

Harmony Trust Pupil Premium Strategy 2025-2026

Westwood 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 that 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 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	£135,959
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>	£31,167 (5% retained £6,798) - 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	Attainment – Disadvantaged pupils not achieving age-related expectations
2	Attendance and engagement - Persistent absence; complex family circumstances; limited home learning routines
3	Language and Literacy - Low baseline language/vocabulary; high EAL and INA; limited reading fluency and access to texts.
4	Enrichment and cultural capital – Disadvantaged pupils limited access to enrichment activities

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
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Improve attainment in Reading, Writing and Maths	- Increase in the % of disadvantaged pupils achieving GLD/Phonics Screening/Reading, Writing and Maths - Digital platforms show sustained engagement and progress (TT Rockstars, Sumdog, Accelerated Reading)
Increased parental engagement	- Increase in the attendance of parents at workshops/DT in action/assemblies/parent meetings - Positive parental surveys outlining increased confidence to support their child's learning at home - Engagement of pupils in their home learning (Rubric, reading and spelling)
Increase student attendance and engagement in learning activities	- Attendance and punctuality for disadvantaged pupils improves - Attendance at breakfast club 'Ready to start the day' - Daily mile to promote positive physical and mental health
Strengthened proficiency in language and effective communication	- Development of clear, confident and purposeful communication strategies - Enhanced linguistic competence fostering collaboration and critical thinking - Strengthen verbal communication for academic success
Expanded learning experiences and enriched cultural capital	- All disadvantaged pupils access a diverse range of enrichment activities each term - Enrichment experiences demonstrably enhance curriculum outcomes - Positive pupil voice surveys reflect increased engagement and a love of learning

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing Continuous Provision in EYFS and KS1 - to support independent learning, problem-solving, and application of skills in a	• Observations of pupil engagement and independence during continuous provision • Work samples showing application of skills in varied contexts	1 and 3

play-based, exploratory environment.	- Provides rich language environments and structured opportunities to develop oracy - Teacher feedback on improved problem-solving and collaboration - Builds early literacy and numeracy, supports smooth transition to KS1, and fosters creativity, resilience, and collaboration. - Pupil voice on enjoyment and confidence in learning activities	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Group Work and Booster Sessions in English and Maths	- Teacher assessment data before and after intervention - Records of booster sessions and pupil attendance - Learning scrutiny showing improved accuracy and independence - Pupil voice surveys indicating increased confidence in English and Maths - EEF research on Small Group Tuition – shows +4 months' additional progress over a year compared to standard classroom teaching.	1
Enhance engagement and consolidate learning through structured use of TT Rockstars, SumDog, Accelerated Reader (AR), and MyOn.	- Provides progress data and identifies areas of support needed - Each online learning platform is personalised to each individual pupil and provides immediate feedback - Supports home learning and extends practise beyond the classroom - Teacher feedback on engagement and application of skills in class - Pupil voice on enjoyment and motivation	1, 2 and 3
Implement early intervention strategies using the Launchpad for Literacy	Improve outcomes in the Early Years and beyond by creating firm	1 and 3

program to close attainment gaps for disadvantaged pupils by building strong foundations in language and literacy skills.	foundations and a broad base of readiness • Identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. • Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching' • Provide a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic	
Identify pupils with delayed speech, language, and communication skills and provide targeted intervention using WellComm Primary screening and intervention toolkit	• Strong oral language skills form the foundation for reading, writing, and overall academic success. • Early identification and targeted support are critical to reducing long-term barriers to learning. • Research evidence shows that language delay is strongly linked to lower academic outcomes and increased social disadvantage. • Welcomm baseline and follow-up assessments demonstrate measurable improvement in language scores. • SENCO and teacher observations highlight enhanced communication skills and greater classroom participation. • Pupil voice feedback indicates improved confidence in speaking and listening. • Positive correlation between stronger language skills and improved attainment in English and across the wider curriculum	1 and 3

