

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



2024-2025



Table of contents

Table of contents	2
Introduction	3
Context	4
Funding overview	6
Part A: Pupil Premium Strategy Plan	7
Challenges	8
How will we overcome these barriers?	11
Academy Specific Challenges – Allocation of resources 2021-2022	15
Allocation of Academy Resources 2022-23	18
Allocation of Academy Resources 2023-24	21
Allocation of Academy Resources 2024-25	25

Introduction

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

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

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

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

Context

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

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

Individual Academy Overview

Detail	Information
School name	Reigate Park Primary Academy
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24 2024-2025
Date this statement was published	31st December 2021 31st December 2022 31st December 2023 31 st December 2024
Date on which it will be reviewed	This Statement will be reviewed annually each September
Statement authorised by	Antony Hughes CEO
Trust Pupil Premium Lead Academy Pupil Premium lead	Jessica Hainsworth, Director of Education Karen Ratcliff, Principal
Governor / Trustee lead	Graham McGuffie, Chair Performance and Standards Committee

Funding overview

Detail	Amount 2021-22	Amount 2022-23	Amount 2023-24	Amount 2024-25
Pupil premium funding allocation this academic year	£221,435	£238,270	£225069	£210160
Recovery premium funding allocation this academic year	£24,360	£26,719	£23306	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£6,258	£10891	£11811
Pupil premium committed to trust wide strategic priorities	£106,655	£99,062	£85303	£127226
Total academy level budget for this academic year	£139,140	£165,927	£151819	£108990

Part A: Pupil Premium Strategy Plan

Statement of intent

The Harmony Trust core values underpin everything we do.

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

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

At The Harmony Trust we believe that the key to succeeding in later life to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages of our lives. This is particularly important for the significant proportion of disadvantaged and EAL learners in our trust. However, purposeful vocabulary acquisition, applied across a range of contexts, is necessary skill for all: *'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.'*¹ Therefore **every lesson is and will be a language lesson across the whole curriculum.**

Reading remains our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Every member of staff should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure. Through the **Read Achieve Succeed Strategy**, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and purpose.

Attendance at school is key to achievement. We know that children identified as disadvantaged usually have lower rates of attendance than those who are not. We know that the way to change these trends over time is to work with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more. Parents have a vital role to play in securing and improving outcomes for their child. Research tells us that the greatest impact is seen when pupils see that home and school are working closely together. The remote learning period enabled us to see the stark difference for those children who have families with the capacity and skills to support and those who do not. We now need to prioritise even further the need to support parents to support their children's education. The 'Harnessing Technology Maximising Learning' (HTML) Strategy is an ambitious strategy. It aims to significantly increase the use of technology across all our academies so that children and staff use it wisely to enhance their learning within and beyond the day. Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress, encourage independent, expert learners and support teachers in managing their workload. The HTML Strategy aims to empower all our pupils including those most disadvantaged so that they can succeed in their learning.

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

Challenges

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

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

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

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

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

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

These include but are not limited to:

SEMH

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

Prior Attainment and Access to Early Education

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

Family Support

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

Mobility

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

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

INA/EAL

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

How will we overcome these barriers?

The Harmony Trust Excellence for All Framework

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

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

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

	Action	Intended Outcome	Cost
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	Collectively we have a strong evidence based framework that supports leaders, teachers and support staff to deliver a highly inclusive excellent education to all pupils every day. The framework is used to audit current provision and plan for systematic improvement that results in improved outcomes for all children. The framework shapes the culture of the organisation; the expectation is that all children can succeed regardless of their need or circumstance. This framework clearly communicates to all staff the strategy and approach and is exemplified through case studies and examples of pupil learning.	£39,303 (2021-22) £55,779 (2022/23) £53858 (2023/24) £95044 (2024/25)
	Provide a high quality CPD offer to all staff designed led by experienced practitioners	All staff access high quality professional development through the Harmony Trust Development Team. All professional development is evidence based and aligns with the principles of our ‘Excellence for All’ Framework. The implementation of this professional development is well supported through facilitated	

