

Harmony Trust Pupil Premium Strategy

2025-2026

Richmond Academy

Contents

Harmony Trust Pupil Premium Strategy 2025-2026.....	2
Review of the Harmony Trust Pupil Premium Strategy 2021-2025.....	3
Impact Over Time	3
Rationale for Continuing Strategic Priorities (2025–2026)	5
Aligning Publication with the Academic Year	5
Continuing and Strengthening Our Core Priorities	6
Current Context (Autumn Term 2025)	7
Pupil Premium Strategy Plan.....	8
Statement of Intent.....	8
Challenges	8
Review of Outcomes (Previous Year – trust summary).....	9
Intended Outcomes (2025–2026).....	9
Academy-Specific Activity in this academic year (2025/26)	10
Academy Specific Challenges – Allocation of resources 25/26.....	10
Funding overview.....	10
Intended outcomes	11
Teaching (for example, CPD, recruitment and retention).....	12
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	16
Wider strategies (for example, related to attendance, behaviour, wellbeing)	16
Part B: Review of the previous academic year	18
Outcomes for disadvantaged pupils.....	18
Externally provided programmes.....	19
Service pupil premium funding (optional).....	Error! Bookmark not defined.

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:

1. <i>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.
2. <i>High Expectations</i>	Unified standards of ambition ensure consistently high expectations across all academies. This principle drives curriculum design, staff development, and

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

Professional Development

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

Workforce Capacity

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

Early Years Provision

- Investment in early intervention has transformed EYFS practice. The REDI programme has raised standards in early education and extended into KS1, ensuring smoother transitions and stronger foundations for learning. Data tracking systems now provide a holistic view of pupil progress from the earliest stages.

Literacy and Oracy

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

Technology Integration

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

Attendance and Safeguarding

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

Character Education

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

Enrichment and Opportunity

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

Inclusive Practice and High Expectations: Ofsted Findings

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

Rationale for Continuing Strategic Priorities (2025–2026)

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

Aligning Publication with the Academic Year

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

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

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

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

Continuing and Strengthening Our Core Priorities

Proven Foundations with Scope for Growth

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

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

Further Development of Key Programmes

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

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

Strengthening Inclusive Practices

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

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

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

Enhancing Family and Pupil Support

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

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

Sustaining Cultural and Pedagogical Change

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

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

Alignment with Strategic Vision

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

Current Context (Autumn Term 2025)

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

- **Pupil Numbers**

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

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

The proportion of pupils with SEND is 22% (up from 19% in September 2022), equating to 1,255 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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Guarantee Pupil Premium pupils participate in enrichment activities, residentials, and cultural experiences that broaden horizons and raise aspirations.
Digital Inclusion and Equity	<ul style="list-style-type: none"> • Ensure disadvantaged pupils have equitable access to technology and online learning resources through the HTML strategy.
Sustained Leadership and System Capacity	<ul style="list-style-type: none"> • 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	£226,568
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>	£65,163 <i>(5% retained £11,328) – 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	Further develop the positive approaches to pupil well-being and behaviour - children increasingly displaying SEMH challenges.
2	Further develop the positive approaches to pupil well-being and behaviour & raise the attainment of all pupils - children not experiencing a wide range of diverse reading opportunities.
3	Strengthen Parental Engagement - parents increasingly requiring support to develop their approach to parenting.
4	Raise the attainment of all pupils - Year 6 pupils requiring additional learning consideration to reach full potential.
5	Raise the attainment of all pupils - children needing an enhanced learning offer within the classroom which provides opportunities to develop independence, play, social and academic skills.

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
Children to be increasingly supported through a trauma informed approach, leading to increased regulation, improved mental and physical health and improved learning outcomes.	<ul style="list-style-type: none"> • CPD has developed staff knowledge and skill. • Staff are beginning to implement a TISUK approach. • Children are responding well to be supported through a TISUK approach. • Key children have developed good relationships with Emotionally Available Adults. • Key children are increasingly experiencing positive outcomes in social and academic experiences. • Instances of dysregulation are reduced. • Children are increasingly experiencing a sense of belonging.
A developed reading offer to include a wider range of inclusive reading materials, promoting a	<ul style="list-style-type: none"> • Children have access to a wide range of diverse reading materials.

sense of belonging and acceptance across the academy.	<ul style="list-style-type: none"> Children are learning about an increased range of topics, i.e. disability, SEND, mental health, displacement & refuge, families, multi-culturalism etc. Children are engaging in positive conversations around diversity and the celebration of diversity. Children are increasingly understanding of the nature of different communities and the lived experiences of peers across the academy. Children are increasingly experiencing a sense of belonging.
Parents to have a developed parenting offer to enable them to support children effectively, increasing attendance, regulation, homework completion.	<ul style="list-style-type: none"> A number of parents will have accessed a Triple P or Nurture Programme offer. Parent will be empowered to implement outlined strategies and approaches to support positive parenting. Pupils will be increasingly responsive to parenting approaches. Pupils will experience improved routines at home and be increasingly responsive to high parental expectations. Attendance will be improved. Pupils will be more responsive and ready to learn during the school day. Social and academic interactions within school will be increasingly positive
An increased number of Year 6 pupils are reaching age related end of year expectations following a programme of additional learning support.	<ul style="list-style-type: none"> Identified pupils will have received small group learning intervention, delivered by a highly skilled adult. Teaching and learning will have been closely matched to pupil need. Data tracking will highlight improved outcomes. An increased number of pupils will be working at age related expectations.
Children needing an enhanced learning offer within the classroom can access a provision aligned to providing opportunities to develop independence, play, social and academic skills.	<ul style="list-style-type: none"> KS1 classrooms are well developed and offer a range of provision opportunities. Pupils are accessing a provision offer aligned to the Harmony Model Curriculum and matched to individual need. Staff are trained to understand the pedagogy around provision to support pupils to access the learning offer. Pupils are developing play, social and interaction skills. Pupils are becoming increasingly confident in approaches to developing their learning independently. Outcomes for pupils are improved

