Hackwood Primary Academy
The Harmony Trust
Pupil Premium Strategy Statement 2021-2025

2024-2025

Table of contents

Introduction

This statement details the intended use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils within The Harmony Trust. It outlines our three-year Pupil Premium Strategy, how we intend to spend the funding and the effect that last year's spending of Pupil Premium had within each academy.

The information in this Strategy Statement is aligned to the 'Using Pupil Premium guidance for school leaders'. It follows the structure of the DfE template and goes beyond the information required from that document.

Our Pupil Premium Strategy is now aligned with The Harmony Trust 'Excellence for All' Framework; an evidence-based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds. Through this strategy we will exemplify and share the best practice that we already have within our academies; academies where there is strong evidence of excellent outcomes for all including those who are disadvantaged or have additional needs in some of the most challenging communities.

As a trust we have taken the decision to use some of our Pupil Premium funding to contribute to trust wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes. An example of this is our contribution the Development Team which provides high quality CPD, targeted support and intervention to all staff. Further detail is outlined within the body of this document.

Context

The Harmony Trust is proud of the diverse community it serves. We know that each individual academy has its own individual context and support our academies to develop that profile to inform academy approaches and development planning. **As a Trust our context data shows that our context continues to be more complex and challenging on a number of fronts:**

• The total number of pupils on roll is 5081.
• Proportions of pupils with SEND have reached 21% (3% increase since September 2022) This reflects 1075 children identified as School Support or having an EHCP.
• **The proportion of pupils identified as Disadvantaged is now 41% (Sept 2022 40%), with some academies facing acute levels of need (Alt 56%, Village 58%). The national average is 24.6%.**
• 29 pupils are currently Looked After, with 28 previously Looked After. A further 55 pupils are subject to Special Guardianship, a Childcare Arrangement order or formal Kinship Care arrangement.
• 54% of pupils have English as an Additional Language (EAL),1% decline this term overall but this could be related to identification and parental preference. Lakeside and Alvaston are seeing steady increases year on year. Newly arrived pupils are not recorded separately on Census but academy visits show that there are increased proportions of pupils joining with limited command of English and/or no prior experience of school.
• The proportions of vulnerable children in some of our academies remains well above national averages.
• This term there have been 6 pupils who have received a suspension and 0 exclusions. This equates to 14.5 days in total. As a Trust we saw 41 incidents of suspension and 0 exclusions in 2023/24. We continue to work with our academy leaders to ensure that all suspensions are compliant with policy and used for the right purpose. Each suspension follows a clear process and there is a reflective response to ensure that provision is right for individual pupils.
• The number of pupils on Interim Reduced Timetables is presently 32. The Head of Safeguarding is reviewing this at academy level to ensure policy compliance. IRTs should only be used to induct a pupil to an academy or to be able to take the time to put appropriate provision into place to meet specific needs. As a highly inclusive Trust we are aiming to minimise the number of IRTs and to promote strong attendance for all pupils.
• Visits show that some academies are facing significant new challenges in relation to mobility with many new starters being either newly arrived, open to children's social care or having unidentified/unfunded additional needs. Visits show that some academies are facing significant new challenges in relation to pupil mobility with many new starters being either newly arrived, open to children's social care or having unidentified/unfunded additional needs.

Individual Academy Overview

Detail	Information
School name	Hackwood Primary Academy
Number of pupils in school	240 (inc 31 nursery)
Proportion (%) of pupil premium eligible pupils	29.2% (70 pupils – including Nursery) 30.6% (64 pupils – Reception to Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24 2024-2025
Date this statement was published	~~31st December 2021~~ ~~31st December 2022~~ ~~31st December 2023~~ 31st December 2024
Date on which it will be reviewed	This Statement will be reviewed annually each September
Statement authorised by	Antony Hughes CEO
Trust Pupil Premium Lead Academy Pupil Premium lead	Jessica Hainsworth, Director of Education Forid Miah, Principal
Governor / Trustee lead	Graham McGuffie, Chair Performance and Standards Committee

Funding overview

Detail	Amount 2021-22	Amount 2022-23	Amount 2023-24	Amount 2024-25
Pupil premium funding allocation this academic year	£46,083	£73,479	£92,120	£91,760
Recovery premium funding allocation this academic year	£6,525	£6,960	£8,664	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£687	£4,606
Pupil premium committed to trust wide strategic priorities	£36,732	£65,672	£61,117	£68,957
Total academy level budget for this academic year	£15,876	£11,451	£35,061	£22,470

Funding overview

Part A: Pupil Premium Strategy Plan

Statement of intent

The Harmony Trust core values underpin everything we do.

At the Harmony Trust our overarching aim is to ensure that all children regardless of their need or circumstance experience the best educational provision. We believe that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

We know that the biggest influences on pupil attainment are the quality of the teacher within the classroom, the curriculum that they access and the support that they receive. All pupils, and in particularly those who are identified as disadvantaged, need to access high quality provision at all times so that progress can be accelerated. This begins with excellence in the Early Years Foundation Stage and we will continue to invest in early intervention. Our evidence base shows that disadvantaged pupils who are supported appropriately to meet the Early Learning Goals remain at Age Related Expectation throughout the primary phase.

At The Harmony Trust we believe that the key to succeeding in later life to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages of our lives. This is particularly important for the significant proportion of disadvantaged and EAL learners in our trust. However, purposeful vocabulary acquisition, applied across a range of contexts, is necessary skill for all: *'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.'*[1] Therefore **every lesson is and will be a language lesson across the whole curriculum**. Reading remains our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Every member of staff should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure. Through the **Read Achieve Succeed Strategy**, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and purpose. Attendance at school is key to achievement. We know that children identified as disadvantaged usually have lower rates of attendance than those who are not. We know that the way to change these trends over time is to work with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more. Parents have a vital role to play in securing and improving outcomes for their child. Research tells us that the greatest impact is seen when pupils see that home and school are working closely together. The remote learning period enabled us to see the stark difference for those children who have families with the capacity and skills to support and those who do not. We now need to prioritise even further the need to support parents to support their children's education. The 'Harnessing Technology Maximising Learning' (HTML) Strategy is an ambitious strategy. It aims to significantly increase the use of technology across all our academies so that children and staff use it wisely to enhance their learning within and beyond the day. Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress, encourage independent, expert learners and support teachers in managing their workload. The HTML Strategy aims to empower all our pupils including those most disadvantaged so that they can succeed in their learning.

