

96Reigate Park 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 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 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	<i>(Academy Specific Review)</i> Engagement with and impact of Trust wide strategic actions on Reigate Park PrimaryAcademy
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.	
	Provide a high quality CPD offer to all staff designed led by	Following a piece of work with the Trust PP lead, senior leaders reviewed our systems and processes around PP. We developed the disadvantaged calculator in order for staff to identify priority children and families. From this we have created Individual PP Provision maps. Both documents are reviewed termly and form part of a discussion at PPM. PP provision maps are quality assured by SLT on a termly basis. Staff now have a better understanding of PP children within their classroom and the barriers they face and interventions which support their development/attainment.	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.		

<p>experienced practitioners</p>	<p>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 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>Staff have engaged with the Trust development package, subject leaders have attended Curriculum Implementor sessions, the Principal has attended Curriculum Leader sessions. Senior leaders identify from ADP key priorities and use this to plan out a comprehensive CPD offer. The SENCO has been involved in delivering high quality SEND CPD. Senior leaders have provided regular, focussed Toolbox Talk and PDM CPD for staff around developing the Reigate PP provision maps and disadvantaged calculator. Subject leaders have also been responsible for providing whole school CPD around their curriculum and priorities.</p> <p>Reigate are involved in Unlocking Potential Trust CPD in the relevant year groups including Year 1, Year 2 and Year 6.</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> <p>Reigate continue to increase workforce capacity through the development of Subject Leaders and through regular subject leader inquiries. Middle Leaders attend a half termly meeting with SLT to discuss priorities and next steps for their phase. All Senior Leaders now form part of the Pupil Premium Team. Senior Leaders are response to emerging priorities, and these are allocated according to capacity as well as knowledge/skills based. The Academy has a specialist TA who works with a very complex needs child – this brings wider knowledge and experience to support the work across school.</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 <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>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</p>

		<p>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>Early Years staff are engaging with Trust CPD offer. The Trust Lead for Early Years has been in to visit Reigate to evaluate the work and provision which was seen to be of at least good quality. The Early Years lead has asked for support around analysing and interpreting data. The EYFS lead meets half termly with senior leaders to discuss priorities for that half term with a review of impact of new ways of working etc part of this. Staff plan using the Curriculum Maestro platform as a starting point but this is always amended to reflect the needs of the children. Continuous provision is carefully planned to ensure that further opportunities are provided for the children to consolidate/further develop their learning.</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>The Principal is part of the Pledge Working Party; sharing ideas of how the Pledge could be developed across all Academies. Our Pledge Champion works closely with our PSHE lead to ensure that appropriate links are made across the curriculum.</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</p>

