

# Pupil premium strategy statement – Millbrook Primary School

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	207
Proportion (%) of pupil premium eligible pupils	38% (78)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	April 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Elizabeth Turner
Pupil premium lead	Leanne Ashton
Governor / Trustee lead	Mike Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£124145

## Part A: Pupil premium strategy plan

### Statement of intent

Our overarching aim is to ensure that all disadvantaged pupils:

- Achieve academic excellence, particularly in core subjects like reading, writing, and mathematics.
- Develop strong social and emotional skills, enabling them to navigate challenges and build positive relationships.
- Cultivate a love for learning, fostering curiosity and resilience.
- Access a broad and balanced curriculum, enriched with cultural and extracurricular opportunities.
- Transition successfully to the next stages of their education and life, equipped with the necessary skills and confidence.

Our strategy is structured around a tiered approach, focusing on:

#### a. High-Quality Teaching

- Investing in continuous professional development to enhance teaching practices.
- Implementing evidence-based curricula and pedagogies that cater to diverse learning needs.

#### b. Targeted Academic Support

- Providing small group or one-to-one interventions in areas like phonics, reading comprehension, and numeracy.
- Utilising diagnostic assessments to identify and address specific learning gaps.

#### c. Wider Strategies

- Embedding the Zones of Regulation curriculum to support emotional self-regulation.
- Adopting relational and inclusive practices to foster a sense of belonging.
- Offering therapeutic support, including counselling and mental health services, to address emotional and behavioural needs.
- Engaging families through workshops and regular communication to reinforce learning and wellbeing at home.

Our strategy is underpinned by the following principles:

- **Equity and Inclusion:** Recognising and addressing the unique barriers faced by disadvantaged pupils to ensure equal opportunities for success.
- **Evidence-Informed Practice:** Basing interventions and approaches on robust research and data analysis.
- **Early Intervention:** Identifying and addressing learning and wellbeing needs promptly to prevent long-term challenges.

- **Holistic Development:** Focusing not only on academic achievement but also on social, emotional, and physical wellbeing.
- **Collaborative Engagement:** Working closely with families, external agencies, and the wider community to support pupils' development.
- **Reflective Practice:** Regularly reviewing and refining strategies based on outcomes and feedback to ensure continuous improvement.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Early Literacy and Writing Difficulties</b> Assessments, observations, and book scrutiny reveal that our most vulnerable pupils are not consistently meeting age-related expectations in writing. This is closely linked to early literacy difficulties, particularly in speech, language, and phonics development. Gaps in oral language, vocabulary acquisition, and phonological awareness are impeding pupils' ability to construct sentences, spell with accuracy, and write with fluency. A more cohesive and targeted approach is needed to strengthen early language foundations and ensure that pupils are equipped with the tools to progress confidently in writing.
2	<b>Limited Progress in Mathematics Among the Lowest 20% of Pupils</b> Internal assessments show that the lowest 20% of pupils in mathematics, predominantly from disadvantaged backgrounds, are not making effective progress. This highlights the necessity for targeted interventions to address specific learning gaps in numeracy
3	<b>Low Attendance Among Pupils with High Anxiety and Complex Safeguarding Needs</b> Attendance Issues Among Pupils with High Anxiety and Complex Safeguarding Need Data indicates that pupils experiencing high anxiety levels and complex safeguarding concerns are at the greatest risk of low attendance, leading to significant gaps in learning. This aligns with national findings where 75% of schools identify poor attendance as a primary barrier to disadvantaged pupils' progress .
4	<b>Challenges with Self-Regulation and Independent Learning</b> Our monitoring and evaluation identifies that self-regulation, independent learning behaviours, Managing own behaviour in overcoming challenges is difficult for our most vulnerable pupils in particular our SEN. "There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future." EEF

