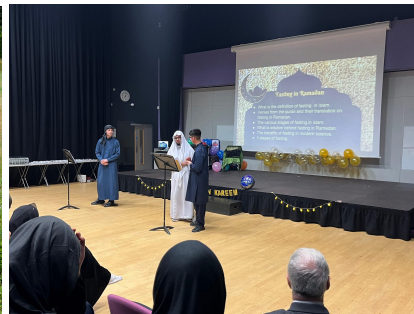




**Pupil Premium Statement: 23-24**  
***(Plan 2022 - 2025)***

**Students First: raising standards, transforming lives.**

**At Outwood Acklam we are:**  
***“Always the Best We Can Be”***



## Pupil premium strategy statement

**2023-24**

### School overview

Detail	Data
School name	Outwood Academy Acklam
Number of pupils in school	1157
Proportion (%) of pupil premium eligible pupils	567 students
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	Graham Skidmore
Pupil premium lead	Chris Palmer
Governor / Trustee lead	Mike Carr

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£591434
Recovery premium funding allocation this academic year	£163999
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£755,433

## Strategy Development: Rolling Three Year Overview

2022-2023		
<p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Increase in students requiring literacy intervention</li> <li>• Increase in mental health concerns; more issues have come to light this academic year than previous.</li> <li>• Behaviour concerns due to a lack of regulation for an extended period of time.</li> </ul>		
<p><b>Ongoing strategies:</b></p> <p><b>BEHAVIOUR:</b></p> <ul style="list-style-type: none"> <li>• Staff CPD - focus in L&amp;P on trauma informed approach, ACEs and de-escalation - supported by educational evidence.</li> </ul> <p><b>LITERACY:</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Miskin Program</li> <li>• STAR Reading assessments</li> <li>• Literacy curriculum lessons</li> </ul> <p><b>ATTENDANCE:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing, through COVID support funding to widen the team, to improve attendance.</li> <li>• Targeting of FSM students as a priority.</li> </ul>	<p><b>Innovation:</b></p> <p><b>BEHAVIOUR:</b></p> <ul style="list-style-type: none"> <li>• PDC in place - as a suspension avoidance strategy.</li> </ul> <p><b>LITERACY:</b></p> <ul style="list-style-type: none"> <li>• Further training and increase in the team to deliver Miskin - use of more TA colleagues.</li> <li>• Appointment of 2 Intervention Teachers - with a focus upon Literacy - to further implement Miskin and support EAL students.</li> </ul> <p><b>ATTENDANCE:</b></p> <ul style="list-style-type: none"> <li>• Attendance Assistant role removed from the structure and replaced with an Officer - enabling all staff in attendance to carry out home visits and focus upon improving attendance.</li> <li>• Additional safeguarding officer</li> </ul>	<p><b>Rationale:</b></p> <p><b>BEHAVIOUR:</b></p> <ul style="list-style-type: none"> <li>• Focus of PDC is to reduce the number of suspension, specifically for Disadvantaged students, as they are a disproportionate % of the suspensions.</li> <li>• Allows an intervention approach, alongside being out of circulation of the main building.</li> </ul> <p><b>LITERACY:</b></p> <ul style="list-style-type: none"> <li>• Post-covid literacy rates and reading ages of students entering is lower than age related expectations; intervention is require to move students to be in line with age related expectations.</li> <li>• EAL students arriving in the country with little or no English required more bespoke support to widen their grasp of English.</li> </ul> <p><b>ATTENDANCE:</b></p> <ul style="list-style-type: none"> <li>• Attendance, although improving, is not yet where we want it to be. PP attendance lags behind those who are not PP. A wider team enables more intervention, home visits, support and multi agency working to rectify this and close the attendance gap.</li> </ul>

### 2023-2024 - Summary for current Academic year

**Context:**

- An improvement in attendance and basics outcomes for students overall, however, the gap between PP and non PP still exists.
- Post-covid gaps and students with high levels of absence, are still struggling at KS4 in regard of outcomes.
- An increase in the number of students requiring intervention for Literacy in Year 7, on arrival.
- An increasing number of students in the Academy from disadvantaged backgrounds.

**Ongoing strategies:**

**BEHAVIOUR:**

- Staff CPD - focus in L&P on trauma informed approach, ACEs and de-escalation - supported by educational evidence.
- PLC, PDC and Bridge support areas

**LITERACY:**

- Accelerated Reader
- Miskin Program
- STAR Reading assessments
- Literacy curriculum lessons
- 2 Intervention Teachers

**ATTENDANCE:**

- Additional staffing, through COVID support funding to widen the team, to improve attendance.
- Targeting of FSM students as a priority.

