

Harmony Trust Pupil Premium Strategy

2025-2026

Northmoor 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

- 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, residentials, 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 transitions.
- **Reading & Oracy** culture deepened (phonics, author events, reading reviews); planned expansion of Trust-wide oracy routines.
- **Attendance MDTs** provided timely support; **Inclusion Hub** approach refined; SALT offer strengthened.
- **Pledge & Enrichment** broadened experiences, confidence and aspiration.
- **HTML** increased access and home learning engagement; review framework safeguards equity and workload.

Intended Outcomes (2025–2026)

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

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

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

Academy Specific Challenges – Allocation of resources 25/26

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

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

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

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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,411
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>	£71,945 <i>(5% retained £11,421) – 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	A high proportion of pupils entering EYFS present with Speech, Language and Communication Needs (SLCN). Limited social and cultural experiences are significantly impacting language development and early literacy skills
2	An increasing number of pupils present with social and emotional needs, many of which stem from significant trauma or disruptions in early childhood development. These factors are impacting their ability to engage positively with learning and peers.
3	Persistent absence and punctuality concerns are increasing, particularly among disadvantaged pupils. Complex family circumstances, limited home learning routines, and low parental engagement with school and external services are contributing to reduced attendance and overall engagement.
4	Delays in recognising and meeting Special Educational Needs, compounded by resource constraints and lengthy assessment processes, particularly affect newly arrived pupils and those new to education. Rising numbers of pupils require hybrid or alternative provision.

5	High pupil mobility across the academy disrupts social relationships and academic progress. Frequent school moves—often due to rehousing, safeguarding, or newly arrived families—lead to fragmented education and significant learning gaps. Many pupils have incomplete educational histories, and research shows transitions can set back progress by at least six months, with an even greater impact on those with additional needs.
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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
Attainment and progress improve for disadvantaged pupils	The gap between disadvantaged pupils and their peers in core subjects (Reading, Writing, Maths) reduces by the end of the academic year Disadvantaged pupils make at least <i>expected progress</i> (or better) from their starting points, as evidenced by termly assessment data. Increase in the percentage of disadvantaged pupils achieving a <i>Good Level of Development (GLD)</i> compared to previous year. Percentage of disadvantaged pupils passing the Phonics Screening Check and meeting KS1/KS2 expected standards rises.
Attendance and engagement of disadvantaged pupils improve	Persistent absence among disadvantaged pupils reduces Attendance for disadvantaged pupils improves to at least 95% Late arrival of disadvantaged pupils decreases term on term Increased parental engagement through structured communication, attendance at family workshops or support sessions
Access to a curriculum that is ambitious, well-sequenced and accessible for all learners with quality first teaching consistently applied across all classrooms	Lesson observations show that adaptive teaching strategies are consistently applied so disadvantaged pupils access a knowledge-rich curriculum supported by high expectations and expert CPD Disadvantaged pupils make at least expected progress, attainment gap between disadvantaged and non-disadvantaged pupils narrows

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop oracy skills of pupils not making expected progress by embedding structured speaking and listening opportunities across the curriculum	The Education Endowment Foundation reports that oral language interventions consistently produce an average of 6 months progress Voice21 cites structured classroom talk leads to pupils making 2 months additional progress in English and Science, and 1 months in maths with greater gains among disadvantaged learners Why Oracy Matters highlights that developing oracy improves cognition, literacy, confidence and lifelong learning WELLCOM baseline assessment data	1
To strengthen early learning experiences by enriching EYFS provision and embedding a play-based approach in KS1 to support language, social, and cognitive development.	Outcomes in EYFS and KS1 were low The EEF highlights that high-quality early years provision including structured play has a positive impact on language development, social skills and long-term attainment. Play-based learning fosters self-regulation, problem-solving and communication which are predictors of later academic success. Research from the Institute for Education shows that maintaining elements of play-based pedagogy in KS1 supports smoother transitions, reduces anxiety and sustains engagement, particularly for disadvantaged pupils. Evidence indicates that play-based approaches are especially effective for pupils with SLCN, helping narrow gaps in vocabulary and comprehension. Ofsted's Early Years research review highlights that purposeful play combined with direct teaching leads to the strongest outcomes in early literacy, numeracy and personal development.	1, 2

To ensure all pupils access a knowledge-rich, well-sequenced curriculum delivered through consistently high-quality teaching	EEF identifies Quality First Teaching as the most effective lever for improving outcomes, particularly for disadvantaged pupils. Adaptive teaching and effective feedback are high impact strategies. Ofsted emphasises that a well-sequenced, knowledge-rich curriculum is essential for building secure understanding and long-term memory. Rosenshine's Principles highlight the importance of clear sequencing, scaffolding and review in lessons to maximise retention and understanding. Studies show that high expectations combined with adaptive strategies significantly narrow gaps for disadvantaged and SEND pupils when consistently applied. Sustained professional development and coaching improve teacher confidence and consistency in delivering high-quality teaching, leading to measurable gains in pupil attainment.	5,4,1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop reading skills of children new to education and/or English	Evidence demonstrates that structured reading and oral language instruction positively impacts emergent bilingual learners. Guided reading, scaffolding and dialogic support effectively accelerate literacy development.	1,4,5
To use WELLCOM screening for all pupils to assess speech, language and communication needs and delivered targeted interventions based on this	Research shows that delays in language development are linked to lower attainment and increased risk of SEN later in school. WELLCOM is endorsed by speech and language professionals.	1

