

Reigate Park Primary Academy The Harmony Trust Pupil Premium Strategy Statement 2022-25

Review of Year 1 of the 3-year Pupil Premium Strategy

The Pupil Premium Strategy Statement for the Harmony Trust and that of Reigate Park 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 Year 1 of the 3-Year Strategy

1. Trust wide strategic actions		Summary review of the trust-wide actions for Y1 and planned next steps	Engagement with and initial impact of Trust wide strategic actions on Reigate Park 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)	Leaders have started to use the 'Excellence for All' self-assessment audit. Information from this audit tool and the Trust commissioned 'Improving Outcomes for disadvantaged learners in opportunity areas' (April 2019) has enabled leaders to plan effective next steps. Expectations are threaded through the Academy Improvement Plan and associated CPD.
	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.	Leaders at Reigate Park Primary Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Reigate Park Primary Academy accessed training linked to academy priorities and aligned to the GP2L strategy including but not limited to: <ul style="list-style-type: none"> • Curriculum and Subject Leader development • Early Years • Phonics • Unlocking Potential in UKS2 • The Hannen Training/LLLI • Reading • Writing • HTML Strategy
		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>Increase workforce capacity to support improvement</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. This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <p><i>Additional capacity has been sourced from the Trust through the deployment of Lead Consultants. This is to support the quality of teaching specifically in Year 5 and more broadly across school.</i></p>
	<p>Provide intervention at its earliest point through high quality Early Years Education</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 all 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>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>All EYFS practitioners at Reigate Park Primary Academy engaged with the REDI programme. This was 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 • Measure the Impact of actions taken <p>The ECERs audit was used to build understanding and skill across the team. The reaudit is planned to be undertaken in autumn 22 to measure the impact in this area. From this we will plan next steps.</p> <p>All EY staff engaged in intensive year long training to develop oracy and vocabulary across both Nursery and Reception.</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 the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Running parallel to our curriculum, which also incorporates BSL, Reigate Park Primary Academy delivers the Harmony Pledge to raise aspirations. The 10 pledge points are embedded within the full curriculum and the character competencies are starting to be developed alongside the PSHE and SMSC curriculum and also integrated into other aspects of school including behaviour. This will continue to be a focus for 2023.</p>
<p>Read, Achieve, Succeed</p>	<p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<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>A key action taken during the academic year 21/22 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Reigate Park Primary Academy from January 2022. <i>The number of pupils meeting the expected standard for the PSC has been maintained with 82% pass rate in 2022.</i></p> <p><i>Pupil premium children in FS2 had been a priority group identified by leaders. Monitoring showed disadvantaged pupils' attitudes to reading and progress improved over 2021-22 year and this group were more prepared to access the Year 1 curriculum.</i></p> <p>Through the HTML Strategy, pupils can log on to MYon and Accelerated Reader, increasing their access to quality texts. The subscription is funded through PP funding.</p> <p>All children were provided with a book of their choice at a pop-up book shop set up through The Harmony Trust's collaboration with Madeleine Lindley. This annual event helps further foster a love of reading for all pupils.</p> <p>Reading at Reigate Park Primary Academy is given high priority across the curriculum and is reflected in the learning environment and the development of an Early Years library of the Academy.</p> <p>Year Group projects are enhanced through the use of high-quality texts which engage and enthuse the children throughout the projects. These are further supported by high quality Whole Class Read texts which are chosen to specifically promote language development and vocabulary acquisition.</p> <p><i>Outcomes in Reading at KS2 are the highest they have been at 67%.</i></p>
Multi-Disciplinary Teams	<p>Improve attendance through rapid and effective support and intervention</p>	<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>Leaders have access to Multi-Disciplinary Teams who operate cross-trust.</p> <p>Teams work together effectively to target the most vulnerable families and those at risk of missing significant proportions of their education. Reigate Park Primary Academy's designated Safeguarding and Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils regularly. Pupils who are persistently absent attend meetings with the Attendance Lead and are referred to the EWO. He is supported by the Principal and the Trust Attendance Lead.</p> <p>The Academy has open access to The Trust Family Support Worker.</p>

HTML Strategy	<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.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. 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. Monitoring and evaluation of these plans is supported by the HTML team.</p>
	<p>All Key Stage 2 pupils now 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.</p> <p>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>In a recent trust wide staff survey, staff were very positive in their responses to questions relating to using technology to maximise teaching and learning opportunities</p>	
Enrichment and Opportunity	<p>Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and wider opportunities are available to all children</p>	<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.</p> <p>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>The Curriculum provides a wealth of opportunity 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.</p> <p>Subsidised trips and experiences have included:</p> <ul style="list-style-type: none"> EYFS/KS1 Pantomime KS2 Pantomime EYFS Sundown Adventure Land visit Y1 Childhood Experience Day Y2 Think Tank Visit Y3 Derby Museum Victorian Experience Day Y4 Viking Experience Wildlife Park Visit 	

	<p>Coaching and development through the deployment of an Executive Principal, Trust Consultant and EY Consultants drives improvements in teaching and learning.</p>	<p>A Trust Consultant has been deployed into the academy to drive forward improvements in teaching and learning in Key Stage 2. In particular this has strengthened teaching in English and Maths Teachers in need of support to develop their teaching, either because they are new to the profession or require coaching and development have been provided with a high-quality coach.</p> <p>Teaching has improved throughout 2021-22 as seen in monitoring through book looks and pupil voice. We know that a key strategy to address disadvantage is through high quality, inclusive teaching and what is good teaching for disadvantaged pupils, is good teaching for all.</p> <p>Teachers new to the profession have been supported to develop their skills through modelling and coaching with experienced teachers as Mentors.</p> <p>The Academy has been supporting four year 1 ECTs</p>
	<p>TA deployment and TA CPD</p>	<p>TAs have accessed Trust and academy CPD in order to develop their skills, in particular with supporting children with SEND. This included MPTA (Maximising the Practice of Teaching Assistants) training for all TAs through a Trust-wide INSET.</p> <p>The Academy has enhanced resources to support children who are deaf. Through the application of the MPTA scaffolding framework, the aim is for these pupils to achieve as highly as their peers and all barriers are reduced if not removed. The impact of this training needs to be monitored and a refresher session booked.</p> <p>Additional CP has included: sentence coding use of PIVATS, phonics,</p> <p>TAs are highly skilled at supporting pupils with multiple barriers to learning, especially around SEMH needs.</p> <p>TAs are directed to support pupils with multiple needs, including those who are disadvantaged and SEND. Pupils with complex needs often arrive in the academy mid-year and are part way through SEN processes. Additional support is required to ensure the child settles into school and their needs are met whilst SEND, SPOA and funding processes progress.</p>
	<p>Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of Target</p>	<p>Training on assessment means that moderation has shown assessment judgements are more accurate. Teachers now assess pupils accurately without support from more experienced staff. Those new to teaching access support with assessment throughout the ECT years.</p> <p>Information is used, as seen in pupil progress meetings, to respond to pupil needs and move learning on.</p>

	<p>Tracker and more recently SONAR</p>	<p>Pupil progress meetings target groups including disadvantaged pupils and those with multiple barriers to learning.</p>
	<p>CPD focused on talk/oracy, assessment and scaffolding</p>	<p>6 EY staff attended HANEN training and have a deep understanding of the link between disadvantaged pupils and challenges around oracy.</p> <p>KAGAN structures have been built into teaching across the curriculum. Talk partners and trios are increasingly used to support quality talk as well as assessment.</p> <p>All pupils benefit from the use of appropriate scaffolds whilst developing their vocabulary and language. Communication in Print (CiP) is well embedded across school to support children with communication needs and improve their access to the curriculum.</p>
	<p>EYFS CPD and environment development</p>	<p>Additional CPD was delivered in addition to the Trust REDI programme. Significant funding was also allocated to enhance the physical environment in EYFS.</p> <p>A language rich environment is in place across the Early Years in order to develop high quality provision. Practitioners model good language and interactions in order to move learning forward.</p> <p>Both the indoor and outdoor environment is well resourced and adults ensure pupils access the environment well in order to develop key skills, especially around language and literacy.</p> <p>Early Years classrooms provide a language rich environment through the purchasing of high quality texts which link to curriculum topics. Collaborative play promotes language and social skills. The investment in resources eg. block play and more diverse multicultural resources ensures the environment supports language development which are areas of focus for disadvantaged learners.</p>
<p>Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)</p>	<p>Tutoring- phonics interventions in Y1 and Y2</p>	<p>Following Covid phonics was identified as an area which was negatively impacted by Covid. Pupils who had not passed the phonics check prior to the pandemic or had passed but not retained phonic knowledge were identified for one- to-one support as well as small group phonics interventions.</p> <p>Phonics tracker showed 100% of these pupils made accelerated progress over the intervention period.</p>
	<p>Pupils with high levels of SEMH needs are supported through targeted support and nurture principles</p>	<p>Targeted support was accessed by 24 pupils across the academy throughout the 2021-22 academic year. This was essential support post-covid and enabled many children to access learning and break down SEMH barriers.</p>

	Year 6 booster interventions	<p>Pupil premium pupils were targeted for Year 6 interventions.</p> <p>Increased numbers of pupil premium pupils working at the expected standard in reading, writing and maths (combined) between the start and end of year.</p>
Wider strategies (for example, related to attendance, behaviour, well being)	Attendance	<p>Attendance has been a key priority at Reigate Park and has become a greater challenge during and since covid.</p> <p>The Safeguarding and Attendance Officer is working full time to address attendance concerns, especially for disadvantaged pupils and works closely with our EWO.</p>
	Pastoral support positively impacts on the most vulnerable families is co-ordinated and lead effectively by a senior leader.	<p>The Safeguarding Team supports pupils and families with significant barriers to learning.</p> <p>Signposting to other external services including Bridge the Gap (counselling), Changing Lives, The local Children’s Centre and SCARs, Winston’s Wish, is made regularly</p> <p>Co-ordination of pastoral support is effective (including key professionals in and outside the academy e.g. SENCO, Child and Family Support Worker, The Trust Family Support Team, Social Care)</p> <p>The Safeguarding and Attendance Officer supports the families most in need through:</p> <ul style="list-style-type: none"> • family liaison • safeguarding support, including attending safeguarding meetings • liaising with the safeguarding team, Academy Attendance lead and other key professionals within the Trust • providing one to one pupil support