

Reigate Park Primary Academy
The Harmony Trust
Pupil Premium Strategy Statement 2021-24
Review of Year 2 of the 3-year Pupil Premium Strategy

The Pupil Premium Strategy Statement for the Harmony Trust and that of Village 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	<u>(Academy Specific Review)</u> Engagement with and impact of Trust wide strategic actions on XXX 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.		
		SLT met with Efa Champion to identify next steps for the Academy. Efa audit completed – SLT have better knowledge and understanding of academy gaps. Key priorities have been identified. Efa framework shared with all staff		
	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 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			

	<p>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>Academy identified priorities and signed up for CPD using DT Brochure Eg Y6 – Unlocking Potential Out of school hours offer enabled higher levels of attendance by Academy staff. Trust Subject Leader Development Programme adopted and modified by SLT at the Academy to provide a bespoke to RP programme.</p>
Increase workforce capacity to support improvement	<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. 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>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>Revised Unlocking Potential programme much more tailored to Academy needs and having greater impact.</p>
Provide intervention at its earliest point through high quality Early Years Education	<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. In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to all EYFS practitioners across the trust. Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections. 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). 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>All EYFS staff attended REDI training in Y1 and continue into the second year of the programme. The Academy engaged with EY Consultant to identify gaps and address needs to ensure high quality provision.</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. 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. 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>RP relaunched the Pledge this year, with PSHE Lead taking a lead role in this. Systems are in place across school to ensure key competencies/characters are discussed regularly with the children - at the start, during and end of lessons</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>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>RAS is a key underlying strategy for all our curriculum development work. RP Reading Review very positive outcomes, clear strategies and impact evident through this. Trust Phonics Framework implemented in school with amendments made in order to meet the needs of our deaf children.</p> <p>Oracy Champion – new to role, SLT to work alongside to develop action plan and implement strategies.</p>
<p>Multi-Disciplinary Teams</p>	<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>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>Attendance Lead and SG&A officer attend network meetings. Actions given from these are implemented in a timely manner. Attendance action plan in place and reviewed. Academy held to account re attendance during Trust Visits, no specific actions for how to improve have been identified.</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.</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.</p> <p>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>1-1 devices in use across KS2 – staff work collaboratively to identify best practice eg use of Teams. SENSO recently installed in the Academy – further work on this to commence Spring term. The Academy uses the devices to support in preparing the children for key assessments ie the MTC in Y4. Staff facilitate the regular practise of times tables in the style of the MTC – this resulted in better than national outcomes for the check in 2022-2023. The profile of Sumdog competitions has been raised through the Maths curriculum lead and is something the Academy will continue to do.</p>
Enrichment and Opportunity	<p>Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and</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>

wider opportunities are available to all children	<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.</p> <p>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>All projects start with a 'Hook' to engage the children in their learning using the Curriculum Maestro platform as a starting point. The Academy has committed both Y5 classes to participate in the Children's Shakespeare Festival programme this year. A wider offer of extra-curricular and curriculum enhancements are offered with subsidies for PP children. These activities use both Academy staff and other professionals. Careful monitoring of who attends these with targeted invites for key children/families in place. School make a contribution towards the cost of visits/trips for children who are disadvantaged. The Academy has a Y5/6 Residential visit planned for the summer of 2024.</p>

2. Academy Specific Priorities		Year 2 (of 3) review (22/23)
Teaching (for example, CPD, recruitment and retention)	To develop oracy skills in Early Years and Key Stage 1 – specifically targeting children with high levels of language deprivation and those who are deaf	High quality CPD for staff to ensure consistent approaches to delivery in place. REDI programmes attended. All staff very aware of the PP children within their class and this group are a focus group during PPM and any additional visits to the classroom. Deaf children receive both in class and 1-1 work with TAD and ToD to identify gaps which are then addressed in a timely manner. SALT works with these children. Outcomes for this group are positive.
	To develop early reading skills of children who are not making expected progress. Training implementation of the Early Reading Programmes.	All key staff attended Early Reading programmes. The Literacy (Reading) lead liaised with the EY staff to discuss barriers and how to address. Launchpad for Literacy CPD delivered for all staff
	To support and accelerate the progress in fluency and understanding of children who have SEND/BSL/EAL	CPD for staff on use of AR data and how to use this effectively to identify/target and work with children who are not reading widely/regularly. Reading Leads attended Trust CPD offer. Whole School WCR strategy embedded with support/resources in line with needs. KS2 Phonics intervention in place for children who did not pass. Y2 implemented key strategies – echo reading to support development of fluency.
	To support the physical development of young learners	Investment in equipment to develop Gross Motor Skills. REDI training to ensure staff are facilitating children's development when outside.
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Targeted support for underachieving pupils to close attainment gaps including 1-1 readers, phonics interventions, targeted group support in class for English and Maths	PPM focus on children who 'falling behind' with discussion about the gaps and what next. Year group audits of skills in R, W, and M enabled focussed interventions to be put into place. Pre and Post teach sessions in place for children who are identified as underachieving. Phonics intervention groups in place for Y3 and Y4 children who have not passed.

Wider strategies (for example, related to attendance, behaviour, well being)	Attendance lead in place with clear role and action plan in place.	Attendance Action plan written and reviewed throughout the year. Close liaison with EWO to ensure robust monitoring and follow up of children/families Barriers identified and support provided (where appropriate) Home school visits conducted on a regular basis. First day phone calls made
	Provide cultural capital enrichment opportunities.	Pantomime for all children in school – subsidised for PP children. Y6 residential booked for summer term – subsidised for PP children – this extended to Y5 due to lack of take up. Children taken part in events in the community – singing at the Co-op, old peoples' home. All year groups booked topic hooks – visits or visitors throughout the year. Subsidised AP monitoring Extra-curricular club take up re proportion of PP children – targeting key families/children when appropriate.