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

Read, Achieve, Succeed	<p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>All academies follow the principles outlined within the Read, Achieve, Succeed Strategy aimed at enabling all children to:</p> <ul style="list-style-type: none"> • Make good progress over time in their learning, especially for those most at risk of underachievement • Develop a strong set of reading skills and strategies and become independent, confident readers • Be able to read for both pleasure and purpose • Be part of a culture where reading is valued as a key skill for learning and for life • Read widely across a broad curriculum so that they build knowledge over time and develop greater cultural capital • Read within and beyond the school day through a range of quality texts and digital books, accessing a range of genres and authors including poetry • Be supported and encouraged by their parents <p>Build a wider vocabulary and range of language which they use to communicate effectively throughout the curriculum</p> <p>Have access to an online learning platform 'Accelerate Reader' and 'MyON to increase access to books and to be able to quiz at home on their individual iPad</p>	<p>£7,778 (2021-22) £6451 (2022-23) £6339 (inc AR) (2023/24) £7026 (inc AR) (2024/25)</p>
Multi-Disciplinary Team	<p>Improve attendance through rapid and effective support and intervention</p>	<p>All academies have robust plans for ensuring the highest levels of attendance possible, they know which strategies are most effective and apply them consistently with strong evidence of impact. There is a multi-disciplinary approach with our teams focused on working together across family support and education to target the most vulnerable families and those at risk of missing significant proportions of their education. Pupils and their families are well supported and as a result children attend well each day and are ready to learn.</p>	<p>£23,139 (2021-22) £10,444 (2022-23) £70 (2023/24) £120 (2024/25)</p>
HTML	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>All pupils have increased access to devices so that technology can be used as an enabler to maximise learning. All pupils from Year 3 to Year 6 have their own iPad to use at both home and school. The iPad is a tool for learning and is used to both develop expert independent learners and to provide opportunities to extend learning beyond the school day. All home learning will be completed via the online learning platform 'Purple Mash' and pupils have unlimited access to learning platforms such as TT Rockstars, Accelerated Reader and their online library 'MyON.' Parents are able to engage with their child's learning because they are given the correct information and strategies as to how to effectively support their child. As a result pupil progress is accelerated and the attainment gap for disadvantaged pupils and age related expectation begins to close.</p>	<p>£22,364 (2021-22) £22,388 (2022-23) £22036 (2023/24) £22036 (2024/25)</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	The following Great Place 2 Learn Principles are evident across all academies:	£3,000 (2021-22)
		<ul style="list-style-type: none"> • <i>Relevant, considering children’s interests, varied, inclusive, context appropriate</i> • <i>National curriculum coverage, age appropriate, challenge and high expectations</i> • <i>First-hand practical enrichments & wider opportunities</i> • <i>Communication, language and literacy is the golden thread that runs throughout the curriculum</i> • <i>Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum</i> • <i>Fluency, problem solving and reasoning to enable application</i> • <i>Developing self-regulating learners</i> • <i>Opportunities to experience success in different subjects & different skills and to share their learning with others</i> 	£4,000 (2022-23)
		As a result pupils access a broad balanced and better education. Learning is more memorable and pupils know more and remember more.	£3000 (2023/24)
			£22036 (2024/25)

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

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

Allocation of Resources for the Tuition Strategy

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

Amount Retained in 2021-22 = £11,072

Amount Retained in 2022-23 = £11,531

Amount retained in 2023-24 = £ 11253

Amount retained in 2024-25= £11811

Academy Specific Challenges – Allocation of resources 2021-2022

Each Academy retains a proportion of its Pupil Premium Funding for individual academy priorities. These are identified by the Principal and The Pupil Premium Lead and are approved by the CEO through the Academy Visits Schedule.

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

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

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

Budgeted cost: £71,552

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
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	Training and implementation of: The Hannen Programme for all EYFS staff Launchpad for Literacy Nelli Early Talk Boost Development of BSL in EYFS	Higher proportion of children achieve a good level of development at the end of EYFS Children will make rapid progress in language development Children who are deaf and or with hearing impairment will be able to develop and use BSL in order to support communication and interaction. Accessibility to all areas of the provision will be significantly improved for all children leading to rapid progress and higher attainment.	£18000 £600 £2500 £1900 £19,152
To develop early reading skills of children who are not making expected progress. Training implementation of the Early Reading Programmes.	The Early Reading Intervention programme will support all children, including those with SEND and EAL who are not making expected progress. This programme will support reading and will also impact on speaking and listening through the use of taught language structures and sentence coding. To develop a high-quality Early Years reading library that will engage and enthuse all learners to foster a life-long love of reading,	Higher proportion of children achieve GLD at the end of Early Years. Children will make rapid progress leading to higher attainment by the end of KS1.	£24,500

