pupils demonstrate increased confidence, positive social skills and sustained engagement, with higher participation in enrichment and lunchtime provision, and pupil voice reflecting enjoyment, a sense of belonging and personal growth through structured opportunities for community engagement.• Leaders can demonstrate impact through participation and attendance data, pupil and parent feedback, and monitoring evidence, showing that enrichment opportunities and the First Steps provision contribute to improved personal development outcomes and support disadvantaged pupils to thrive socially and emotionally.



Intended Outcomes	Success Criteria and Impact
<p>Communication, interaction and language difficulties that limit some pupils' ability to access the curriculum, understand instructions and express their learning, creating barriers to engagement, progress and attainment across subjects.</p>	<ul style="list-style-type: none">• Pupil Premium funding is used strategically to strengthen communication and language, including structured oracy approaches, explicit vocabulary teaching, targeted speech and language interventions and the WELLCOMM programme, delivered by a dedicated SEND teaching assistant at least three times per week, enabling pupils to develop early language skills, understand learning and communicate confidently across the curriculum.• Teaching assistants are deployed effectively to provide high-quality adult interaction, language modelling and scaffolding within lessons, alongside targeted support through the First Steps lunchtime club, daily reading with an adult, use of Reading Plus, access to stories through Tony Boxes for younger pupils, and a dedicated adult in the library at lunchtimes to engage and support disadvantaged pupils' language, confidence and love of reading.• Leaders can demonstrate clear impact through improved pupil engagement, stronger oral communication, increased participation in reading, community and enrichment activities, and improved assessment outcomes, showing that barriers to communication and interaction are reduced and that disadvantaged pupils and those with SEND access learning and school life more successfully.



Intended Outcomes	Success Criteria and Impact
<p>Poor attendance and persistent absence among some disadvantaged pupils, which reduces time in learning, disrupts continuity and negatively impacts academic progress, well-being and engagement with school.</p>	<ul style="list-style-type: none">• Attendance and persistent absence of disadvantaged pupils improve over time, supported by a robust, coordinated approach that prioritises early identification, safeguarding and inclusion, ensuring pupils benefit from improved continuity of learning.• Targeted pastoral and family support is effective, with the ELSA and wider inclusion team (Assistant Headteacher – Inclusion, ELSA and office staff), working in partnership with the Early Help team, carrying out weekly check-ins, regular phone calls and community visits to address barriers to attendance, strengthen relationships with families and promote regular school attendance.• Leaders can demonstrate clear impact through improved attendance and persistent absence data, strengthened parental engagement, effective multi-agency working and pupil voice, showing that disadvantaged pupils are more settled, engaged and able to make sustained academic and personal progress as a result of improved attendance.



Activity In This Academic Year

This section 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: £44,674

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Disadvantaged pupils will consistently experience highly effective, evidence-informed teaching that is adaptive to their individual needs and builds securely on prior learning.</p> <p>Deputy Headteacher release time: Half a day per week</p> <p>Cost: £9285</p>	<p>This activity directly supports the School Improvement Plan aims to:</p> <p>Consistently deliver highly effective teaching that is evidence-informed and adaptive to all pupils' needs</p> <p>Ensure a high-quality curriculum with clear progression and strong foundations</p> <p>EEF research shows that high-quality teaching has the greatest impact on pupil attainment, particularly for disadvantaged pupils. Effective professional development is a crucial lever for improving teaching quality and, in turn, pupil outcomes.</p> <p>The EEF Teaching and Learning Toolkit and Effective Professional Development guidance highlight that schools should prioritise:</p> <ul style="list-style-type: none"> • Developing teacher knowledge and pedagogical expertise • Supporting curriculum development and implementation • Ensuring the purposeful use of assessment to identify gaps and inform adaptive teaching <p>The Deputy Headteacher's release time will be used to provide coaching, feedback, monitoring and strategic leadership of teaching and curriculum, ensuring consistent high standards and improved outcomes for disadvantaged pupils.</p>	<p>1, 3</p>



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,674

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Supporting the recruitment and retention of high-quality teaching staff by providing cover time to enable staff to undertake professional development, including HLTA and teacher cover for CPD, coaching and subject leader release time.</p> <p>Cost: £2469</p> <p>Small group teaching in KS2.</p> <p>Cost: £32,920</p>	<p>This activity directly supports the School Improvement Plan aims to:</p> <ul style="list-style-type: none"> • Consistently deliver highly effective, evidence-informed teaching that is adaptive to all pupils' needs • Embed strong subject leadership and curriculum implementation across the school <p>EEF guidance emphasises the importance of:</p> <ul style="list-style-type: none"> • Developing teacher knowledge and pedagogical expertise • Strengthening subject leadership and curriculum development • Using assessment purposefully to identify gaps and adapt teaching <p>By investing in staff development, leadership time and retention, the school ensures that teachers are well-supported, skilled and motivated, leading to greater consistency in teaching quality, improved curriculum delivery and stronger outcomes for disadvantaged pupils.</p>	<p>1</p>



