Harmony Trust Pupil Premium Strategy
2025-2026
Carlyle Infant and Nursery Academy

Contents

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. *Leadership, Culture, Values and Systems*	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. *High Expectations*	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.
3. *The Impact of Socio-economic Disadvantage*	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.
4. *Inclusive Teaching Strategies*	Classroom practice remains the most powerful lever for improvement. Professional development, curriculum equity, and evidence-based pedagogy are prioritised to meet diverse needs.
5. *Relationships and Parental Involvement*	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.
6. *Evidence*	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.
7. *Impact Evaluation*	steps toward a robust evaluation framework are underway, with monitoring processes beginning to align with strategic planning. There ii 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 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	- 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)

Detail	Data
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	17%

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 intevention, 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	£54,275
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£14,650 *(5% retained £2,714) – 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	Our assessments, including wellbeing surveys, alongside observations and conversations with pupils and families, have highlighted significant social and emotional challenges among many pupils. These issues largely stem from limited enrichment opportunities and a weak understanding of emotional literacy. Disadvantaged pupils are particularly affected, which impacts both their academic attainment and engagement in lessons
2	Over the past three years, our attendance data shows that disadvantaged pupils have consistently recorded attendance rates 2–4% lower than their non-disadvantaged peers. During this period, 33–48% of disadvantaged pupils have been classified as 'persistently absent,' compared to 12–16% of other pupils. Our assessments and observations suggest that this level of absenteeism is having a detrimental impact on the progress of disadvantaged pupils.
3	Internal assessments reveal that writing attainment among disadvantaged pupils is significantly lower than that of their non-disadvantaged peers. Over the past three years, on entry to Reception, between 41–47% of disadvantaged pupils have been below age-related expectations, compared to 28–31% of other pupils
4	Assessments, observations, and pupil discussions highlight underdeveloped oral language skills and notable vocabulary gaps among many disadvantaged pupils. These challenges are evident from Nursery through to Key Stage 1 and are generally more pronounced in disadvantaged pupils compared to their peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	**Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This improvement is validated through triangulation with multiple evidence sources, including:** • A higher proportion of disadvantaged pupils meeting or exceeding age-related expectations in oral language and vocabulary (specifically within Communication and Language ELG and Speaking and Listeneing at KS1), with a measurable reduction in the attainment gap compared to non-disadvantaged peers.

	• Accelerated progress recorded in school tracking systems • Increased use of subject-specific vocabulary in spoken and written tasks, alongside greater participation in discussions and oral presentations. • A rise in the percentage of disadvantaged pupils achieving expected levels in Communication and Language by the end of Reception. • Positive feedback from disadvantaged pupils indicating greater confidence in speaking and understanding new vocabulary
To achieve and sustain improved attendance and reduce persistent absenteeism for all pupils, particularly our disadvantaged pupils.	**Sustained high attendance by 2027/28 demonstrated by:** • The overall absence rate for all pupils being no more than **5%**, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to **2%** or less. • The percentage of all pupils who are persistently absent being below 16%, with the figure among disadvantaged pupils no more than 5% higher than their peers. • Improved attendance maintained across consecutive terms, supported by consistent engagement in lessons and positive feedback from pupils and families
Improved writing attainment for disadvantaged pupils at the end of KS1.	**Improved writing attainment for disadvantaged pupils at the end of KS1 demonstrated by:** • The percentage of disadvantaged pupils achieving age-related expectations or above in writing at the end of KS1 increases to 60-65%, reducing the gap with non-disadvantaged peers to 10% or less. • **Accelerated progress** for disadvantaged pupils from their starting points, evidenced through internal tracking and formative assessments. • **Consistent improvement** in writing outcomes across all year groups leading up to KS1, supported by book scrutiny and moderation. • **Quality of writing** shows greater use of vocabulary, sentence structure, and composition skills, validated through teacher assessments and external moderation.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in children requiring SEMH intervention and support • A pro-active whole school approach to understanding mental health equips children with tools to understand themselves, manage challenges, and foster a positive mindset. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	3 4
Release time for staff to access SSP CPD	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	3 4
Purchasing and CPD linked to NHS backed programme supporting children to understand and promote positive mental health. approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF Meet myHappymind - Transforming Mental Health Education	1 2
Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school.	High-quality teaching that responds to the challenges individual pupils face in learning to write is essential for giving all of them the best chance to become proficient. The writing framework The EEF's Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months' additional progress. Improving Literacy in Key Stage 1 | EEF EEF | Early Literacy	3

As a proportion of our disadvantaged children also have additional needs, teaching staff will need to create personalised provision maps that enable these children to make progress from their starting point.	Evidence suggests that providing support at an individual level can have a positive impact equivalent to 4 months additional progress per year. Individualised instruction | EEF	3
To implement Drawing Club within EYFS to enrich language skills and develop fine motor control.	There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills. EEF | Communication and Language	3 4

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

Budgeted cost: £ 5050

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	3 4
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	4

