

Hackwood Primary Academy
The Harmony Trust
Pupil Premium Strategy Statement 2021-24
Review of Year 3 of the 3-year Pupil Premium Strategy

The Pupil Premium Strategy Statement for the Harmony Trust and that of Hackwood Primary Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is 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.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would 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.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

A summary of the actions taken and impact from Years 1 and 2 of the 3-Year Strategy

1. Trust wide strategic actions		Summary review of the trust-wide actions for <u>Y1</u> and planned next steps	Summary review of the trust-wide actions for <u>Y2</u> and planned next steps	Summary review of the trust-wide actions for <u>Y3</u> and planned next steps	<u>(Academy Specific Review)</u> Engagement with and impact of Trust wide strategic actions on Hackwood Primary Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	In Y1, academy leaders were supported through training sessions and 1:1 support from trust leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (Y2 of the strategy)			
		In Y2, two Trust Senior Leaders have been recruited to drive the Excellence for All framework. One of these roles is specifically around the Harmony Model Curriculum and another directly related to Excellence for All and Raising Attainment. Alongside this, as part of the Development Team, a team of Curriculum ImpleMentors has been established to develop both subject specific and year group specialisms. Leaders have provided further exemplification materials, and these are housed in the URL for all Harmony colleagues to access. Plans are in place for Academy leaders to further refine the Excellence for All audits (which were rolled out in Y1) alongside their Raising Attainment Plans in consultation with the TSL. All Leaders attended a Pupil Premium briefing for the Trust Leadership Team in November 2023.			
		In Y3, the Development Team has expanded further. Vacancies within the Curriculum Implementation Team were recruited to, with colleagues from across the organisation applying – with a greater number applying from academies which have adopted the framework more recently. All subject specialisms for the HMC were fulfilled. Raising Attainment Plans continue to be integral to strategic planning and academy planning processes and procedures; these are monitored and reviewed when DT members meet with Academy colleagues. Exemplification materials within the URL continue to be refined and shared, with all Academies being encouraged to support with this. Plans are in place for the Excellence for All audits to be revisited again during the next Academic year. The curriculum will be reviewed and refined further to ensure that activities are planned well and meet the needs of all learners, referencing adaptive teaching strategies and scaffolds which will unlock the potential for all learners.			
		Staff have a strong understanding of their cohorts and provision is designed to meet the ever-increasing needs within their classes. Academy Leaders worked alongside Trust Leaders to improve provision across all year groups including EYFS. The Academy Development Plan was implemented to achieve strong outcomes, particularly in reading and maths. Excellence for All Framework was adopted to guide the approach and implementation.			
Development Team Priorities	Provide a high quality CPD offer to all staff designed led by experienced practitioners	The Development Team aligned their CPD offer to the Great Place 2 Learn Strategy which outlines our belief that school should be a place where EVERY child achieves and makes progress over time. It also closely supports the implementation of the Excellence for All framework's guiding principles. Some key features – specific to ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (a similar KS1 programme will launch in Y2 of the strategy), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom.			
		The Development Team surveyed Academy Leaders to gain insight about Academy needs and ideas to maximise engagement and staff workload. The CPD package was redefined to support Academy leaders to develop their			

	<p>own CPD packages and support workload at Academy Level. There was a change in how courses were facilitated to ensure they were 'out of the school day' to maximise engagement and increase participation. Both HR and finance CPD for Academy leaders was incorporated into the CPD offer. The Unlocking Potential programmes were led and overseen by Ass DofEd, TSL and Tls. The Excellence for All CPD package for all staff who are new to Harmony, new to teaching, ECTs or HLTAs is well attended and in place. The REDI programme was developed into a Redi, Set and Go approach to further enhance provision and approaches in EYFS and KS1. A 'Train the Trainer' programme was delivered to all phonics leads, building on the successes in some Academies where the greatest impact was seen. The Subject Leader Development Programme has had a positive impact which was particularly apparent in Ofsted inspections where SLs have been able to articulate the 3 Is of the curriculums for their subject area (ongoing coaching for this is underway).</p> <p>Trust-wide priorities for Academies became more aligned during Y3, meaning a more streamlined a focused approach to the Harmony CPD offer could be implemented with a string focus on Early Development (REDI), Speech and Language and Inclusion.</p> <p>The Unlocking Potential programmes continue to improve, and engagement and participation is high. Colleagues continue to have access to the SLDP and most subject leaders (other than those who are new to role) have now taken part in this course.</p> <p>The 10 Educational Priorities for the Strategic Plan have been agreed and form the basis of each Academy Development Plan.</p> <p>All staff at Hackwood Academy were fully engaged with the CPD offer from the Trust Development Team and external partners.</p> <p>Staff from Hackwood Academy accessed training linked to academy priorities and aligned to the GP2L strategy including but not limited to:</p> <ul style="list-style-type: none"> • Curriculum and Subject Leader development, • Quality First Teaching and Rosenshine's Principles • Early Years (and Year 1), REDI Programme (Review, Explore, Develop, Impact) • Oracy, Language Structures and Effective Talk • Reading for pleasure and Phonics • HTML Strategy • Unlocking Potential in KS1 and KS2 • Young Voices music programme • Emotion Coaching and Zones of Regulation • A range of SEND CPD including Attention Autism, Lego Therapy, Sensory Circuits <p>These continue to be adopted and adapted for our context.</p>
<p>Increase workforce capacity to support improvement</p>	<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities.</p> <p>This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <p>There has been a significant staff development drive to enhance the Development Team whereby TSLs, Tls and ImpleMentORS have been recruited to refine approaches. There has also been an increase in specialist practitioners across the Trust who have had a significant impact in the areas of their expertise. The Unlocking Potential programme has been revised and relaunched to improve communication, monitoring, quality of resources and active participation.</p> <p>A further recruitment drive has taken place for ImpleMentORS and all subjects are now represented. A further refinement of the Unlocking Potential has taken place and there is a more refined approach to data tracking and alignment with the target setting process in each Academy.</p> <p>The Education Strategy group has now been formed and is responsible for the oversight and delivery of the Trust Strategic Plan.</p> <p>A Facilitated Inquiry process has been established whereby the ongoing development of the quality of educational standards across all Academies can be monitored and maintained.</p> <p>The School Improvement function of the Development Team continues to develop and Teams are now able to respond to local need and commissioning.</p> <p>The Trust has established as an ITT provider with Teach First which is a key priority in securing and developing Harmony's future workforce/.</p> <ul style="list-style-type: none"> • Trust Leaders for Curriculum, EYFS and Phonics worked alongside the School Leadership Team to improve quality of teaching. • Safeguarding, Attendance and Family Support from Trust Leader to embed systems and processes in place to effectively manage these areas are in place and working effectively. • SEND Trust Leader and specialists in place to develop the provision for pupils with SEND • EYFS Expert practitioners bought in to run the REDI Programme
<p>Provide intervention at its earliest point through high quality</p>	<p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified.</p> <p>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <i>all</i> EYFS practitioners across the trust.</p> <p>Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections.</p>

<p>Early Years Education</p>	<p>For Y2, the programme will run again for EYFS practitioners new to Harmony but also extend the learning from Y1 – including the further development of Outdoor provision. The REDI programme will also be extended to Y1 practitioners to ensure effective transition to Y1 and to develop an effective provision approach into KS1.</p> <p>The REDI programme has been enhanced and extended into a Redi, Set and Go Approach. The Development Team have run EYFS Leadership Development Days in Academies where impact of this was most visible, including EYFS staff and leaders from across the Derby and Northwest hubs. There has also been time dedicated to working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development).</p> <p>The deployment of TL for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony Model Curriculum is progressive from Nursery to Reception and that clear links are made with the KS1 Curriculum. Alongside the Curriculum development, there has been a continued focus to ensure the provision in the classroom reflects the needs of the children and the curriculum both indoors and outdoors. Assessment has also been refined to ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum.</p> <p>The Trust is now responding the Government's Early Years Entitlement Expansion and School based Nurseries Initiative.. Where Academies can expand, the EYFS and Inclusion Trust Leaders will support this process. There is also an opportunity to expand the Early Development Hub offer across the Trust, responding to the lack of places for children with additional needs in EYFS in both Derby and the Northwest. The Robust, Analysed Data to Achieve Results (RADAR) project is being applied is ensuring effective support and monitoring across all Academies. This approach supports leaders to gain a holistic perspective of the learning journeys of individual pupils and cohorts, track progress and tailor pedagogical approaches thereby improving outcomes. The REDI CPD offer has a wide range of CPD which is aimed at developing specialists in certain areas of the EYFS curriculum.</p> <p>All EYFS practitioners (and the Year 1 teacher) at Hackwood Primary Academy engaged with the REDI programme – designed to support consistency of high-quality teaching and learning by:</p> <ul style="list-style-type: none"> • Reviewing practice and provision • Explore areas of EYFS Curriculum • Develop action plans for Improvement <p>Year 1 Leader trained in delivering high quality phonics through the implementation of 'Phonics a Systematic and Synthetic Approach'</p> <p>80% of pupils achieved a GLD and 87% of pupils passed the PSC which is testament to the provision in classrooms.</p>
<p>Provide a strong framework for Character Education through 'The Harmony Pledge'</p>	<p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations.</p> <p>Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Some Academies had a further re-launch of the Pledge to begin the 2023-24 Academic year. Through the Subject Leader Development Programme, subject leaders are provided with a mapping document which identifies where all Pledge points are met within each subject and each year group within the HMC.</p> <p>The mapping of the Harmony Pledge continues as Subject Leaders consider how their subject area meets the 10 pledge points along with the 10 character competencies. Academies continue to ensure that pupils have plentiful opportunities across the wider curriculum to engage in first hand experiences and prepare themselves for their next stage of their education. Mapping the Harmony Pledge also allows to further develop pupils understanding of the 10 character competencies to ensure they become a lifelong learner. The principles of developing character education is important to ensure that pupils develop important life skills in order for them to learn their own spiritual, moral, social and cultural development. It's pivotal that they develop their own character traits and core ethical values that form the basis of an outstanding character and successful citizen of society.</p> <p>A Pledge Working Party has been formed which is currently gathering the voice of all Harmony colleagues across all roles to further develop this initiative, making sure that this is strong across all Academies.</p> <p>Running parallel to the <i>Harmony INSPIRE</i> Curriculum Hackwood Primary Academy delivers, the Harmony Pledge, develops character competencies and raises aspirations. Over the period of Year 3 of this plan, we have fulfilled various pledges to enhance the curriculum including:</p> <ul style="list-style-type: none"> - Completing the Daily Mile to keep healthy - We have raised money for local charities that supports children with visual impairment as well as National charities like Children in Need, Save the Children and the Royal British Legion. - Children learnt and performed songs to the school community including parents and carers - Embedded a culture of Being Respectful, persevering and taking pride in what we do - The School Council, Pledge Parliament and Reading Ambassadors were democratically elected and provide a rich source of feedback from pupils - Children are taught to become expert learners by persevering in their lessons and overcoming desired difficulties to extend their learning

		<ul style="list-style-type: none"> - Diversity and The British Values are taught through Assemblies and the PSHE Curriculum. During the last year, children have looked at Tolerance, Mutual Respect, Rule of Law and Being Democratic. They have studied Black History Month, Cultural Diversity, International Women’s Day and enriched their reading spine to include authors from diverse backgrounds. Furthermore, we have raised the profile of the diverse nature of Modern Britain by celebrating various religious festivals and national celebrations or key events. - We have held Global Schools Day celebrating the diversity of languages and cultures within the school community
Read, Achieve, Succeed	Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework	<p>“There is a relentless focus on literacy and language”, in academies where disadvantaged pupils are performing well.</p> <p>The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy.</p> <p>During Y1 of the strategy, the frameworks were shared with academy leaders and training provided for all relevant staff – led by expert practitioners from across Harmony.</p> <p>Phonics resources were provided so that there would be a consistent approach to high quality, inclusive teaching and learning in each academy. Support for assessment was also available and phonics leads met regularly.</p> <p>Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23.</p> <p>The Development Team recruited a team of expert practitioners to support the implementation and monitoring of these strategies, and this will be a key focus for Yrs 2 and 3 of the strategy</p>
		<p>There was an appointment of a Trust Senior Leader responsible for Early Literacy and Phonics across the Trust due to the successes in phonics outcomes and the impact the Harmony Phonics Framework. As part of the phonics CPD offer, ‘Train the Trainer’ sessions have been facilitated with phonics leads from across the Trust. A Trust Leader has been recruited with responsibility for Unlocking Potential in Reading (across KS2) which has incorporated some CPD and specific work around the use of Accelerated Reader and is working with the Principal Strategic Lead for Reading to develop the Harmony Reading Framework. Alongside this, RAS author events and initiatives continued trust-wide.</p> <p>Members of the Development Team have been carrying out reading reviews in Academies to raise attainment and improve quality of teaching and learning.</p> <p>After evaluation of the PP strategy, oracy was identified as a priority for many schools and so an Oracy Champions course designed to support the development of vocabulary, language, and communication is now underway.</p>
		<p>Author events continue to run across both Hubs (both virtually and in-person) as well as annual Madeleine Lindley events where each child receives a high-quality text of choice to keep. The TSL for Early Literacy and Phonics continues to lead HPF training for both hubs. Phonics Tracker has been obtained for both hubs. The approach to provision within KS1 is developing and is a key focus are within Academies to work on enhancing environments, curriculum planning, organisation/resources, staffing, timetables and expectations. The Speech and Language Therapy services offer has been strengthened in the Northwest with a view to expand this further within the Derby Hub (recruitment drive underway).</p>
		<p>A key action taken during the academic year 23/24 was the embedding of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Hackwood Primary Academy from January 2022. <i>The number of pupils meeting the expected standard for the PSC was up a further 3 percentage points to 90% from pre-Covid levels (2019).</i></p> <p>Through the HTML Strategy, pupils can log on to MYon and Accelerated Reader, increasing their access to quality texts. Children have enjoyed reading the digital texts. The school library has a range of digital texts that children can scan and read using their iPads.</p> <p>Reading at Hackwood Primary Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy.</p> <p>Reading for pleasure is a big driver at Hackwood. Children are motivated to read every day; classes have a class novel which is read regularly and reading diaries support children and their families to keep track of the reading and support its enjoyment. Reading for Pleasure awards are celebrated in our half-termly Assembly with the community to raise the profile of reading across the academy and beyond. We undertook several author events, held various book fairs and every child participated in the Read Achieve Succeed event.</p>
Multi-Disciplinary	Improve attendance through rapid and effective	<p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a ‘first point of contact’ to support the families and pupils in our communities. There are strong links with a range of partners through the Trust’s multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies.</p> <p>We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p>

	<p>support and intervention</p>	<p>In Y2, the HDT reviewed the guidance and research on attendance. The Development Team carried out a literature review of the latest guidance and will use these to improve practice across the Trust, including: clear communication expectations for Academies; evaluation of strategies, use of resources and impact (evidence); a focused attendance Academy improvement board; identification of barriers; addressing specific groups (disadvantaged); identification of specific pupils; Academy Action Plans (which are reviewed in a timely manner); and a clear understanding of 'how the best schools do it'.</p> <p>Trust Safeguarding Leads have been employed across Northwest Hub and are having an impact on individual cases within Academies. The Head of Safeguarding holds timely Attendance Leads network meetings to share best practice and share key messages to uphold consistency in approach.</p> <p>Trust Safeguarding Leads are now well-established within their roles and are working with The Head of Safeguarding to work delegate Family Support Workers and Managers and Attendance Leads in Academies to refine practices and improve overall impact.</p> <p>Leaders have access to Multi-Disciplinary Teams which operates cross-trust. Teams work together to target the most vulnerable families and those at risk of missing significant proportions of their education.</p> <p>An Attendance and Family Support worker is deployed at the Academy to provide support with wider strategies including SEMH, Wellbeing.</p> <p>Attendance is a shared responsibility – teaching staff understand the impact they have on raising attainment through providing high quality teaching and welcoming environments in their classroom.</p> <p>Workshops and meetings have taken place with parents and carers explaining the link between Attendance and Attainment. This work is ongoing and showing a positive impact with a reduction of 3% in PA since last year. Statutory attendance is also up by 1% this year to 95.6%.</p> <p>Regular updates are provided to parents through Newsletters, Posters and Meetings.</p> <p>A weekly monitoring of Attendance takes place with analysis of key trends and persistent absentees. A process of support and escalation is in place to intervene and improve attendance.</p> <p>Hackwood is part of an Attendance Hub and utilising the resources and thinking to make sure attendance is 'everyone's business'.</p>
<p>HTML Strategy</p>	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>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 and encourage independent, expert learners. The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils.</p> <p>From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p> <p>In Y2, there was the recruitment of a knowledgeable and skilled Trust Leader responsible solely for HTML. An audit has been created for Academies to gauge the current position and subsequently allocate support to develop individual journeys with HTML.</p> <p>Key apps which were established in Y1 are now well-embedded. On average, the number of pupils taking part in the Sumdog competitions is high (Harmony Trust contest data.xlsx (sharepoint.com)) and the number of children reading regularly on MyON is increasing. Furthermore, pupils across Harmony regularly engage with TT Rockstars on their iPads. The MTC results Trust wide are good and improving, with the Trust average result being above National.</p> <p>Leaders report that engagement with home-learning has improved significantly through the use of iPads. For pupils' protection and safety when using devices, an app called Senso had been installed and 1 to 1 devices. HTML staff are liaising with the safeguarding team to support filtering and monitoring of pupils' devices.</p> <p>In Y3, there was a significant review of impact and implementation stages of the HTML strategy including impact on staff workload. A review framework that supports leaders to evaluate and plan next steps accordingly was devised and this has been piloted in several Academies. There is a proposal to plan a strategy re-launch which will utilise the HTML Framework to ensure there is an equitable offer for all children. The MTC results continued to improve across the Trust in Y3 and apps continue to be well used across most Academies. The Trust Leader for HTML continues to provide CPD, coaching and mentoring colleagues who require support.</p>

		<p>All Key Stage 2 pupils have an iPad which they use to support their class work and extend their learning beyond the school day.</p> <p>Access to devices has also increased across KS1 and EYFS so that all children have access to a device to support their learning. Teachers have a state of the art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom.</p> <p>Staff continue to use the technology productively and are very positive in their approach to using technology to maximise teaching and learning opportunities. HTML continues to be implemented successfully, providing children with the tools to improve their learning every day. A number of apps are used in school and beyond to help children with fluency and engagement with the wider curriculum.</p> <p>Parental workshops have also been delivered to parents throughout the year to support their understanding of the key apps used in school.</p>
Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children	<p>Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all children access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying. This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p>
		<p>All Academies took part in the Shakespeare festival in the Northwest and Derby hubs performing Twelfth Night. In Year 3, all Academies will be performing improvisations from King Lear: <i>"T'will be a Storm!"</i></p> <p>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.</p> <p>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning. This will be rolled out into all Academies in Y3.</p> <p>There are intra-school sporting events taking place across both Hubs, meaning children are able to compete and apply their skill and game development across a range of sports and age ranges.</p>
		<p>In Y3, all Academies took part in the Shakespeare festival in Derby and the Northwest Hubs, performing improvisations from King Lear: <i>"T'will be a Storm!"</i>. Next year, all Academies will perform sections of The Tempest in 2024-2025's Festival based: <i>"Oh Brave New World!"</i></p> <p>The residential offer for all children continued to be applied across the Trust and intra-school sporting events continued to take place, resulting in many Academies being awarded Silver or Gold School's Games Kitemark awards as criteria was met in all areas.</p>
		<p>The Curriculum provides a wealth of opportunities for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them. Some of the experiences and enrichment opportunities that took place over the last year:</p> <ul style="list-style-type: none"> - EYFS - Trip to the farm / Visitors in school / Owls workshop / Chicks in the classroom - KS1 – Local trips, Workshops on the Great Fire of London and a trip to The National Space Centre and Peak Wildlife Park - KS2 – Trip to the National Memorial Arboretum, Cadbury's World, Roman WOW day, Year 6 Residential Trip, University Trips - In addition to this there a range of clubs and enrichment activities including: A School Choir, Tag Rugby Team, Lego Club, Drama Club

2. Academy Specific Priorities		Year 3 of 3 review (23/24)
Teaching (for example, CPD, recruitment and	Embed Quality First teaching through the expertise and support of leaders.	<ul style="list-style-type: none"> - CPD on the INSPIRE Curriculum through Trust Development Team being implemented and having positive impact. - REDI – EYFS Programme implemented securing strong outcomes. (80% of pupils with GLD) - CPD on Reading Strategies and whole school Reading for Pleasure – this to be developed further addressing any phonics gaps across school and INA. - Development of Teaching Pedagogy through Walkthrus resulting in consistent good or better teaching - Emotion Coaching and Zones of Regulation embedded resulting in improved behaviour for learning.

		<ul style="list-style-type: none"> - Improved Reading outcomes across school. KS2 Reading outcomes for disadvantaged pupils achieving 71.4%. - The gap in writing between disadvantaged and non-disadvantaged pupils is still an area that needs more targeted work. - Data analysed in Maths shows a trend of reduction in terms of the gap from Years 1 – 5. In Year 6 although there has been an increase of 14% for PP pupils securing EXS standard, it is still considerably lower than their peers.
	TA Deployment and TA CPD	<ul style="list-style-type: none"> - MPTA Training is having greater impact with Teaching Assistants following a timetabled programme of specific interventions achieving better outcomes for specific groups of pupils. - Early reading and Phonics training for TA / HLTAs continues to have strong impact with 87% of pupils in Year 1 passing the PSC. - Pre-teach interventions as directed by teachers are allowing more children to achieve ARE in the core subjects of Reading, Writing and Maths. - Addressing misconceptions following formative assessment is now a key part of the teaching practice
	Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of SONAR	<ul style="list-style-type: none"> - INSET delivered on SONAR and Raising Attainment to all Teachers and TAs - PPM meetings have facilitated aspirational targets for the most vulnerable pupils with a precise focus on key pupils. - Each Year Group has a Raising Attainment Plan focused on key actions to improve attainment. This focused work has allowed school to improve end of Key Stage 2 outcomes year on year. - Assessment Guidance developing understanding from the Trust on utilising SONAR and understanding Point in Time Assessments have resulted in accurate assessment to inform teaching and sequence of learning. - Teachers use AfL strategies while delivering lessons to accurately challenge and help children make progress. Retrieval strategies and checking for understanding are a key feature of all lessons.
	Deliver Instructional coaching to teaching staff through the use of 'Walkthrus'.	<ul style="list-style-type: none"> - CPD delivered on Scaffolding strategies particularly for inclusive practice and SEND - EYFS expert practitioners delivered training on the importance of quality talk - Staff CPD and training adopted by staff based on Walkthrus and research from the EEF to maximise engagement of all pupils particularly the most vulnerable. - The above have resulted in greater subject knowledge and expertise from all teachers. This has resulted in improved outcomes in all key assessment points: EYFS Profile, Y1 PSC, Year 2 Optional SATS and Y6 SATS.
Targeted Academic Support (for example, tutoring, one-to-one	Maximising Deployment of Teaching Assistant and TA CPD	<ul style="list-style-type: none"> - TA's are deployed by teachers effectively to deliver targeted support in the following areas: - Co-ordination and delivery of bespoke / programmed interventions. E.g. Physical Literacy, SALT, Phonics, Colourful Semantics - 1:1 reading (for the lowest 20%), handwriting, fluency in Maths, spelling and SEMH

		<ul style="list-style-type: none"> - HLTAs and TAs deliver pre-teach for key concepts coming up and address misconceptions for targeted groups following PPMs. - Provision at lunchtime supported by TAs - SEND / EHCP Targets are worked on through the use of TAs and Specialist TAs.
	Deliver tutoring for targeted Y6 pupils.	<ul style="list-style-type: none"> - Tutoring provided for 15 Year 6 pupils to support accelerated progress in the core subjects (R, W, M). These were delivered in 15 hour blocks, 1 hour per week using a tutor from the NTP. - KS2 outcomes highlight improvement for all disadvantaged pupils with progress made in Maths fluency and reading comprehension.
Wider strategies (for example, related to attendance, behaviour,	Family Support Worker to provide bespoke programme of support for vulnerable pupils and their families	<ul style="list-style-type: none"> - 'Time to Talk' intervention to support those children who have SEMH needs and delivered by a trained HLTA. This has provided much needed support for children going through mental health issues. - Family Support Worker works with targeted pupils following referral through class teachers. - Children from these families have improved their attendance this year in comparison to last year.
	Attendance monitoring and support	<ul style="list-style-type: none"> - Weekly Attendance monitoring to support and challenge PA - Raised awareness and celebration of Attendance for the whole school community. - Parent Meetings for all phases on Attendance have resulted in better awareness from parents. - Escalation and support for Persistent Absentees through communication, meetings and EWO involvement has resulted in a reduction in PA from the previous year. 2021/22 – PA was at 21% and 2022/23 the PA was at 16.4%. 2023/24 was at 14% and currently our PA is at 10.4% - Attendance for disadvantaged pupils was 93.6% and non-disadvantaged was at 94.9% this is a reduced gap from the previous year which shows the work is having impact. - Referrals for fixed penalty notices for term-time absences have increased establishing a culture around strong attendance for families. - Resources from Attendance Hubs have been adopted adding expertise and best practice in our implementation.