## 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
<p><b>Foster Inclusion Through Relational Approaches including Relational inclusion champions, Therapeutic Support, and the Zones of Regulation</b></p> <p>Create a nurturing and inclusive school environment that addresses the social, emotional, and academic needs of disadvantaged pupils by embedding relational practices, providing tailored therapeutic support, and implementing the Zones of Regulation curriculum to enhance self-regulation and emotional literacy.</p>	<p>Improved emotional wellbeing of disadvantaged pupils, as measured by wellbeing assessments and pupil feedback.</p> <p>Reduction in behavioural incidents and exclusions among targeted pupils.</p> <p>Increased engagement and attendance rates for disadvantaged pupils.</p> <p>Enhanced ability of pupils to recognize and articulate their emotions, demonstrating effective use of self-regulation strategies taught through the Zones curriculum.</p> <p>Positive feedback from pupils, parents, and staff regarding the effectiveness of relational and therapeutic interventions</p>
<p><b>Strengthen Early Maths Fluency Through Mastery Teaching, Overlearning, and Metacognitive Strategies</b></p> <p>Develop foundational maths skills in disadvantaged pupils by implementing mastery-based teaching, reinforcing learning through overlearning techniques, and fostering metacognitive strategies to enhance understanding and retention.</p>	<p>Improved performance of disadvantaged pupils in early maths assessments and at the end of Key Stage 2</p> <p>Increased confidence and participation in maths lessons among targeted pupils.</p> <p>Closing of the attainment gap in maths between disadvantaged pupils and their peers.</p> <p>Enhanced ability of pupils to articulate their thinking processes and apply metacognitive strategies during problem-solving tasks</p>
<p><b>Strengthen Early Literacy Skills Through Integrated Phonics, Reading, and Writing Instruction</b></p> <p>Enhance early literacy outcomes for disadvantaged pupils by implementing a structured, evidence-based phonics program that develops foundational skills in phonemic awareness, decoding, word recognition, and early writing.</p>	<p>Above national percentage of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check.</p> <p>Accelerated progress in early literacy skills, including phonemic awareness, decoding accuracy, reading fluency, and writing proficiency, as measured by formative and summative assessments.</p> <p>Positive feedback from parents and carers regarding their engagement and confidence in supporting their children's early reading and writing development</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Strengthen Early Literacy Skills Through Integrated Phonics, Reading, and Writing Instruction</b>		
Continue with an accredited SSP programme (RWI) across Early Years and Key Stage 1 and in Key Stage 2 to provide consistent, explicit instruction in letter-sound relationships and blending techniques.	<b>Early Literacy and Writing Difficulties</b>  Phonics approaches have a strong evidence base demonstrating a positive impact on the accuracy of word reading—particularly for disadvantaged pupils—though not necessarily on comprehension (Education Endowment Foundation – <i>Improving Literacy in Key Stage 2</i> ). Effective early literacy development is foundational to later writing success. Many of our most vulnerable pupils experience difficulties in speech and language, phonological awareness, and vocabulary, which hinders their progression in phonics, reading, and subsequently writing.  The <b>EEF's guidance report</b> on literacy in Key Stage 2 highlights several high-impact strategies that are particularly beneficial for disadvantaged learners: <ul style="list-style-type: none"> <li>• <b>Explicit teaching of writing strategies:</b> including planning, drafting, revising, and editing.</li> <li>• <b>Integration of reading and writing:</b> using high-quality texts to model techniques and inspire pupil writing.</li> <li>• <b>Grammar and punctuation instruct</b></li> </ul>	1
Integrate early writing instruction by providing opportunities for pupils to apply their phonics knowledge in writing activities, such as guided writing sessions, independent writing tasks, and interactive writing experience		1
Continue to develop and implement a coherent, progressive writing curriculum that builds upon early literacy foundations, ensuring that disadvantaged pupils receive structured, high-quality instruction to support their writing development		1
Engage parents and carers through workshops and resources that empower them to support their children's early reading and writing development at home, including activities that promote phonemic awareness, shared reading, and writing practices.		1
Implement a whole-school oracy framework (using <b>Voice 21</b> ) with a focus on structured talk in lessons (e.g. talk partners, debate, oral rehearsal before writing). Introduce class 'talk detectives' to observe quality of talk.		