	Oral language interventions | Teaching and Learning Toolkit | EEF	
Small group wellbeing sessions for Animal Assisted Therapy and Forest School to support emotional literacy.	Forest School provides opportunities for learning particularly for those who do not do as well in the school classroom environment. Forest Schools: impact on young children in England and Wales - Forest Research Outdoor adventure learning | EEF Studies suggest that AAIs, particularly with dogs, can have positive impacts on students' social, emotional, and behavioural development, including improved self-confidence and work attitude.	1
Use of the Attend Framework to provide 1:1 support for children and families to address emotionally based barriers and improve attendance.	Evidence shows that children who are often absent from school are more likely than others to underperform and to leave school with few or no qualifications. They are more likely to be unemployed, to experience social isolation, to suffer mental illness and to become homeless. Poor attendance is also associated with vulnerability, exploitation and crime. Emotionally based school non-attendance (EBSNA) - Derby City Council	2
Use of Launchpad to Literacy as an intervention strategy to support targeted pupils to accelerate progress in reading, communication and language.	Research shows that reading should be developed using a balanced approach that focuses on both language comprehension and decoding. To support language comprehension, children appear to benefit from a range of complementary activities, including those focused on vocabulary development, language structures and the development of background knowledge. Preparing_Literacy_Guidance_2018.pdf (page 10) EEF blog: Phonics - mastering the basics of reading | EEF	3 4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
To develop parental engagement and run regular sessions for parents including workshops, experiences and information sessions as well as attendance. Staff release time to plan and deliver sessions with families.	Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of five additional months' progress over the course of a year. Parental engagement | EEF Working with Parents to Support Children's Learning | EEF How to encourage good attendance from the very start | EEF	1 2 3 4

Total budgeted cost: £14650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025 Data	School Disadvantaged Pupils	School Non- Disadvantaged Pupils	National Disadvantaged Pupils	National Non- Disadvantaged pupils
% meeting EXS in RWM combined KS1	90%	76%		
Achieving PSC Year 1	72%	90%	67%	84%
Achieving GLD	64%	76%	51%	72.5%

2023-2024 Data	School Disadvantaged Pupils	School Non- Disadvantaged Pupils	National Disadvantaged Pupils	National Non-Disadvantaged Pupils
% meeting EXS in RWM combined KS1	58%	68%		
Achieving PSC Year 1	77%	84%	68%	84%
Achieving GLD	43%	76%	51%	72%

Our analysis shows that disadvantaged pupils at Carlyle Infant and Nursery Academy have made strong improvements in the Early Years and Key Stage 1, with significant narrowing of the attainment gap in EYFS GLD and notable acceleration in KS1 reading, writing and maths outcomes. While Year 1 Phonics outcomes for disadvantaged pupils dipped in 2024/25, widening the gap with non-pupil-premium peers, overall performance trends indicate that targeted early-years interventions and KS1 teaching strategies are having a positive impact. Pupil premium outcomes were compared closely with those of non-pupil-premium pupils in school, as well as with disadvantaged and non-disadvantaged pupils at both local and national level. Performance measures from 2023/24 and emerging outcomes for 2024/25 have been central to this evaluation.

Disadvantaged pupils made strong progress in the Early Years, with outcomes rising from 42.9% in 2023/24 to 64.3% in 2024/25. This substantial improvement resulted in the attainment gap between pupil premium and non-pupil-premium pupils narrowing from 29.2% to 12.2%. Disadvantaged pupils at Carlyle also outperformed disadvantaged pupils nationally by 13%. Overall, the performance of disadvantaged pupils is now much closer to both school and national averages.

In the Year 1 Phonics Screening Check, disadvantaged pupils' outcomes declined from 77.8% in 2023/24 to 72.2% in 2024/25, widening the attainment gap from 7 to 18 percentage points. While non-pupil-premium pupils continued to improve, the disadvantaged cohort faced additional complexities: of the 18 pupil premium pupils, 7 were identified as SEN and 3 had an EHCP and were disapplied from the check. This high proportion of pupils with significant additional needs is an important factor influencing overall outcomes and highlights the need for strengthened, targeted phonics and SEND support.

Disadvantaged pupils made good progress by the end of Key Stage 1. This cohort had previously achieved 77.8% in the 2023/24 Year 1 Phonics Screening Check, and their outcomes rose significantly to 90% achieving the expected standard in Reading, Writing and Maths combined in 2024/25, outperforming their non-pupil-premium peers. Although non-pupil-premium pupils also improved to 76%, disadvantaged pupils demonstrated faster and more substantial progress, highlighting the effectiveness of the academy's targeted teaching, intervention work and sustained support. School disadvantaged pupils also exceed the national non-disadvantaged benchmark of 84%. When viewed alongside their strong phonics performance in 2023/24, this KS1 outcome clearly shows accelerated progress across the curriculum for disadvantaged pupils.

Our overall attendance for 2024/25 is 94.1%, broadly in line with the national figure of 94.8%, though still slightly below both the national target of 95% and the academy's own target of 96%. Attendance for our pupil premium pupils stands at 91%, which is above the national disadvantaged average of 89.4%; however, pupil premium pupils accounted for 40% of all persistently absent children (16%) across the academy in 2024/25. Improving attendance for all pupils remains a priority, particularly in reducing persistent absenteeism, which is why this continues to be a key focus within our current plan. Strong attendance is fundamental to school improvement, as

consistent access to high-quality teaching is essential in securing positive outcomes and improving pupils' life chances.

At Carlyle Infant and Nursery Academy, our aim is for all pupils, regardless of their starting points or individual needs, to achieve well. We recognise that many of our non-pupil-premium pupils also require additional support, and our provision reflects this. Improving attainment in literacy continues to be a key priority within our three-year plan, and we are committed to securing outcomes that are consistently above national averages and in line with, or exceeding, Derby City benchmarks.

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
Drawing Club	Greg Bottrill
Bug Club Phonics Reading Scheme	Bug Club

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