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27563

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
<ul style="list-style-type: none"> Developing the reading offer to include a wider range of inclusive reading materials. Leaders to plan opportunities for reading related incentives, activities and events. Reading materials to be developed in shared areas and classrooms. Pupils to share their promoted sense of belonging and acceptance across the academy through discussion, interaction and art. Leaders to 	<p><u>Readerful Inclusion in primary reading books OUP</u> noting the references outlined:</p> <p>CLPE, 2022</p> <p>Chimamanda Ngozi Adichie 2009</p> <p>Crisp & Turner, 2009</p>	2

<p>complete a review of the wider reading offer – individual reading books inquiry to outline action plan and next steps in developing further.</p>		
<ul style="list-style-type: none"> Children to have opportunities to access an enhanced learning offer within the classroom which provides opportunities to develop independence, play, social and academic skills. Investment into high-quality provision 	<p><u>Play-based learning EEF</u></p> <p>Bryce-Clegg A (2015) Continuous Provision – The Skills. London: Featherstone Education.</p> <p>https://books.google.co.uk/books?hl=en&lr=&id=TQNbEAAQBAJ&oi=fnd&pg=PA3&dq=bryce+clegg+research&ots=ie5IN8xh_N&sig=-A-pZ5qqj1NLHvmEcRYSeoK3vfM</p>	<p>5</p>

on
resourc
es.

- Support from Trust Senior Leader for KS1 to implement action plan.
- Staff to access Harmony KS1 Framework training .
- Pupils are supported to effectively access a provision aligned to the Harmony Model Curriculum and matched to their individual needs.
- Leaders to deliver training to staff to develop understanding of the pedago

gy
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provisi
on to
support
pupils
to
access
the
learnin
g offer
with
impact.

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

Budgeted cost: £ 5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> A enhanced teaching and learning offer for Y6 pupils is provided. Support from Trust Executive Leader to develop and implement Raising Attainment Plan. Additional teaching time provided to Y6 pupils. Teaching resources purchased to deliver good teaching opportunities – suite of study books / SATs Companion. Leaders and teachers to actively engage in the y6 Unlocking Potential with dedicated time outlined to analyse data, engage in data meetings and frequent progress and update discussions, outline priorities and realign approach. Increased assessment points and targeted, bespoke teaching to be delivered. 	<u>2. Targeted academic support EEF</u>	4

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

Budgeted cost: £31700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Trauma Informed Diploma – 4 staff members to complete CPD for staff to 	<u>Evidence of change of TISUK interventions 2021 .pdf</u>	1

<p>understand and begin to implement a TISUK approach across the academy.</p> <ul style="list-style-type: none"> • TISUK audit to be completed and actions outlined. • Leaders to develop teaching and learning offer to align with TISUK. • Whole school inset to be delivered. • Resources to be developed to support approach. • Leaders to engage in TISUK consultancy visits and develop action plan in line with TISUK report outcomes. • Leaders to implement actions from the TISUK audit to implement a whole-school Trauma Informed approach. 		
<ul style="list-style-type: none"> • Parents to have a developed parenting offer to enable them to support children effectively, increasing attendance, regulation, homework completion. • Leaders to work with a holistic approach to identify target families. • Coffee morning and low stakes workshops to be held to build relationships with identified families. • Leaders to be trained to deliver Triple P and Nurture Parenting Programmes. • Leaders to facilitate Triple P and Nurture Programmes to parents. • Staff to access training to understand the Triple P and Nurture principles and offer an aligned approach 	<p>committees.parliament.uk/writtenevidence/116673/pdf/</p> <p>Family-and-parenting-programmes-rapid-evidence-assessment-pdf.pdf</p>	<p>3</p>

<p>in the learning environment.</p> <ul style="list-style-type: none"> • Leaders to monitor engagement with a focus on completion. • Parents to be signposted to further services where appropriate. 		
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Total budgeted cost: £ 27563 / £5900 / £31700 = £65163

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous strategy aimed to:

- Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework
- Provide a high quality CPD offer to all staff designed led by experienced practitioners
- Increase workforce capacity to support improvement
- Further improve the contextual analysis of our academies and use this to inform and determine the most appropriate intervention
- Provide intervention at its earliest point through high quality Early Years Education
- Provide a strong framework for Character Education through 'The Harmony Pledge'
- Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework
- Improve attendance through rapid and effective support and intervention
- Increase the technology available to pupils to support their learning and accelerate progress.
- Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children

Headline Data 2024 – 2025

KS2 Results 2025 (% at or above ARE):

Reading 59% - national 75%

Writing 61% - national 72%

GPS 68% - national 73%

Maths 61% - national 74%

Year 4 Multiplication Check:

0-7 = 2 pupils

8 – 13 = 9 pupils

14 – 21 = 12 Pupils

22 – 25 = 26 Pupils

Year 1 Phonics Screening Check:

Expected Standard 67%

EYFS:

Good Level of Development 56%

Wider issues impacting performance:

Poor attendance remained a challenge, despite a rigorous approach to improving attendance implemented by the multi-disciplinary team.

Increased mobility of pupils and high numbers of transient families was evident. This impacted significantly upon stability within classrooms as children frequently arrived or left the academy mid-term.

Data highlighted children entering the academy mid-year frequently arrived with significant gaps in learning. Often, this was due to limited prior formal educational experiences and periods of time out of education.

Language acquisition remained a priority focus as pupils typically join the academy with low levels of both English and home language spoken language.

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