

Harmony Trust Pupil Premium Strategy 2025-2026

Reigate Park Academy

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Harmony Trust Pupil Premium Strategy 2025-2026

This document sets out how The Harmony Trust will allocate Pupil Premium funding across its academies to ensure equitable, evidence-based use of resources that improves outcomes for disadvantaged pupils.

Scope

- Applies to all academies within The Harmony Trust.
- Covers Pupil Premium funding for pupils eligible for Free School Meals (FSM), Looked After Pupils (LAC), and Service Pupils.

Principles

- **Compliance:** All spending aligns with DfE conditions of grant and the Pupil Premium Menu of Approaches.
- **Equity:** Allocation reflects pupil need, not academy size or historic funding.
- **Transparency:** Each academy publishes a Pupil Premium Strategy Statement explaining how the use of funds benefits its pupils.
- **Impact:** Funding decisions are evidence-based and monitored for effectiveness.

Governance

- **CEO/CFO:** Oversees implementation and financial reporting.
- **Principals:** Collaborate on planning and report impact at academy level.

Approach

- Collectively the Trust Leadership Team (comprised of CEO, ELT and Principals) have determined the priorities for the use of the pupil premium.
- The strengths and needs of the Trust were determined by a Trust wide review led by Marc Rowland. This resulted in a Trust wide-strategic framework 'Excellence for All'
- The activity related to each priority is determined using research, evidence and the knowledge of what is having impact within our own academies.
- In each academy, the activity related to those priorities is funded through the use of the pupil premium. This ensures that the specific strategic priorities are prioritised and that the resources are directed to the strategies that have the most impact.
- The use of the remaining portion of the pupil premium allocation is determined by the academy leaders to meet specific and localised need.

Spending Priorities

- High-quality teaching (e.g., CPD, recruitment of specialist teachers).
- Targeted academic support (e.g., tutoring, interventions).
- Wider strategies (e.g., attendance, wellbeing, parental engagement).

Accountability & Reporting

- Each academy publishes its **Pupil Premium Strategy Statement** by 31 December.
- Trust publishes an **annual impact report** summarizing spending and outcomes.
- Monitoring includes:

- Termly data reviews.
- Annual evaluation against specified objectives.

Risk Management

- Ensure no academy is disadvantaged by redistribution.
- Maintain clear audit trail for all trust-wide priority expenditure.
- Review statement annually.

Review of the Harmony Trust Pupil Premium Strategy 2021-2025

This review provides an evaluation of the Pupil Premium Strategy across The Harmony Trust, reflecting on its implementation and impact over the 4-year period. The strategy was designed to improve outcomes for disadvantaged pupils by aligning with the *Excellence for All Framework*—an evidence-based approach that informs pedagogy, resource allocation, and targeted interventions to ensure every child succeeds.

The review considers:

- **Trust-wide strategic actions** that have shaped teaching quality, curriculum development, and professional learning.
- **Academy-specific priorities** tailored to individual contexts and challenges.
- The extent to which these actions have contributed to raising attainment, improving engagement, and closing gaps for disadvantaged learners.

The strategy adopted a dual approach:

1. **Strategic allocation of resources for trust-wide initiatives** such as CPD, leadership development, and curriculum frameworks.
2. **Retaining funding for academy-level priorities** to address local needs and barriers.

This review summarises progress made, highlights the impact of key initiatives, and identifies areas for refinement to sustain improvement. It also informs the rationale for continuing the same strategic priorities for the next phase, ensuring consistency and deeper cultural change across all academies.

Impact Over Time

The Pupil Premium Strategy has driven improvements across The Harmony Trust by embedding evidence-based practices and aligning resources to the most pressing needs of disadvantaged pupils. Investment has strengthened the quality of provision for all Harmony pupils, ensuring more pupils are educated in good schools by skilled teachers. Over time, these strategic priorities have enhanced teaching quality, enriched curriculum provision, and improved pupil outcomes in key areas such as early years and attendance. Importantly, we consider outcomes beyond attainment; engagement, positive learning behaviours, and pupils' ability and willingness to talk confidently about their learning. The following section summarises the cumulative impact of these initiatives and how they have contributed to closing gaps and raising aspirations across all academies.