<p><b>Intended Impact:</b> Enhance oral sentence structure, vocabulary, and confidence, leading to improved writing fluency and composition.</p>	<ul style="list-style-type: none"> <li>• <b>ion:</b> taught within the context of meaningful writing, not in isolation.</li> </ul>	
<p>Daily <i>language enrichment sessions</i> in EYFS/KS1 using <b>Well-Comm</b> screening and targeted interventions. Supplement with <b>Drawing Club</b> (3x weekly) to build narrative language, vocabulary, and engagement in early writing.</p>	<p>Similarly, the <b>Ofsted Research Review Series: English</b> reinforces the need for a well-sequenced English curriculum that:</p>	
<p>TAs are deployed to deliver <i>evidence-based, structured early literacy interventions</i>—such as <b>RWI, Reading Eggs, SCODE Wellcomm</b>, —targeting decoding, oral language, and early composition skills. Their delivery is integrated with classroom provision through structured collaboration with class teachers. This ensures learning is <i>connected, not isolated</i>, and reinforces phonics, vocabulary, and narrative skills.</p>	<ul style="list-style-type: none"> <li>• Builds systematically on prior knowledge.</li> <li>• Offers varied and frequent opportunities for extended writing.</li> <li>• Balances transcription skills (spelling, handwriting) with composition (ideas, structure, creativity).</li> </ul> <p>The <b>DfE National Curriculum for English</b> further supports this by emphasising:</p> <ul style="list-style-type: none"> <li>• <b>Stamina and fluency in writing:</b> encouraging pupils to write at length and with increasing sophistication.</li> </ul>	

- **Vocabulary development:** helping pupils make precise and expressive word choices.
- **Awareness of audience and purpose:** teaching children to adapt tone, style, and structure accordingly.

### EEF Effective Deployment of TAs

The EEF recommends that TAs are **not used as substitute teachers** or to manage behaviour, but rather to deliver **structured, well-implemented interventions**, particularly in early years and KS1, which show **moderate to high impact** on progress in reading and language acquisition.

*"The most consistently positive effects were seen when TAs delivered structured interventions in one-to-one or small group settings."*

*"TA interventions that are carefully structured with clear steps, goals, and learning outcomes led to positive gains in literacy and language."*

We have embedded several high-impact, evidence-informed strategies to address these challenges and promote early literacy success:

- **'Making it Real' Project:** supports early language and literacy development by engaging families in meaningful, real-life literacy experiences.
- **Drawing Club:** enhances early writing, creativity, and vocabulary development through storytelling and art, making writing accessible and engaging for all learners.
- **Voice 21 and Oracy Framework:** strengthen spoken language skills and vocabulary, which are critical precursors to reading comprehension and written expression.
- **WellComm Toolkit:** supports early identification and targeted intervention for pupils with speech and language difficulties.