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

Budgeted cost: £28,608

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Targeted interventions to support Literacy and Numeracy.</p> <p>Interventions run by HLTAs before school: £1972</p> <p>Reading Plus: £1365 LBQ: £2630</p>	<p>The School Improvement Plan prioritises securing strong foundations in reading, writing and mathematics, ensuring pupils make sustained progress from their starting points and that gaps for disadvantaged pupils are reduced. Targeted literacy and numeracy interventions directly support this aim by enabling pupils to secure essential knowledge and skills before moving on to more complex learning.</p> <p>Evidence from the Education Endowment Foundation (EEF) shows that targeted small-group and one-to-one interventions can have a positive impact on attainment when they are well planned, delivered by trained staff and closely aligned to classroom learning. The EEF also highlights the importance of early identification of gaps and timely intervention to support disadvantaged pupils effectively.</p> <p>The use of Reading Plus supports reading fluency, comprehension and stamina, enabling pupils to engage more confidently with the wider curriculum. Evidence indicates that structured reading programmes, when used alongside daily teaching and assessment, help pupils improve accuracy, understanding and independence in reading.</p> <p>Delivering interventions before school and led by HLTAs ensures that pupils receive additional targeted support without losing access to high-quality classroom teaching, a key principle identified by the EEF as critical to effective intervention.</p>	<p>3</p>



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

Budgeted cost: £28,608

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>SEND TA part-time Working with individual and groups of children.</p> <p>Cost: £15,003</p>	<p>The School Improvement Plan prioritises inclusive practice and adaptive teaching, ensuring that pupils with SEND and the highest levels of need are supported effectively to access the curriculum and make progress from their individual starting points. Personalised provision, as outlined in EHCPs and healthcare plans, is essential to reducing barriers to learning and promoting inclusion.</p> <p>Evidence from the Education Endowment Foundation (EEF) highlights that teaching assistants can have a positive impact on pupil outcomes when they are deployed purposefully, work with clear learning objectives, and deliver targeted support that complements high-quality classroom teaching. Small-group support led by trained staff enables pupils with complex needs to access learning, develop independence and engage more confidently in lessons.</p> <p>Research and national guidance also emphasise that pupils with significant SEND require consistent, skilled adult support to access learning safely and effectively, particularly where medical, communication or behavioural needs are present. Providing part-time SEND TA support ensures that personalised strategies detailed in EHCPs and healthcare plans are implemented consistently.</p>	<p>3, 5</p>



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

Budgeted cost: £28,608

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Implement targeted communication, interaction and language support to reduce barriers to learning, using the WELLCOMM programme delivered by a dedicated, trained teaching assistant alongside the school's Stronger Foundations principles and structured oracy approaches. This enables pupils to develop expressive and receptive language, understand instructions clearly, and communicate their learning with confidence across the curriculum.</p> <p>WELLCOMM: £350 AHST - £7288</p>	<p>The School Improvement Plan prioritises securing strong foundations in communication, language and oracy, recognising that these are essential for pupils to access the curriculum, engage in learning and make sustained progress across all subjects.</p> <p>Evidence from the Education Endowment Foundation (EEF) shows that oral language interventions have a positive impact on pupils' attainment, particularly for disadvantaged pupils and those with SEND. Programmes that focus on developing vocabulary, expressive and receptive language, and structured talk are most effective when delivered by trained adults and integrated with classroom practice.</p> <p>The WELLCOMM programme provides a structured, evidence-informed approach to identifying and addressing speech, language and communication needs, supporting early intervention and targeted support. When delivered consistently by a dedicated teaching assistant, WELLCOMM enables pupils to make measurable improvements in communication skills, which in turn supports wider curriculum access.</p> <p>The SIP emphasis on Stronger Foundations principles and oracy aligns with research showing that pupils who can articulate their thinking, understand instructions and engage in purposeful talk are more likely to retain knowledge, participate fully in lessons and achieve well.</p>	<p>5</p>