**Innovation:**

**BEHAVIOUR:**

- Introduction of Pastoral Leads (2 posts)
- Elevate Class - in place for Year 7/8
- Additional SENDCo - SENDco teaching Elevate
- Central Step Out area - to support students who reach C4.
- Provision in Inclusion Spaces - structured timetable of Interventions.
- Widening support networks to support the most vulnerable (Barnados / Prince's Trust support.)

**LITERACY:**

- ESOL trained TA to support students without English
- Specialist Literacy TA - to lead Miskin work in a more focussed manner
- Deeps Role- with a focus upon EAL.
- Morphology of vocabulary and focus upon prefix - to further develop literacy work.

**ATTENDANCE:**

- Additional EWO added to the structure - so 2 based in the Academy.

**Rationale:**

**BEHAVIOUR:**

- Some behavioural issues were evident in some of the most vulnerable learners, the Elevate curriculum enables consistency (1 teacher for 10 hours) to bridge the gap from Primary school and ensure needs are met effectively.
- Central Step Out is ensuring a more consistent approach to support students struggling in lessons.

**LITERACY:**

- Continue to support those students with EAL, whilst widening the number of students being supported through the Miskin approach with clear leadership from the Specialist TA.

**ATTENDANCE:**

- Size of the school dictates the attendance caseload is high; to fully target and support attendance this is required. All key groups are showing improvement year on year, apart from FSM.

## Pupil premium strategy statement

**2023-24**

### Part A: Pupil premium strategy plan

#### Statement of intent

This strategy sets out how the Academy plans to support our Pupil Premium students. This is driven by the Academy Trust vision of “Students First: Raising Standards and Transforming Lives.” At Outwood Acklam, we strive for all students to always be the best that they can be, and this statement intends to support this aim by removing any barriers to success.

The intent of this strategy is specifically outlined below. As a result of this strategy we aim for:

- Students improve their reading and literacy skills, specifically during KS3, in order to bridge any gaps in their reading age, to enable students to fully access their curriculum and improve progress and outcomes at GCSE. With careful attention to support for students who English is an Additional Language or are new to the country.
- Students’ attendance will improve significantly, and the number of students with Persistent Absence issues reduces.
- Students’ ability to regulate their own behaviours and emotions, will improve, due to improved packages of intervention and support; as a result of this the number of suspensions will reduce.
- Ameliorate the gap between the achievement of those who are disadvantaged vs their peers who are not; with particular attention paid to other vulnerable groups such as those who are not working at the expected standard on entry as well as those with additional SEND needs.

## Pupil premium strategy statement

2023-24

### Challenges

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

Challenge number	Detail of challenge
1	<i>Literacy skills entering Year 7 are lower for students who are eligible for Pupil Premium than for other students, which prevents them from making good progress. Post pandemic there are visible gaps in Pupil Premium students reading ages and access to learning.</i>
2	Attendance rates for students who are Pupil Premium are lower than for other students, which reduces their number of school learning hours and as such impedes their progress. Persistent absence figures for Pupil Premium students have increased.
3	Suspensions, although reducing, are higher than the Academy would like. The amount of learning time lost for some students then has a further detrimental impact on their education. This is particularly evident in disadvantaged and SEND cohorts.
4	The transient population of students, in particular, those that are arriving new to the country, means that the full curriculum carefully planned and selected is not covered. Resulting in foundations of learning being missing and in some cases, low levels of English hindering access to the curriculum.

## Pupil premium strategy statement

2023-24

### 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
<i>Students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects</i>	Students eligible for Pupil Premium in Years 7 - 9 improve the progress made towards their target grades. Miskin Students improve their phonics abilities. Students arriving with low levels of literacy show improvements in accelerated reader assessments (through reading age improvement) and Praising Stars data.
To improve and support attendance figures for all Pupil Premium students	Reduced number of persistent absentees (PA) among students eligible for Pupil Premium Overall attendance among Students eligible for Pupil Premium improves and the current gap of difference compared to non Pupil Premium students reduces further.
Students lose less learning time, due to a reduction in suspensions. Students' needs are better met in school through a wide package of behavioural and academic support.	Reduction in suspensions - as a % of roll. Reduction in number of students with suspensions. Reduction in number of students who are SEND or disadvantaged, who are suspended. Personal Development Centre and Personalised Learning Centre packages of intervention are impactful, and allow students to better manage their emotions/behaviours. Earlier intervention reduces the number of students who become behavioural recidivists.