	<ul style="list-style-type: none"> <li>• <b>Lacey Green English Hub:</b> offers support and CPD in systematic synthetic phonics and early reading instruction.</li> <li>• <b>Read Write Inc. (RWI):</b> a systematic, consistent phonics programme proven to accelerate early reading and writing, especially among disadvantaged pupils.</li> <li>• <b>Launchpad for learning</b> Teachers can tailor the Launchpad dashboard for specific classes or pupils by pinning relevant tools and apps.</li> </ul> <p>These combined approaches support a structured, consistent pathway from early literacy to proficient writing. They ensure that pupils—particularly those from disadvantaged backgrounds—develop secure foundations in language, reading, and writing, enabling them to achieve age-related expectations and become confident, independent writers.</p>	
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Strengthen Early Maths Fluency Through Mastery Teaching, Overlearning, and Metacognitive Strategies		
Implement a mastery curriculum that emphasizes deep understanding of mathematical concepts.	<p>The EEF's "<b>Improving Mathematics in the Early Years and Key Stage 1</b>" guidance report recommends the <b>purposeful use of manipulatives and representations</b> to support conceptual understanding—an approach aligned with <b>mastery principles</b> that prioritise <b>depth before breadth</b>.</p> <p>Manipulatives help young children develop mental models of mathematical ideas by providing concrete reference points that make abstract concepts accessible. This is particularly effective for <b>pupils with difficulties in mathematics</b> and those in the <b>lowest 20%</b>, as it supports both understanding and communication. Used well, manipulatives also promote <b>mathematical dialogue</b>, enabling children to <b>articulate and refine their thinking</b>.</p> <p>The <b>EEF Early Years Toolkit</b> supports this by highlighting the importance of <b>structured play, guided interaction, and communication-rich environments</b>—all of which are reinforced through the use of mathematical talk and shared problem-solving with manipulatives.</p> <p>The <b>EEF's Teaching and Learning Toolkit</b> identifies <b>metacognition and self-regulation</b> as very high-impact strategies. When pupils are explicitly taught to</p>	2
Utilise manipulatives and visual aids to support conceptual learning.		2
Incorporate overlearning practices by providing additional practice opportunities beyond initial mastery to reinforce key mathematical facts and procedures, enhancing long-term retention.		2
Explicitly teach metacognitive strategies, such as planning, monitoring, and evaluating one's problem-solving processes, to help pupils become more self-aware and effective learners		2



	<p><b>plan, monitor, and evaluate</b> their mathematical thinking—particularly through teacher modelling and structured challenge—they can make, on average, <b>seven months' additional progress</b>. These strategies are especially valuable when linked to <b>mathematical reasoning and problem solving</b>.</p> <p>To support and embed these strategies, we utilise:</p> <ul style="list-style-type: none"> <li>• <b>Mastering Number (EYFS &amp; KS1)</b> – NCETM and Maths Hubs initiative that supports strong number sense and fluency using daily short sessions with manipulatives like rekenreks.</li> <li>• <b>First Class @ Number</b> – an evidence-based intervention for pupils who need additional support in number understanding.</li> <li>• <b>NCETM guidance and professional development materials</b> – to support teacher subject knowledge and curriculum sequencing.</li> <li>• <b>Maths Hub school partnerships</b> – providing structured opportunities for collaboration, coaching, and curriculum development aligned to mastery.</li> <li>• <b>Sharing best practice with other schools</b> – through cross-school moderation, lesson study, and peer review, helping embed consistency and collective efficacy in early maths approaches.</li> </ul> <p>By combining <b>evidence-based interventions, professional networks, and metacognitive teaching practices</b>, we ensure that early maths learning is robust, inclusive, and equitably delivered.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide small group or one-to-one interventions focusing on key numeracy skills.	<p>The Education Endowment Foundation (EEF) provides robust evidence supporting the effectiveness of both small group and one-to-one tutoring in improving outcomes in mathematics, particularly for disadvantaged pupils.</p> <p>EEF   Toolkit Strand   Small Group Tuition and One-to-One Tuition The Education Endowment Foundation (EEF) reports that:</p> <p>Small group tuition can lead to an average of four months' additional progress over a year. It's most effective when targeted at pupils' specific needs, with diagnostic assessments guiding support.</p> <p>One-to-one tuition can result in up to five months' additional progress over a year. It's particularly beneficial for pupils with low prior attainment or those struggling in specific areas.</p> <p>EEF   Projects and Evaluation   Affordable Maths Tuition An EEF-funded evaluation of the Affordable Maths Tuition program found that Year 6 pupils receiving weekly maths tutoring made three months' more progress than those without a tutor. This highlights the potential of structured tutoring programs in improving maths outcomes.</p> <p>EEF   Guidance Reports   Improving Mathematics in Key Stages 2 and 3 The EEF's guidance emphasizes the importance of:</p> <ul style="list-style-type: none"> <li>• Using structured interventions to provide additional support for pupils who are struggling.</li> <li>• Linking interventions to classroom teaching to ensure consistency and reinforce learning.</li> <li>• Providing ongoing professional development for staff to effectively deliver maths interventions.</li> </ul>	2
Deliver targeted phonics & writing interventions for pupils identified through formative assessments as needing additional support, focusing on reinforcing phonemic awareness and decoding skills.	<p>The Education Endowment Foundation (EEF) provides robust evidence supporting the effectiveness of both small group and one-to-one tutoring in improving outcomes in reading, particularly for disadvantaged pupils.</p>	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance Therapeutic Support:		