Excellence for All Framework

- Since the initial development of the framework, leaders have used the supporting audit tool and exemplification materials to evaluate provision and plan systematic improvements.

The audit tool aligns to 7 guiding principles:

<i>1. Leadership, Culture, Values and Systems</i>	A coherent, system-wide approach underpins efforts to tackle educational disadvantage. Strategic clarity, alignment of policy and practice, and capacity building are central to success. Full staff ownership and optimal deployment of expertise remain priorities.
<i>2. High Expectations</i>	Unified standards of ambition ensure consistently high expectations across all academies. This principle drives curriculum design, staff development, and intervention planning. Strategic oversight focuses on sustaining these expectations through leadership alignment and rigorous monitoring.
<i>3. The Impact of Socio-economic Disadvantage</i>	A research-informed approach identifies barriers to learning and targets strategies where influence is greatest. Strategic planning avoids generalisations and prioritises nuanced, evidence-based responses.
<i>4. Inclusive Teaching Strategies</i>	Classroom practice remains the most powerful lever for improvement. Professional development, curriculum equity, and evidence-based pedagogy are prioritised to meet diverse needs.
<i>5. Relationships and Parental Involvement</i>	A developing Parental Engagement Strategy aims to move beyond ad-hoc engagement toward a systematic, evidence-informed model that empowers parents as partners in learning. Priorities include building trust, improving communication, and creating consistent frameworks across academies to support parental involvement from early years onward.
<i>6. Evidence</i>	Commitment to an evidence-informed culture ensures decisions draw on national research and local action studies. Combining research with professional expertise guarantees contextual relevance. Engagement with evidence is systematic, moving beyond selective use of toolkits to embed robust, reflective practice.
<i>7. Impact Evaluation</i>	steps toward a robust evaluation framework are underway, with monitoring processes beginning to align with strategic planning. There is emphasis on measuring long-term impact rather than short-term gains. Continued development will focus on consistency and embedding these practices across all academies.

Professional Development

- A comprehensive CPD offer has strengthened teaching expertise. Programmes such as Unlocking Potential and Subject Leader Development have improved curriculum leadership and classroom practice. Subject specialisms and curriculum support are now embedded, shaping a culture of high expectations for all pupils. Feedback from inspections highlights improved subject knowledge and confidence among staff.

Workforce Capacity

- Leadership and specialist capacity have grown significantly. The Development Team now includes senior leaders, trust leaders, and ImpleMENTORs across all subjects, enabling targeted support and rapid response to local needs. Partnerships for teacher training have secured a sustainable pipeline of talent.

Early Years Provision

- Investment in early intervention has transformed EYFS practice. The REDI programme has raised standards in early education and extended into KS1, ensuring smoother transitions and

stronger foundations for learning. Data tracking systems now provide a holistic view of pupil progress from the earliest stages.

Literacy and Oracy

- Reading and language development have been prioritised through the Read, Achieve, Succeed strategy. Phonics outcomes have improved, and systematic approaches to oracy are beginning to be embedded. Regular early reading reviews and enrichment activities, including author events, have fostered a stronger culture of reading for pleasure and purpose.

Technology Integration

- The HTML strategy has increased access to digital learning, with pupils using devices to extend learning beyond the school day. Engagement with online platforms has been significant, with pupils having opportunities to read from a vast online library and interact with maths and spelling activities they otherwise would not have. Phase 2 of the strategy is beginning with a refreshed strategy framework and supporting CPD to enable practitioners to further maximise the learning opportunities through technology.

Attendance and Safeguarding

- Multi-disciplinary teams have strengthened family engagement and support, reducing barriers to attendance. Clear guidance and collaborative networks have improved consistency in practice, ensuring vulnerable pupils receive timely intervention.

Character Education

- The Harmony Pledge is embedded across the curriculum, promoting character development and raising aspirations. Pupils have access to a wide range of experiences that build resilience, confidence, and social capital.

Enrichment and Opportunity

- Cultural and enrichment activities, including performing arts, residential, and sports, have become integral to the curriculum. These experiences enhance cultural capital, broaden horizons, and contribute to pupils' personal development.

