

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

The Pupil Premium Strategy Statement for the Harmony Trust and that of Village Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is aligned *with The Harmony Trust 'Excellence for All' Framework*; an evidence-based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would contribute to trust-wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

**A summary of the actions taken and impact from Years 1 and 2 of the 3-Year Strategy**

| 1. Trust wide strategic actions |   | Summary review of the trust-wide actions for <u>Y1</u> and planned next steps  | Summary review of the trust-wide actions for <u>Y2</u> and planned next steps | <u>(Academy Specific Review)</u><br>Engagement with and impact of Trust wide strategic actions on Village Primary Academy |
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| Development Team Priorities     | Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework   | In Y1, academy leaders were supported through training sessions and 1:1 support from trust leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (Y2 of the strategy)  |   |   |
|                                 |   | In Y2, two Trust Senior Leaders have been recruited to drive the Excellence for All framework. One of these roles is specifically around the Harmony Model Curriculum and another directly related to Excellence for All and Raising Attainment. Alongside this, as part of the Development Team, a team of Curriculum ImpleMentORS has been established to develop both subject specific and year group specialisms. Leaders have provided further exemplification materials, and these are housed in the URL for all Harmony colleagues to access. Plans are in place for Academy leaders to further refine the Excellence for All audits (which were rolled out in Y1) alongside their Raising Attainment Plans in consultation with the TSL. All Leaders attended a Pupil Premium briefing for the Trust Leadership Team in November 2023. |   |   |
|                                 |   | The Excellence for All Audit has been carried out and actions implemented to raise attainment for all. Subject leaders have engaged with Implementor sessions to further develop and enhance curriculum areas. All staff have access to and regularly use the URL. Exemplification materials have been used to moderate all subjects across the curriculum. All subject leaders engage with network meetings and deliver recommendations within the academy.   |   |   |
|                                 | Provide a high quality CPD offer to all staff designed led by experienced practitioners   | The Development Team aligned their CPD offer to the Great Place 2 Learn Strategy which outlines our belief that school should be a place where EVERY child achieves and makes progress over time. It also closely supports the implementation of the Excellence for All framework's guiding principles.<br>Some key features – specific to ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (a similar KS1 programme will launch in Y2 of the strategy), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom.   |   |   |
|                                 | The Development Team surveyed Academy Leaders to gain insight about Academy needs and ideas to maximise engagement and staff workload. The CPD package was redefined to support Academy leaders to develop their own CPD packages and support workload at Academy Level. There was a change in how courses were facilitated to ensure they were 'out of the school day' to maximise engagement and increase participation. Both HR and finance CPD for Academy leaders was incorporated into the CPD offer. The Unlocking Potential |  |   |   |