	EEF evidence indicates that oral language interventions can add +6months progress on average particularly for disadvantaged pupils.	
To provide targeted support for underachieving pupils including target 1:1 readers, phonics interventions, targeted group work in class, booster sessions and extra-curricular opportunities	Small group tuition of no more than 5 pupils delivers an average of +4 months additional progress- EEF. One to one tuition has an even greater impact, with an average of +5 months progress, especially when delivered regularly by trained TAs or teachers- EEF.	5

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide appropriate well-being support for pupils across the academy.	EEF reports that social and emotional learning interventions can lead to +4 months progress on average Public Health England reports that there is strong evidence linking pupil wellbeing to improved attendance, engagement and attainment. Ofsted emphasises that pupils with unmet emotional needs are less likely to access learning effectively. Early intervention for mental health reduces long-term risks and improves outcomes. Structured support in schools helps identify needs quickly and prevents escalation.	2
Provide cultural capital enrichment opportunities.	EEF recognises arts participation and outdoor adventure activities as effective, low-cost interventions that build cultural capital and support disadvantaged pupils and can add up to four months progress	1,5

	Academic studies link cultural capital to improved attainment in core subjects and enhanced language development. By embedding enrichment into the curriculum, schools ensure equity of access to experiences that foster curiosity, resilience and lifelong learning.	
Maintain dedicated team with clear roles and action plans to support attendance and punctuality	A dedicated, multi-disciplinary team with clear roles, structured around data-driven, tiered action plans, fosters early intervention, builds community, and significantly improves pupil attendance and punctuality. Early intervention prevents escalation of issues affecting attendance and attainment. Attendance and persistent absence data.	3

Total budgeted cost: £ 71,945

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

The previous strategy aimed to:

- Close attainment gaps in Reading, Writing, and Maths.
- Improve phonics outcomes and early literacy.
- Enhance language and communication skills.
- Increase cultural capital and parental engagement.
- Strengthen attendance and readiness for learning.

The strategy was implemented during a period of recovery from Covid-19 disruption, which continued to impact disadvantaged pupils disproportionately.

Headline Data

KS2 Outcomes:

- Reading: 59% achieved EXS or GD (14% GD)

- Writing: 76% achieved EXS or GD (7% GD)
- Mathematics: 68% achieved EXS or GD (27% GD)
- Grammar, punctuation and spelling: 71% achieved EXS or GDS (30% GDS)
- Pupil Premium - wider attainment gap in reading between disadvantaged and non-disadvantaged pupils locally, non-disadvantaged pupils outperform disadvantaged pupils by 6%

NB: *pupils included in this performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently*

Phonics Screening:

- Year 1: 37% pass (significant drop from 59% previous academic year, well below national and a 38% gap between non-disadvantaged and disadvantaged pupils)
- Year 2: 86% pass (inclusive of those who passed in Y1)

EYFS GLD:

- Overall 49% achieved a Good Level of Development at end of Reception, an increase from 32% in 2023/24 but still well below national average of 69%, disadvantaged pupils outperformed non-disadvantaged pupils by 2%

Comparison to Local/National Averages

- KS2 combined R/W/M (53%) is **below national (~59%)**.
- EYFS GLD (49%) is **below national (~67%)**.
- Phonics Year 1 (37%) is **well below national (~79%)**.

Wider Issues Impacting Performance

- **Attendance:** Persistent absence among disadvantaged pupils remains high.
- **Behaviour & Well-being:** Emotional regulation and readiness for learning identified as barriers.
- **Parental Engagement:** Historically low, though improving overtime with introduction of parent sessions, coffee mornings and workshops
- **Language Development:** Speech, Language and Communication Needs, pupils typically enter Northmoor at early acquisition of language proficiency
- **Prior education:** Pupils arrive with significant gaps in learning due to having no prior formal education or experiencing prolonged disruption to their schooling

Impact of Key Actions

1. **Targeted Academic Support (1:1 Readers, Early Reading & Next Steps Reading Interventions, phonics, boosters, targeted group work, WELLCOMM)**
 - Combined score improved significantly from 42% in 23/24 to 53% in 24/25
 - Reading outcomes improved from 47% to 59% (14% GDS)
 - Marginal improvement in outcomes in writing and GPS
 - Marginal decline in outcomes in maths
2. **Pupil Wellbeing Support (safeguarding, attendance, learning mentor)**

- Attendance target not achieved (▼ 1% on 2023-2024), case studies evidence challenges)
- Decline in number of pupils achieving 100% attendance (▼ 16 pupils)

3. Cultural capital enrichment opportunities

- Higher proportions of pupils gain experience of outdoor pursuits and wider curriculum experiences e.g. steel pans
- Harmony Pledge floor book showcases wealth of cultural capital enrichment opportunities across the academy over time
- Higher proportion of pupils are working at expected level and engage and participate in a wide range of competitive sporting events
- More pupils have access to successfully learn a musical instrument and perform in front of an audience

Comparison to Intended Outcomes

- **On target to achieve:** Narrowing attainment gap, increasing reading fluency and comprehension, adaptive teaching strategies, increased access to enrichment and cultural capital, digital inclusion, enhanced wellbeing and SEMH support.
- **Developing towards intended outcome:** improved attendance and engagement, embed leadership development programme

Next Steps:

- Strengthen early intervention in EYFS for language and literacy
- Strengthen alignment with the curriculum and reinforce high expectations for all learners
- Continue to sharpen attendance and punctuality support and strategies
- Deepen pupils' reasoning skills in mathematics
- Continue to develop meaningful opportunities for parents to engage in their child's learning journey

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