Inclusive Practice and High Expectations: Ofsted Findings

Recent Ofsted reports across Harmony Trust academies highlight strong, inclusive provision for disadvantaged pupils. Those joining mid-year settle quickly with tailored support, especially EAL learners. Language development is prioritised from early years, improving vocabulary and oracy for pupils with limited language skills. Staff maintain high expectations, address gaps effectively, and adapt provision so pupils with SEND access the full curriculum. Attendance is promoted through close family engagement, while enrichment opportunities—such as choirs, Shakespeare festivals, author visits, and cultural events under the Harmony Pledge—ensure equal access. These strategies raise attainment, foster engagement, and support personal development, enabling every pupil to “believe, achieve and succeed.”

Rationale for Continuing Strategic Priorities (2025–2026)

The Harmony Trust's Pupil Premium Strategy has delivered measurable improvements in teaching quality, pupil attainment, and inclusion for disadvantaged learners. Continuing with the same strategic priorities for the next year will ensure consistency, deepen impact, and allow for further development of key initiatives that directly benefit pupils in receipt of Pupil Premium funding.

Aligning Publication with the Academic Year

From 2025–2026, the Trust will bring the publication cycle in line with the academic year rather than the calendar year. This change ensures that Pupil Premium strategy statements are prepared and published well in advance of the statutory **31 December deadline**, providing clarity for staff and stakeholders at the start of the school year. Benefits include:

Improved Planning and Implementation: Leaders can embed Pupil Premium priorities from September, aligning interventions with termly cycles and assessment points.

Enhanced Accountability: Earlier publication supports timely monitoring and evaluation of Pupil Premium impact, enabling mid-year adjustments where needed.

Consistency Across Academies: Aligning with the academic year reduces confusion and ensures all academies operate on the same timeline for strategic planning and reporting.

Continuing and Strengthening Our Core Priorities

Proven Foundations with Scope for Growth

Current priorities—high-quality teaching, early intervention, literacy and oracy, technology integration, attendance, character education, and enrichment—are evidence-based and have shown measurable success in improving outcomes for Pupil Premium pupils.

These priorities remain essential given persistent contextual challenges such as high levels of disadvantage, SEND, and EAL across our academies.

Further Development of Key Programmes

Unlocking Potential Programme (UP): Expansion across EYFS, KS1, UKS2, and Teaching & Learning phases will provide targeted support for Pupil Premium pupils at critical stages, embedding strategies that accelerate progress and close attainment gaps.

Leadership Development Programme: Empowering leaders to drive Pupil Premium impact through a structured framework based on The 7 Habits of Highly Effective People. Tailored programmes for executive leaders, academy leadership teams, and middle leaders will ensure clarity of purpose and measurable improvement in provision for disadvantaged learners.

Strengthening Inclusive Practices

Further development of the Inclusion Team within the Development Team, implementing a Hub Model to ensure pupils—including those eligible for Pupil Premium—receive the right support, in the right place, at the right time. This approach will be underpinned by Quality First Teaching for all pupils through adaptive teaching methods, ensuring that classroom practice remains the most powerful lever for improvement.

Alongside this, we will prioritise strategies that enable all pupils to access a broad, knowledge-rich curriculum, regardless of need or starting point.

Creation of Communication and EAL Champions across the trust will address language barriers and enhance provision for pupils with additional needs, many of whom are also Pupil Premium recipients.

Enhancing Family and Pupil Support

Evolving Family Support Team roles to Pupil and Family Support Workers, placing greater emphasis on the child while maintaining strong family engagement. This shift ensures holistic support for Pupil Premium pupils' academic, social, and emotional needs, with a clear focus on helping pupils attend school regularly, thrive in their learning, and close attainment gaps.

By strengthening partnerships with families and providing timely interventions, we aim to remove barriers to engagement so that disadvantaged pupils can access the full curriculum, make strong progress, and achieve well.

Sustaining Cultural and Pedagogical Change

Initiatives such as the Excellence for All Framework, Harmony Pledge, and HTML strategy require time to embed fully and deliver long-term cultural change that benefits disadvantaged learners.

Continuing these priorities will consolidate gains and ensure consistency in Pupil Premium provision across all academies.

Alignment with Strategic Vision

These priorities align with the Trust's Great Place 2 Learn and Great Place 2 Work strategies and national guidance on Pupil Premium, supporting compliance and readiness for external scrutiny.

