

# Harmony Trust Pupil Premium Strategy

**2025-2026**

## **Hackwood Academy**

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# Harmony Trust Pupil Premium Strategy 2025-2026

This document sets out how The Harmony Trust will pool and 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 pooled funds benefit 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.

## Pooling Approach

- All Pupil Premium funding is collected centrally.
- Redistribution is based on:
  - Number of eligible pupils.
  - Level of disadvantage and attainment gaps.
  - Strategic priorities (e.g., trust-wide interventions, specialist staff).
- Academies retain a proportion for local initiatives

## 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 pooled 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 pooled 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. **Pooling 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:

<b>1. Leadership, Culture, Values and Systems</b>	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.
<b>2. High Expectations</b>	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.
<b>3. The Impact of Socio-economic Disadvantage</b>	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.
<b>4. Inclusive Teaching Strategies</b>	Classroom practice remains the most powerful lever for improvement. Professional development, curriculum equity, and evidence-based pedagogy are prioritised to meet diverse needs.
<b>5. Relationships and Parental Involvement</b>	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.
<b>6. Evidence</b>	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.
<b>7. Impact Evaluation</b>	steps toward a robust evaluation framework are underway, with monitoring processes beginning to align with strategic planning. There is an 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 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 dual funding approach**: pooling 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	<ul style="list-style-type: none"> <li>Narrow attainment gaps in reading, writing, and mathematics between Pupil Premium pupils and their peers.</li> <li>Accelerate progress for pupils with low starting points, particularly in EYFS and KS1.</li> </ul>
Strong Foundations in Language, Literacy, and Oracy	<ul style="list-style-type: none"> <li>Increase reading fluency and comprehension through systematic phonics and targeted interventions.</li> <li>Embed trust-wide oracy routines to strengthen vocabulary and communication skills for disadvantaged learners.</li> </ul>
Inclusive Access to High-Quality Teaching and Curriculum	<ul style="list-style-type: none"> <li>Ensure adaptive teaching strategies are consistently applied so Pupil Premium pupils access a knowledge-rich curriculum.</li> <li>Maintain high expectations for all learners, supported by expert CPD and coaching.</li> </ul>
Improved Attendance and Engagement	<ul style="list-style-type: none"> <li>Reduce persistent absence among disadvantaged pupils through proactive family support and multi-disciplinary approaches.</li> <li>Strengthen home-school partnerships to promote engagement and readiness to learn.</li> </ul>
Enhanced Wellbeing and SEMH Support	<ul style="list-style-type: none"> <li>Provide timely interventions for pupils experiencing trauma or dysregulation, ensuring emotional readiness for learning.</li> <li>Expand access to Inclusion Hubs and specialist support for pupils with overlapping vulnerabilities.</li> </ul>
Increased Access to Enrichment and Cultural Capital	<ul style="list-style-type: none"> <li>Guarantee Pupil Premium pupils participate in enrichment activities, residential, and cultural experiences that broaden horizons and raise aspirations.</li> </ul>
Digital Inclusion and Equity	<ul style="list-style-type: none"> <li>Ensure disadvantaged pupils have equitable access to technology and online learning resources through the HTML strategy.</li> </ul>
Sustained Leadership and System Capacity	<ul style="list-style-type: none"> <li>Embed leadership development programmes that prioritise Pupil Premium impact at every level, ensuring accountability and strategic clarity.</li> </ul>

## 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	£88,741
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£20,675</b> <i>(5% retained £4,437) – not to be included in the activities described below)</i>

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	SEND /SEMH – complexity and number of children requiring adaptations means that there is more work to do around inclusive practice and pedagogy.
2	Language & Literacy – data shows the biggest gap between disadvantaged pupils and their peers is still in this area. CPD to strengthen the teaching of writing and reading across school.
3	Early Foundations: Low starting points in EYFS – particularly SEMH. Development needed in addressing the SEMH needs of the cohort. PSED early learning goal to be a targeted area of provision.
4	Attendance & Engagement: Persistent absence; complex family circumstances; limited home learning routines.
5	Enrichment – cultural capital – due to the ongoing cost of living challenges many families have a deficit of experiences and enrichment