## Pupil premium strategy statement

**2023-24**

### 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: £241,491**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Miskin Fresh Start training - for key staff.</p> <p>Appointment of Specialist TA to lead Miskin work</p>	<p>Phonics based approach, supports learners who have low or weak reading skills. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-in-c-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-in-c-and-fresh-start</a></p> <p>Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4
KS3 Literacy and Numeracy interventions	<p>Support for literacy and numeracy interventions in the younger years to support long term progress</p> <p><b><i>Accelerated Reader</i></b></p>	1, 4



## Pupil premium strategy statement

2023-24

	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p><b>Catch-up literacy</b> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</a></p> <p><b>Catch-up numeracy</b> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p>	
<p>Ongoing CPD and educational literature to support both ECTs and established teachers.</p> <p>Support from the Academy Trust Director team - both in supporting teacher development and intervention with students.</p>	<p>Continued investment in teaching and teachers to provide a high quality education addressing the needs of the students. Continued CPD opportunities through OIE and external providers, weekly staff CPD. Focused CPD for ECTs and providing educational literature</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1, 3, 4</p>
<p>Training for colleagues upon ACEs, Trauma Informed Approach and SEND students,</p>	<p>Widening the awareness of staff, of the wider context of our students, to ensure that we understand the backgrounds of our students, and amend our practices accordingly.</p> <p>Trauma Informed Approach:</p>	<p>1, 3, 4</p>

## Pupil premium strategy statement

**2023-24**

<p>implemented across the school to all staff.</p>	<p><a href="https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school">https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school</a></p> <p>ACEs - Early Intervention Foundation: <a href="https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next">https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</a></p>	
<p>Access to online study platforms, such as:</p> <ul style="list-style-type: none"> <li>● Educake</li> <li>● Sparx Maths</li> <li>● Language Nut</li> <li>● TimesTable</li> <li>Rockstars</li> </ul>	<p>Technology for online learning for some of our students. Continued use of online learning tools for posting lesson resources and further practice as well as opportunities for flipped learning</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning</a></p>	<p>1, 2, 3</p>

## Pupil premium strategy statement

2023-24

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

Budgeted cost: £166,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>121 Tuition for students in key subjects:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Science</li> <li>• Geography</li> </ul>	<p>Tuition targeted in core subjects and at specific students/needs/gaps based on assessment data</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 3, 4
<p>Elevate Curriculum and addition of a second SENDCo to the school structure.</p>	<p>Elevate is a specific curriculum model, aimed at some of the more vulnerable learners. A SENDCo teaches one group of children for 10 hours per week; building consistency, relationships and bridging the gap from Primary to Secondary.</p> <p>This currently runs in Year 7 - 8 and is new for this academic year.</p> <p>Evidence to support:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a></p>	1, 2, 3
<p>Specialist Literacy Intervention Teachers and Teaching Assistants - focusing upon students with low levels of literacy</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers</p>	1, 2, 3, 4

## Pupil premium strategy statement

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<p>or joining the country with little or no English.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EAL Support: Evidence informed practice</p> <p><a href="https://www.amazon.co.uk/researchED-Guide-English-Additional-Language/dp/1915261341/ref=sr_l_3?crd=3QMCW3S8F8P5T&amp;keywords=eal+tom+bennett&amp;qid=1667575407&amp;s=books&amp;sprefix=eal+tom+bennet%2Cstripbooks%2C79&amp;sr=1-3">https://www.amazon.co.uk/researchED-Guide-English-Additional-Language/dp/1915261341/ref=sr_l_3?crd=3QMCW3S8F8P5T&amp;keywords=eal+tom+bennett&amp;qid=1667575407&amp;s=books&amp;sprefix=eal+tom+bennet%2Cstripbooks%2C79&amp;sr=1-3</a></p>	
<p><i>Revision guides, resources and development.</i></p> <p><i>Enrichment rewards to drive attendance at additional sessions. Including trips, experiences, Prom incentives alongside food and drink.</i></p>	<p>Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to</p>	<p>1, 3, 4</p>