To support and accelerate the progress in fluency and understanding of children who have SEND/BESL/EAL	Develop practitioner knowledge and expertise to support and enhance provision for BSL/SEND Training and implementation of effective strategies to support children who have BSL/SEND/EAL e.g sentence coding, pre and post tuition, NASSEA assessment process.	Teachers and TAs are proficient in using strategies to support BSL/SEND/EAL learners to make accelerated progress. Through the use of the NASSEA assessment tool, teachers have a clear understanding of pupil needs and can plan next steps, leading to children acquiring the skills, knowledge understanding they need. Any new arrivals receive strategic induction to enable them to access our curriculum so that they catch up and keep up with their peers.	£4300
To support the physical development of young learners	Improved co-ordination and mobility, enhancing the physical skills of children	Improved outcomes for children in the area of Physical Development	£5000

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

Budgeted cost: £65,000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Targeted support for underachieving pupils to close attainment gaps including 1-1 readers, phonics interventions, targeted group support in class for English and Maths	Teaches and TA/TADs providing targeted support to close any attainment gap ensuring that higher number of pupils are working at Age Related Expectations and accessing an age appropriate curriculum Strategic deployment of TADs to support children	Closing the gap PP and non PP children at GLD, PSC, KS1 SATs, MTC and KS2 SATs All deaf children achieve accelerated progress towards working at Age Related expectations	£45,000 £20,000

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

Budgeted cost: £43,500

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Attendance lead in place with clear role and action plan in place.	<p>Attendance to be at least national for PP children by the end of this year. Attendance is robustly monitored with established systems consistently applied in collaboration with LA EWO</p> <p>Good attendance and punctuality are rewarded. Support staff are proactive in identify vulnerable children and their families and raise these with leaders</p> <p>Identified pupils receive support from all staff to promote their well-being and learning behaviours.</p>	<p>Academy attendance target is achieved. (96%)96</p> <p>Number of PA pupils are reduced.</p> <p>Higher proportion of pupils achieve 100% attendance.</p> <p>Improved pupil well-being enables all learners to recognise and apply strategies to manage barriers in their learning.</p>	£15,000
Provide cultural capital enrichment opportunities.	<p>Subsidised residential for Y3 and Y6 children – PGL outdoor pursuits</p> <p>To provide first hand experiences that children may not receive with their families.</p> <p>Subsidised curriculum enhancements are delivered through the Harmony Pledge – eg Children’s Shakespeare Festival, Sporting Events and Outdoor Education</p>	<p>Higher proportion of pupils gain an experience of outdoor pursuits</p> <p>Wider curriculum experiences develop cultural capital</p> <p>Pupil Harmony Pledge programme showcase an abundance of cultural capital enrichment experiences.</p>	£28,500

Total budgeted cost: £186,122

Allocation of Academy Resources 2022-23

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

Budgeted cost: £71552

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
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	Training and implementation of: The Hannen Programme for all EYFS staff Launchpad for Literacy Nelli Early Talk Boost Development of BSL in EYFS	Higher proportion of children achieve a good level of development at the end of EYFS Children will make rapid progress in language development Children who are deaf will be able to develop and use BSL in order to support communication and interaction. Accessibility to all areas of the provision will be significantly improved for all children leading to rapid progress and higher attainment.	37,752
To develop early reading skills of children who are not making expected progress. Training implementation of the Early Reading Programmes.	The Early Reading Intervention programme will support all children, including those with SEND and EAL who are not making expected progress. This programme will support reading and will also impact on speaking and listening through the use of taught language structures and sentence coding. To develop a high-quality Early Years reading library that will engage and enthuse all learners to foster a life-long love of reading,	Higher proportion of children achieve GLD at the end of Early Years. Children will make rapid progress leading to higher attainment by the end of KS1.	£24,500
To support and accelerate the progress in fluency and understanding of children who have SEND/BSL/EAL	Develop practitioner knowledge and expertise to support and enhance provision for BSL/SEND Training and implementation of effective strategies to support children who have BSL/SEND/EAL e.g sentence coding, pre and post tuition, NASSEA assessment process.	Teachers and Tas are proficient in using strategies to support BSL/SEND/EAL learners to make accelerated progress. Through the use of the NASSEA assessment tool, teachers have a clear understanding of pupil needs	£4300