Develop a comprehensive therapeutic offer that includes access to counselling services, art therapy, sand therapy and other evidence-based interventions to support pupils' mental health and well-being.	<p>The EEF's evaluation of the "Healthy Minds" programme, aimed at supporting secondary school pupils' wellbeing, found a positive impact on absence levels. The programme focused on improving pupils' mental health and wellbeing, which in turn contributed to better attendance.</p> <p>Additionally, the EEF's trial of Emotion Coaching indicated perceived increases in child wellbeing, a decrease in sanctions and exclusions, and improved attendance and engagement. Staff also reported enhanced confidence and efficacy in supporting vulnerable pupils.</p> <p>These findings suggest that therapeutic approaches focusing on emotional understanding and regulation can positively influence pupils' attendance and behaviour.</p>	4
Integrate the Zones of Regulation Curriculum:		
Implement the Zones of Regulation as a whole-school framework to teach pupils to identify and manage their emotions using a shared language. This includes:-	<p>While the EEF does not specifically evaluate the Zones of Regulation, it highlights the positive impact of self-regulation strategies on children's learning and behaviour. According to the EEF, self-regulation strategies can lead to an average of three months' additional progress in early years settings. These strategies help children manage their emotions, behaviour, and attention, which are crucial for effective learning and social interaction.</p> <p>Implementing structured self-regulation programmes can support pupils in developing coping mechanisms and emotional awareness, potentially leading to improved attendance and classroom behaviour.</p>	3,4,5
Providing professional development for all staff on the effective delivery of the Zones curriculum and strategies to support emotional regulation		3,4,5
Integrating Zones lessons into the PSHE curriculum and daily routines, ensuring consistency across classrooms.		3,4,5,
Creating visual supports and 'toolkits' in classrooms to help pupils apply self-regulation strategies independently		3,4,5,
Engaging parents through workshops and resources to reinforce the Zones approach at home		3,4,5
Implement Relational Practices:		
Adopt a whole-school relational approach that emphasizes the importance of strong, supportive relationships between staff and pupils. This includes training staff in trauma-informed practices and restorative approaches to build trust and promote positive behaviour	<p>The EEF's evaluation of the "Healthy Minds" programme, aimed at supporting secondary school pupils' wellbeing, found a positive impact on absence levels. The programme focused on improving pupils' mental health and wellbeing, which in turn contributed to better attendance.</p> <p>Additionally, the EEF's trial of Emotion Coaching indicated perceived increases in child wellbeing, a decrease in sanctions and exclusions, and improved attendance and engagement. Staff also reported enhanced confidence and efficacy in supporting vulnerable pupils.</p> <p>These findings suggest that therapeutic approaches focusing on emotional understanding and regulation can positively influence pupils' attendance and behaviour.</p>	3,4,5
Relational inclusion 1:1 supported targeted interventions from the Relational inclusion champion		

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous Pupil Premium Strategy 2022-2025

### Outcomes for disadvantaged pupils

In the 2022–2025 Pupil Premium Strategy, our primary objective has been to enhance the educational outcomes of disadvantaged pupils through targeted interventions and a coherent curriculum. The following analysis outlines the impact of our initiatives up to Summer 2025, drawing upon national assessments, internal evaluations, and observations related to attendance, behaviour, and wellbeing.