Our key strategies of Great Place 2 Learn and Great Place 2 Work are aspirational in their aims. We know that where children have an excellent curriculum offer including first hand experiences for learning and staff are well supported through high quality professional development then pupils attain the very best outcomes. All Professional Development must be rooted in research and the evidence base from our own academies. All CPD will be designed and delivered by our own Development Team so that CPD is carefully matched to our strategic plan and aligned with the frameworks that have been developed to support the quality of provision within the trust. We know that evidence combined with professional expertise is what creates effective evidence informed practice.

Challenges

We are acutely aware of the range of **contextual challenges** that we face:

- We face an increasingly complex context across all our academies, we know that within the disadvantaged group there are different subgroups with discrete and overlapping characteristics

The Covid Pandemic period has had a significant impact on the academy on a number of fronts:

- Data shows that pupil progress is steady over time but the attainment gap to age related expectation has been widened for some pupils and there is now more work to do to ensure all children achieve Age Related Expectations
- Disadvantaged pupils have been most severely affected by the school closure period. Many families were fearful to send their children to school. Disadvantaged children at home had less access to devices, parents struggled to support their children and in many cases children lacked the basic independent learning skills to learn remotely due to prior lower attainment
- During the second lockdown data shows that children identified as disadvantaged who had accessed provision made more progress than those who did not despite a strong remote learning offer being put into place
- The cycle of Academy Development in recently sponsored academies has been slowed due to the restrictions placed upon academies during this period including the performance management cycle
- Although children showed strong resilience on returning to school, pupil well-being overall has been affected by the period and more children need support with their mental health and social and emotional needs
- The number of Safeguarding concerns, referrals to external agencies and services and families involved with family support teams and Early Help has increased
- The number of pupils eligible for FSM has increased during the period meaning more families facing financial pressure and living in challenging circumstances
- Support services for pupils with SEND have extensive waiting lists, in Oldham SALT is 2 years and in Derby Educational Psychology now has to be privately sourced
- More than ever before children are entering the Early Years Foundation Stage at both Nursery and Reception well below age related expectations in Communication, Language and Literacy, this is a direct result of reduced access to EYFS Provision. Early years education and developing the characteristics of effective learning are as important as ever to overcome the educational achievement gap
- Children need higher levels of fluency in English and a wider academic vocabulary in order to be able to read and write at an age appropriate level across all areas of the curriculum
- Attendance at school every day matters more than ever before to children identified as disadvantaged, they need to access every lesson in order to be able to keep up
- Academy budgets are tighter than ever before and some previous activity and in particular adult support that has been provided in previous years is now unsustainable. This has led to the potential loss of flexibility in meeting needs.
- There has been a significant reduction in Local Authority services for both family support and School Improvement Services such as CPD.
- There can be a significant delay in Children's Special Educational Needs being recognised and met due to limited resources and long processes for assessment. This is particularly the case for those children who are newly arrived.

- Thresholds for access to Social Care services have risen making it difficult to access support for families. The 'Keeping Children Safe in Education' document places increased accountability on schools for the safeguarding of children
- The introduction of universal free school meals and universal credit has changed the eligibility criteria for FSM. Many children are not identified as disadvantaged and many low income households are also not reflected in FSM figures. Children live in increased poverty.

We have a very good understanding of the **barriers to learning** that are experienced by our children. Our children, including those who are identified as disadvantaged, often have more than one barrier to overcome.

These include but are not limited to:

SEMH

- Many pupils have social and emotional needs and need a calm, safe and nurturing environment which develops both social and emotional skills
- Some pupils have experienced significant trauma in their lives or interruptions to their early childhood development, they need specific and timely intervention to overcome these challenges so that they can access the appropriate interventions delivered by highly skilled adults

Prior Attainment and Access to Early Education

- In the Early Years many pupils may not have attended nursery or pre-school and therefore start school below age related expectation and are lacking in social experiences and the related skills
- We know that the number of children entering the EYFS with Speech Language and Communication Needs is high and this continues to increase over time.
- Prior attainment at EYFS or KS1 is often very low and there may be a legacy of underachievement due to the quality of teaching and learning over time
- Many children have limited experiences outside the school day leading to limited relevant social and cultural experiences to draw upon. This has a significant impact on language development, reading, writing and across the whole curriculum and at all key stages
- A lack of modelled literacy in the home at all levels and in particular pupils working at greater depth who need access to higher order language and exemplification of critical thinking and reasoning
- The number of families with access to a range of texts and literature is limited and the quality and appropriateness of texts may not be matched to the child's needs.

Family Support

- Many families are vulnerable and require high levels of support from both the academy and children's services, this is often to support basic need such as accessing a dentist
- Many families are not eligible for social housing resulting in many families living in overcrowded and unsuitable environments, children themselves report that they have 'nowhere quiet to read at home'
- Parents need support and encouragement to engage and to support home learning particularly online learning
- Many families do not have data and so children are unable to use their devices beyond the school day

Mobility

- Mobility in some academies is relatively high compared to regional mobility. This can have a significant impact on social relationships and academic progress
- Education can be fragmented as pupils are transient this can be related to newly arrived pupils but we are seeing growing numbers of families rehoused due to community issues or due to safeguarding concerns

- In some cases pupils have gaps in their educational history or have attended multiple schools and therefore have many gaps in their learning, we know that moving school has a detrimental impact of at least 6 months for pupils working at ARE, this is more for pupils who are already identified as having additional needs

INA/EAL

- Newly arrived pupils with little or no spoken English and virtually no skills in Reading and writing upon arrival
- The majority / many pupils have English as an Additional Language this includes those at the initial stages of learning English, those who are socially competent and advanced bilingual learners
- Extended absence to overseas countries to visit relatives or to update documentation means prolonged gaps in learning

How will we overcome these barriers?

The Harmony Trust Excellence for All Framework

In 2019 The Harmony Trust commissioned an independent report to evaluate the provision for pupils identified as disadvantaged across the trust led by Marc Rowland. The Trust has a strong record of ensuring that a high proportion either meet or exceed national expectations by the end of key stage two. The report identified the following as the features of the academies that are performing well by their disadvantaged pupils:

- A shared set of values bought into and understood by all
- Leadership capacity, experience and expertise
- Strong relationships with families and communities
- A strategy which is understood by all staff who know their role within it
- High expectations for all pupils
- Positive climate for implementing new strategies
- Relationships between adults and pupil, pupils and pupils are of the highest priority
- Pupil Premium is not ring-fenced – leaders use their expertise and knowledge of their pupils and research to inform their approach
- Addressing disadvantage through high quality, inclusive teaching
- Pupil need is identified and addressed
- There is a relentless focus on literacy and language
- Strategic deployment of leaders with specific areas of expertise
- Pupil voice is heard and responded to
- A commitment to recruitment, training and retention of high-quality staff

These findings now form the principles of the 'Excellence for All' Framework which is being implemented across each of our academies. The trust has considered these principles as the basis of our work and to defining the challenges and determine the intended outcomes of the actions taken.

	Action	Intended Outcome	Cost
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	Collectively we have a strong evidence based framework that supports leaders, teachers and support staff to deliver a highly inclusive excellent education to all pupils every day. The framework is used to audit current provision and plan for systematic improvement that results in improved outcomes for all children. The framework shapes the culture of the organisation; the expectation is that all children can succeed regardless of their need or circumstance. This framework clearly communicates to all staff the strategy and approach and is exemplified through case studies and examples of pupil learning.	£13,746 (2021-22) £32,811 (2022-23) £32,469 (2023/24) **£46,089 (2024/25)**
	Provide a high quality CPD offer to all staff designed led by experienced practitioners	All staff access high quality professional development through the Harmony Trust Development Team. All professional development is evidence based and aligns with the principles of our 'Excellence for All' Framework. The implementation of this professional development is well supported through facilitated	

	collaboration. The impact is monitored by academy leaders and further areas for professional development are identified within the Academy Development Plans. All CPD opportunities including coaching and development are strategically aligned with the principle of all staff becoming 'Expert Teachers.'
Increase workforce capacity to support improvement	The number of 'Trust Senior Leaders' and 'Trust Leaders' available to deploy to key priorities and areas of need within academies is increased. Leadership capacity to drive and improve the quality of education is increased. The expertise and knowledge of these leaders is used wisely to ensure that all children access high quality education every day resulting in improved academic outcomes for all children.
Further improve the contextual analysis of our academies and use this to inform and determine the most appropriate intervention	Leaders and practitioners at all levels have a sound understanding of the sub groups within the disadvantaged group, they know the multiple areas of need for particular groups and individual children. This contextual data is used to be specific in identifying the barriers to learning and planning to reduce underachievement. Evaluation is specific in identifying the most effective strategies for intervention.
Provide intervention at its earliest point through high quality Early Years Education	All children access an excellent early years education and all available resources are maximised to ensure that children can attend at an early age (2YO) and where possible above and beyond their free entitlement (15hrs). All academies have high quality continuous provision and highly skilled adults to engage and interact with children in their learning. There is a good balance of direct teaching, group learning and play based consolidation. Learning experiences are implemented with rigour and high expectation and as a result children make excellent progress are supported and challenged to achieve their highest potential many achieving expected levels as they enter Key Stage One. The REAL Project is used effectively to improve family literacy and engage parents as their child's first educators.
Provide a strong framework for Character Education through 'The Harmony Pledge'	All academies will provide a broad opportunities to develop our character competencies and raise aspirations. The Harmony Pledge aims to broaden children's experiences and aspirations in order to enable children to become lifelong learners who can always BELIEVE, ACHIEVE, and SUCCEED. Children will be reflective and record their character development through their Pledge Journal.

Read, Achieve, Succeed	Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework	All academies follow the principles outlined within the Read, Achieve, Succeed Strategy aimed at enabling all children to: • Make good progress over time in their learning, especially for those most at risk of underachievement • Develop a strong set of reading skills and strategies and become independent, confident readers • Be able to read for both pleasure and purpose • Be part of a culture where reading is valued as a key skill for learning and for life • Read widely across a broad curriculum so that they build knowledge over time and develop greater cultural capital • Read within and beyond the school day through a range of quality texts and digital books, accessing a range of genres and authors including poetry • Be supported and encouraged by their parents Build a wider vocabulary and range of language which they use to communicate effectively throughout the curriculum Have access to an online learning platform 'Accelerate Reader' and 'MyON to increase access to books and to be able to quiz at home on their individual iPad	£4,754 (2021-22) £4221 (2022-23) £4736 (inc AR) (2023/24) **£4,736 (2024/25)**
Multi-Disciplinary Team	Improve attendance through rapid and effective support and intervention	All academies have robust plans for ensuring the highest levels of attendance possible, they know which strategies are most effective and apply them consistently with strong evidence of impact. There is a multi-disciplinary approach with our teams focused on working together across family support and education to target the most vulnerable families and those at risk of missing significant proportions of their education. Pupils and their families are well supported and as a result children attend well each day and are ready to learn.	£4,570 (2021-22) £6,143 (2022-23) £7561 (2023/24) **£7,781 (2024/25)**
HTML	Increase the technology available to pupils to support their learning and accelerate progress.	All pupils have increased access to devices so that technology can be used as an enabler to maximise learning. All pupils from Year 3 to Year 6 have their own iPad to use at both home and school. The iPad is a tool for learning and is used to both develop expert independent learners and to provide opportunities to extend learning beyond the school day. All home learning will be completed via the online learning platform 'Purple Mash' and pupils have unlimited access to learning platforms such as TT Rockstars, Accelerated Reader and their online library 'MyON.' Parents are able to engage with their child's learning because they are given the correct information and strategies as to how to effectively support their child. As a result pupil progress is accelerated and the attainment gap for disadvantaged pupils and age related expectation begins to close.	£6,358 (2021-22) £12,497 (2022-23) £8351 (2023/24) **£8,351 (2024/25)**

	Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and wider opportunities are available to all children	The following Great Place 2 Learn Principles are evident across all academies: • *Relevant, considering children's interests, varied, inclusive, context appropriate* • *National curriculum coverage, age appropriate, challenge and high expectations* • *First-hand practical enrichments & wider opportunities* • *Communication, language and literacy is the golden thread that runs throughout the curriculum* • *Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum* • *Fluency, problem solving and reasoning to enable application* • *Developing self-regulating learners* • *Opportunities to experience success in different subjects & different skills and to share their learning with others* As a result pupils access a broad balanced and better education. Learning is more memorable and pupils know more and remember more.	£5,000 (2021-22) £10,000 (2022-23) £8000 (2023/24) **£2,000 (2024/25)**

(Left margin label: Enrichment and Opportunity)

Allocation of Resources for Year 2, 3 and 4 of the Strategy

In order to sustain this plan over a three-year period and to also secure the successful implementation we have decided as a trust to take a strategic approach by pooling a proportion of the funding allocation across the three years. We will retain a proportion of Y1 funding to: respond to in year contextual challenges following further assessment of the impact of the pandemic on disadvantaged children; implement further the strategic approaches outlined in this document following evaluation of their impact; and develop further a workforce model that prioritises the recruitment, development, and retention of staff expert in improving the outcomes of disadvantaged children.

Allocation of Resources for the Tuition Strategy

The Trust has taken a strategic decision to use the Pupil Premium Funding to support the delivery of our Tuition Strategy. The balances of the 5% retained in the previous academic plus the 5% retained in the academic year 2022-23 would contribute to the 40% academy contribution to tutoring.

Amount Retained in 2021-22 = £2,304

Amount Retained in 2022-23 = £3,316

Amount retained in 2023-24 = £4,606

Amount retained in 2024-25= £4,812

Academy Specific Challenges – Allocation of resources 2021-2022

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.

The academy has identified the following challenges, the strategies to overcome them and the intended impact of these strategies and interventions.

This details how we intend to spend our pupil premium (and recovery premium funding) at academy level this academic year to address the challenges listed above.

TOTAL: £15,876

Table 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,900

Action Plan – 2021-2022

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Quality First teaching is improved through the expertise and support of leaders.	• Improve the quality of teaching through high quality coaching and development. • Teaching is consistently good across the academy. • Lesson visits to view and learn from best practice has a positive impact on teaching across the school. • Assistant Principal and Trust Senior Leader effectively support teaching and learning through PPA support and coaching and mentoring.	Coaching and mentoring, including PPA support, team teaching, leads to improved outcomes for children.	**£2,200**
TA Deployment and TA CPD	Maximise the impact of teaching assistants on outcomes for disadvantaged pupils including those with multiple barriers to learning. TA CPD is targeted on vulnerable pupils including SEN and disadvantaged. The deployment of an additional 20 hours a week TA from January 2021-Aug21 is effective in accelerating progress for disadvantaged pupils.(Cost includes additional CPD time for TAs)	-TAs are well deployed as seen in learning walks and the implementation of intervention timetables. -TAs attend high quality CPD (led by the Trust Development Team alongside Academy Leaders and externally where appropriate)	**£5000**

Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of Target Tracker	Assessment data is effectively used to inform priorities and impact in seen on outcomes, especially for disadvantaged pupils. Pupils are accurately assessed through: -effective moderation (supported by KS1 and KS2 LA moderators, employed by the Trust) and Staff Meetings related to assessment -leadership time provided 4 x year for data analysis to inform improvement planning and actions -Pupil progress meetings 4 x year led by a skilled senior leader / Principal -immediate feedback using online tools (and the iPads) is trialled in KS2 (range of quizzing apps)	-Accurate assessment judgements are made as seen through the moderation and PPM process. -Target Tracker analysis is used effectively at PPMs and teachers use analysis tool to support their planning.	**£2500**
CPD focused on quality talk, AfL and scaffolding	Teachers use Assessment for Learning and scaffolding to effectively impact on pupil outcomes especially for disadvantaged and SEN learners. Peer collaboration (and the sharing of best practice) around meaningful and high-quality talk, AfL and scaffolding impact on the quality of teaching and learning.	AfL, scaffolding and talk is threaded through all T&L CPD. -AfL in lessons (for all) shows has a positive impact on learning. Check for Understanding (for all) is a key strategy used across the academy. -Partner and talk trios are used as an assessment tools alongside effective questioning. -Language structures are used to build pupil skill in use of oral and written language. -Scaffolds such as word mats, visual, graphic organisers, manipulatives are used	**£1200**

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3100

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Co-ordination and delivery interventions	- Interventions are effective in support disadvantaged pupils including those with SEND. - The deployment of an additional 20 hours a week TA from January 2021-Aug21 is effective in accelerating progress for disadvantaged pupils. - Targeted same day support in core subjects is used following effective AfL during lessons - Language Link, Speech Link and Nessy are all effective intervention and assessment tools.	Intervention timetables are in place and effectively implemented. Impact is seen through assessment data for those children receiving interventions.	**£3,100**

Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,876

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
SEMH targeted support	SEMH barriers to learning are reduced through SEMH support carried out by a HLTA using the Time to Talk approach. Caseload shows pupils most in need are identified support and a personalised package is implemented.	3 hours a week timetabled SEMH support in place. Impact is seen on learning outcomes for identified pupils.	**£1876**

Total budgeted cost: £15,876

Allocation of Academy Resources 2022-23

The EEF's **evidence-based** tiered model (https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092) and NFER research has been used to inform our Pupil Premium Strategy.

A key theme underpinning all actions is the **effective diagnostic of pupil need** linked to our academy's specific context. This will enable us to prioritise our time on the right priorities and the right pupils.

Monitoring and evaluating the impact of the strategy throughout the year, eg. through the use of numerical data, learning evidence and pupil voice will ensure the academy responds to need in a timely manner, resulting in better progress.
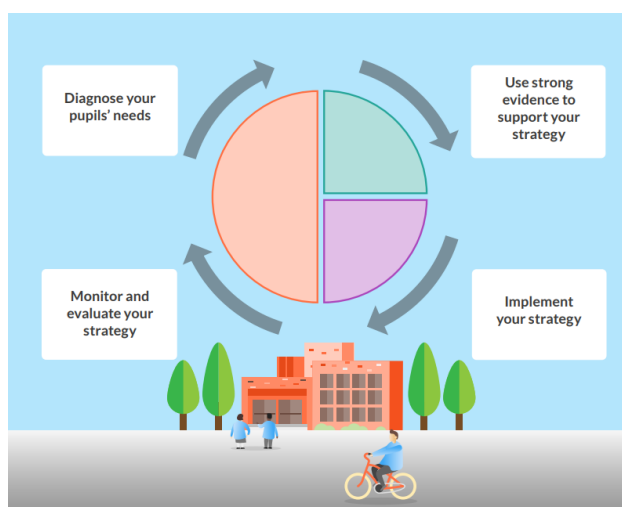

Table 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Embed Quality First teaching through the expertise and support of leaders.	- Improve the quality of teaching through high quality coaching and development. - Teaching is consistently good across the academy with outstanding elements in all phases. **Evidence Base** 'Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.' (Pupil Premium Overview- DfE December 2022)	All teaching across the academy is at least Good. Coaching and mentoring, including PPA support, team teaching, leads to improved outcomes for children.	£1500

	• NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. **For disadvantaged pupils the difference between a good teacher and a bad teacher is a whole year's learning.** • 'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.' (Supporting the attainment of disadvantaged pupils – DfE) • School evidence and monitoring from the previous year has highlighted that effective reading teaching has shown to increase the progress rates and attainment levels of our pupils across the school.		
Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of SONAR	• Assessment data is effectively used to inform priorities and impact is seen on outcomes, especially for disadvantaged pupils. • Pupils are accurately assessed through effective moderation (supported by KS1 and KS2 LA moderators, employed by the Trust) and Staff Meetings • Leadership time for data analysis in readiness for Academy Visits and Standards discussions to inform improvement planning and actions. • Pupil progress meetings 4 x year led by a skilled senior leader / Principal • Improved feedback using online tools: Sumdog, Star Reader, TTRockstars to allow teachers to use accurate assessment	Teaching staff are aware of the needs of their cohort and match provision to the needs in the class. Teachers assess accurately and make amendments to their teaching to have maximum impact especially those that are most vulnerable. Pupils make good progress which is monitored carefully to inform targeted support and next steps.	£1500

	Evidence Base		
20	• NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school.		
Deliver Instructional coaching to teaching staff through the use of 'Walkthrus'.	• Teachers use the latest thinking and strategies to deliver high quality lessons every day. • Use an evidence -based approach to improve teacher pedagogy and support pupils to know more, remember more and do more. **Evidence Base** • Walkthrus (Sherrington and Caviglioli, 2020) are a selection of evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as: Behaviour and Relationships; Explaining and modelling; Questioning and Feedback; Practice and Retrieval; Building secure long-term memory and fluency • Rosenshine's Principles will act as a rich source of pedagogy underpinning our key approaches.	Greater teacher subject knowledge on the science of teaching and learning. Teaching judged Good or better in all lessons. All teachers are effective in delivering a wider range of evidence-based teaching strategies.	£1000

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6500

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Maximising Deployment of Teaching Assistant and TA CPD	• Maximise the impact of teaching assistants on outcomes for disadvantaged pupils including those with multiple barriers to learning. • TA CPD is targeted on vulnerable pupils including SEN and disadvantaged. • The deployment of an additional 20 hours a week TA from Sept 2022-Aug23 is effective in accelerating progress for disadvantaged pupils. • Additional CPD time for TAs to support pupil progress • TA's support in the development of language rich environments and conversations. **Evidence Base** EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included: • Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. • Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. EEF's Guidance – Making the Best use of Teaching Assistants	TAs are well deployed as seen in learning walks and the implementation of intervention timetables. TAs attend high quality CPD and have improved subject knowledge and expertise. TA support pupil progress by addressing gaps and misconceptions.	£1000

22	- Use TAs to help pupils develop independent learning skills and manage their own learning. - Use TAs to deliver high quality one- to –one and small group support using structured interventions. - Explicit connections are made between learning from everyday classroom and teaching structured interventions.		
Co-ordination and delivery interventions	- Interventions are effective in support disadvantaged pupils including those with SEND. - The deployment of an additional 20 hours a week TA from September 2022-Aug2023 is effective in accelerating progress for disadvantaged pupils. - Bespoke targeted support in core subjects is used following effective AfL during lessons to address misconceptions and deliver pre-teach / post teach sessions. - A range of systematic interventions such as Physical Literacy, Phonics and Speech and Language support for targeted pupils. **Evidence Base** 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom	Children make progress towards their targets on Individual Plans Children develop their fluency in reading and phonics leading to improved phonics results in Key Stage 1. More disadvantaged children achieve ARE in core subjects.	£1000

	teaching, will be a key component of our Pupil Premium strategy • Further evidence on the impact that effective deployment of TAs can have can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions		
Deliver NTP for targeted Y6, Y4 and Y2 pupils.	• Children identified as needing support to meet ARE are given blocks of 15 hours of tutoring to support them to improve outcomes. See NTP for further details of the programme and evidence base.	Increased number of PP children achieving ARE in Reading, Writing and Maths in statutory assessments.	**£4500**

Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £951

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Family Support Worker to provide bespoke programme of support for vulnerable families	• Pupils and families who require family support linked to trauma, sexual violence and bereavement etc to have 1:1 support once a week through family support.	Increased attendance from these pupils. Better outcomes achieved both academic and social.	**£500**
Attendance monitoring and support	• Whole school attendance improves to 95% • The gap between disadvantaged pupils and their peers reduces. • Persistent absences reduce and show improvement from last year. • There is a particular focus on disadvantaged persistent attendance. • Academy leaders work effectively with the Trust attendance lead. **Evidence Base**	Whole school attendance to be 95% + Disadvantaged persistent absence to be in line with national PA or better.	**£451**

24	- NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school - The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	

Total budgeted cost: £ **£11,451**

Allocation of Academy Resources 2023-24

Table 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Embed Quality First teaching through the expertise and support of leaders and expert practitioners.	Improve the quality of teaching through high quality coaching and development. Teaching is consistently good across the academy with outstanding elements in all phases. The quality of teaching and learning will be developed with CPD from the Trust Development Team and through staff training based on evidence-based approaches like 'Walkthrus'. Teachers use the latest thinking and strategies to deliver high quality lessons every day. Use an evidence -based approach to improve teacher pedagogy and support pupils to know more, remember more and do more. **Evidence Base** 'Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.' (Pupil Premium Overview- DfE December 2022) NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. **For disadvantaged pupils the difference between a good teacher and a bad teacher is a whole year's learning.**	All teaching across the academy is at least Good. Coaching and mentoring, including PPA support, team teaching, leads to improved outcomes for children. Greater teacher subject knowledge on the science of teaching and learning. All teachers are effective in delivering a wider range of evidence-based teaching strategies.	£11000

26	'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.' (Supporting the attainment of disadvantaged pupils – DfE) School evidence and monitoring from the previous year has highlighted that effective reading teaching has shown to increase the progress rates and attainment levels of our pupils across the school. **EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included:** • Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. • Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. **EEF's Guidance - Improving Mathematics in KS2/3. Key considerations from the reports included:** • Use assessment to build upon pupils' existing knowledge and understanding. • Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. • Teach strategies for solving problems. • Enable e pupils to develop a rich network of mathematical knowledge. • Develop pupils' independence and motivation. • Use tasks and resources to challenge and support pupils' mathematics. **Evidence for 'Walkthrus' and Teaching Principles**		

	Walkthrus (Sherrington and Caviglioli, 2020) are a selection of evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as: Behaviour and Relationships; Explaining and modelling; Questioning and Feedback; Practice and Retrieval; Building secure long-term memory and fluency Rosenshine's Principles will act as a rich source of pedagogy underpinning our key approaches.		
Increase Leadership capacity to strengthen teaching by target setting and effective pupil progress meetings based on a raising attainment plan.	• Establish a Raising Attainment Plan which is focused and ensures that the most vulnerable pupils are known with provision put in place to meet their needs. • Skill leaders to be able to analyse trends in data to identify areas of teaching that need strengthening.	Leadership Team have a relentless drive to maintain high standards. Leaders can tailor provision based on monitoring and support the most vulnerable pupils.	£2500
Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of SONAR	• Assessment data is effectively used to inform priorities and impact is seen on outcomes, especially for disadvantaged pupils. • Pupils are accurately assessed through effective moderation (supported by KS1 and KS2 LA moderators, and experts employed by the Trust) and Staff Meetings with a focus on writing. • Leadership time for data analysis in readiness for Academy Visits and Standards discussions to inform improvement planning and actions. • Pupil progress meetings 4 x year led by a skilled senior leader / Principal to facilitate robust and targeted work. • Improved feedback using online tools: Sumdog, Star Reader, TTRockstars to allow teachers to use accurate assessment • Support teaching staff to understand how to use SONAR to identify trends and key actions based on the data. **Evidence Base** • NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves	Teaching staff are aware of the needs of their cohort and match provision to the needs in the class. Teachers assess accurately and make amendments to their teaching to have maximum impact especially those that are most vulnerable. Pupils make good progress which is monitored carefully to inform targeted support and next steps.	£2500

	when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school		

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Maximising Deployment of Teaching Assistants and TA CPD	• Maximise the impact of teaching assistants on outcomes for disadvantaged pupils including those with multiple barriers to learning. • TA CPD is targeted on vulnerable pupils including SEN and disadvantaged. • The deployment of an additional 35 hours a week TA from Sept 2023-Aug24 is effective in accelerating progress for disadvantaged pupils. • Additional CPD time for TAs to support pupil progress and improve their subject knowledge and practice • TA's support in the development of language rich environments and conversations focused on EYFS provision. **Evidence Base** EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included: • Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. • Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. EEF's Guidance – Making the Best use of Teaching Assistants • Use TAs to help pupils develop independent learning skills and manage their own learning.	TAs are well deployed as seen in learning walks and the implementation of intervention timetables. TAs attend high quality CPD and have improved subject knowledge and expertise TA support pupil progress by addressing gaps and misconceptions.	£5000

	• Use TAs to deliver high quality one- to – one and small group support using structured and bespoke interventions. • Explicit connections are made between learning from everyday classroom and teaching structured interventions.		
Co-ordination and delivery of interventions	• Interventions are effective in supporting disadvantaged pupils including those with SEND. • The deployment of an additional 35 hours a week TA from September 2023 - Aug 2024 is effective in accelerating progress for disadvantaged pupils. • Bespoke targeted support in core subjects is used following effective AfL during lessons to address misconceptions and deliver pre-teach / post teach sessions. • A range of systematic interventions such as Physical Literacy, Lego Therapy, Phonics and Speech and Language support for targeted pupils. **Evidence Base** • 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, will be a key component of our Pupil Premium strategy • Further evidence on the impact that effective deployment of TAs can have can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	Children's make progress towards their targets on Individual Plans. Children develop their fluency in reading and phonics leading to improved phonics results in Key Stage 1. More disadvantaged children achieve ARE in core subjects with the gap reduced to less than 10% by the end of the academic year.	£5000

Deliver NTP for targeted Y6 and Y4 pupils.	• Children identified as needing support to meet ARE are given blocks of 15 hours of tutoring to support them to improve outcomes in Key Stage 2 SATS and the Y4 MTC. • See NTP website for further details of the programme and evidence base.		£2000

Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,061

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Safeguarding, Attendance and Family Support Worker to provide bespoke programme of support for vulnerable families.	• Pupils and families who require safeguarding support and liaison with external services will be supported. • Family support linked to trauma, mental health, financial support and bereavement etc to have 1:1 support once a week through family support worker.	Better academic and social outcomes achieved by these pupils. Increased attendance from these pupils.	£1000
Attendance monitoring and support including incentives and home visits	• Whole school attendance improves to 95% • The gap between attendance of disadvantaged pupils and their peers reduces. • Persistent absences reduce and show improvement from last year. • There is a particular focus on disadvantaged persistent attendance. • Academy leaders work effectively with the Trust attendance lead to look at trends and focus support accordingly to engage parents. **Evidence Base** • NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school • The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance. **https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-**	Whole school attendance to be 95% + Disadvantaged persistent absence to be better than national PA rates. Pupils with PA from previous year to show an improvement in their attendance.	£4061

	attendance-actions-for-schools-and-local-authorities		
Individual Support and emotion coaching with mental health and wellbeing	• Time to Talk provided for children during lunchtimes for bespoke support with mental health and emotional regulation. • Zones of Regulation support provided for children who are most at risk of missing time in class.	Children are happier and ready to learn in lessons. Reduction in cases of disruptive behaviour / bullying.	£1000
Fulfilling the Harmony Pledge and enrichment opportunities	• Subsidise trips and experiences. • Subsidise residential visit for all Y6 children. **Evidence Base** Since 2009, Paul Hamlyn Foundation's Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students. In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.		£1000

Total budgeted cost: **£7,061**

Allocation of Academy Resources 2024-25

Table 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,470

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Embed Quality First teaching through the expertise and support of leaders and expert practitioners.	Embed and support the quality of teaching through high quality coaching and development. Teaching is consistently good across the academy with outstanding elements in all phases. The quality of teaching and learning will be developed with CPD from the Trust Development Team and through staff training based on evidence-based approaches like 'Walkthrus'. Teachers use the latest thinking and strategies to deliver high quality lessons every day. Use an evidence -based approach to improve teacher pedagogy and support pupils to know more, remember more and do more. **Evidence Base** 'Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.' (Pupil Premium Overview- DfE December 2022) NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. **For disadvantaged pupils the difference between a good teacher and a bad teacher is a whole year's learning.**	All teaching across the academy is at least Good. Coaching and mentoring, including PPA support, team teaching, leads to improved outcomes for children. Greater teacher subject knowledge on the science of teaching and learning. All teachers are effective in delivering a wider range of evidence-based teaching strategies.	£5470

'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.' (Supporting the attainment of disadvantaged pupils – DfE)

School evidence and monitoring from the previous year has highlighted that effective reading teaching has shown to increase the progress rates and attainment levels of our pupils across the school.

EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included:

- Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;
- Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.
- Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.

EEF's Guidance - Improving Mathematics in KS2/3. Key considerations from the reports included:

- Use assessment to build upon pupils' existing knowledge and understanding.
- Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.
- Teach strategies for solving problems.
- Enable e pupils to develop a rich network of mathematical knowledge.
- Develop pupils' independence and motivation.
- Use tasks and resources to challenge and support pupils' mathematics.

	Evidence for 'Walkthrus' and Teaching Principles		
34	Walkthrus (Sherrington and Caviglioli, 2020) are a selection of evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as: Behaviour and Relationships; Explaining and modelling; Questioning and Feedback; Practice and Retrieval; Building secure long-term memory and fluency Rosenshine's Principles will act as a rich source of pedagogy underpinning our key approaches.		
Increase Leadership capacity to strengthen teaching by target setting and effective pupil progress meetings based on a raising attainment plan.	• Embed Raising Attainment Plans which are focused and ensure that the most vulnerable pupils are known with provision put in place to meet their needs. • Skill leaders to be able to analyse trends in data to identify areas of teaching that need strengthening.	Leadership Team have a relentless drive to maintain high standards. Leaders can tailor provision based on monitoring and support the most vulnerable pupils.	£3000
Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of SONAR	• Assessment data is effectively used to inform priorities and impact is seen on outcomes, especially for disadvantaged pupils. • Pupils are accurately assessed through effective moderation (supported by KS1 and KS2 LA moderators, and experts employed by the Trust) and Staff Meetings with a focus on writing. • Leadership time for data analysis in readiness for Academy Visits and Standards discussions to inform improvement planning and actions. • Pupil progress meetings 4 x year led by a skilled senior leader / Principal to facilitate robust and targeted work. • Improved feedback using online tools: Sumdog, Star Reader, TTRockstars to allow teachers to use accurate assessment • Support teaching staff to understand how to use SONAR to identify trends and key actions based on the data. **Evidence Base** • NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train	Teaching staff are aware of the needs of their cohort and match provision to the needs in the class. Teachers assess accurately and make amendments to their teaching to have maximum impact especially those that are most vulnerable. Pupils make good progress which is monitored carefully to inform targeted support and next steps. EYFS, KS1 and KS2 Moderators in place to quality assure assessment.	£1000

	staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school		

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Maximising Deployment of Teaching Assistants and TA CPD	• Maximise the impact of teaching assistants on outcomes for disadvantaged pupils including those with multiple barriers to learning. • TA CPD is targeted on vulnerable pupils including SEN and disadvantaged. • Develop 2 x TA apprentices. • Additional CPD time for TAs to support pupil progress and improve their subject knowledge and practice through specialist practitioner. • TA's support in the development of language rich environments and conversations focused on EYFS provision. **Evidence Base** EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included: • Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. • Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. EEF's Guidance – Making the Best use of Teaching Assistants • Use TAs to help pupils develop independent learning skills and manage their own learning.	TAs are well deployed as seen in learning walks and the implementation of intervention timetables. TAs attend high quality CPD and have improved subject knowledge and expertise TA support pupil progress by addressing gaps and misconceptions.	

35

	• Use TAs to deliver high quality one- to – one and small group support using structured and bespoke interventions. • Explicit connections are made between learning from everyday classroom and teaching structured interventions.		
Co-ordination and delivery of interventions	• Interventions are effective in supporting disadvantaged pupils including those with SEND. • The deployment of an additional Specialist TA from September 2024 - Aug 2025 is effective in accelerating progress for disadvantaged pupils and pupils with SEND. • Bespoke targeted support in core subjects is used following effective AfL during lessons to address misconceptions and deliver pre-teach / post teach sessions. • A range of systematic interventions such as Physical Literacy, Lego Therapy, Phonics and Speech and Language support for targeted pupils. **Evidence Base** • 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, will be a key component of our Pupil Premium strategy • Further evidence on the impact that effective deployment of TAs can have can be found here:	Children's make progress towards their targets on Individual Plans. Children develop their fluency in reading and phonics leading to improved phonics results in Key Stage 1. More disadvantaged children achieve ARE in core subjects with the gap reduced to less than 10% by the end of the academic year.	£2000

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions		
Deliver NTP for targeted Y6 pupils.	• Children identified as needing support to meet ARE are given blocks of 15 hours of tutoring to support them to improve outcomes in Key Stage 2 SATS. • See NTP website for further details of the programme and evidence base.	At least 75% pupils achieve EXS in Reading, Writing and Maths with an improvement from children who are disadvantaged compared to last year.	£5000

Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Safeguarding, Attendance and Family Support Worker to provide bespoke programme of support for vulnerable families.	• Pupils and families who require safeguarding support and liaison with external services will be supported. • Family support linked to trauma, mental health, financial support and bereavement etc to have 1:1 support once a week through family support worker.	Better academic and social outcomes achieved by these pupils. Increased attendance from these pupils. Reduction in PA	£1000
Attendance monitoring and support including incentives and home visits	• Whole school attendance improves to >95% • The gap between attendance of disadvantaged pupils and their peers reduces. • Persistent absences reduce and show improvement from last year. • There is a particular focus on disadvantaged persistent attendance. • Academy leaders work effectively with the Trust attendance lead to look at trends and focus support accordingly to engage parents. **Evidence Base** •　NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school	Whole school attendance to be 95% + Disadvantaged persistent absence to be better than national PA rates. Pupils with PA from previous year to show an improvement in their attendance.	£1000

	• The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities		
Individual Support and emotion coaching with mental health and wellbeing	• Time to Talk provided for children during lunchtimes for bespoke support with mental health and emotional regulation. • Zones of Regulation support provided for children who are most at risk of missing time in class.	Children are happier and ready to learn in lessons. Reduction in cases of disruptive behaviour / bullying.	£1000
Fulfilling the Harmony Pledge and enrichment opportunities	• Subsidise trips and experiences. • Subsidise residential visit for all Y6 children. **Evidence Base** Since 2009, Paul Hamlyn Foundation's Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students. In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.		£3000

Total budgeted cost: £22,470

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year and the rationale for developing this 4-year strategy.

During 2019-20 the pupil premium strategy was a delegated area of responsibility for the academy principal. Although principals took every effort to ensure that the premium was matched to the needs of disadvantaged pupils, there were continued disruptions to education as a direct result of the Covid Pandemic period. Internal data shows that these tended to affect disadvantaged children more over the course of the pandemic. Evaluation of the impact of individual actions to address the disadvantage gap is therefore difficult to measure accurately. **The broad impact of the Covid pandemic across Harmony was that during the first closure period (March 2020 to June 2020) levels of prior attainment were broadly maintained**. Few children regressed in their learning because the intentional home learning offer was to practise and consolidate the skills that had previously been taught. Although prior attainment was maintained, new learning had not taken place and so an attainment gap emerged that would take a period of accelerated progress to close. **All pupils lost a term of learning during this period**. Those who were already attaining below their peers continued to do so and had the additional challenge of the additional catch up to be on a par with age related expectation. In some sponsored academies these gaps were already significant prior to the pandemic and they were the focus of Trust wide intervention. Upon return to school in June, academies focused on ensuring pupil well-being, settling and recovering and the curriculum was matched to need. Academies focused on the basic skills because speaking and writing had been most affected by the closure period.

As the new academic year began in September 2020 the focus on catch up remained. **Autumn term data and feedback from leaders was that pupil progress was beginning to accelerate during that term**. Academies adjusted their curriculum plans, so that the focus was on the basics of speaking and listening, reading, writing, number, and calculation. Content was prioritised so that essential skills were the foundations of the curriculum. The academies then faced a second closure period (January 2021 to March 2021) where expectations from government for remote learning and onsite provision were much higher. All academies secured a substantial and compliant remote learning offer with over a thousand devices given to families to ensure that all children had the opportunity to engage. As a result of this pupils continued to build on the learning from the Autumn term but **there were interruptions to progress. Rather than accelerate progress, it seems that the progress over the academic year was satisfactory as a result**.

This is a broad picture of attainment. Trust data shows in depth the overall picture of progress and attainment position as pupils returned to school. Progress data shows the difference academies continue to make, but it is important to focus on attainment in recognising the gap between current attainment and key stage outcomes. **The data currently shows that in most academies and in most year groups the proportions of pupils on track to meet their end of key stage targets is lower than attainment at the end of the prior key stage. On current attainment data there is a significant risk of greater proportions of pupils leaving Harmony at the end of Key Stage Two working below the end of key stage expectation and being insufficiently prepared for the next phase of their education.** Therefore we will take a co-ordinated strategic response to tackling the long term entrenched disadvantage that our pupils and communities face. It is critical that we engage collectively as a Trust to deliver our 'Excellence for All' Framework.

Evaluations of 2021-22, 2022-23 & 2023-24 are included in the Document 'Year 3 PP Review' document which can be found on the website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We intend to monitor and evaluate the impact of the funding in the following ways:
The 'Excellence for All' Framework will be reviewed on an ongoing basis as part of the academy monitoring and evaluation cycle. This strategy document will be reviewed and updated on a termly basis throughout the academic year. The academy will participate in external and peer review processes during this year which will consider the impact of the premium through this process.

The Board of Trustees will be reassured that the strategies are having an impact on pupil outcomes through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies thorough the following processes:
- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.