Current Context (Autumn Term 2025)

As a Trust, our data indicates that the context in which we operate continues to be complex and challenging across several areas:

- **Pupil Numbers**

The total number of pupils on roll is 5,782. This lower figure is typical for the autumn term (2025) as we continue to see year-on-year growth in Early Years. However, some academies have experienced a decline in pupil numbers compared to the same period last year.

- **Special Educational Needs and Disabilities (SEND)**

The proportion of pupils with SEND is 22% (up from 19% in September 2022), equating to 1,255 pupils identified at School Support or with an Education, Health and Care Plan (EHCP). The Trust SEND register (October 2025) records 319 pupils with an EHCP, 140 of whom have an Inclusion Hub place.

- **Disadvantaged Pupils and Pupil Premium**

40% of pupils across the Trust are identified as disadvantaged and in receipt of Pupil Premium funding (previously 43%). This is substantially higher than the national average of 25.7%, and in some academies, the proportion exceeds 50%, with one academy reaching 67%. These figures highlight acute levels of need and the importance of targeted strategies to close attainment gaps and support equity of opportunity.

Disadvantage intersects with other vulnerabilities, including SEND, EAL, and safeguarding concerns, creating a layered and complex profile of need. Leaders report that the impact of socio-economic disadvantage is evident not only in academic outcomes but also in attendance, engagement, and access to wider enrichment opportunities.

- **English as an Additional Language (EAL)**

52% of pupils have English as an Additional Language.

EAL as an Under-Identified Need

EAL is often an under-identified barrier, masking a root cause of underachievement. Many International New Arrivals are not eligible for Pupil Premium funding yet still benefit from trust-wide strategies that prioritise language development, curriculum access, and tailored support.

- **Safeguarding and Vulnerability**

Data does not fully capture the safeguarding challenges faced by our academies. Among pupils on roll:

- 32 are currently Looked After
 - 23 are Previously Looked After
 - 112 are subject to Special Guardianship, Childcare Arrangement Orders, or formal Kinship Care arrangements
- Leaders report increasing challenges in securing external support for families, with more Early Help responsibilities falling to academies rather than external agencies.

- **Behaviour and Exclusions**

Since September, six pupils have received suspensions (totalling 14.5 days) and there have been no exclusions. Across the previous academic year, 28 pupils were suspended (57 days in total) with zero exclusions. The overall suspension rate remains low relative to pupil numbers. The Trust works closely with local authority teams to provide support and prevent permanent exclusions.

- **Interim Reduced Timetables (IRTs)**

Currently, 31 pupils are on IRTs:

- 20 for integration and induction (mostly linked to Inclusion Hubs)
- 3 for medical reasons
- 8 for pastoral reasons

The Trust Executive Leader monitors compliance at academy level. As a highly inclusive Trust, we aim to minimise IRTs and promote strong attendance for all pupils.

Pupil Premium Strategy Plan

Statement of Intent

Our intent is that **every pupil in receipt of Pupil Premium funding—alongside those facing disadvantage, SEND, or language barriers—benefits from consistently high-quality teaching, an inclusive curriculum, and timely, targeted support** so they achieve well and thrive socially and emotionally. We will:

- **Prioritise high-quality teaching for all pupils** as the most effective lever for closing attainment gaps, ensuring expert CPD, coaching, and adaptive strategies are embedded in every classroom.
- **Direct academic support and wider strategies specifically toward Pupil Premium recipients**, using the DfE menu of approaches and the EEF's tiered model to maximise impact.
- **Address persistent barriers disproportionately affecting Pupil Premium pupils**, including low baseline language and literacy, limited access to enrichment, and challenges linked to attendance, mobility, and SEMH needs.
- **Ensure equitable access to strong early years provision, systematic reading and language development, and enrichment opportunities**, recognising that these are critical for pupils experiencing socio-economic disadvantage.
- **Adopt a strategic funding approach**: allocating a proportion of Pupil Premium to fund trust-wide priorities (e.g., leadership development, Unlocking Potential programmes, Inclusion Hubs, Speech & Language capacity, and digital access through HTML) while retaining academy allocations for context-specific interventions. This ensures both strategic coherence and responsiveness to local needs.