		<p>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>The Academy was successful for another year in applying to be part of the Picture Book Awards for the Derby Book Festival.</p> <p>Academy Oracy lead in post and she has attended Trust training around this priority. CPD for staff has been delivered and development or oracy principles continues to be developed throughout the school. Speak Well strategies have been shared with all staff and are implemented across school.</p> <p>Phonics provision review was carried out in the summer term and agreed actions are in place. Interventions are in pace for those who did not pass in Y1 as well as those who are not ARE in Y3 and Y4.</p> <p>Launchpad is used to support where children are not making appropriate levels of progress.</p> <p>Reading book transition from Reading Rainbow to AR was reviewed and alternative provision for these children has been reviewed.</p> <p>Literacy curriculum continues to be text driven which underpin the wider curriculum.</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>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>The Safeguarding and Attendance Officer works effectively with the LA EWO and holds regular meetings with parents to offer support and challenge.</p> <p>The importance of excellent attendance is shared weekly during assembly with the children. Excellent/most improved attendance is recognised and celebrated both as a class and an individual. The Attendance Officer follows Trust policy with regards to ensuring parents and children are clear about expectations. A clear action plan is in place which identifies key actions for improvement</p> <p>The SG&O and Attendance Lead attend Trust Network Attendance meetings where best practice is shared and discussed.</p> <p>Attendance Data:</p> <table border="1" data-bbox="357 1653 1481 1809"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>Whole School Attendance (Statutory)</td> <td>93.54%</td> <td>94.8%</td> </tr> <tr> <td>PP Attendance (Statutory)</td> <td>91.17%</td> <td>92.7%</td> </tr> <tr> <td>Mon-PP Attendance (Statutory)</td> <td>95.35%</td> <td>96.26%</td> </tr> </tbody> </table> <p>% of PA over time</p> <table border="1" data-bbox="357 1895 1481 1982"> <thead> <tr> <th></th> <th>2022-2023</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>Percentage of PP PA on Roll</td> <td>55/344 – 15.9%</td> <td>42/392 – 10.7%</td> </tr> <tr> <td>Percentage of non-PP PA on Roll</td> <td>42/392 – 5.2%</td> <td>15/392 – 3.82%</td> </tr> </tbody> </table>		2022-2023	2023-2024	Whole School Attendance (Statutory)	93.54%	94.8%	PP Attendance (Statutory)	91.17%	92.7%	Mon-PP Attendance (Statutory)	95.35%	96.26%		2022-2023	2023-2024	Percentage of PP PA on Roll	55/344 – 15.9%	42/392 – 10.7%	Percentage of non-PP PA on Roll	42/392 – 5.2%	15/392 – 3.82%
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HTML Strategy	Increase the technology available to pupils to support their learning and accelerate progress.	<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 Y4 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>iPads continue to play a key role to support and develop progress and attainment. Increased reading opportunities through accelerated reader/myon KS2.</p> <p>Staff, children and parents can now analyse children's progress and gaps in learning in multiplication through the use of heat maps on TT Rock Stars.</p> <p>School engages in Sum Dog/TT Rock Stars competitions.</p> <p>Children complete the termly UOMC.</p> <p>HTML lead in place, attends Trust Network to share good practice which is then shared with Academy staff.</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. 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>
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>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: "T will be a Storm!"</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: "T will be a Storm!". Next year, all Academies will perform sections of The Tempest in 2024-2025's Festival based: "Oh Brave New World!"</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 Academy provide a extensive offer of extra-curricular activities both in house and external.</p> <p>Both Year 5 classes took part in the Shakespear for children festival.</p> <p>Academy Cir works within the community to develop positive relationships</p> <p>JLT works with the local Church to support with food banks, they have also undertaken Dementia training and visited a local café to meet and chat with people with Dementia</p> <p>P.E. lead has developed inter-school football tournament competitions.</p> <p>Visitors and visits are always a starting point for each curriculum project.</p>

2. Academy Specific Priorities		Year 3 (of 3) review (23/24)
Teaching (for example, CPD, recruitment and retention)	To develop oracy skills in Early Years and KS1 specifically targeting children with high levels of language deprivation and those who are deaf.	<p>The Academy was successful when applying to take part in the Picture Book Awards for the Derby Book Festival.</p> <p>Oracy lead in post and she has attended Trust training around this priority. CPD for staff has been delivered and development or oracy principles continues to be developed throughout the school. Speak Well strategies have been shared with all staff and are implemented across school.</p> <p>Phonics provision review was carried out in the summer term and agreed actions are in place.</p> <p>Reading book transition from Reading Rainbow to AR was reviewed and the need for alternative provision for these children has been identified and will be actioned.</p> <p>Literacy curriculum continues to be text driven which underpin the wider curriculum.</p> <p>Regular input from external Speech and Language Therapist. Regular support sessions for staff provide by the Speech and Language Therapist.</p> <p>Speechlink Assessments carried out in order to identify early issues around speech.</p> <p>Nursery speech assessment completed for nursery children.</p> <p>BPVS language assessment carried out by Teachers of the deaf and discussed with parents at Annual Review.</p> <p>3x weekly IP targeted work from TAs/TADs/CT and Teachers of the deaf.</p> <p>Provision maps in place for Deaf PP children.</p> <p>Daily scaffolded language resources for all SEND, including deaf children.</p> <p>Deaf children access literacy curriculum alongside all other children in the class and this continues to be text driven which underpins the wider curriculum.</p>
	To develop early reading skills of children who are not making expected progress.	<p>Implementation of Launchpad for Literacy within Early Years has ensured a good understanding of starting points and next steps. Staff ensure that provision and the development of language rich environments facilitates and supports progress with early reading skills.</p> <p>Half termly PSC checks are completed with year 1 and 2 (as appropriate); data is analysed and provision is adjusted accordingly. SEND needs are considered and IP targets are informed by Launchpad milestones as appropriate.</p> <p>Introduction of FS PSC tracking to monitor progress towards being Year 1 ready.</p> <p>Phonics club in place for identified year 1 and 2 children- progress/impact evident throughout Autumn term.</p>
	To promote Read to Achieve priority and ensure high quality text available across school.	<p>Staff promote and model reading:</p> <ul style="list-style-type: none"> - protected story time at the end of every day - weekly story assembly time lead by a range of staff -