		and can plan next steps, leading to children acquiring the skills, knowledge understanding they need. Any new arrivals receive strategic induction to enable them to access our curriculum so that they catch up and keep up with their peers.	
To support the physical development of young learners	Improved co-ordination and mobility, enhancing the physical skills of children	Improved outcomes for children in the area of Physical Development	£5000

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £65,000 [insert amount]

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Targeted support for underachieving pupils to close attainment gaps including 1-1 readers, phonics interventions, targeted group support in class for English and Maths	Teaches and TA/TADs providing targeted support to close any attainment gap ensuring that higher number of pupils are working at Age Related Expectations and accessing an age appropriate curriculum Strategic deployment of TADs to support children	Closing the gap PP and non PP children at GLD, PSC, KS1 SATs, MTC and KS2 SATs All deaf children achieve accelerated progress towards working at Age Related expectations	£45,000 £20,000

Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £14,418 [insert amount]

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Attendance lead in place with clear role and action plan in place.	Attendance to be at least national for PP children by the end of this year. Attendance is robustly monitored with established systems consistently applied in collaboration with LA EWO Good attendance and punctuality are rewarded. Support staff are proactive in identify vulnerable children and their families and raise these with leaders	Academy attendance target is achieved. Number of PA pupils are reduced. Higher proportion of pupils achieve 100% attendance. Improved pupil well-being enables all learners to	£2,418

	Identified pupils receive support from all staff to promote their well-being and learning behaviours.	recognise and apply strategies to manage barriers in their learning.	
Provide cultural capital enrichment opportunities.	Subsidised residential for Y3 and Y6 children – PGL outdoor pursuits To provide first hand experiences that children may not receive with their families. Subsidised curriculum enhancements are delivered through the Harmony Pledge – eg Children’s Shakespeare Festival, Sporting Events and Outdoor Education	Higher proportion of pupils gain an experience of outdoor pursuits Wider curriculum experiences develop cultural capital Pupil Harmony Pledge programme showcase an abundance of cultural capital enrichment experiences.	£12,000

Total budgeted cost: **£154,396** [= sum of 3 amounts stated above]

Allocation of Academy Resources 2023-24

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

Budgeted cost: £33,169

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
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	<p>Training and implementation for:</p> <ul style="list-style-type: none"> • Launchpad for Literacy • Early Talk Boost • Development of BSL in EYFS <p>Oracy Champion in post to lead on the development of a strategic plan and its implementation/monitoring and evaluation</p>	<p>Higher proportion of children achieve a good level of development at the end of EYFS</p> <p>Children will make rapid progress in language development</p> <p>Children who are deaf will be able to develop and use BSL in order to support communication and interaction.</p> <p>Accessibility to all areas of the provision will be significantly improved for all children leading to rapid progress and higher attainment.</p> <p>Language gap between key groups of children reduced.</p>	£13,700
To develop early reading skills of children who are not making expected progress.	<p>To develop a high-quality Early Years reading library that will engage and enthuse all learners to foster a life-long love of reading,</p> <p>Training implementation of the Early Reading Programmes.</p>	<p>Higher proportion of children achieve GLD at the end of Early Years. Children will make rapid progress leading to higher attainment by the end of KS1.</p>	£5,000
To promote Read to Achieve priority and ensure high quality texts available across school	<p>Children have access to high quality texts</p> <p>Book corners to be further developed ensuring diversity and equality</p> <p>Main library provides access to a range of high quality texts for both Reading for Pleasure and cross-curricular learning.</p>	<p>Children engage in positive talk about a range of texts/authors</p> <p>Book corners reflect the importance of the priority</p>	£7,750
To support and accelerate the progress in fluency and understanding of children who have SEND/BSL/EAL	<p>Develop practitioner knowledge and expertise to support and enhance provision for BSL/SEND</p> <p>Training and implementation of effective strategies to support children who have BSL/SEND/EAL e.g sentence coding, pre and post tuition, Academy assessment process.</p> <p>Specific training and resources provided to accelerate the progress of children who have EAL</p>	<p>Teachers and Tas are proficient in using strategies to support BSL/SEND/EAL learners to make accelerated progress.</p> <p>Through use of specified assessment tool, teachers have a clear understanding of pupil needs and can plan next steps, leading to children acquiring the skills, knowledge understanding they need.</p>	£4,100