#### Oral Language Development and Vocabulary Acquisition

Our focus on early oral language skills has yielded positive results. In both 2023 and 2024, all pupils in Reception, including those eligible for Early Years Pupil Premium (EYPP), demonstrated significant progress in WELLCOMM assessments. Specifically, in 2023, 100% of EYPP pupils made good or better progress, with only two children remaining three sections behind—one with a potential Education, Health and Care Plan (EHCP) and another receiving SENDIF funding. By 2024, 28 out of 30 pupils were within the expected bracket, with the two exceptions having EHCPs and Early Help Assessments (EHAs).

These outcomes align with Ofsted's and Voice 21 findings that emphasise the importance of vocabulary development in early years to reduce the word gap and support disadvantaged children in developing their vocabulary more rapidly .

#### Phonics and Spelling Proficiency

Our commitment to high-quality phonics instruction has led to improved outcomes. In 2023, 83% of Year 1 pupils passed the phonics screening check, with 61% of disadvantaged pupils achieving this benchmark. By 2024, the pass rate for disadvantaged pupils increased to 84%, surpassing the 82% pass rate of non-disadvantaged pupils. This progress reflects the effectiveness of our Read Write Inc. (RWI) program and targeted interventions for the lowest 20% of readers.

In Key Stage 2, spelling has shown marked improvement. In 2023, 94% of pupils passed the Grammar, Punctuation, and Spelling (GPS) test, with 50% achieving greater depth. The SCODE spelling program, recognized nationally for its impact, contributed to an average point score of 14.5 out of 20 in 2024. These results are consistent with the Education Endowment Foundation's (EEF) findings that explicit and systematic phonics instruction supports children in making connections between sounds and written words, particularly benefiting those from disadvantaged backgrounds .

#### Self-Regulation and Metacognitive Strategies

Implementing explicit metacognitive strategies has positively influenced pupil outcomes. In 2023, 100% of disadvantaged pupils achieved the expected standard in Reading, Writing, and Mathematics (RWM) at the end of Key Stage 2. Although this figure decreased to 69% in 2024,

the cohort included pupils with EHCPs and high needs SEN, such as those on the ADHD pathway and with EP involvement. Despite these challenges, some disadvantaged pupils achieved greater depth scores in 2024, indicating the effectiveness of our metacognitive approaches.

The EEF emphasizes that teaching metacognitive strategies enables pupils to plan, monitor, and evaluate their learning, leading to improved academic outcomes.

### Attendance and Engagement

Attendance data indicates that disadvantaged pupils' attendance rates are approaching those of their non-disadvantaged peers. In the 2022–2023 academic year, disadvantaged pupils had an attendance rate of 91.91%, compared to 94.26% for non-disadvantaged pupils. In 2023–2024, the attendance rate for disadvantaged pupils improved to 93.49%, narrowing the gap with non-disadvantaged pupils, who had a 93.85% attendance rate. This improvement suggests increased engagement and the effectiveness of our attendance initiatives.

### Higher Standard Achievement in Core Subjects

Our goal to increase the number of disadvantaged pupils achieving the higher standard in core subjects has seen progress. In 2023, no disadvantaged pupils achieved the combined greater depth standard (GDS). However, in 2024, 11% of disadvantaged pupils achieved combined GDS, with 23% attaining GDS in mathematics and 38% in reading. Initiatives such as the "Aim High" writing club have contributed to these outcomes. These achievements align with the national average for disadvantaged pupils, reflecting the success of our targeted support strategies.

### Conclusion

Overall, the impact analysis up to Summer 2024 demonstrates that our Pupil Premium Strategy has effectively addressed key areas of need among disadvantaged pupils. Improvements in oral language development, phonics and spelling proficiency, self-regulation, attendance, and higher standard achievements indicate that our targeted interventions and curriculum enhancements are yielding positive results. Continued focus on these areas, informed by ongoing assessment and evidence-based practices, will be essential in sustaining and building upon these gains.

## 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
Zones of Regulation	
Sand Therapy Training	

Forest School Training	
Sandwell Early Numeracy ks2/ks3 test tool kit	
Scode	
Wellcomm	
First Class Number	
Launchpad	
RWI	