		<p>Engagement with 'Your Story Corner' Bookmark Charity has increased supply of books within reading corners.</p> <p>The Academy continues to ensure that high quality texts are available to all children, both through the curriculum and reading for pleasure.</p>
	<p>To support and accelerate the progress in fluency and understanding of children who have or are SEND/BSL/EAL</p>	<p>Maths fluency is specifically taught in Year 5 and Year 6 on a weekly basis.</p> <p>Year 3 and Year 4 focus on tables fluency in preparation for the MTC. Parent sessions have been delivered to ensure parents understand the expectations and how they can support at home. CPD provided to staff to support with the teaching of Tables at Reigate and how data can be analysed to better inform planning. The Reading lead monitors accelerated reading data and this is further monitored by staff who follow up with individual children. Identified children have timetabled reading opportunities with reading volunteers.</p> <p>SEND/BSL/EAL are provided with the same opportunities as all children and priorities above but with scaffolding to support this. SEND children have timetabled support for interventions.</p>
	<p>To identify strengths/areas for development in our mastery approach to teaching and learning.</p>	<p>Review of maths planning to ensure that fluency is promoted, and children promptly move on to application through reasoning and problem solving.</p> <p>Resources used across the school are well scaffolded to enable all to access age-appropriate content.</p> <p>Know more, remember more quadrants are used across the curriculum to ensure that learning is retained and built on year- on-year.</p>
	<p>To identify effective AFL strategies used across the academy.</p>	<p>Quadrants are used effectively across the curriculum to ensure children know more and remember more.</p> <p>Year groups amend quadrants on a regular basis as informed by AFL within lessons.</p> <p>Live marking is conducted throughout lessons to provide timely feedback enabling children to review and improve their own learning.</p> <p>Formative assessments completed on an ongoing basis.</p> <p>ITAFs (yr 1, 3,4,5) reviewed to be in line with Sonar statements.</p> <p>Phoneme checks are used to identify gaps in phonic knowledge.</p>
	<p>To ensure all pupils accurately assessed and monitored.</p>	<p>Moderation meetings are held termly.</p> <p>Mini moderations are regularly completed during phase meetings.</p> <p>Pupil Progress meetings review progress and attainment of PP children with clear actions discussed and agreed.</p> <p>Y6 staff attend LA training Year 6 statutory assessments.</p> <p>Year 2 attended LA moderation session.</p> <p>PSC completed every half term – data is analysed and changes to planning/groups is made as appropriate.</p> <p>Diagnostic reports used to track and monitor engagement and progress on AR – with follow up discussions with individuals.</p> <p>IPs assessed on a termly basis to ensure outcomes are achieved.</p> <p>IPs clearly link to EHCP outcomes.</p> <p>EHCP outcomes monitored through IP targets and at Annual Reviews.</p>
<p>Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions</p>	<p>Provided targeted support for underachieving pupils. To close attainment gaps including 1:1 readers, phonics interventions, targeted group support in class in English and maths.</p>	<p>Phonics club in place for identified year 1 and year 2 children following analysis of half termly PSC.</p> <p>Use of phoneme tracker to inform teaching/intervention. Focus sounds shared with parents.</p> <p>2 reading volunteer recruitment cycles and induction sessions completed. Reading volunteers deployed across school (3 currently in place) increased opportunities for targeted 1:1 reading.</p> <p>Trial of handwriting intervention programme in place within year 3- Write from the Start.</p> <p>IP timetables in place to ensure all SEND pupils receive targeted intervention time.</p>