	Clear transition process into the Academy to ensure a smooth and successful start for the children and families who are EAL/INA	All new arrivals/starters successfully integrated into school and any gaps are known by all members of the school community	
To identify strengths/areas for development in our Mastery approach to T&L	CPD to evaluate strategies used to ensure mastery for all Staff using consistent strategies across school Know more, remember more strategies evaluated with next steps in place	All children receiving QFT in all classrooms. Children able to recall/refer to and apply previous learning to support new learning Gap between PP and Non-PP reduced	£750
To identify effective AFL strategies used across the academy	CPD to identify effective AFL strategies Staff familiar with research into strategies which provide most impact Staff skilled to use targeted questioning to clarify understanding for all children	Children able to talk confidently about their learning Mastery approach seen across the academy Targeted questioning in place across the academy	£750
To ensure all pupils accurately assessed and monitored	Sonar used to assess pupils half termly. Outcomes of assessments discussed at PPMs – target children identified and clear next steps recorded	Children are assessed accurately and regularly enabling targeted support to be in place to improve outcomes	£1179

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

Budgeted cost: £90,514

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Provide targeted support for underachieving pupils to close attainment gaps including 1-1 readers, phonics interventions, targeted group support in class for English and Maths	Teachers and TA/TADs providing targeted support to close any attainment gap ensuring that higher number of pupils are working at Age Related Expectations and accessing an age appropriate curriculum Strategic deployment of TADs to support children	Closing the gap PP and non PP children at GLD, PSC, KS1 SATs, MTC and KS2 SATs All deaf children achieve accelerated progress towards working at Age Related expectations	£45,000 £20,000
To identify barriers for PP children using Disadvantaged calculator	CPD re purpose/function of the Disadvantaged Calculator All PP children assessed on Disadvantaged calculator All staff aware of barriers children face in their class/year group	Clear understanding of barriers faced by individual children by all staff	£900
To create Provision maps for barriers to learning	Staff generate provision maps for barriers – using SEND as a starting point	Consistent approach to overcoming barriers in place across school	£13,350

	<p>Staff informed and effectively deployed to deliver appropriate interventions.</p> <p>Impact of these interventions monitored by staff and next steps identified in response to this.</p> <p>These interventions include – daily phonics/same day maths interventions/fine & gross motor skills intervention, 1:1 reading with pupils</p>	Impact of barriers reduced on children's attendance/attainment etc	
To provide access to a range of apps which support planning, teaching and learning	<p>Staff and children have access to:</p> <ul style="list-style-type: none"> • Sumdog • Purple Mash • Phonics Tracker • Phonics Play • NumBots • TTRockstars • AR and MyOn 	Children engaged in learning and making clear school/home links HTML strategy has a positive impact on disadvantaged pupils	£6,600
To provide targeted 1-1 support for well-being and SEMH	1-1 sessions weekly (30mins/1 hour) for a targeted children developing self-esteem, aspirations and general well-being strategies	Children able to apply strategies learned during these sessions in and around school	£4,664

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

Budgeted cost: £28,600

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Attendance lead in place with clear role and action plan in place.	<p>Attendance to be at least national for PP children by the end of this year. Attendance is robustly monitored with established systems consistently applied in collaboration with LA EWO</p> <p>Good attendance and punctuality are rewarded. Support staff are proactive in identify vulnerable children and their families and raise these with leaders</p> <p>Identified pupils receive support from all staff to promote their well-being and learning behaviours.</p> <p>Positive reinforcement of good and better attendance through prizes/certificates etc</p>	<p>Academy attendance target is achieved.</p> <p>Number of PA pupils are reduced.</p> <p>Higher proportion of pupils achieve 100% attendance.</p> <p>Improved pupil well-being enables all learners to recognise and apply strategies to manage barriers in their learning.</p>	£3,500
Provide cultural capital enrichment opportunities.	<p>Subsidised residential for Y5 and Y6 children</p> <p>To provide first hand experiences that children may not receive with their families.</p> <p>Subsidised curriculum enhancements are delivered through the Harmony Pledge – eg Children's Shakespeare Festival, Sporting Events and Outdoor Education</p>	<p>Higher proportion of pupils gain an experience of outdoor pursuits</p> <p>Wider curriculum experiences develop cultural capital</p> <p>Pupil Harmony Pledge programme showcase an abundance of cultural capital enrichment experiences.</p>	£13,500