## 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
Inclusive Access to High-Quality Teaching and an Inspiring Curriculum	<ul style="list-style-type: none"> <li>Adaptive teaching strategies are consistently applied so Pupil Premium pupils access a knowledge-rich curriculum.</li> <li>High expectations for all learners, supported by expert CPD and coaching to reach ARE.</li> <li>Gap between attainment of PP vs Non PP &lt;20% in Reading and Writing in each year group</li> </ul>
Improved Attainment and Progress for Pupil Premium Pupils	<ul style="list-style-type: none"> <li>Narrow attainment gaps in reading, writing, and mathematics between Pupil Premium pupils and their peers.</li> <li>Accelerated progress for pupils with low starting points, particularly in EYFS and KS1.</li> <li>Increased % of PP pupils achieving ARE based on their starting points in Reception</li> </ul>
Strong Foundations in Personal, Social and Emotional Development through rich adult interactions in EYFS	<ul style="list-style-type: none"> <li>Embed trust-wide oracy routines to strengthen vocabulary and communication skills for disadvantaged learners.</li> <li>Zones of regulation and emotion coaching used to guide conversations.</li> <li>Provide timely interventions for pupils experiencing trauma or dysregulation, ensuring emotional readiness for learning.</li> <li>Access to specialist support for pupils with overlapping vulnerabilities.</li> </ul>
Improved Attendance and Parental Engagement	<ul style="list-style-type: none"> <li>Reduced persistent absence &lt;10% among disadvantaged pupils</li> <li>Proactive family support and multi-disciplinary approaches implemented to engage PA families.</li> <li>Strengthened home-school partnerships to promote engagement and readiness to learn.</li> </ul>
Increased Access to Enrichment and Cultural Capital through fulfilling The Harmony Pledge	<ul style="list-style-type: none"> <li>All Pupil Premium pupils participate in enrichment activities, residential, and cultural experiences that broaden horizons and raise aspirations.</li> <li>All topics delivered in school in every year group strengthened through trips, workshops and visitors.</li> </ul>

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

Budgeted cost: £ 8,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Quality First teaching through the expertise and support of leaders, expert practitioners and high-quality CPD.</p>	<p><b>Effective Professional Development   EEF</b></p> <p><b>Evidence Base</b></p> <p>‘Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.’ (Pupil Premium Overview- DfE December 2022)</p> <p>NFER Research: Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <b>For disadvantaged pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</b></p> <p>‘Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.’ (Supporting the attainment of disadvantaged pupils – DfE)</p> <p>School evidence and monitoring from the previous year has highlighted that effective reading teaching has shown to increase the progress rates and attainment levels of our pupils across the school.</p> <p><b>EEF’s Guidance - Improving Literacy in KS2. Key considerations from the reports included:</b></p> <ul style="list-style-type: none"> <li>• Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</li> <li>• Purposeful speaking and listening activities support the development of pupils’ language capability and</li> </ul>	<p>1, 2 and 3</p>

	<p>provides a foundation for thinking and communication.</p> <ul style="list-style-type: none"> <li>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</li> </ul> <p><b>EEF's Guidance - Improving Mathematics in KS2/3. Key considerations from the reports included:</b></p> <ul style="list-style-type: none"> <li>Use assessment to build upon pupils' existing knowledge and understanding.</li> <li>Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</li> <li>Teach strategies for solving problems.</li> <li>Enable pupils to develop a rich network of mathematical knowledge.</li> <li>Develop pupils' independence and motivation.</li> <li>Use tasks and resources to challenge and support pupils' mathematics.</li> </ul> <p><b><u>Evidence for 'Walkthrus' and Teaching Principles</u></b></p> <p>Walkthrus (Sherrington and Caviglioli, 2020) are a selection of evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as: Behaviour and Relationships; Explaining and modelling; Questioning and Feedback; Practice and Retrieval; Building secure long-term memory and fluency</p> <p>Rosenshine's Principles will act as a rich source of pedagogy underpinning our key approaches.</p>	
<p>Strengthen Leadership capacity to improve outcomes by target setting and effective pupil progress meetings based on a raising attainment plan.</p>	<p><a href="#"><u>Effective Professional Development   EEF</u></a>  <a href="#"><u>School Leader Implementation Support.pdf</u></a></p>	<p>1 and 2</p>
<p>Assessment is accurate and data is acted upon by teachers and leaders,</p>	<p><a href="#"><u>Teacher Feedback to Improve Pupil Learning.pdf</u></a></p>	<p>1, 2 and 3</p>

through effective moderation and use of SONAR	<p><b>Evidence Base</b></p> <p>NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school</p>	
Mentoring and coaching of ECTs and apprentices	<a href="#"><u>NIOT mentoring and coaching - Key Takeaways.pdf</u></a>	1, 2 and 3
Create language rich environments and high quality interactions in EYFS	<a href="#"><u>EEF   Personal Social and Emotional Development</u></a>	3