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|   | <p>programmes were led and overseen by Ass DofEd, TSL and Tls. The Excellence for All CPD package for all staff who are new to Harmony, new to teaching, ECTs or HLTAs is well attended and in place. The REDI programme was developed into a Redi, Set and Go approach to further enhance provision and approaches in EYFS and KS1. A 'Train the Trainer' programme was delivered to all phonics leads, building on the successes in some Academies where the greatest impact was seen. The Subject Leader Development Programme has had a positive impact which was particularly apparent in Ofsted inspections where SLs have been able to articulate the 3 Is of the curriculums for their subject area (ongoing coaching for this is underway).</p> <p><i>All staff have had access to the full range of CPD on offer. This has been targeted linked to the ADP and performance management. Year 5/6 teachers have engaged with Unlocking potential and adjusted daily practise to meet the needs of pupils. Academy leaders have embraced CPD in finance and HR enabling systems and processes to be secure. EYFS staff accessed the REDI programme, working alongside specialist consultants to facilitate improvements across Early Years. All subject leads have attended the development programme and are more confident in the leadership of their subject area.</i></p>  |
| Increase workforce capacity to support improvement                                    | <p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities. This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <p>There has been a significant staff development drive to enhance the Development Team whereby TSLs, Tls and ImpleMENTORS have been recruited to refine approaches. There has also been an increase in specialist practitioners across the Trust who have had a significant impact in the areas of their expertise. The Unlocking Potential programme has been revised and relaunched to improve communication, monitoring, quality of resources and active participation.</p> <p><i>Village has benefited from the deployment of a specialist Year 1 practitioner, an EYFS Trust Leader and support from the inclusion team. These have enabled a strategic approach to the development of these areas within the academy. Year 1 phonics outcomes are strong and above national.</i></p>   |
| Provide intervention at its earliest point through high quality Early Years Education | <p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified.</p> <p>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <b>all</b> EYFS practitioners across the trust.</p> <p>Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections.</p> <p>For Y2, the programme will run again for EYFS practitioners new to Harmony but also extend the learning from Y1 – including the further development of Outdoor provision. The REDI programme will also be extended to Y1 practitioners to ensure effective transition to Y1 and <b>to develop an effective provision approach into KS1.</b></p> <p>The REDI programme has been enhanced and extended into a Redi, Set and Go Approach. The Development Team have run EYFS Leadership Development Days in Academies where impact of this was most visible, including EYFS staff and leaders from across the Derby and Northwest hubs. There has also been time dedicated to working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development).</p> <p>The deployment of TL for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony Model Curriculum is progressive from Nursery to Reception and that clear links are made with the KS1 Curriculum. Alongside the Curriculum development, there has been a continued focus to ensure the provision in the classroom reflects the needs of the children and the curriculum both indoors and outdoors. Assessment has also been refined to ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum.</p> <p>Relevant staff attended the REDI programme over the academic year which was further consolidated through development days with EYFS consultants. As a result of the training, Nursery provision is securely good, offering a purposeful environment and effective pupil interactions. Clear next steps were identified for reception and recruitment of a Trust EYFS lead was made.</p> |
| Provide a strong framework for  | <p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations.</p>  |

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|                               | <p>Character Education through 'The Harmony Pledge'</p>  | <p>Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Some Academies had a further re-launch of the Pledge to begin the 2023-24 Academic year. Through the Subject Leader Development Programme, subject leaders are provided with a mapping document which identifies where all Pledge points are met within each subject and each year group within the HMC.</p> <p>The mapping of the Harmony Pledge continues as Subject Leaders consider how their subject area meets the 10 pledge points along with the 10 character competencies. Academies continue to ensure that pupils have plentiful opportunities across the wider curriculum to engage in first hand experiences and prepare themselves for their next stage of their education. Mapping the Harmony Pledge also allows to further develop pupils understanding of the 10 character competencies to ensure they become a lifelong learner. The principles of developing character education is important to ensure that pupils develop important life skills in order for them to learn their own spiritual, moral, social and cultural development. It's pivotal that they develop their own character traits and core ethical values that form the basis of an outstanding character and successful citizen of society.</p> <p>The Harmony Pledge is embedded within the school day. Lessons are linked to the competencies and understand the 10 points of the pledge. The pledge is reinforced through assemblies and special events. Ofsted celebrated the opportunities given to develop character and SMSC.</p>  |
| <p>Read, Achieve, Succeed</p> | <p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p> | <p>"There is a relentless focus on literacy and language", in academies where disadvantaged pupils are performing well.</p> <p>The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy.</p> <p>During Y1 of the strategy, the frameworks were shared with academy leaders and training provided for all relevant staff – led by expert practitioners from across Harmony. Phonics resources were provided so that there would be a consistent approach to high quality, inclusive teaching and learning in each academy. Support for assessment was also available and phonics leads met regularly.</p> <p>Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23.</p> <p>The Development Team recruited a team of expert practitioners to support the implementation and monitoring of these strategies, and this will be a key focus for Yrs 2 and 3 of the strategy</p> <p>There was an appointment of a Trust Senior Leader responsible for Early Literacy and Phonics across the Trust due to the successes in phonics outcomes and the impact the Harmony Phonics Framework. As part of the phonics CPD offer, 'Train the Trainer' sessions have been facilitated with phonics leads from across the Trust. A Trust Leader has been recruited with responsibility for Unlocking Potential in Reading (across KS2) which has incorporated some CPD and specific work around the use of Accelerated Reader and is working with the Principal Strategic Lead for Reading to develop the Harmony Reading Framework. Alongside this, RAS author events and initiatives continued trust-wide.</p> <p>Members of the Development Team have been carrying out reading reviews in Academies to raise attainment and improve quality of teaching and learning.</p> <p>After evaluation of the PP strategy, oracy was identified as a priority for many schools and so an Oracy Champions course designed to support the development of vocabulary, language, and communication is now underway.</p> <p><i>The Harmony Phonics Framework is followed throughout the school. Fidelity to the scheme was recognised by Ofsted and the impact has been seen in outcomes. Reading is a priority across the academy and a well embedded reading curriculum, with high quality texts and meaningful links is consistently delivered. The academy embraces RAS and celebrates reading through author visits, themed book weeks and providing children with a book of their choice every year. All KS2 children access Accelerated Reader and integral to the delivery and monitoring of reading.</i></p> |