	Expenses for experiences will be subsidised by at least 10% for disadvantaged pupils		
To ensure staff are familiar with and understand Attachment theory	CPD for all staff on Attachment Theory Follow up support provided for key children Resources provided for staff/children/families	Consistent approach to all children for children with Attachment disorder	£1000
To involve more parents in their children's learning	Parental Engagement session calendar established throughout the year Specific targeted invites sent to key families as well as whole school Evaluation of the events by parents to inform next events Monitoring of number of PP Parents attending	Calendar in place and shared with all stakeholders Increase in number of PP parents attending events Parent feedback is positive – leading to increased engagement in child/ren's learning	£1500
To provide a subsidised breakfast club for disadvantaged pupils	PP children targeted for invites to Breakfast club Activities provided which ensure a positive/successful start to the day Work with Magic Breakfast to provide healthy breakfast/snack for all children	Increased Breakfast Club uptake for disadvantaged pupils Attendance for key children improves	£3700
To signpost key families to external agencies for support	Families are identified and supported by the Safeguarding and Attendance Lead. Phone calls are made to signpost to Food Banks, Clothing Banks, Financial/Housing support etc	Families successful in accessing support available	£2000
To support key families with attendance	Walking bus offer available for key families where attendance/punctuality are a concern	Children's attendance positively impacted by joining walking bus	£3,500
To ensure all families who are eligible for FSM are identified	Use DCC FSM checker to ensure all eligible families are notified	Percentage of families who are entitled reflects the context of the community Families are receiving the support to which they are entitled	£400
To provide a range of activities with wider opportunities for all	Standards of behaviour at lunchtimes are positive Children have access to a wide range of activities to enjoy – promoting physical activity and well-being	Children access lunchtime resources appropriately resulting in positive behaviour Pupil voice shows positive impact of provision	£1000

Total budgeted cost: **£ 152,283** [= sum of 3 amounts stated above]

Allocation of Academy Resources 2024-25

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

Budgeted cost: £22,330

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
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	<p>Training and implementation for:</p> <ul style="list-style-type: none"> • Launchpad for Literacy • Speak Well to be fully embedded throughout Early Years and KS1 • Continuous provision research and planning phase complete. <p>Oracy Champion in post to lead on the development of a strategic plan and its implementation/monitoring and evaluation</p>	<p>Higher proportion of children achieve a good level of development at the end of EYFS</p> <p>Children will make rapid progress in language development</p> <p>Accessibility to all areas of the provision will be significantly improved for all children leading to rapid progress and higher attainment.</p> <p>Language gap between key groups of children reduced.</p> <p>Subject Leader inquiry will demonstrate Speak Well is in place and in use across all classrooms.</p> <p>Relevant resources will be visible in all classrooms.</p> <p>Continuous provision ready to launch September 2025.</p> <p>Staff are familiar with Continuous Provision model and expectations.</p> <p>Visits to other schools to observe continuous provision will be complete.</p>	£6000
To develop early reading skills of children who are not making expected progress.	<p>To develop a high-quality Early Years reading library that will engage and enthuse all learners to foster a life-long love of reading.</p> <p>All staff across KS1 and 2 will be familiar with the Systematic Synthetic Phonics Framework.</p> <p>All children will make the expected progress and increased numbers pass the PSC.</p>	<p>Higher proportion of children achieve GLD at the end of Early Years. Children will make rapid progress leading to higher attainment by the end of KS1.</p> <p>Continued CPD in line with the Systematic Synthetic Phonics Framework.</p> <p>Half termly PSC assessments completed</p> <p>Data used to inform groupings/staffing.</p> <p>Phonics Tracker used to inform teaching and homework. Resources shared with parents.</p>	£4000