This approach reflects national guidance on Pupil Premium planning, supports multi-year strategic alignment, and underpins our commitment to publish annual updates and impact evaluations.

Challenges

Our disadvantaged pupils typically face multiple, overlapping barriers.

1. **Language & Literacy:** Low baseline language/vocabulary; high EAL and INA; limited reading fluency and access to texts.
2. **Early Foundations:** Low starting points in EYFS; increased SLCN; uneven transition into KS1.
3. **Curriculum Access:** Gaps in prior learning due to mobility; need for adaptive teaching and scaffolded access to knowledge-rich curricula.
4. **Attendance & Engagement:** Persistent absence; complex family circumstances; limited home learning routines.
5. **SEMH & Wellbeing:** Trauma, dysregulation and increased safeguarding needs impacting readiness to learn.
6. **SEND:** Rising complexity and waiting times for specialist support; need for timely, correct placement/support (“right place, right time”).
7. **Digital Inclusion & Workload:** Variability in effective technology use; ensuring equitable access and sustainable staff workload.

All of these barriers are reflected in the 10 Educational Priorities within the Trust’s Strategic Plan.

Review of Outcomes (Previous Year – trust summary)

Based on the internal trust review:

- **Teaching quality and curriculum access** strengthened via Excellence for All; subject specialisms embedded and adaptive teaching improved.
- **UP and SLDP** boosted staff expertise; inspection feedback highlighted stronger subject leadership and classroom practice.
- **Early Years & KS1** foundations improved (REDI → KS1 integration); enhanced assessment and transitions.
- **Reading & Oracy** culture deepened (phonics, author events, reading reviews); planned expansion of Trust-wide oracy routines.
- **Attendance MDTs** provided timely support; **Inclusion Hub** approach refined; SALT offer strengthened.
- **Pledge & Enrichment** broadened experiences, confidence and aspiration.
- **HTML** increased access and home learning engagement; review framework safeguards equity and workload.

Intended Outcomes (2025–2026)

Our overarching aim is that **every pupil in receipt of Pupil Premium funding—alongside those facing disadvantage, SEND, or language barriers—achieves well academically and thrives socially and emotionally**. The intended outcomes for this strategy are:

Improved Attainment and Progress for Pupil Premium Pupils	- Narrow attainment gaps in reading, writing, and mathematics between Pupil Premium pupils and their peers. - Accelerate progress for pupils with low starting points, particularly in EYFS and KS1.
Strong Foundations in Language, Literacy, and Oracy	- Increase reading fluency and comprehension through systematic phonics and targeted interventions. - Embed trust-wide oracy routines to strengthen vocabulary and communication skills for disadvantaged learners.
Inclusive Access to High-Quality Teaching and Curriculum	- Ensure adaptive teaching strategies are consistently applied so Pupil Premium pupils access a knowledge-rich curriculum. - Maintain high expectations for all learners, supported by expert CPD and coaching.
Improved Attendance and Engagement	- Reduce persistent absence among disadvantaged pupils through proactive family support and multi-disciplinary approaches. - Strengthen home-school partnerships to promote engagement and readiness to learn.
Enhanced Wellbeing and SEMH Support	- Provide timely interventions for pupils experiencing trauma or dysregulation, ensuring emotional readiness for learning. - Expand access to Inclusion Hubs and specialist support for pupils with overlapping vulnerabilities.
Increased Access to Enrichment and Cultural Capital	Guarantee Pupil Premium pupils participate in enrichment activities, residentials, and cultural experiences that broaden horizons and raise aspirations.
Digital Inclusion and Equity	Ensure disadvantaged pupils have equitable access to technology and online learning resources through the HTML strategy.
Sustained Leadership and System Capacity	Embed leadership development programmes that prioritise Pupil Premium impact at every level, ensuring accountability and strategic clarity.

Academy-Specific Activity in this academic year (2025/26)

Academy Specific Challenges – Allocation of resources 25/26

A proportion of the academy's Pupil Premium Funding contributes to the trust-wide priorities as described in the first part of this document:

- Development Team:** *Includes CPD, Framework Development, Workforce Development, EYFS early identification and intervention, Harmony Pledge (Character Education)*
- Read Achieve Succeed:** *Accelerated Reader/MyOn (Renaissance Subscription), Books for every pupil and author events*

- **HTML:** 121 iPads, licences, subscriptions, CPD
- **Multi-Disciplinary Team:** Pupil and Family Support, Attendance
- **Enrichment Opportunities:** Trips, visitors, clubs

Each Academy retains a proportion of its Pupil Premium Funding for individual academy priorities. These are identified by the Principal and The Pupil Premium Lead and are approved by the CEO through the Academy Visits Schedule.

Academy Statement of Intent

Reigate Park is a two-form entry primary school in Mackworth, Derby, serving a community with high levels of deprivation. 21% of our pupils speak English as an additional language, and many start school with low-level language skills.

Our Pupil Premium Strategy aims to ensure all pupils—regardless of background—make strong progress and achieve highly. High-quality teaching and early intervention are central to our approach, with a strong focus on language development, vocabulary, oracy, and reading. Targeted support complements a broad, knowledge-rich curriculum designed to improve life chances.

We operate a whole-school approach where all staff share responsibility for disadvantaged pupils' outcomes. Strategies are informed by robust assessment and prioritise inclusion, family engagement, and enrichment opportunities. Our goal is to close attainment gaps, raise aspirations, and enable every child to thrive academically and socially

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,201
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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> <i>*This term is taken from the PP guidance. The Harmony Trust does not 'pool' funding; it specifies an allocation of PP funding to trust-wide priorities which is proportionate to academy-specific funding</i>	£111,369 (5% retained £12,210) – not to be included in the activities described below

The academy has identified the following challenges, the strategies to overcome them and the intended impact of these strategies and interventions.

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (see also '[Challenges](#)' section above)

Challenge number	Detail of challenge
1	Literacy Phonics: Our assessments, observations and discussions with pupils show that there is an attainment gap of 14.2% between our PP (68%) and non-PP (82.4%) (2024 PSC. Reading: Our assessments, observations, discussions with pupils and end of Key Stage 2 outcomes show that there is an attainment gap between our PP and non-PP pupils. 2025 data shows that 73.3% of our non-PP pupils achieved the expected standard in reading (75% national) and 46.7% of our PP pupils achieve ARE (59% national). This is a gap of 26.6% which is significantly higher than the national gap of 16%. Writing: Our assessments, observations, discussions with pupils and end of KS2 outcomes show that there is an attainment gap of 32.1% between our PP (37.9%) and non-PP (70%). This is a significant gap which is also reflected when compared to national outcomes of 59% PP pupils at ARE and 73% non-PP pupils are at ARE. Oracy: Our assessments, observations, discussions with pupils show that there is an attainment gap in the oral language skills and vocabulary range of our PP pupils when compared to our non-PP in the Early Years and KS1. In 2024 38% of our PP children left Reception working at ARE for Speaking and Listening, compared with 70.3% of our non-PP pupils
2	Social Emotional Learning: observations, discussions with staff and families and case studies have identified an increase in social and emotional issues for many of our pupils. These issues significantly impact on the pupils' ability to succeed in their learning – particularly in our disadvantaged pupils.
3	Our assessment, observations and robust monitoring have identified that many of our disadvantaged pupils experience challenges which may impact on their learning, wider school life and experiences beyond the school gate. One key challenge is that of attendance at school. Our overall attendance in 2024-2025 (94.59) is above national (93.17), however, it is below the national target of 95% and below the schools' own target of 96%. Our school attendance for PP pupils was (93.59%) with a PA rate for this group of (24.5%) This is higher than national (17.79%). Attendance for all our pupils needs to improve; both whole school attendance and persistent absenteeism is a high priority for us, both within this plan and the Academy Development Plan. We know pupils experiencing success in the classroom is key to improving their life chances.