		Work with external professionals eg-SALT, to ensure provision meets individual needs. Staff identify children who need additional support/challenge throughout lessons and respond to this within lessons.
	To identify barriers for PP children using the disadvantaged calculator.	The Academy continues to use the Disadvantage Calculator. From this provision maps are written for individuals when appropriate. This information is shared and discussed at PPMs.
	To create provision maps for barriers to learning.	The Disadvantage calculator used to inform PP provision maps (all children with a score of 5+ on the calculator have a provision map). Appropriate provision implemented according to the needs identified on the calculator. Provision maps reviewed termly This information is shared and discussed at PPMs.
	To provide access to a range of apps which support planning and teaching and learning.	The Academy continues to use Apps to support learning: Purple Mash TT Rockstars MyOn SumDog Numbots Phonics Play
	To provide targeted and 1:1 support for wellbeing and SEMH.	Timetabled sensory room sessions. SEMH work timetabled weekly with HLTA. Direct work with Safeguarding and Attendance Lead . IPs include SEMH targets where appropriate. SEMH lead oversees curriculum and provides support for staff when appropriate. Staff wellbeing lead in place Work with CAMHs Community Advisor Mental Health First aid training for children complete
Wider strategies (for example, related to attendance, behaviour, well being)	Attendance lead in place with clear role and action plan in place.	SG and Attendance lead in place, works closely with Attendance Lead and other senior leaders. Both attend Trust Attendance Network meetings. Action plan written and reviewed.
	Provide cultural capital enrichment activities.	Developed partnerships with PCSO, local church and members of the community. Language cafe run by MFL lead. Language club weekly with MFL lead. Global Schools Day welcomes members of the school community to share their experiences. Educational visits planned with links to topic projects. Fire safety visits Singing within the community (Choir visited a care home at Christmas). Sign and sing celebration at Christmas Engagement with Word Book Day and World Poetry Day. Year 5 Shakespeare event
	To ensure staff are familiar with and understand attachment theory.	Attachment Theory training provided by LA EP i Summer 2023

	<p>To involve more parents in their children's learning.</p>	<p>Keu priority on 23-24 ADP Middle leader taken lead on parental engagement to co-ordinator calendar, parent voice gathering and providing support/advice for staff TAs/TADs PM target linked to developing parental engagement sessions. Learning showcase events for each year group scheduled throughout the year Parental engagement sessions- scheduled on annual planner Share your love of reading events completed with KS1 and KS2 Parents evenings completed twice yearly IPs and provision shared with parents 3x per year Parent Forum for feedback regarding children's learning Class assemblies</p>
	<p>To provide subsidised Breakfast Club for disadvantaged pupils.</p>	<p>Breakfast Club is free for all PP children</p>
	<p>To signpost key families to external agencies for support.</p>	<p>Support is offered to families, through attendance meetings, EHA submissions and wider more general conversations. Examples of signposting to other agencies – eg CAMHs, School Nurse, Local Area co-ordinator, Build Sound Minds, Aquarius, Local Food Banks, Understanding Children's Behaviour, Youth Alliance, Treetops, Blue Cross.</p>
	<p>To support key families with attendance.</p>	<p>Walking bus is provided Breakfast club is targeted when appropriate Attendance Rewards are in place. Attendance Agreements with the children Attendance Meetings with parents. Liaison with LA EWO – she also attends meeting and offers support to parents. Children are collected/dropped off to the family home outside of the walking bus. Home visits – safe and well checks Liaison with wider professionals ie Social Workers</p>
	<p>To ensure all families who are eligible for FSM are identified.</p>	<p>Checks are completed during enrolment using government website.</p>
	<p>To provide a range of activities with wider opportunities for all.</p>	<p>Priority is given to disadvantaged children for clubs. Attendance is monitored. Assistant PRincipal taken the lead on ensuring fair and equitable access for all children. See information regarding clubs above School trips are mapped out throughout the year to ensure curriculum links in response to parental feedback.</p>