## Pupil premium strategy statement

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

Budgeted cost: £382,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving attendance further and reducing the number of students who are Persistent Absentees. Use of dedicated attendance staff, DEEPS lead, rewards</i></p>	<p>Dedicated team focused on student attendance. Essential for student outcomes for attendance to be improved</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</a></p>	1, 2
<p><i>Emotional and Wellbeing support - ensuring students have access to appropriate levels of support. Recruitment of dedicated safeguarding officer. Training for mental health leads. Addition of Pastoral Leads to widen the support network for students.</i></p>	<p>Increased need for emotional wellbeing support in school for students due to the impact of Covid-19. Many external services are now struggling with the demand, so the net of support agencies and avenues utilised continues to grow, in line with guidance.</p> <p><b>Mental Health and Wellbeing Guidance:</b></p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p><b>Promoting mental health and wellbeing:</b></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a></p>	2, 3, 4
<p>Uniform support - to ensure Removing barriers caused by the cost of school uniform to</p>	<p>Removing barriers caused by the cost of school uniform to improve attendance and engagement with school for disadvantaged families and students</p>	2, 3

## Pupil premium strategy statement

2023-24

<p>improve attendance 4 7 disadvantaged families are supported to equip their children with Academy uniforms. Providing all Y7 students with a free uniform bundle, support for families who are struggling through hardship fund</p>	<p>By supporting in this way, we are adapting the behaviour approach - not utilising a one size fits all and supporting families and students to meet high expectations and standards, rather than uniform issues leading to further behaviour issues.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1700460878">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1700460878</a></p>	
<p><i>Utilise the EWO - and additional EWO colleague to target students who are eligible for Pupil Premium funding and are in danger of becoming PA or are already PA. Weekly Inclusion and Attendance meetings</i></p> <p><i>Implement a range of interventions to support students who are identified as PA. Phased reintegration and personalised support packages</i></p>	<p><b>DFE Attendance Case Studies:</b> <a href="https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts">https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts</a></p> <p><b>Ofsted Best Practice:</b> <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p><b>EEF - Attendance Interventions:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>1, 2, 3, 4</p>
<p><i>Inclusion team and pastoral support staff. Interventions through the</i></p>	<p><b>SEN Support:</b> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a></p>	<p>1, 2, 3, 4</p>

## Pupil premium strategy statement

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<p><i>PLC, PDC, Bridge and TA team to support with literacy, numeracy, social and emotional intervention and behaviour intervention.</i></p> <p><i>Pastoral leads - new roles within the school - to support leading of the pastoral team.</i></p>	<p><b>TA utilisation:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><b>ELSA support:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>EMAT team liaison</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</a></p>	
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**TOTAL BUDGETED AMOUNT: £810,717.96**

## Pupil premium strategy statement

2023-24

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<b><i>Summary of outcomes results 2023:</i></b>				
<b>Area</b>		<b>Pupil Premium</b>	<b>All Students</b>	<b>Non Pupil Premium</b>
<i>English</i>	<i>Grade 4+</i>	<i>51.7%</i>	<i>65.2%</i>	<i>76.2%</i>
	<i>Grade 5+</i>	<i>37.5%</i>	<i>53.2%</i>	<i>66.0%</i>
<i>Maths</i>	<i>Grade 4+</i>	<i>42.5%</i>	<i>54.3%</i>	<i>63.9%</i>
	<i>Grade 5+</i>	<i>28.3%</i>	<i>36.7%</i>	<i>43.5%</i>
<i>English and Maths</i>	<i>Grade 4+</i>	<i>40%</i>	<i>52.4%</i>	<i>62.6%</i>
	<i>Grade 5+</i>	<i>24.2%</i>	<i>34.8%</i>	<i>43.5%</i>
<i>Achievement 8</i>		<i>28.38</i>	<i>36.09</i>	<i>42.38</i>

There is clearly still a disparity between outcomes of those disadvantaged students, and those who are not.



## Pupil premium strategy statement

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Further robust measures have been put in place for the coming academic year to try to ameliorate the gap and further focus upon the achievement and outcomes for those students.

It is clear that there needs to be a greater focus upon literacy, to ensure that all students - in particular those from a disadvantaged background - can access their education. In addition to the lack of resilience shown by a number of learners in this cohort. The Academy has widened its support package and the agencies/services it works with to ensure that appropriate support is in place moving forward.

## 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
Therapeutic Support	Mind
Educational Psychologist	Middlesbrough Borough Council
EMAT	Middlesbrough Borough Council
Fresh Start - Ruth Miskin	Phonics support package
Sparx Maths	Online Maths package
Third Space	Online Maths tuition
Accelerated Reader / MyOn	Reading package - for intervention and pleasure - focusing upon ZPD.