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

Budgeted cost: £26,489

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Provide equitable access to high-quality extra-curricular and enrichment opportunities, including sport, outdoor education, arts and cultural experiences, music tuition, educational visits and the First Steps lunchtime clubs, ensuring disadvantaged pupils can participate fully in wider school life.</p> <ul style="list-style-type: none"> Residential visit / School Trips: £1280 Music lessons: £120 	<p>This activity supports the School Improvement Plan's aims to:</p> <ul style="list-style-type: none"> Promote pupils' wider development, character and wellbeing Ensure disadvantaged pupils have equal access to enrichment and community engagement opportunities Support pupils' social, emotional development and readiness to learn <p>Research evidence further supports this approach:</p> <ul style="list-style-type: none"> The Sutton Trust-commissioned EPPSE research (Subject to Background) found that high-attaining disadvantaged pupils are more likely to achieve strong academic outcomes when high-quality education is combined with enrichment opportunities, such as educational visits and access to cultural experiences. The Social Mobility Commission report An Unequal Playing Field highlights that participation in extra-curricular activities is a strong predictor of progression beyond compulsory education and contributes to improved confidence, social skills and social networks. David Didau (Making Kids Clever) argues that access to culturally rich experiences plays a crucial role in long-term learning and wider cultural development, particularly for disadvantaged pupils. 	<p>4</p>



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

Budgeted cost: £26,489

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Provide targeted and specialist support to meet pupils' social, emotional and behavioural needs, ensuring disadvantaged pupils are emotionally secure, resilient and ready to learn. This includes in-school pastoral provision (LC) and access to A Good Place Therapy for pupils requiring more specialist intervention.</p> <ul style="list-style-type: none"> • ELSA (LC) (pastoral and behavioural support): £22,289 • A Good Place Therapy: £2,800 • Advotalk 	<p>This activity supports the School Improvement Plan's aims to:</p> <ul style="list-style-type: none"> • Promote pupils' wider development, character and wellbeing • Ensure all pupils, particularly disadvantaged pupils, are supported to be emotionally resilient and ready to learn • Remove barriers to learning that prevent pupils from achieving their full potential <p>The impact of Covid-19 has led to increased levels of anxiety, emotional dysregulation and reduced resilience among some pupils, which can negatively affect engagement, behaviour and academic progress.</p> <p>Evidence from the Education Endowment Foundation (EEF) highlights that social and emotional learning (SEL) plays a vital role in supporting effective learning and is strongly linked to positive long-term outcomes. The EEF advises schools to implement a combination of whole-class approaches and targeted interventions, while carefully monitoring impact to ensure effectiveness.</p> <p>The Boxall Profile is used to identify pupils' social, emotional and behavioural needs, establish clear starting points and track progress over time, ensuring that support is targeted and responsive.</p> <p>Wellbeing Ambassador training develops pupils' leadership, empathy and responsibility, enabling them to support peers, promote positive mental health and contribute to a caring, inclusive school culture.</p>	<p>2,6</p>



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

Budgeted cost: £26,489

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Implement a targeted attendance and inclusion strategy to improve attendance and reduce persistent absence among disadvantaged pupils, minimising disruption to learning and strengthening pupils' academic progress, wellbeing and engagement with school.</p>	<p>Research and national guidance highlight that early identification of attendance concerns, combined with strong pastoral support and positive relationships with families, is most effective in improving attendance and reducing persistent absence. A whole-school, multi-agency approach, where schools work closely with families and external partners such as the Early Help team, supports safeguarding, addresses barriers to attendance and improves engagement.</p> <p>The Education Endowment Foundation (EEF) emphasises that strategies which strengthen family-school relationships, provide targeted pastoral support and ensure pupils feel safe, supported and included in school are more likely to lead to sustained improvements in attendance and engagement.</p> <p>Ofsted recognises that schools which prioritise inclusion, safeguarding and effective leadership of attendance enable pupils to attend regularly, access learning consistently and make stronger progress from their starting points. Improved attendance supports continuity of learning and contributes directly to better academic outcomes, wellbeing and readiness to learn.</p>	<p>6</p>



Part B: Review of the previous academic year

Outcomes of Disadvantaged Pupils

Achievement at the end of year 6 shows an improving trend across all subjects. It is a clear reflection of the increased priority of achievement for all and inclusion of our most vulnerable pupils. Although we are below National for the 3 year average, this is because of the low score in 2023. Over the last two years, the gap has narrowed significantly (-41 to -19) and is now above National. Disadvantaged pupils in year 6 made good progress from their starting points last year. As the amount of children is so small it can be difficult to measure success by looking at data. However, 88% of disadvantaged pupils got the expected standard in reading and 25% achieved greater depth, 75% expected and 38% greater depth in grammar and 63% expected in maths. The strategy is a three year strategy so the progress towards meeting the outcomes and any notes to explain this have been included below.

Intended Outcome	Success Criteria
Children will be taught a high-quality, broad, balanced curriculum that builds on their existing knowledge and ensures that they achieve highly.	<p>The curriculum is sequenced across all year groups and subjects, with clear progression, intent, and identified disciplinary and substantive (sticky) knowledge. Subject leaders have an understanding of both intent and implementation and have started to work with the Curriculum Lead to evaluate standards, strengths, and areas for development, demonstrating clear impact.</p> <p>Consistent assessment systems in foundation subjects enable accurate judgements, helping teachers identify gaps, plan next steps, and provide appropriate challenge. Teacher confidence in the new schemes is high, and all staff feel secure in making judgements about standards.</p> <p>Monitoring shows that pupils retain and use subject-specific vocabulary, can talk confidently about their learning, and demonstrate developing knowledge and skills over time. Work in books reflects high standards of presentation, clear progression, and appropriate challenge across all subjects.</p>
All children make good or better progress from their starting points.	<p>Data shows that children are supported to make good progress from their starting points</p> <p>Interventions help to catch up children who have gaps in their learning</p> <p>Work in books is of a high standard and shows clear progress</p> <p>Feedback given by staff helps children to make further improvements</p> <p>Children can talk confidently about the progress they have made</p> <p>Individual progress measures are used for children with significant SEND.</p>



Intended Outcome	Success Criteria
<p>Staff are supported to develop professionally to ensure that all teaching is judged as at least good and children make good progress from their starting points.</p>	<p>The first coaching cycle has been successfully completed, with teachers observing and reflecting on shared lessons, supported by agreed teaching observation checklists and DHT baseline observations. A second coaching cycle is underway, targeting staff new to year groups, ensuring continued support, including for ECTs.</p> <p>Lesson observations and learning walks indicate that teaching is good or better, supported by regular training and collaborative practice that strengthens teacher and teaching assistant development. Behaviour improvements, including new end-of-break and lunchtime routines, have been implemented consistently. Progress review meetings and baseline data analysis have identified pupils requiring additional support, with appropriate interventions now in place. Appraisals have been completed for all teachers, TAs, and some wider staff, with teaching targets clearly linked to the School Improvement Plan, ensuring they are meaningful and drive improvement and raised standards.</p>
<p>All children make good or better progress from their starting points.</p>	<p>Baseline data was shared with teachers at the start of the Autumn term and is used alongside ongoing assessment, including newly introduced handwriting assessments, to ensure children are supported to make good progress from their starting points. Pupil Progress Meetings with AHTs and the SENCo have taken place across all year groups, with QLA data informing targeted interventions to address gaps in learning.</p> <p>Staff have received training on new writing frameworks and Stronger Starts guidance, with year planners clearly outlining monitoring and feedback. Interventions, including Year 6 morning boosters led by the DHT and HT for both EXS and GDS, are in place and impact is closely tracked. Year 6 data is triangulated with Year 2 data to demonstrate progress over time, and individual progress measures are used for pupils with significant SEND.</p> <p>Monitoring shows high standards of presentation and work in books demonstrates clear progress. Combined data tracking across year groups identifies areas of need, enabling teaching staff and HLTAs to be deployed strategically.</p>



Intended Outcome	Success Criteria
<p>Children are supported to maintain good mental health and have social and emotional support based on their needs.</p>	<p>Pastoral support and enrichment are well established. ELSA provision is monitored by the AHT for Inclusion, and parental engagement has increased through appointments with the Family Co-ordinator. Pupil leadership is strong, with Wellbeing Warriors, School Council, Sports Captains, and House/Vice Captains leading wellbeing, enrichment, and lunchtime activities, including Mental Health Week initiatives.</p> <p>British values are taught through PSHE and reinforced in assemblies. Teaching is good or better, supported by regular training, strong ECT support, and meaningful appraisals that drive improvement. New reward certificates linked to the school vision promote positive behaviour and wellbeing.</p>
<p>Children have access to a wide range of extra-curricular activities that help to develop their cultural capital and confidence in social situations.</p>	<p>Children have access to a wide range of extra-curricular opportunities, including First Steps lunchtime club, ELSA-led lunchtime provision, school trips, and music lessons, which enhance cultural capital and build confidence in social situations. Pupils can talk positively about these experiences.</p>



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
Reading Plus	Dreambox
Read, Write, Inc	Ruth Miskin
LBQ	
WELLCOMM	GL Assessment



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