

Harmony Trust Pupil Premium Strategy 2025-2026

Village Primary 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 Children (LAC), and Service Children.

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 children 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

1. 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 children 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 Increases.
- **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.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£593,851
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>	£356,146 (5% retained £29,693) – 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	Increased numbers of children identified as having complex SEND needs.
2	Increased numbers of families with complex needs requiring support from the Safeguarding and Family Support team.
3	Growing numbers of International New Arrivals (INA) and a high percentage of children with EAL, who have low baselines in language and vocabulary, and limited reading fluency.
4	Low starting points in EYFS across all areas of learning and particularly communication and language.
5	Uneven transition from EYFS to Y1 requiring adapted approach to provision.
6	Persistent absence of vulnerable pupils

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
1. All pupils with complex SEND needs, including those eligible for Pupil Premium, receive timely and appropriate support that enables them to access a broad, knowledge-rich curriculum and make strong progress from their individual starting points.	• 100% of pupils with complex SEND have Individual Education Plans (IEPs) and adaptive teaching strategies in place. • Progress data shows accelerated improvement in reading, writing, and maths, IP or EHCP targets compared to previous years. • Increased access to Inclusion Hub and/or specialist interventions (e.g., Speech & Language, SEMH support). • Monitoring evidence indicates improved engagement and reduced barriers to learning. • EYFS bespoke provision established which provides tailored age and developmentally appropriate support alongside the EYFS mainstream provision.
2. Families with complex needs receive timely, coordinated support that removes barriers to pupil attendance, engagement, and wellbeing, ensuring disadvantaged pupils, including those eligible for Pupil Premium, can access learning and make strong progress.	• Identified families have a clear support plan in place, monitored through Safeguarding and Family Support reviews. • ACEs identified and bespoke support in place for individual pupils. • Persistent absence among pupils from these families reduces compared to previous year and overall attendance increases. • Increased engagement in enrichment opportunities and with signposted outside agencies for pupils from supported families. • Positive feedback from family surveys and safeguarding audits evidences improved engagement and collaboration.
3. Pupils who are International New Arrivals (INA) and those with English as an Additional Language (EAL) develop strong language, vocabulary, and reading fluency through targeted support and inclusive teaching strategies, enabling them to access the full curriculum and make accelerated progress.	• Pupils with complex SEND have Individual Plans (IPs) and adaptive teaching strategies in place. • Progress data shows accelerated progress in reading, writing, and maths compared to previous years, using NASSEA/Bell materials to support assessment. • Increased access to Inclusion Hubs and specialist interventions (e.g., Speech & Language, SEMH support). • Monitoring evidence indicates improved engagement and reduced barriers to learning.
4. Children will make accelerated progress in all areas of learning, with a strong focus on communication and language, so that by the end of EYFS they are confident communicators who can listen attentively, express themselves clearly, and use a	• Increase the percentage of pupils achieving a Good Level of Development (GLD) compared to previous year. • Significant improvement in communication and language scores from baseline to end of EYFS. • Evidence of strong oral language development through observations and assessments. • An increased range of vocabulary used and understood.

broader vocabulary appropriate for their age.	
5. Children experience a smooth and well-supported transition from EYFS to Year 1 through an adapted curriculum and provision that builds on prior learning, ensuring continuity in play-based approaches and a different approach to teacher input.	- Children settle quickly into Year 1 routines and demonstrate positive engagement in both play-based and adult-led activities. - Continuous provision is adapted to reflect Year 1 curriculum objectives while maintaining opportunities for child-initiated learning. - Language and communication skills improve, with most pupils confidently expressing ideas and using age-appropriate vocabulary - Assessment shows sustained progress from EYFS baseline in reading, writing, and maths, with gaps narrowing for disadvantaged pupils. - Parents are actively engaged in supporting transition and home learning through regular communication.
6. Reduce persistent absence among vulnerable pupils through proactive family support and multi-disciplinary approaches.	- Persistent absence rate decreases compared to previous year. - Improved overall attendance for disadvantaged pupils, moving closer to or above national average. - Increased engagement in enrichment opportunities and positive feedback from families.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 197,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reorganise and resource Year 1 provision indoors and outdoors</i>	Sanders et al recommend that Y1 children continue to learn through play and child-initiated activities, similar to EYFS, to ensure continuity of experience when transitioning to Key Stage 1. Whitebread et al. (2017) reported play-based provision in Year 1 enhances imagination, problem-solving and emotional control. It helps children to develop sustained engagement and resilience and promotes deeper learning across the curriculum.	5
<i>CPD for EYFS and Year 1 staff, including SEND</i>	NASEN study (2022) found that access to CPD positively impacts staff confidence, teacher and TA practice and the classroom learning environment. The SEED report (2017) concluded that SEND training improves the monitoring, assessment and early identification of SEND. This in turn leads to better targeted support and stronger outcomes for children with SEND. SEND-focused CPD enables inclusive	1, 4 & 5