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Maximising Deployment of Teaching Assistants and TA CPD</b>	<p><a href="#"><u>Deployment of Teaching Assistants   EEF</u></a></p> <p><b>Evidence Base</b></p> <p>EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> <li>• Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.</li> <li>• Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</li> <li>• Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</li> </ul> <p>EEF's Guidance – Making the Best use of Teaching Assistants</p> <ul style="list-style-type: none"> <li>• Use TAs to help pupils develop independent learning skills and manage their own learning.</li> <li>• Use TAs to deliver high quality one- to –one and small group support using structured and bespoke interventions.</li> </ul>	1-5

	<ul style="list-style-type: none"> <li>Explicit connections are made between learning from everyday classroom and teaching structured interventions.</li> </ul>	
Co-ordination and delivery of interventions including SEND interventions	<p><b>Evidence Base</b></p> <ul style="list-style-type: none"> <li>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.'</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <ul style="list-style-type: none"> <li>EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, will be a key component of our Pupil Premium strategy</li> <li>Further evidence on the impact that effective deployment of TAs can have can be found here:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <ul style="list-style-type: none"> <li>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</li> </ul> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <li>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching</li> </li></ul>	1-4
Deliver tutoring programme for targeted Y6 pupils.	<p><b>Small group tuition   EEF</b></p> <ul style="list-style-type: none"> <li>Small group tuition has an average impact of four months' additional progress over the course of a year.</li> </ul>	2

	<ul style="list-style-type: none"> <li>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>One to one tuition and small group tuition are both effective interventions.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support including incentives and home visits.	<p><b>Evidence Base</b></p> <ul style="list-style-type: none"> <li>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</li> <li>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</li> </ul> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities"><u>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</u></a></p> <p><u>Working together to improve school attendance</u> (applies from 19 August 2024)</p>	4
<b>Safeguarding, Attendance and Family Support Worker to provide bespoke programme of support for vulnerable families.</b>	<ul style="list-style-type: none"> <li>Pupils and families who require safeguarding support and liaison with external services will be supported.</li> <li>Family support linked to trauma, mental health, financial support and bereavement etc to have 1:1 support once a week through family support worker. [Working together to safeguard children]</li> </ul>	4 and 5
<b>Fulfilling the Harmony Pledge and enrichment opportunities</b>	<p><b>Evidence Base</b></p> <ul style="list-style-type: none"> <li>Since 2009, Paul Hamlyn Foundation's Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK</li> </ul>	5

	<p>to commit to providing these experiences for all students.</p> <ul style="list-style-type: none"> <li>• In June 2015, York Consulting published its final independent evaluation of Learning Away residential, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</li> </ul>	
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**Total budgeted cost: £ 20,675**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Outcomes for Disadvantaged pupils**

##### **EYFS:**

The disadvantaged pupils, despite making significant progress in a number of the early learning goals still have a gap when compared to their peers. Just under 50% of PP pupils achieved a GLD compared to almost 95% of those not receiving PP.

PP pupils made huge progress in some of the ELGs. For example: 91% of PP pupils met the goal of Communication and Language. However, there is still work to do to close the gap with PSED goal as only 80% of PP pupils achieved that goal. This will be part of the EYFS development in the coming year.

Moving forwards EYFS will be developing more provision to support the development of this goal and this will be a target for the 2025-2026 academic year and beyond.

##### **Year 1 - PSC**

Disadvantaged pupils continue to make strong progress with early literacy and phonics:

71% of PP pupils achieved the pass mark compared to 91% of non-pp pupils.

Although the progress and attainment of PP pupils improved from the previous year - from 62% achieving the pass to 71% achieving it in 2025. There is still a gap and concerted efforts need to be ongoing to address the gaps in reading and phonics. This again will be part of the drive in upcoming year with further improvements around the teaching of phonics and addressing the gaps earlier.

##### **KS2:**

**Reading and Maths** The gap is still significant – 37% between pp / non pp children. More CPD is planned to focus on the teaching of reading in the year 2025-2026 and beyond. This is an area that will be focused on as part of CPD on QFT.

**Writing:** PP children have made very good progress – closing the gap to their peers to less than 8%. The investment in writing CPD over the last year has had a very positive impact and this will continue to be embedded to support reducing the gap further.

**Combined:** PP children are making progress year on year and closing the gap. Over the last 3 years the trend has been a positive one: 43% - 57% - 63% over the last 3 years. However, the gap remains one that is significant -hence the focus on continued investment in the quality of teaching.

## Attendance - 2024-2025

Disadvantaged pupils from Reception to Y6 had lower attendance than their peers.

The gap in each year group was less than 5% in each year group which is a positive outcome following the intensive support given to PAs and through family support.

## 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

## 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**