



Pupil Premium Strategy Statement

2024-2025 Academic Year

The pupil premium grant is funding to improve educational outcomes for disadvantaged 5-16 year-olds in state-funded schools in England.

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Academy overview

Detail	Data
Academy name	Dudley Infant Academy
Number of pupils in the academy	171
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024-25 academic year
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Academy Leadership Team
Pupil premium leads	Mrs Sam Sankey (Inclusion Lead) & Mr Stuart Maclean (Principal)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

At Dudley Infant Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. At Dudley Infant Academy we strive to deliver an ambitious curriculum to all children and ensure that teaching and learning opportunities at Dudley meet the needs of all of our pupils. We ensure that well planned, appropriate and targeted provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We therefore consider the challenges faced by our vulnerable pupils, such as those who have a social worker or may be young carers. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. With this in mind, the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. All of our work through the funding is aimed at accelerating academic progress for our pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

We will ensure that the Pupil Premium funding is spent effectively: through regular monitoring of wave one teaching; by analysis of student progress and attainment data; by evaluating and reviewing our strategy; by keeping abreast of research and developments and being proactive in our approach to implementing new strategies; by not being afraid to revise or change a strategy that isn't working.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The key principles to our strategy are:

- Swift and accurate identification of the needs of disadvantaged pupils
- Identifying and addressing the key barriers preventing disadvantaged pupils from thriving in the classroom and in wider school life
- High quality, wave one teaching in classrooms
- High quality staff CPD opportunities for specifically identified areas of improvement
- Robust analysis of pupil progress and attainment data for all pupils
- Well planned and targeted use of Pupil Premium funding to purchase resources

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 KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate a number of children requiring specific Speech, Language and Communication support across the academy
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
7	Our assessments, observations and discussions with pupils and families indicate that the emotional wellbeing of many of our disadvantaged pupils has been affected by the impact of the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
8	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and in general, are more prevalent among our disadvantaged pupils than their peers.
9	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupil and that more disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

10	Our assessments, observations and discussions with pupils have identified children requiring specific teaching and intervention support in order to be socially confident. These findings are more prevalent among our disadvantaged pupils than their peers.
11	Our assessments, observations and discussions with pupils and families have identified children who have English as an Additional Language (EAL).
12	Our assessments, observations and discussions with pupils and families have identified children who have specific learning needs, vulnerabilities or medical conditions which need addressing in order to overcome barriers to learning. These are more prevalent among our disadvantaged pupils than their peers.
13	Our assessments, observations and discussions with pupils and families have identified parents and carers who need support with their children's behaviour and emotional wellbeing in order to raise confident, well-adjusted children. This is more prevalent among our disadvantaged pupils than their peers.
14	Our assessments, observations and discussions with pupils and families have identified children who have not had the same access to extracurricular and enrichment activities outside of school. This is more prevalent among our disadvantaged pupils than their peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is above the national average
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is above the national average
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing for pupils by in 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations

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	<ul style="list-style-type: none"> an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance during 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance for all pupils being in line with or above national outcomes. The attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced <p>the percentage of all pupils who are persistently absent being in line with or below the national outcome and the figure among disadvantaged pupils being in line with or below the national outcome</p>
Children to make expected progress or better in phonics reading, writing and maths	<p>Well planned useful assessment systems will show expected or better progress in these key areas</p> <p>The Little Wandle (Letters and Sounds Revised) phonics knowledge assessment system will show very good progress from pupil's starting points in phonics.</p>
To increase parental engagement and support with frequent reading	<p>There will be evidence of sustained frequency of reading as noted in children's home reading records and assessment systems will show very good progress from pupil's starting points in reading.</p>
Children requiring speech and language support with make expected progress in reading, writing, phonics and maths	<p>Children receiving 1:1 intervention will have made good progress with their speech as assessed using the Speechlink and Language Link programmes.</p> <p>Assessment systems will show expected or better progress from pupil's starting point in these key areas.</p> <p>The Little Wandle (Letters and Sounds Revised) phonics knowledge assessment system will show progress from pupil's starting points in phonics.</p>

<p>To provide children with access to an ambitious, exciting and engaging curriculum which develops awe and wonder and enquiring minds</p>	<p>Whole academy curriculum planning will provide evidence of children accessing an ambitious, well-planned and knowledge rich curriculum.</p> <p>Evidence will be seen in children’s exercise books and floor books of pupil engagement and understanding of the world.</p> <p>Assessment systems will show expected or better progress from starting points in the wider curriculum subject areas.</p> <p>All children will have attended offsite visits and activities</p>
<p>To support social and emotional development so that children can access their learning</p>	<p>Targeted training will be delivered to staff members and evidence will be seen in practise.</p> <p>Observation processes will provide evidence of children being settled during lessons and accessing the learning intentions.</p>
<p>Behaviour for learning in classrooms will ensure that all children can access the wider curriculum and develop confidence, further knowledge and understanding of the world</p>	<p>The Thrive and Zones of Regulation approach to behaviour management is used across the academy to support learning and social/emotional development.</p> <p>Observation processes will provide evidence of children being settled during lessons and accessing the learning intentions.</p> <p>Evidence will be seen in exercise books of pupil engagement and understanding of the world.</p> <p>Assessment systems will show expected or better progress from starting points in the wider curriculum subject areas.</p> <p>All children will have attended offsite visits and activities</p>
<p>Children with SEND, EAL and SEMH (Social, Emotional and Mental Health) needs are supported in their learning</p>	<p>Observation of classroom practice and planning will provide evidence of effective differentiation for all pupils</p> <p>THRIVE support for key children and use of the Zones of Regulation strategy will be evident in classroom practice.</p>

	Specifically identified children will receive nurture group provision
To support children of all abilities and ensure they are challenged in their learning by providing specific resources to support different learning styles in order to accelerate progress.	Monitoring and tracking will show that additional resources are used effectively to support learning and progress. Observation of classroom practice and planning will provide evidence of effective differentiation for all pupils.
To support children and families to improve attendance and engagement with the school	Assessment and monitoring will show an increase in attendance and engagement with school in most families offered this support Evidence of robust attendance strategies being followed by academy leaders. Improved year on year attendance statistic for whole academy and key groups
To provide parents with a good understanding of how to support their children's' learning and wider development	Parent feedback will show satisfaction after parent courses, open events and information sessions Regular parental surveys will express a good level of support Regular learning support information will be provided on academy and year group newsletters
To provide specific professional development to staff in order to support learners	All staff will have been upskilled in specifically identified areas of CPD Evidence of the University of Brighton Academies Trust's Professional Review Scheme having been implemented to support staff CPD

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: **£29,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continuing expenditure on a DfE validated Systematic Synthetic Phonics programme and associated resources to secure stronger phonics teaching for all pupils.</p> <p>£1500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	<p>1, 3, 5,</p>
<p>Ongoing training for all staff to maintain skills and develop teaching practice. This will provide specific professional development to staff in order to support all learners</p> <p>£2500</p>	<p>Monitoring shows training strategies being used and assessment data shows impact in reading, writing and maths</p>	<p>1, 2, 3, 4, 5, 6, 7, 10</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£2000</p>	<p>The DfE non-statutory guidance has been utilised in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 4, 10</p>
<p>Ongoing Teaching Assistant CPD workshops to focus on specific learning needs and to cascade learning from external agencies</p> <p>£1500</p>	<p>Monitoring shows training strategies being used and assessment data shows impact in reading, writing and maths</p> <p>TA feedback shows positive impact in terms of knowledge and confidence</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13</p>

<p>Additional adult support for learning including; individual or group interventions, individual or group tutoring and targeted group learning. This will enable individual and small group interventions which target specific learning gaps</p> <p>£20,000</p>	<p>Children's' outcomes have identified that learning gaps for Pupil Premium children have not increased.</p> <p>By the end of Year 2, Pupil Premium pupils achieve outcomes broadly in line with their peers according to teacher assessments.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£1500</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>7, 8, 9, 10, 12, 13, 14</p>

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific Speech and Language interventions following early and continuous assessment development. We will continue the use of Speech and Language Link assessment and targeted, 1:1, programmes to support learners. In addition, we will continue to utilise the services of an external</p>	<p>Speech and Language is an essential building block for all learning and development. Speechlink assessments show improvements in this key skill for all pupils on the programme.</p> <p>Assessments show that learning gaps have not widened for the majority of the children with speech and language issues in all key areas.</p>	<p>1, 2, 3, 5,</p>

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<p>provider to deliver Speech and Language interventions.</p> <p>£8000</p>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£2000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	1, 3, 5, 6
<p>Specific resources to support learning (including IT). This will: provide supportive resources for children's individual learning styles to accelerate progress; support children of all abilities to ensure they are challenged in their learning</p> <p>£2000</p>	<p>Monitoring of resources in class rooms shows use and impact. Class data shows gaps have not widened in reading, writing and maths for Pupil Premium pupils</p>	1, 2, 3, 4, 5, 6, 8
<p>Specialist teacher support for children with additional needs so that children with SEND and EAL are supported in their learning</p> <p>£8,000</p>	<p>EAL children have made appropriate progress in reading, writing and maths with the individualised support.</p> <p>SEND children have made small steps of progress evidenced in ANPs (Additional Needs Plans) using the Assess, Plan, Do, Review (APDR) process.</p>	1, 2, 3, 4, 5, 6, 7, 8, 11
<p>Providing additional assessment systems to record and monitor pupil progress. This will enable teachers and leaders to plan targeted interventions for the learning gaps identified</p> <p>£1000</p>	<p>Assessment systems have been used effectively and children's progress has been analysed for further support</p>	1, 2, 3, 4, 5, 6, 12

<p>Provide children with specific equipment and support so they can access all learning, to include offsite visits. This will ensure that all pupils can access off-site visits, extra-curricular activities and the wider curriculum</p> <p>£2500</p>	<p>All children have attended any offsite visits and activities.</p> <p>Support has been provided to children to help access extra-curricular activities</p>	<p>7, 8, 9, 10, 13, 14</p>
<p>Provide access to the wider curriculum through specific programmes – for example, Forest School, Shore Academy.</p> <p>£2500</p>	<p>Registers show attendance at specific programmes.</p> <p>Teacher assessments show that Pupil Premium students achieve broadly in line with their peers.</p> <p>Observation processes will provide evidence of children being settled during lessons and accessing the learning intentions.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9,</p>

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THRIVE provision across the academy to provide increased Mental Health and Emotional Well-being (MHEW) support. This will support the children's social and emotional development so that they can access their learning</p> <p>£8500</p>	<p>THRIVE assessments show that children have improved in their social and emotional development. Teacher assessments show that learning is progressing broadly in line with their peers.</p>	<p>7, 8, 9, 10, 13, 14</p>
<p>Specific support for parents and families – for example, Family THRIVE, Open for</p>	<p>Parental exit surveys show that Family Thrive provides an improved understanding of how</p>	<p>7, 8, 9, 10, 13, 14</p>

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Parents Parenting courses, open classroom events and SEND parent coffee mornings £1500	to support children's learning and wider development Parent surveys show satisfaction with level of support	
Subsidised extra-curricular activities to ensure that PP children have access to extra-curricular activities £1500	PP children across the academy have had access to extra-curricular activities via a programme of identification	7, 8, 10, 13, 14
Additional 1:1 interventions (for example, ZOR and Talkabout) and resources for supporting children with anxiety and mental health issues – especially where exacerbated by COVID £2500	Children are settled, happy and ready to learn for the majority of their time in school. Teacher assessments show that learning is progressing broadly in line with their peers.	7, 8, 9, 10, 13
Continuation of a whole school programme to support MHEW – Zones of Regulation £1000	Children are settled, happy and ready to learn for the majority of their time in school. Children are emotionally literate, can talk about their emotions and how to regulate	7, 8, 9, 10, 13
The continuation of small, weekly nurture groups for each KS1 class £2500	Children are settled, happy and ready to learn for the majority of their time in school. Children are emotionally literate, can talk about their emotions and how to regulate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13
The continued development and adaptation of a Calm Room for regulation and emotional support £500	Children are settled, happy and ready to learn for the majority of their time in school. Children are emotionally literate, can talk about their emotions and how to regulate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13

Total budgeted cost: £ 72, 000

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Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-2024), drawing on national assessment data and our own internal summative and formative assessments (see academy outcomes detailed below).

The data demonstrates that the EYFS Good Level of Development outcomes, the Year 1 Phonics Screen outcomes and Year 2 Teacher Assessment outcomes for Pupil Premium children are inline with or better than National averages.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

IMPACT OF TEACHING ACTIVITIES, TARGETED SUPPORT AND WIDER STRATEGIES

The academy has used well planned and useful assessment systems to monitor pupil attainment and progress. End of year reading and phonics assessments for Pupil Premium children provide evidence of outcomes above national averages (see 'Academy Outcomes / Statistics for the 2023/24 year included within this report). Children's reading records provide evidence of sustained frequency of reading at home. All children receiving 1:1 speech and language interventions have made good progress from starting points using Speechlink and LanguageLink programmes. The majority of pupils receiving either Speechlink or LanguageLink support, made expected progress in reading, writing and maths.

Academy planning ensures that all children have access to an ambitious, exciting and engaging curriculum which develops awe and wonder and enquiring minds. As a result, children's workbooks provide strong evidence of this and end of year reading and phonics assessments for Pupil Premium provide evidence of outcomes above national averages. All children have attended offsite visits. As a result of extensive Communication, Language, Autism, Support Service training, the children have benefited from increased expertise and resources in supporting social and emotional development. Classroom observations, SEND drop-ins and Challenge Partner observations have evidenced well engaged, focused and settled children in classes. Regular 'Book Looks' have evidenced the high levels of engagement in the wider curriculum subjects and developing understanding and knowledge of the world. Every child has been effectively supported to attend offsite visits. Classroom observations, SEND drop-ins and Challenge Partner observations have evidenced well supported and engaged children with SEND, EAL and SEMH needs. Regular 'Book Looks' evidenced the good and effective level of differentiation and adaptation to support children with SEND, EAL and SEMH. Classroom observations, SEND drop-ins and Challenge Partner observations have evidenced well

engaged, focused and settled classes where resources are differentiated and adapted to support individual learners. Parents have been given a good understanding of how to support their children's learning and wider development via newsletters, the academy website, parent/teacher meetings and the Seesaw platform used in EYFS. Children with SEND each have an ANP (Additional Needs Plan) which is written and reviewed with parents and carers at least three times per year. Family Thrive courses provided to parent/carers received excellent parental feedback. Academy staff have been upskilled in specific areas of CPD and as a result support for all learners has been enhanced.

Classroom observations, SEND drop-ins and Challenge Partner observations evidenced well engaged, focused and settled classes where resources are differentiated and adapted to support individual learners and where pupils are well supported by all adults within the class. National tutoring funding and the recovery premium was used to provide targeted learning to specifically identified pupils. As a result, children's outcomes have identified that learning gaps for Pupil Premium children have not increased. Data shows that, as a result of the effective use of specific resources to support learning, gaps have not widened in reading writing and maths for Pupil Premium pupils - see 'Academy Outcomes / Statistics for the 2023/24 year included within this report. As a result of effective support from a specialist teacher, the majority of EAL and SEND children made good progress from starting points in reading, writing and maths. As a result of appropriate resources being put into place, largely additional adult support and focus equipment, all children have attended offsite visits and activities. Specifically identified children have been supported financially or practically to access extra-curricular activities such as breakfast and after school club provision, Zumba and sports clubs.

Monitoring processes across that academy have provided strong evidence of high levels of pupil engagement during lessons. As a result of the effective Thrive support in place across the academy, data shows that all children have made progress from starting points in terms of Thrive teacher assessments. Family Thrive courses receive excellent parental feedback which evidenced improved understanding of how specific children are supported. Data shows that SEND children have largely made good progress in reading, writing and maths - see 'Academy Outcomes / Statistics for the 2023/24 year in Pupil Premium Strategy Outcomes. As a result of a whole school programme to support MHEW (ZOR), children are increasingly emotionally literate, able to recognise and name emotions in themselves or others. They continue to develop their own 'toolbox' of calming techniques. As a result of weekly nurture groups, children are increasingly emotionally literate, able to recognise and name emotions in themselves or others. They continue to develop their own 'toolbox' of calming techniques. As a result of the introduction of a Calm Room, children are increasingly emotionally literate, able to recognise and name emotions in themselves or others.

Academy outcomes/statistics for the 2023/24 academic year (with National comparisons)

EYFS

EYFS GLD = 75% (Nat 68%) PP = 67% (Nat 52%) Non PP = 78%

PHONICS

Year 1 All = 87% (Nat 80%) PP = 76% (Nat 68%) Non PP = 92%

Year 2 (cumulative) = 96% (Nat 90%)

YEAR 2

N.B – There were no statutory assessments for Year 2 pupils at the end of the 2023/24 academic year and it is no longer necessary to report year 2 outcomes to the DfE. The National results detailed below are not official government statistics.

Reading = 86% (Nat 68%) PP = 86% Non PP = 86%

Writing = 79% (Nat 62%) PP = 71% Non PP = 81%

Maths = 88% (Nat 71%) PP = 86% Non PP = 88%

Our evaluation of the approaches delivered last academic year indicates that the strategy of expenditure was found to be effective during the academic year.

We have reviewed our strategy plan and made revisions and changes to how we intend to use some of our budget this academic year.

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
Zones of Regulation	ISEND training
Thrive Provision	Thrive approach
Speechlink	Speechlink Multimedia Ltd
Forest School Provision	The Education Futures Trust
Beach School Provision	The Education Futures Trust
Therapeutic Storytelling	The Education Futures Trust