	teaching strategies and the capacity of staff and SENCoS to deliver effective support.	
<i>Recruitment of an apprentice for EYFS and Year 1</i>	Apprentices typically stay longer, fostering a stable workforce and reducing recruitment turnovers. "Grow your own" approach allows settings to tailor staff training to specific contextual needs. Under the EYFS framework, apprentices aged 16+ count toward staff-to-child ratios at a Level 2 equivalent, increasing adult interactions. Apprentices access up-to-date theoretical knowledge through their college study, which helps reinforce evidence-led pedagogy and effective practice in provision.	4, 5
<i>Recruitment of a Trust EYFS lead and Trust Senior leader</i>	A DfE study, tracking EYFS leaders over 3 years, concluded that these specialist leaders significantly boost both their own professional capabilities and the quality of pedagogy across Early Years settings. The OECD 'Leadership for Quality Early Childhood Education and Care' (2019) highlights that specialist leadership in EYFS is central to driving quality improvement including better staffing, improved adult-child interactions and higher developmental outcomes for children.	4, 5
<i>EAL CPD for all staff</i>	Uni of Leeds (2024) independent report noted that, following CPD, teachers showed increased confidence in supporting EAL learners and the pupils with EAL showed higher engagement in lessons. A Northumbria University study found increased motivation and professional commitment following EAL CPD and enhanced confidence and skills amongst staff.	3
<i>Specialist EAL teacher support</i>	The Bell Foundation study noted EAL specialists help to close proficiency gaps and unlock pupil potential. NALDIC outlines that this role has a key part in curriculum planning, staff training and analysis of pupil progress. This impact leads to accelerated language and academic proficiency, particularly for International New Arrivals.	3
<i>Development of an additional SENCo</i>	A DfE evaluation found SENCo training led to increased knowledge and confidence across key areas including identification of children with SEND, intervention and parental engagement. It also led to wider impact as training cascaded benefit to staff, resulting in refined provision strategies to support children with additional needs.	1
<i>CPD and development of the family support team</i>	Research indicates that family support interventions have broad, positive impact on both academic and wellbeing measures. EEF toolkit identifies parental engagement as having a positive impact on pupil progress as well as the wider benefits for families and the wider community.	2
<i>CPD provided for identified interventions</i>	Nasen (2022) found that SEND-focused CPD led to enhanced SEND knowledge, confidence and practical expertise among teachers and support staff. This is	1

	also linked to increased inclusive practice and pupil-centred learning.	
<i>Adapt reading and phonics approach in EYFS and KS1</i>	EEF research supports the use of systematic synthetic phonics which show significant benefits for early literacy. The Rose Review also cites the adoption of SSP leading to measurable improvements in literacy outcomes and closing the gap for lower-attaining pupils.	3

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

Budgeted cost: £ 135,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Identified structured interventions delivered to support children to catch up</i>	• EEF Guidance: Targeted, structured interventions delivered by trained staff have a high impact on closing attainment gaps, especially when linked to assessment and monitored regularly. • Phonics Catch-Up Programmes: Rapid progress documented when delivered daily in short, focused sessions. • Precision Teaching: Research shows measurable gains in fluency and accuracy within weeks when implemented consistently. • EEF states small-group/one-to-one structured interventions can yield +4 months' progress	1, 3 & 4
<i>Precision teaching in place in all year groups to accelerate progress</i>	• Precision teaching reliably improves academic skills across core areas—literacy, numeracy, and communication—when implemented with fidelity. • Boosts accuracy and automaticity in areas like number bonds, times tables, phonics, and spelling for SEND pupils. • Fluency (speed + accuracy) reduces working memory load, boosts motivation, and opens access to more complex tasks—making it a gateway to deeper learning.	1, 3 & 4
<i>SENDCo and Inclusion lead completing direct work and modelling of support</i>	• Direct work by SENDCo supports complex needs and ensures tailored, responsive interventions. • In-class modelling enables teachers to observe and replicate effective communication and scaffolding strategies. • Coaching fosters sustained change and higher fidelity in practice. • Collaborative practice (e.g., co-teaching) improves outcomes and teacher confidence. • Enhanced teacher self-efficacy creates a more inclusive, consistent learning environment.	1