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

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purposeful Enrichment to Broaden Horizons and Strengthen Curriculum Links	• Overview of enrichment activities • Attendance records for enrichment activities • Pupil voice feedback on enjoyment and impact • Teacher observations of improved engagement and application of knowledge • Evidence of links to improved writing outcomes and curriculum understanding	4
Implement Readiness Strategies to Support Learning Access – Breakfast Club	• Attendance and punctuality data • Teacher feedback on improved focus and participation • Pupil surveys on wellbeing and readiness • The EEF's 2024 rapid evidence assessment on breakfast interventions examines global research and concludes that school breakfast clubs can support attendance, behaviour, concentration, and academic achievement.	2
Provide workshops, regular communication, and family learning sessions to build strong home-school partnerships.	• Overview of workshops • Attendance records for parent workshops and events • Surveys showing increased parental confidence and involvement • Improved homework completion and home reading logs • Feedback from parents and staff on impact • EEF research shows that parental engagement can lead to +4 months' additional progress for pupils over a year	2

Dedicated Team for Well-being, Attendance, and Safeguarding	• Attendance and persistent absence data • Records of family support interventions and outcomes • Safeguarding logs and case studies • Pupil and parent feedback on support received	2
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Total budgeted cost: £31,167

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context

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: 87% achieved EXS or GD (20% GD)
- Writing: 87% achieved EXS or GD (3%GD)
- Maths: 83% achieved EXS (27% GD)
- Combined R/W/M: 80% achieved EXS (13% GD)

Phonics Screening:

- Year 2: 74% pass
- Year 1: 63% pass

EYFS GLD: 67% GLD.

Comparison to Local/National Averages:

- KS2 combined R/W/M (78%) is above national (62%)

- EYFS GLD (67%) below national (68.3%)
- Phonics Year 1 (72%) is below national (80%)

(Note: Pupils included in this data experienced Covid-related disruption earlier in their schooling, which may have affected outcomes differently across cohorts.)

Wider Issues Impacting Performance

- **Attendance:** Persistent absence among disadvantaged pupils continues to be a significant concern, affecting engagement and progress.

Language Development: Delays in speech and language development, particularly among EAL and SEN pupils.

Impact of Key Actions

1. **Targeted Academic Support** - Interventions such as **1:1 reading, phonics support, and targeted booster sessions** have driven improvements in writing outcomes and contributed to an overall increase in combined attainment across Reading, Writing, and Mathematics. Booster sessions have had a positive impact on individual pupils and have helped to **narrow the attainment gap for disadvantaged pupils**, though further work is required to ensure sustained progress and complete gap closure.
2. **Language and Communication Development - EYFS** interventions, including **WellComm, Speak Well Wheel, BLAST, and Talk Boost**, improved engagement and oral language skills. Despite these gains, **pupil premium (PP) pupils in EYFS continue to underperform compared to non-PP peers**, indicating the need for **earlier identification and more intensive, targeted intervention**.
3. **Cultural Capital Enrichment** - Opportunities such as residential trips, music tuition (Brass), curriculum-linked visits, and sports activities were successfully delivered. While the direct impact on attainment is less evident, these experiences have had a **positive effect on pupil well-being, confidence, and aspiration**.
4. **Attendance and Well-being** - Strategies implemented by the Family Support Team—including daily calls, home visits, and incentive schemes—have supported improvements in individual cases. However, **persistent absence among disadvantaged pupils remains a significant challenge**, requiring continued focus and enhanced accountability measures.

Comparison to Intended Outcomes

- Partially Met: Combined attainment above national; cultural capital and engagement strengthened.
- Not Fully Met: EYFS GLD and Y1 phonics below national; attendance and parental engagement need further improvement.

Key Learning for New Strategy

- **Language & Literacy: Strengthen early intervention in EYFS**, focusing on language and literacy development through targeted support, high-quality phonics, and speech and language programmes for EAL and SEN pupils.
- **Attendance:** Continue implementing current attendance strategies, but introduce **sharper accountability measures**—including clear escalation processes, regular monitoring, and targeted support for high-risk pupils.
- **Enrichment & Inclusion: Maintain and expand enrichment opportunities** by offering additional targeted extra-curricular activities for SEN pupils to promote engagement, inclusion, and personal development.

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