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 oracy, vocabulary and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils, leading

	to improved outcomes across the curriculum. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics outcomes for disadvantaged pupils at the end of Y1	Phonics outcomes are consistently in line with or above national outcomes
Writing attainment for disadvantaged pupils at the end of KS1 and KS2	Writing outcomes are consistently in line with or above national outcomes
To achieve and sustain improved wellbeing for all pupils in our school – particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations. - A significant increase in participation in enrichment activities – particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance demonstrated by: - The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. - The percentage of all pupils who are persistently absent being below 8% and the percentage for disadvantaged pupils being no lower than their peers.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement standardised NTS assessments.	Evidence shows that diagnostic assessments can indicate specific areas for development for individuals, groups and classes when used effectively. Diagnostic Assessment Tool.pdf	1
Continue to enhance our language rich learning environments.	Evidence shows that carefully planned continuous provision will enable children to learn skills, will change their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. What is Continuous Provision and why is it important? Studies of communication and language approaches consistently show positive benefits for children's learning, including their spoken language skills, their expressive	1

	vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. Communication and language approaches EEF	
Continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of children's fluency and comprehension skills	Evidence shows that ensuring every child has the necessary skills they need to read is an essential component of literacy education Why focus on reading fluency? EEF Improving Literacy in Key Stage 2 EEF	1
Continue to develop the consistency of teaching of early reading and phonics and continued resourcing of additional reading books (decodable) matching to developing phonic knowledge	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics EEF The reading framework	1
As a proportion of our disadvantaged children also have additional needs, whole school provision maps are in place for Social, emotional and mental health with an emphasis on inclusion through High Quality Teaching.	Evidence shows that core teaching practices support more children to succeed in class and reduce the need for separate interventions. This also enables staff to plan proactively for a wide range of needs using shared classroom structures and expectations. IIP Emerging Insights Report vF-2.pdf The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2
As a proportion of our disadvantaged children also have additional needs, year group forest school sessions are in place to support the development of children's social, emotional and mental health.	Research has shown that children who engage with Forest Schools show increased levels of: confidence, social skills, communication, motivation, physical skills and knowledge and understanding of the world. Forest Schools: impact on young children in England and Wales - Forest Research	2
To implement Drawing Club within EYFS to enrich	There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral	

language skills and develop fine motor control.

language skills.
[EEF | Communication and Language](#)

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run weekly after school boosters targeted at educationally disadvantaged pupils in phonics and reading Run Easter School targeted at educationally disadvantaged year 6 pupils Run targeted interventions through Derby City Sports for reading in UKS2	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement 2. Targeted academic support EEF	1
As a proportion of our disadvantaged children also have additional needs, teaching staff will need to create personalised provision maps that enable these children to make progress from their starting point.	Evidence suggests that providing support at an individual level can have a positive impact equivalent to 4 months additional progress per year. Individualised instruction EEF	1,2,3
Use of Launchpad to Literacy as an intervention strategy to support targeted pupils to accelerate progress in reading, communication and language.	Research shows that reading should be developed using a balanced approach that focuses on both language comprehension and decoding. To support language comprehension, children appear to benefit from a range of complementary activities, including those focused on vocabulary development, language structures and the development of background knowledge. Preparing Literacy Guidance 2018.pdf (page 10) EEF blog: Phonics - mastering the basics of reading EEF	1
Targeted 1:1 social emotional support to enable	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health,	2