		Phonics club in place for year 1 and 2 (identified children). Year 3 phonics intervention group in place to support those who did not meet the expected standard (phonics) for year 2.	
To promote Read to Achieve priority and ensure high quality texts available across school	Children have access to high quality texts Book corners to be further developed ensuring diversity and equality Main library provides access to a range of high quality texts for both Reading for Pleasure and cross-curricular learning.	Children engage in positive talk about a range of texts/authors Book corners reflect the importance of the priority Engage with the Bookmark charity to increase book supply in reading corners. Participation in Readathon events to increase engagement. Hold annual scholastic book fair	£6500
To support and accelerate the progress in fluency and understanding of children who have SEND/BSL/EAL	Continue to develop practitioner knowledge and expertise to support and enhance provision for BSL/SEND All staff to continue to use effective strategies to support children who have BSL/SEND/EALs. Specific training and resources provided to accelerate the progress of children who have SEND/EAL Continued clear transition process into the Academy to ensure a smooth and successful start for the children and families who are EAL/INA All new arrivals/starters successfully integrated into school and any barriers are known by all members of the school community	Teachers and Tas are proficient in using strategies to support BSL/SEND/EAL learners to make accelerated progress. Through use of specified assessment tool, teachers have a clear understanding of pupil needs and can plan next steps, leading to children acquiring the skills, knowledge and understanding they need. Continued training from Sally Roberts regarding EAL. Continue to complete EAL assessment for new arrivals/starters.	£4000
To raise attainment of all pupils at all key stages.	Data will demonstrate increased attainment of all pupils. Quality of teaching seen to be at least good in all subjects	TAF sheets reviewed Implementation of Continuous provision. Use of heat maps Development of oracy work through SpeakWell and pobble. Class teachers using PPM to highlight key children.	£730

		Provision maps identify correct provision for PP children. Subject leaders to complete line of enquiry to identify key priorities	
To ensure all pupils accurately assessed and monitored	Sonar used to assess pupils half termly. Outcomes of assessments discussed at PPMs – target children identified and clear next steps recorded	Children are assessed accurately and regularly enabling targeted support to be in place to improve outcomes. PPMs held termly. RAPs updated termly in line with PPMs.	

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £62,430

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Provide targeted support for underachieving pupils to close attainment gaps including 1-1 readers, phonics interventions, targeted group support in class for English and Maths	Teachers and TA/TADs providing targeted support to close any attainment gap ensuring that higher number of pupils are working at Age Related Expectations and accessing an age appropriate curriculum Strategic deployment of TADs to support children	Closing the gap PP and non PP children at GLD, PSC, KS1 SATs, MTC and KS2 SATs All deaf children achieve accelerated progress towards working at Age Related expectations.	£35000 £15000
To identify barriers for PP children using Disadvantaged calculator	CPD re purpose/function of the Disadvantaged Calculator All PP children assessed on Disadvantaged calculator All staff aware of barriers children face in their class/year group PPM discussion about key children	Clear understanding of barriers faced by individual children by all staff PP provision maps written to address barriers identified.	£680
To create Provision maps for barriers to learning	Staff review and rewrite provision maps for barriers Staff informed and effectively deployed to deliver appropriate interventions. Impact of these interventions monitored by staff and next steps identified in response to this. These interventions include – daily phonics/same day maths interventions/fine & gross motor skills intervention, 1:1 reading with pupils	Consistent approach to overcoming barriers in place across school Impact of barriers reduced on children's attendance/attainment etc	£750

To provide access to a range of apps which support planning, teaching and learning	Staff and children have access to: <ul style="list-style-type: none"> • Sumdog • Purple Mash • Phonics Tracker • Phonics Play • NumBots • TTRockstars • AR and MyOn 	Children engaged in learning and making clear school/home links HTML strategy has a positive impact on disadvantaged pupils	£6000
To provide targeted 1-1 support for well-being and SEMH	1-1 sessions weekly (30mins/1 hour) for a targeted children developing self-esteem, aspirations and general well-being strategies	Children able to apply strategies learned during these sessions in and around school	£5000

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

Budgeted cos: £24,230

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Attendance lead in place with clear role and action plan in place.	Attendance to be at least national for PP children by the end of this year. Attendance is robustly monitored with established systems consistently applied in collaboration with LA EWO Good attendance and punctuality are rewarded. Support staff are proactive in identify vulnerable children and their families and raise these with leaders Identified pupils receive support from all staff to promote their well-being and learning behaviours. Provision Maps identify attendance as a barrier Positive reinforcement of good and better attendance through prizes/certificates etc	Academy attendance target is achieved. Number of PA pupils are reduced. Higher proportion of pupils achieve 100% attendance. Improved pupil well-being enables all learners to recognise and apply strategies to manage barriers in their learning.	£4000
Provide cultural capital enrichment opportunities.	To provide first hand experiences that children may not receive with their families. Subsidised curriculum enhancements are delivered through the Harmony Pledge – eg Children’s Shakespeare Festival, Sporting Events and Outdoor Education Expenses for experiences will be subsidised by at least 10% for disadvantaged pupils	Higher proportion of pupils gain an experience of outdoor pursuits Wider curriculum experiences develop cultural capital Pupil Harmony Pledge programme showcase an abundance of cultural capital enrichment experiences.	£12000
To involve more parents in their children’s learning	Parental Engagement session calendar established throughout the year Specific targeted invites sent to key families as well as whole school	Calendar in place and shared with all stakeholders Increase in number of PP parents attending events Parent feedback is positive – leading to increased	£500

	Evaluation of the events by parents to inform next events Monitoring of number of PP Parents attending	engagement in child/ren's learning TBT for parents on priorities identified through Parent Survey/Parent Forum discussion Parent Engagement sessions on wider curriculum offer	
To provide a subsidised breakfast club for disadvantaged pupils	PP children targeted for invites to Breakfast club Activities provided which ensure a positive/successful start to the day	Increased Breakfast Club uptake for disadvantaged pupils Attendance for key children improves	£4000
To signpost key families to external agencies for support	Families are identified and supported by the Safeguarding and Attendance Lead. Phone calls are made to signpost to Food Banks, Clothing Banks, Financial/Housing support etc	Families successful in accessing support available	£300
To support key families with attendance	Walking bus offer available for key families where attendance/punctuality are a concern	Children's attendance positively impacted by joining walking bus	£3000
To ensure all families who are eligible for FSM are identified	Use DCC FSM checker to ensure all eligible families are notified	Percentage of families who are entitled reflects the context of the community Families are receiving the support to which they are entitled	£430

Total budgeted cost: £ 108,990 [= sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

During 2019-20 the pupil premium strategy was a delegated area of responsibility for the academy principal. Although principals took every effort to ensure that the premium was matched to the needs of disadvantaged pupils, there were continued disruptions to education as a direct result of the Covid Pandemic period. Internal data shows that these tended to affect disadvantaged children more over the course of the pandemic. Evaluation of the impact of individual actions to address the disadvantage gap is therefore difficult to measure accurately.

The broad impact of the Covid pandemic across Harmony was that during the first closure period (March 2020 to June 2020) levels of prior attainment were broadly maintained. Few children regressed in their learning because the intentional home learning offer was to practise and consolidate the skills that had previously been taught. Although prior attainment was maintained, new learning had not taken place and so an attainment gap emerged that would take a period of accelerated progress to close. **All pupils lost a term of learning during this period.** Those who were already attaining below their peers continued to do so and had the additional challenge of the additional catch up to be on a par with age related expectation. In some sponsored academies these gaps were already significant prior to the pandemic and they were the focus of Trust wide intervention. Upon return to school in June, academies focused on ensuring pupil well-being, settling and recovering and the curriculum was matched to need. Academies focused on the basic skills because speaking and writing had been most affected by the closure period.

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

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

Evaluations of 2021-22, 2022-23 & 2023-24 are included in the Document 'Year 1 / 2 / 3 PP Review' documents.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

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

Further information (optional)

We intend to monitor and evaluate the impact of the funding in the following ways:

The ‘Excellence for All’ Framework will be reviewed on an ongoing basis as part of the academy monitoring and evaluation cycle. This strategy document will be reviewed and updated on a termly basis throughout the academic year. The academy will participate in external and peer review processes during this year which will consider the impact of the premium through this process.

The Board of Trustees will be reassured that the strategies are having an impact on pupil outcomes through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies through the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.