<i>Early Interventions within EYFS and Year 1</i>	• Early intervention is critical for closing gaps in language, literacy, and social-emotional development, particularly for disadvantaged pupils and those with SEND. • Early intervention is essential for accelerating progress and ensuring continuity of learning • The Trust's REDI programme and EYFS-to-KS1 integration have already demonstrated impact in improving early foundations and transitions.	4,5
<i>Bespoke provision in EYFS for children with complex SEND</i>	• Early identification and tailored provision significantly improve outcomes for children with SEND.	1

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

Budgeted cost: £ 23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Proactive behaviour approaches delivered by the family support team to support those children with complex needs and high proportion of ACEs.</i>	• The EEF guidance highlight that addressing behaviour and SEMH needs through wider strategies is essential for improving academic outcomes. • Proactive behaviour support reduces dysregulation and improves readiness to learn. • inclusive practice and safeguarding, ensuring timely interventions for vulnerable pupils.	1, 2
<i>Direct work from family support with identified vulnerable children including targeted attendance support.</i>	• Research from the Education Endowment Foundation (EEF) highlights that targeted family engagement and multi-disciplinary support can significantly improve attendance, behaviour, and wellbeing, which are key drivers of academic success. • Vulnerable pupils often face barriers linked to Adverse Childhood Experiences (ACEs), safeguarding concerns, and socio-economic disadvantage. Direct work by family support teams provides timely interventions to reduce these barriers. • National guidance on Pupil Premium emphasises wider strategies such as improving parental engagement and addressing SEMH needs as essential for closing attainment gaps.	2

Total budgeted cost: £ 356, 146

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Data

	GLD (EYFS)	PSC (Y1)	Multiplication Tables Check (Y4)		KS2 Outcomes			
			Ave. score	% 25/25	Combined	Reading	Writing	Maths
All	66.3%	62%	21	40	55%	65%	67%	71%
Disadvantaged	61%	68%	21	38	57%	66%	67%	73%
Non-Disadvantaged	72%	50%	22	48	47%	63%	68%	63%

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25	59%	47%	Close to average
2023/24	54%	46%	Close to average
2022/23	35%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25	67%	63%	Close to average
2023/24	69%	62%	Close to average
2022/23	46%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25	69%	59%	Close to average
2023/24	69%	58%	Close to average
2022/23	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25	74%	61%	Above
2023/24	56%	59%	Close to average
2022/23	43%	59%	Below

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	161	61%	60%	Close to average (non-sig)	80%	-19	Not applicable	Not applicable
2025	70	74%	61%	Above (sig+)	81%	-6	Narrowing	High - FSM
2024	54	56%	59%	Close to average (non-sig)	79%	-24	Narrowing	High - FSM
2023	37	43%	59%	Below (non-sig)	79%	-36	Not available	-

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	270	18.4	20.6	Below (sig-)	Not applicable	Not applicable
2025	92	21.3	21.0	Close to average (non-sig)	Sig increase	High - FSM
2024	91	16.5	20.6	Below (sig-)	No sig change	High - FSM
2023	87	17.2	20.2	Below (sig-)	Not available	High - FSM

Source: IDSR December 5th 2025

Attendance: 2024/25

Disadvantaged pupils: 92.3%

Non-disadvantaged pupils: 93.6%

Summary of impact from action 2024-25:

- The “Excellence for All” framework underpins the teaching and learning strategy and CPD linked to pedagogy. The impact can be seen in improved outcomes for disadvantaged pupils in KS2 outcomes for Reading, Writing, Maths and Combined where Village pupils have achieved above national disadvantaged pupils (see tables above).
- All staff have accessed high-quality professional development throughout the year. This has included access to Trust CPD such as Unlocking Potential, Phonics, REDI for EYFS and a comprehensive coaching and support package for ECTs. The CPD offer has strengthened teaching and staff are demonstrating stronger subject knowledge and confidence across all subjects, which has directly benefited disadvantaged pupils.
- CPD focused on SEND has increased staff capacity to deliver adaptive teaching strategies, helping to close the gap between disadvantaged/non-disadvantaged pupils and also with national.
- As seen in the improved outcomes above, Trust leadership has helped to increase workforce capacity. Our leadership capacity has increased significantly through deployment of Development Team leaders, which has enabled targeted, strategic support and rapid response to local needs. Leaders provide priority-focused strategic support, ensuring inclusive, evidence-based practice is embedded within classrooms. This has also enabled greater consistency of approach to teaching and learning.
- Raising Attainment Plans (RAPs) have been used effectively to provide greater rigour in analysing contextual data to provide an in-depth understanding of each cohort. This has enabled leaders and teachers to provide a tailored approach for the specific academy and class challenges, including more precise and focused intervention and accelerated progress from individual starting points. Assessment has been strengthened by cross-school moderation, including the use of Trust exemplification materials, to provide accurate data with which to identify support needed.
- Early Years has been a focus for development. The 2-year-old provision has been effectively developed and extended to enable children with low starting points, particularly with language and literacy, to receive targeted support at the earliest opportunity. This proactive approach has strengthened prime areas of the curriculum, under the direction of an experienced Nursery practitioner and a newly recruited Pre-School Lead. Although there was a cohort-specific dip in GLD outcomes, the sustained focus on this area will result in improvements in outcomes for future cohorts. Leaders have been responsive in adapting

provision for this EYFS cohort moving into Year 1, to meet their needs and ensure accelerated progress in KS1.

- The academy has provided a strong framework for Character Education through the 'Harmony Pledge'. Enrichment and opportunities have been clearly planned for all children, including performing arts, residential visits, sport, music and visits, ensuring an enhanced offer to increase cultural capital. This has broadened the pupils' horizons and contributed to pupils' personal development beyond academic attainment. Through this initiative, the children have displayed improved resilience and greater aspirations; this removes barriers for disadvantaged pupils who would not otherwise be able to access these opportunities, providing equity for all.
- The academy follows the principles of the 'Read, Achieve, Succeed' strategy. There has been a particular focus on ensuring an effective Phonics provision which has resulted in measurable improvements in early reading outcomes (see table above for PSC results) where disadvantaged pupils outperformed non-disadvantaged by 18%. Reading is embedded and is a high priority across all areas of the curriculum.
- Attendance is an ongoing priority, and continues to be an academy focus for all pupils with a multi-disciplinary team introduced to improve attendance and reduce persistent absence. Attendance for disadvantaged pupils is close to national, however this remains a priority for the academy to ensure further sustained improvement. Punctuality also remains a priority, with all staff aware of this and promoting good attendance and arriving at school on time.
- The Trust HTML strategy has significantly improved digital inclusion for disadvantaged pupils. This has extended learning within and beyond the classroom, providing a powerful tool for learning and overcoming economic barriers. Further development and CPD will ensure that this development is sustained and keeps pace with technological advances, enabling our pupils to be digitally literate.
- Strategies to support children with SEND and EAL have been embedded in classrooms, enabling more effective access to the curriculum. Assessment has been strengthened in these areas, enabling leaders and teachers to identify specific gaps for these learners. Parental engagement has increased, with families welcomed into the school regularly for reading activities, class 'showcases' and language events where our diverse range of languages is celebrated.
- Zones of Regulation has been developed across the academy, which has provided a consistent language for all pupils to recognise and apply taught strategies to manage barriers to their learning and enable improved wellbeing.
- An Inclusion Hub has been established for children with complex SEND, with a focus on Autism. Recruitment, training and development has taken place and is ongoing to provide high-quality provision for these pupils, in partnership with the Local Authority. Recruitment has taken place to provide an additional SENCo which will give additional capacity and increase impact on outcomes for disadvantaged pupils and those with SEND.

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

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Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils