

**Greenhill 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	15
Allocation of Academy Resources 2023-24	19
Allocation of Academy Resources 2024-25	23

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	Greenhill Academy
Number of pupils in school	525
Proportion (%) of pupil premium eligible pupils	30%
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 Chloe Glynn, 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	£127,327	£128,383	£135,194	£194,484
Recovery premium funding allocation this academic year	£13,920	£13,775	£14,174	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£6,586	£10,452	£6,760
Pupil premium committed to trust wide strategic priorities	£122,231	£110,701	£136,168	£165,034
Total academy level budget for this academic year	£19,016	£31,764	£13,200	£19,726

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.	£64,445 (2021-22) £65,466 (2022-23) £65,399 (2023/24) £89,001 (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>£9,685 (2021-22)</p> <p>£6,674 (2022-23)</p> <p>£7950 (inc AR) (2023/24)</p> <p>£8,135 (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>£6,379 (2021-22)</p> <p>£6,414 (2022-23)</p> <p>£31592 (2023/24)</p> <p>£37,448 (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>£25,855 (2021-22)</p> <p>£25,147 (2022-23)</p> <p>£24350 (2023/24)</p> <p>£24,350 (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:	£9,500 (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> 	£7,000 (2022-23)
		As a result pupils access a broad balanced and better education. Learning is more memorable and pupils know more and remember more.	£6877 (2023/24)
			£6,100 (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 = £6,366

Amount Retained in 2022-23 = £6,434

Amount retained in 2023-24 = £6,760

Amount retained in 2024-25= £9,724

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.

- Increasing proportion of pupils with SEN and significantly high percentage of EHCPs
- Prominent level of deprivation and disadvantage
- High percentages of pupils are learning English as an additional language (**84.2% Dec 23**)
- Challenges around physical and emotional well-being
- Limited social and cultural experiences
- Poor command of the English language

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: £0.00

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
<p><i>Challenges around physical and emotional well-being</i></p> <p>Train teachers to support children with SEMH</p>	<ul style="list-style-type: none"> • Key Stage 2- Develop social emotional for Key pupils learning through the use of Emotional literacy programme in our Nurture provision • Key Stage 1- Develop social emotional for Key pupils learning through the use of Lego Therapy and Social stories. • Staff training focusing on mental health across the curriculum, monitor the use of external providers Place 2b and their impact, accessing training delivered by Place 2 b on mental wellbeing. 	<p>-Produce improvements in academic performance along with a decrease in problematic behaviours</p> <p>-Ensuring children feel prepared to learn and able to manage their emotions.</p> <p>-Develop a positive school ethos and improve discipline across the whole school which also aim to support greater engagement in learning</p>	<p>£0.00</p>

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

Budgeted cost: £1 173.71

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
--------	----------------------------------	------------------	------

<p><i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>Implement Early intervention programmes</p>	<ul style="list-style-type: none"> • Early identification of raising levels of speech and language communication difficulties – supporting children to develop early literacy skills that underpin reading and writing. • Early reading scheme in Y3 and Y4 • The REAL Project (Nursery)- Engaging key parents to support children’s learning in addition to current parental engagement practices. 	<p>-Increased % of children achieving age related expectations in Prime areas- Listening & attention, understanding and speaking.</p> <p>-Specific areas- reading and writing. This will then in turn impact on % of children achieving good level of development at the end of reception.</p> <p>- Improved % of children making expected progress with comprehension skills.</p>	<p>£673.71 (talk boost)</p> <p>£500</p>
<p><i>Poor command of the English language; High percentages of pupils are learning English as an additional language</i></p> <p>Develop pupils as effective communicators</p>	<ul style="list-style-type: none"> • Oral language development- Speak Well Wheel and communication in print in order to develop pupils as effective communicators by using the progression of language structures. Teachers to plan for pupil’s academic language development alongside the content of the curriculum, comment on how pupils gain confidence and use academic language in context, making accelerated progress towards, and exceeding national expectation 	<p>Positive impact on learning, including on oral language skills and reading comprehension (understanding vocabulary)</p>	<p>£0.00</p>
<p><i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>1 to 1 tutoring to close the attainment gap</p>		<p>-Closing gap to age related expectation for children. Closing the gap to National for % of children achieving the good level of development.</p>	<p>£0.00</p>

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

Budgeted cost: £9 251.43

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
<p><i>Limited social and cultural experiences</i></p> <p>Provide cultural capital</p>	<ul style="list-style-type: none"> • Steel Pan tutor for More Able and key children- nurturing and extending the skills of the more able in music and identified children. • Subsidised residential trip for Year 6 children to Robin Wood Outdoor Pursuits Centre and Year1/2 Castleshaw rural experience- Providing first hand experiences unlikely to receive 	<ul style="list-style-type: none"> • - Steel Pan tutor for More Able and key children- nurturing and extending the skills of the more able in music and identified children. 	<p>£3,120- Steel pan</p>

enrichments opportunities	<p>outside of school as well as nurturing talent, supporting children to make progress</p> <ul style="list-style-type: none"> • Improve Extra-curricular offer, in partnership with the Harmony Pledge. Encourage and celebrate wider learning experiences outside the school hours. • Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education- providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress. 	<ul style="list-style-type: none"> • Subsidised residential trip for Year 6 children to Robin Wood Outdoor Pursuits Centre and Year1/2 Castleshaw rural experience- Providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress • Improve Extra-curricular offer, in partnership with the Harmony Pledge. Encourage and celebrate wider learning experiences outside the school hours. • Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education- providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress. 	£4,498- Robin wood
<p><i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>Develop a 'readiness for learning'</p>	<ul style="list-style-type: none"> • Earlier starting age (Under 3's provision) already in place • Free breakfast for KS1 and KS2 PP pupils. Ensure children are awake and ready to learn at the start of the day. Learning • Free Tuck Shop provided for KS2 pupil premium children- Ensure children are able to have access to fruit and vegetables to provide them with energy boost in the gap between breakfast and lunch. 	<p>-Closing gap to age related expectation for children starting Nursery. Closing the gap to National for % of children achieving the good level of development. More children starting year 1 school ready.</p> <p>-Improved attention in class and improved attainment.</p>	£365.67 (Tuck)
<p><i>Prominent level of deprivation and disadvantage</i></p>	<ul style="list-style-type: none"> • Dedicated Family Support Worker (0.2)- Provision of classes which develop understanding of and spoken English, strategies 	Increased parental support at home for children and confidence in parents to ask	£1 267.76

Increase the percentage of parental involvement/engagement	to support their children in school and develop social support networks	questions and become involved in their child's education (Planned but not happened due to Covid restrictions)	
--	---	--	--

Total budgeted cost: £0.00 + £1 173.71 + £9 251.43= **£10 425.14**

Allocation of Academy Resources 2022-23

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

Budgeted cost: **£3 600**

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
<p>Challenge: Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</p> <p>Continue to support children with SEMH</p>	<ul style="list-style-type: none"> Key Stage 2- Develop social emotional support for key pupils using Emotional literacy programme in our learning mentor provision Key Stage 1- Develop social emotional support for key pupils through the use of Lego Therapy and Social stories Academy to implement the Mentally Healthy Action Plan including reinstating pupil mental health ambassadors Staff training continual refresher on mental health across the curriculum, monitor the use of external providers Place 2b and their impact, accessing training delivered by Place 2 b on mental wellbeing. 	<ul style="list-style-type: none"> -Produce improvements in academic performance along with a decrease in problematic behaviours -Ensuring children feel prepared to learn and able to manage their emotions. -Develop a positive school ethos and improve discipline across the whole school which also aim to support greater engagement in learning 	<p>3 x L. Mentors (0.6)= £3 000</p>
<p>Implement REDI for Year 1</p>	<ul style="list-style-type: none"> Year 1 team to engage with the REDI for Year 1 programme led by the Harmony Trust Implement changes to classroom to generate core learning in the morning with opportunities for CP, and CP provision in the afternoon session Classroom to have clear defined areas Support from REDI leaders which include CPD, school visits and developing targets Year 1 to join REDI TEAMS group Generate REDI action plan to measure target action and measure progress 	<ul style="list-style-type: none"> -Implement CP in Year 1 classroom -Develop 'talk' and 'communication' throughout the year 1 classroom -Classrooms provide opportunities for quality provision -Collaborative learning with and outside the learning environment (children and staff) 	<p>4.5 days Training for SH= £600</p>

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

Budgeted cost: £ 15 893

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
<p>Challenge: <i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>Implement Early intervention programmes</p>	<ul style="list-style-type: none"> • Early identification of raising levels of speech and language communication difficulties – supporting children to develop early literacy skills that underpin reading and writing. • Use of SALT specialist Teacher to oversee SALT across academy- utilising expertise to use assessment and advice in interim of Specialist support (due to long waiting list for services) • Early reading scheme in Y3 and Y4 • WANDLE phonics scheme and use of WANDLE SEND intervention and WANDLE 7+ to support those where phonics has not been embedded or scheme has not been successful for them 	<p>-Increased % of children achieving age related expectations in Prime areas- Listening & attention, understanding and speaking.</p> <p>-Specific areas- reading and writing. This will then in turn impact on % of children achieving good level of development at the end of reception.</p> <p>- Improved % of children making expected progress with comprehension skills.</p>	<p>Price Wandle 7+/SEND = £300</p> <p>SaLT Lead- £2 873</p>
<p>Challenge: Poor command of the English language; High percentages of pupils are learning English as an additional language</p> <p>Develop pupils as effective communicators</p>	<ul style="list-style-type: none"> • Oral language development- Speak Well Wheel and communication in print in order to develop pupils as effective communicators by using the progression of language structures. Teachers to plan for pupil’s academic language development alongside the content of the curriculum, comment on how pupils gain confidence and use academic language in context, making accelerated progress towards, and exceeding national expectation 	<p>Positive impact on learning, including on oral language skills and reading comprehension (understanding vocabulary)</p>	<p>0</p>
<p>Challenge: <i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>1 to 1 tutoring to close the attainment gap</p>	<ul style="list-style-type: none"> - School led tutoring to support identified PP children 	<p>-Closing gap to age related expectation for children. Closing the gap to National for % of children achieving the good level of development.</p>	<p>£13 020</p>

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

Budgeted cost: **£5 815.67**

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
<p>Challenge: Limited social and cultural experiences</p> <p>Provide cultural capital enrichments opportunities</p>	<ul style="list-style-type: none"> Steel Pan tutor for More Able and key children- nurturing and extending the skills of the more able in music and identified children. Subsidised residential trip for Year 6 children to Robin Wood Outdoor Pursuits Centre and other first-hand experiences - Providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress Improve extra-curricular offer, in partnership with the Harmony Pledge. Encourage and celebrate wider learning experiences outside the school hours- this includes opportunities for all sports for all children. Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education- providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress. 	<p>-nurture musical talent for all children and extend their skills-</p> <p>-all children to be provided with experience first-hand increasing cultural capital</p> <p>-all children to engage with extra-curricular activities</p>	<p>£3,450- Steel Pan</p>
<p>Challenge: Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</p> <p>Develop a 'readiness for learning'</p>	<ul style="list-style-type: none"> Earlier starting age (Under 3's provision) already in place Free breakfast for KS1 and KS2 PP pupils. Ensure children are awake and ready to learn at the start of the day. Free Tuck Shop provided for KS2 pupil premium children- Ensure children are able to have access to fruit and vegetables to provide them with energy boost in the gap between breakfast and lunch. 	<p>-Closing gap to age related expectation for children starting Nursery. Closing the gap to National for % of children achieving the good level of development, including for disadvantaged pupils. More children starting year 1 school ready.</p> <p>-Improved attention in class and improved attainment.</p>	<p>£365.67 (Tuck)</p>
<p>Challenge: Prominent level of</p>	<ul style="list-style-type: none"> Dedicated Family Support Worker – additional role to Learning Mentor KS1- supporting parents with early help referrals, behavioral 	<p>Increased parental support at home for children and confidence in parents to ask questions and become involved in their child's education as well</p>	<p>Proportion of LM time=</p>

<p><i>deprivation and disadvantage</i></p> <p>Increase the percentage of parental involvement/engagement</p>	<p>routines for home, medical needs and housing advice.</p>	<p>as developing and support welfare beyond the classroom</p>	<p>£2 000</p>
---	---	---	----------------------

Total budgeted cost: **£25,330**

Allocation of Academy Resources 2023-24

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

Budgeted cost: £4000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
To develop continuous provision in KS1	<p>Year 1 team to engage with the REDI for Year 1 programme led by the Harmony Trust development team.</p> <p>Year 1 team to fully engage with bespoke support from REDI leaders which includes CPD, school visits and developing actions plans through half termly support.</p>	<p>Implement high quality CP in Year 1 classroom and further develop the shared areas</p> <p>Develop language and communication throughout the year 1 classroom</p> <p>Collaborative learning with and outside the learning environment (children and staff)</p>	£2250
To develop early literacy skills of children not making expected progress.	The Read Achieve Succeed Strategy is identified on the ADP with appropriate CPD planned to support staff development. The Early Reading Intervention approach supports all pupils, including EAL, who are not making expected progress as identified on year group Raising Attainment Plans. Through the Harmony Model Curriculum, the development of language and communication is prioritised across the academy with strategies such as Communication in Print and speech well wheel to support the development of language structures.	<p>A higher proportion of pupils achieve a good level of development in Literacy including the PSC.</p> <p>Pupils will make rapid progress, leading to higher attainment at the end of EYFS, KS1 and KS2.</p>	£1250
To support and accelerate progress for vulnerable pupils (SEND, EAL)	<p>The Harmony Trust Excellence for All Framework is embedded throughout the academy. Training and Implementation of effective strategies are in place to support vulnerable learners.</p> <p>Trust SEND leader, SENDCo and specialist practitioner are utilised to develop expertise to further improve and enhance SEND/EAL provision in school through CPD, modelling and coaching in the classroom.</p> <p>CPD programme to develop teaching and learning through a deeper understanding of SEND/EAL pedagogy and practice. For example, whole school dyslexia training.</p>	Teachers and TAs are proficient and confident in using strategies to enable SEND/EAL learners to make accelerated progress.	£500

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

Budgeted cost: £5000

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Targeted support for underachieving pupils to close identified attainment gaps (including: target 1:1 readers, phonics interventions, targeted group work in class for English/Maths, WELCOMM/ ELKLAN, booster sessions, HTML – TTrockstars, SumDog, AR, MYOn).	Following baseline assessments, pupil progress meetings are completed to set attainment targets and identify target pupils at risk of not meeting ARE. Academy level and year group raising attainment plans are created to ensure all pupils reach their identified end of year targets. RAPS are updated half termly and shared within phases. Teachers and support staff provide targeted support to close the attainment gap and ensure that higher proportions of pupils can access an age-appropriate curriculum.	Close the gap between pupil premium and non-pupil premium children at GLD, PSC, Times Tables Check, KS1 Optional SATS and KS2 SATs.	£3500
To close identified attainment gaps through access to tuition.	Monitoring of pupil progress and attainment identifies pupils to be targeted for extra tuition based on current gaps in their attainment in reading and maths. KS1 pupils who are currently working 'below' the Phonics Screening Check threshold will receive additional reading and Phonics interventions. KS2 pupils will be identified for additional reading and maths interventions based on assessments, delivered through boosters and tutor trust.	Higher proportions of pupils will pass the PSC. Higher proportions of pupils make accelerated progress in reading, writing and maths leading to increased attainment to close the gap.	£1500

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

Budgeted cost: £4200

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Provide cultural capital enrichments opportunities.	Subsidised residential trip for Year 6 children to Robin Wood Outdoor Pursuits Centre experience to provide first hand experiences that pupils may not receive through their families. Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education- providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress. Specialist Sports provision is utilised to maximise the development of pupil's skills in gymnastics and dance and also further enhance CPD opportunities for teaching staff across the academy. Music opportunities (through Steel Pan tutor) for identified pupils - nurturing and extending pupil skills whilst providing opportunities for them to be successful. Pupils are invited to showcase their talent in various	Higher proportions of pupils gain an experience of outdoor pursuits and wider curriculum experiences (cultural capital). Pupil Harmony Pledge booklets showcase a wealth of cultural capital enrichment opportunities. A higher proportion of pupils are working at the expected level and engage and participate in a wide range of competitive sporting events. More pupils have access to successfully learn a musical instrument and to perform in front of an audience.	£3000

	<p>events through the academic year including playing with The Halle Orchestra.</p> <p>Improve extra-curricular offer, in partnership with the Harmony Pledge. Encourage and celebrate wider learning experiences outside the school hours- this includes opportunities for all sports for all children.</p>		
<p>Trust Safeguarding, Family Support, Attendance and Learning mentor team are in place with roles and action plans clearly identified to ensure pupil wellbeing.</p>	<p>Attendance is rigorously monitored (daily calls, welfare visits, letters and parent meetings, collaboration with LA EWO).</p> <p>Improved attendance and punctuality are recognised and maintained by incentives and rewards such as attendance tea parties every term.</p> <p>Attendance is at least at National for pupil premium children.</p> <p>Through individual pupil target setting, improved attendance and punctuality are celebrated.</p> <p>Trust Safeguarding Lead monitors family support/Learning mentors to ensure they are proactive in identifying and supporting vulnerable pupils and their families including the delivery of the ELSA programme.</p> <p>Identified pupils receive additional support to promote their wellbeing and behaviour for learning.</p>	<p>Academy attendance target is achieved (96%).</p> <p>Persistently absent pupils are reduced through support and challenge.</p> <p>Case studies reflect a positive impact on the attendance and punctuality of pupils.</p> <p>Higher proportion of pupils achieve 100% attendance.</p> <p>Pupils are able to overcome and manage barriers to their learning effectively.</p>	£1200

Total budgeted cost: £13,200 [= sum of 3 amounts stated above]

Allocation of Academy Resources 2024-25

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

Budgeted cost: £6400

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
To continue to develop and enhance continuous provision in KS1	Year 1 team to continue to engage with the REDI for Year 1 programme led by the Harmony Trust development team.	Implement high quality CP in Year 1 classroom and further develop the shared areas	£1900
	Year 1 team to fully engage with bespoke support from REDI leaders which includes CPD, school visits and developing actions plans through half termly support.	Develop language and communication throughout the year 1 classroom	
	Developed a variety of areas in the classroom that promote different types of learning.	Collaborative learning with and outside the learning environment (children and staff)	
	A Specialist practitioner to over see the running of KS1 that has a clear understanding and over view of curriculum, progress and attainment as well as strategic overview on improving outcomes for KS1.	Areas developed that reflect: Reading and Writing: Create a print-rich environment with books, labels, and materials for mark-making and phonics games.	£300
		Maths: Use hands-on tools like counters, number lines, and blocks for counting and simple calculations.	£250
	Creative and Role Play: Set up themed areas (e.g., shop, house, farm) to encourage imaginative play and social interaction.	£250	
	Adapt for Different Abilities: Provide resources that cater to varying ability levels, allowing all children to participate and progress.	£300	
To develop early literacy skills of children not making expected progress.	Pupils struggling with literacy skills will make measurable progress in phonics, reading, vocabulary, and writing through targeted, evidence-based interventions. By using the <i>Little Wandle</i> phonics program for daily practice, incorporating multi-sensory approaches, and providing consistent reading exposure, pupils will improve their sound-letter recognition, blending, segmenting, and word-building skills. Explicit vocabulary teaching using the <i>Word Aware</i> approach, supported by visual aids, gestures, and real objects, will expand pupils' vocabulary and enhance their comprehension. Increased writing opportunities in EYFS and KS1, combined with a literacy-rich environment, will support the development of writing skills, including forming names, simple words, and	Use <i>Little Wandle</i> Phonics Program Implement daily phonics practice, focusing on sound-letter recognition, blending, segmenting, and word-building using multi-sensory methods.	£300
		Increase Reading Exposure Provide regular opportunities for pupils to read age-appropriate texts and engage with stories read aloud by adults.	£500
		Teach Vocabulary Explicitly: Use the <i>Word Aware</i> approach to teach new words in context, supported by visual	£200

	<p>sentences. Parent engagement through workshops and home learning resources will ensure consistent reinforcement of literacy skills outside the classroom. Evidence of progress will be tracked through ongoing assessments, observations, and pupil work, demonstrating improvements in literacy attainment, confidence, and independence.</p>	<p>aids, gestures, and real objects to enhance understanding and retention.</p> <p>Provide Writing Opportunities: Offer frequent opportunities for children in EYFS and KS1 to practice writing names, simple words, and sentences in different areas of the classroom.</p> <p>Create a Literacy-Rich Environment: Ensure classrooms are filled with age-appropriate books, writing materials, and literacy games to support reading and writing development.</p> <p>Engage Parents: Organise workshops and provide resources to help parents support their child’s literacy development at home.</p> <p>Track Progress: Monitor pupil progress through regular assessments, observations, and work samples to measure improvements in phonics, reading, writing, vocabulary, and confidence</p>	<p>£150</p> <p>£300</p> <p>£500</p> <p>£200</p>
<p>To support and accelerate progress for vulnerable pupils (SEND, EAL)</p>	<p>Vulnerable pupils, including those with SEND and EAL, will make accelerated progress through adaptive teaching and high-quality, inclusive practices. Teachers will receive targeted CPD on dyslexia awareness, mindfulness techniques, and strategies for adaptive teaching through a structured SEND program. Teaching Assistants (TAs) will also be supported with tailored CPD on SEND, ensuring that they are equipped with the knowledge and skills to support students effectively in the classroom. By utilising the expertise of specialist practitioners and the SENCO, a more personalised and collaborative approach will be implemented, ensuring that both teachers and TAs can meet the diverse needs of their pupils. This will result in improved academic achievement, greater confidence, and enhanced well-being for vulnerable pupils, with progress monitored through ongoing assessments and observations.</p>	<p>Teachers CPD on SEND strategies as well as champion in Mindfulness</p> <p>Tailored Teaching assistant CPD on SEND strategies as well as champion in Mindfulness.</p> <p>Implement adaptive teaching and differentiation strategies from training, ensuring tasks are appropriately adapted for EAL and Send learners to access which can include visual aid, simplified instructions, peer support to help them access the curriculum</p> <p>Embed Mindfulness and well being practices- including health and well being pupil champions – into every day routine to help pupils with emotional regulation, focus and well being.</p> <p>Engage parents by providing them with strategies and resources to support children learning at home- workshop on SEND provision and Place 2 be counsellor.</p>	<p>£550</p> <p>£300</p> <p>£200</p> <p>£200</p>

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

Budgeted cost: £6300

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
To close identified attainment gaps through access to tuition.	Pupils identified as having attainment gaps, particularly in Year 6, will show measurable improvements in their academic performance through targeted, evidence-based tuition and booster sessions. Specific focus will be placed on Year 6 pupils in preparation for SATs, ensuring that any gaps in key areas such as reading, writing, and mathematics are addressed effectively. Small group or one-on-one tuition, including booster sessions, will provide additional academic support. Along with tailored tuition, pupils will also benefit from focused practice using workbooks that reinforce key skills and concepts. This approach will close gaps, improve pupil confidence, and help raise attainment, with evidence of progress tracked through ongoing assessments, pupil work, and attainment data. The overall aim is to help pupils reach expected or above expected levels by the end of Key Stage 2.	Use data from assessment to identify pupils with attainment gaps	£100
		1:1 or small group support through intervention- handwriting, social games	£1000
		Year 6 SATs booster focusing on Grammar, maths and reading	£600
		Equip pupils with year 6 SATs specific workbooks and targeted resources to support revision	£300
Emotional wellbeing and mental health support through mental health first aiders	All learners will benefit from a supportive environment that promotes emotional wellbeing and mental health, with trained Mental Health First Aiders (MHFA) in place to provide immediate support to pupils facing emotional or mental health challenges. Through the implementation of a whole-school approach to mental health, MHFA will be available to respond to concerns, offer early intervention, and connect pupils with further support services as needed. This initiative will help reduce stigma around mental health, foster a positive school culture, and ensure that pupils feel safe and supported in their emotional wellbeing. The progress of pupils will be monitored through surveys, feedback, and wellbeing assessments to evaluate improvements in mental health awareness, support access, and overall emotional wellbeing.	Train designated mental health first aiders so they are equipped with the skills to recognise mental health issues and provide initial support and refer pupils to appropriate services	£500
		Implement whole school mental health awareness initiatives such as awareness days in order to reduce stigma and prompting emotional wellbeing and ensuring pupils know where to get support.	£100
		Safe space for pupils to access support to manage stress and anxiety such as posters, relaxation tools	£150
Workshop for parents and carers to education them on support children’s mental health and role of place 2 be and mental health first aiders	£100		
To use metacognition to	All learners will develop improved learning strategies and become more independent in their learning	Provide updated CPD on metacognition for Teachers and	£250

support all learners	through the implementation of metacognitive approaches. Teachers and TAs will be trained to teach pupils how to think about their own thinking, self-regulate, and reflect on their learning processes. This will be achieved through the integration of metacognitive strategies such as goal-setting, self-assessment, and explicit teaching of thinking skills. The use of metacognitive practices will accelerate learners' progress by empowering them to take ownership of their learning, leading to greater confidence, improved academic performance, and enhanced problem-solving abilities. Progress will be tracked through assessments, pupil reflections, and teacher observations.	Tas focusing on teaching metacognitive strategies	£150
		Re implement metacognitive strategies in the classroom teaching pupils how to plan, monitor and evaluate their learning.	£100
		Incorporate collaborative learning and peer discussion using group activities to promote peer feedback, shared reflection and collaborative problem solving	£250
		Create a metacognitive learning environment ensuring classroom displays and resources encourage metacognitive thinking	
Supporting Early literacy and mathematics through Early Years Development Hub	The Early Years (EY) Development Hub will provide targeted support for children with Special Educational Needs and Disabilities (SEND) to enhance their early literacy and mathematical skills. Through a tailored approach that addresses individual learning needs, the hub will create a nurturing environment where children can access a range of resources and activities that promote phonics, early reading, writing, number recognition, and basic mathematics as well as development communication and school readiness. The development hub will ensure that all activities are adapted to meet the diverse needs of children with SEND, offering multisensory learning experiences and structured support. The outcome will be measurable progress in early literacy and numeracy, with each child's development tracked through ongoing assessments, observations, and tailored interventions.	Create a SEND friendly rich environment that is accessible including interactive resources and sensory materials	£1500
		Provide hands on early mathematics activities with SEND adaptations such as tactile items	£600
		Create inclusive play based learning areas that support both literacy and mathematics through play developing social and communication skills	£600

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

Budgeted cost: £7100

Action	Intended Outcome / Evidence Base	Success Criteria	Cost
Provide cultural capital enrichments opportunities.	All pupils will have access to a range of enriching cultural experiences that will enhance their learning, broaden their horizons, and support their personal development. These opportunities will be designed to develop pupils' cultural capital, foster curiosity, and expose them to diverse experiences that contribute to their understanding of the world. Enrichment opportunities will include subsidized trips, including a residential trip for Year 6, visits to theatre, museums,	Subsidised educational and cultural trips including year 6 residential, year group topic starters and visitors.	£2000
		All children to take part in school performances throughout the year which includes opportunities for all	£2000

	<p>and outdoor education experiences. Pupils will also engage in cultural activities such as performances (including the school concerts and local school concerts), Shakespeare festival, music opportunities like steel pans, and sports and arts activities to nurture their talents and interests. These enriching experiences will help pupils develop confidence, creativity, teamwork, and a sense of belonging to a wider community. Evidence of impact will be seen in increased pupil engagement, personal development, and a greater understanding of cultural diversity.</p>	<p>pupils to participate in Drama, music and dance as well as attend as audience members to enjoy the work of their peers.</p> <p>Music opportunities such as steel pan and weekly music sessions with opportunities to perform in school concerts and with other local schools.</p> <p>Sports enrichment through organisation of sport activities and workshops with opportunities for pupils to try new sports and encouraged to nurture their talents</p> <p>Nurture talent and wider curriculum development by creating opportunities for pupils to explore and develop skills in different areas of the curriculum such as leadership role as a prefect, head boy girl or school council.</p>	<p>£1000</p> <p>£400</p> <p>£200</p>
<p>Trust Safeguarding, Family Support, Attendance and Learning mentor team are in place with roles and action plans clearly identified to ensure pupil wellbeing.</p>	<p>The Trust's Safeguarding, Family Support, Attendance, and Learning Mentor teams will work collaboratively to ensure the holistic wellbeing of all pupils. By clearly identifying roles and action plans, each team will provide tailored support to address safeguarding concerns, improve attendance, provide family support, and foster emotional and social wellbeing. These teams will help create a safe, supportive, and nurturing environment that enables pupils to thrive both academically and personally. As a result, pupils will experience improved wellbeing, increased attendance, and better engagement in their learning. The impact will be tracked through regular monitoring, case reviews, and pupil feedback, with improvements in pupil outcomes linked to enhanced support systems.</p>	<p>Clear identification of roles and action plans – LAC DSL, attendance support, Learning mentor. Action plans outline the responsibilities of each team member.</p> <p>Strength Safeguarding procedures ensuring that the safeguarding team is well trained and equipped to identify and respond to concerns promptly.</p> <p>Enhanced family support services providing targeted support to families through outreach programmes (triple P) workshops and 1:1 meetings.</p> <p>Improve attendance monitoring and intervention by implementing proactive attendance systems and early intervention strategies including punctuality and attendance charts</p>	<p>£350</p> <p>£350</p> <p>£500</p> <p>£300</p>

Total budgeted cost: £ 19,800 [= sum of 3 amounts stated above] (rounded from £19,726)

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.