children to develop wider skills in order to thrive	school readiness and academic achievement, crime, employment and income. Improving Social and Emotional Learning in Primary Schools EEF Evidence indicates that there is a particular promise for approaches that focus on improving social interaction between pupils.	
Use of the Attend Framework to provide 1:1 support for children and families to address emotionally based barriers and improve attendance.	Evidence shows that children who are often absent from school are more likely than others to underperform and to leave school with few or no qualifications. They are more likely to be unemployed, to experience social isolation, to suffer mental illness and to become homeless. Poor attendance is also associated with vulnerability, exploitation and crime. Emotionally based school non-attendance (EBSNA) - Derby City Council	2
Lego Therapy	Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Improving Social and Emotional Learning in Primary Schools EEF The average impact of successful social and emotional learning interventions is an additional 3 months progress. Evidence indicates that there is a particular promise for approaches that focus on improving social interaction between pupils.	2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Discounted costs for disadvantaged families to enable participation and engagement in enrichment activities	Children to have opportunities such as access to experiences to build on their cultural capital: trips, theatre visits, connections in the community, cultural and art experiences. Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	1, 2
To provide parent information sessions and drop-ins (e.g. phonics and reading) led by subject leaders	Evidence suggests that improving parental engagement can have a positive impact equivalent to 4 months additional progress per year. These sessions build relationships, boost parents' confidence, and extend learning into the home. Parental engagement EEF	1
Embedding principles of good practice set out in the DfE's latest attendance advice. This will include pastoral attendance monitoring, early intervention and home visits where support is required for low attendance	Attendance issues are often linked to wider vulnerabilities. A robust, supportive approach with timely communication can prevent escalation and ensure families feel supported rather than penalised. Working together to improve school attendance - GOV.UK	3
Safeguarding team-led check-ins for vulnerable pupils	Consistent, warm adult relationships and safe routines are protective factors for children with adverse experiences. Supporting emotional regulation and readiness to learn is foundational for educational success. https://researchbriefings.files.parliament.uk/documents/POST-PN-0739/POST-PN-0739.pdf	1, 2, 3
Fund breakfast club	Evidence shows that by providing free or reduced-price meals may remove a barrier to school engagement for economically disadvantaged pupils. Breakfast Interventions - Rapid Evidence Assessment Education Endowment Foundation	3
Provide a walking bus to improve school attendance for targeted pupils.	Research shows that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families Working together to improve school attendance (applies from 19 August 2024)	2

Total budgeted cost: £111,369

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

2024-2025 Data	School Disadvantaged Pupils	National Non-Disadvantaged Pupils	National Disadvantaged
% meeting EXS in RWM combined	31%	69%	47%
Average Score – Maths	97.82	106	102
Average Score - Reading	100.85	107	103

2023-2024 Data	School Disadvantaged Pupils	National Non-Disadvantaged Pupils	National Disadvantaged
% meeting EXS in RWM combined	38.9%	67%	46%
Average Score – Maths	101.53	106	101
Average Score - Reading	99.17	106	103

At the end of Reception 2025 GLD for PP was 30.8% compared with 69.5% National. This was a drop on 2024 of 10%, this has been addressed this year through a range of strategies and the targets set for the end of 2026 are much closer to national.

Phonics results were positive for the school with 76.3% achieving expected in Year 1 – much closer to the national average of 80.8%. The gap narrowed between PP pupils 68% and NPP 82% -a reduction of 5% from the previous year (20% in 2023/2024 to 14.5% in 2024/2025).

Our KS1 data shows that there was a gap in reading (53.8%PP) compared to (70.4% NPP), in writing (50% PP) and (54.8% NPP) and in maths (50% PP) and (64.5% NPP).

At KS2, in 2024, our data shows that there was a gap in reading (46.7% PP) compared to 73.3% NPP), in maths (43.3% PP) compared to (76.7% NPP). In writing, our data shows that PP children performed higher than our NNP children, (41.4% PP) compared to (23.3%).

The aim at Reigate Park is for all pupils, whatever their needs and starting points, is to attain well and we know many of our non-pupil premium pupils still need extra support. Improving attainment in Literacy remains a key priority for us in this 3-year plan. We are aiming to consistently achieve results above national and in line with or above Derby City averages.

Our overall attendance in 2024/25 (95.27%) is above national 94.8%, and the national target of 95% but is still below the academy's own target of 96%. Our school attendance for PP pupils (93.25%) is higher than national (89.4%). Attendance for all our pupils still needs to improve to meet our academy target which is why whole school attendance and persistent absenteeism remains a focus of this current plan. Attendance is central to any school improvement strategy

because we know pupils experiencing success in the classroom is key to improving their life chances.

Our assessments, observations and case studies indicate that pupil's Social, emotional and mental health/wellbeing is continually improving. Ensuring strong leadership across inclusion is key to continued progression, alongside supporting staff to understand pupil's needs. Our continued focus on High Quality Teaching as well as personalised, targeted intervention is key to our continued success. Personal Development is key to improvement for all our educationally disadvantaged pupils. At Reigate, we always aim to provide exceptional pastoral support to all our pupils and their families.

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
Drawing Club	Greg Bottrill
Spelling Shed	EdShed
LetterJoin Whole School Handwriting Scheme	LetterJoin
Accelerated Reader	Renaissance UK
Bug Club Phonics Reading Scheme	Bug Club