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| Multi-Disciplinary Teams | <p>Improve attendance through rapid and effective support and intervention</p>                        | <p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a 'first point of contact' to support the families and pupils in our communities. There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies.</p> <p>We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p> <p>In Y2, the HDT reviewed the guidance and research on attendance. The Development Team carried out a literature review of the latest guidance and will use these to improve practice across the Trust, including: clear communication expectations for Academies; evaluation of strategies, use of resources and impact (evidence); a focused attendance Academy improvement board; identification of barriers; addressing specific groups (disadvantaged); identification of specific pupils; Academy Action Plans (which are reviewed in a timely manner); and a clear understanding of 'how the best schools do it'.</p> <p>Trust Safeguarding Leads have been employed across Northwest Hub and are having an impact on individual cases within Academies. The Head of Safeguarding holds timely Attendance Leads network meetings to share best practice and share key messages to uphold consistency in approach.</p> <p><i>Village have engaged with the Attendance Leads network meetings, implementing the strategies to ensure attendance is a high priority at all levels of the academy. The academy action plan, developed in conjunction with the Safeguarding lead, has identified key barriers and actions, resulting in a renewed approach to improving attendance, that focuses on early intervention and family support.</i></p>  |
| HTML Strategy            | <p>Increase the technology available to pupils to support their learning and accelerate progress.</p> | <p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&amp;L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p> <p>In Y2, there was the recruitment of a knowledgeable and skilled Trust Leader responsible solely for HTML. An audit has been created for Academies to gauge the current position and subsequently allocate support to develop individual journeys with HTML.</p> <p>Key apps which were established in Y1 are now well-embedded. On average, the number of pupils taking part in the Sumdog competitions is high (<a href="https://www.harmonytrust.com/sharepoint.com">Harmony Trust contest data.xlsx (sharepoint.com)</a>) and the number of children reading regularly on MyON is increasing. Furthermore, pupils across Harmony regularly engage with TT Rockstars on their iPads. The MTC results Trust-wide are good and improving, with the Trust average result being above National.</p> <p>Leaders report that engagement with home-learning has improved significantly through the use of iPads.</p> <p>For pupils' protection and safety when using devices, an app called Senso had been installed and 1 to 1 devices. HTML staff are liaising with the safeguarding team to support filtering and monitoring of pupils' devices.</p> <p><i>In KS2, iPads are an integral part of the wider curriculum. Children use apps such as Teams to access texts and other reference materials to fill their 'virtual backpack' through exposure to high-quality material. TTRS and SumDog are used in class and through home learning to develop fluency and retrieval of multiplication facts, and spelling (through SumDog).</i></p> |

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| 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 | Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all children access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying.<br>This also aligns to the Harmony Pledge and Excellent for All Framework.<br>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.   |
|                            |   | All Academies took part in the Shakespeare festival in the Northwest and Derby hubs performing Twelfth Night. In Year 3, all Academies will be performing improvisations from King Lear: "Twill be a Storm!"<br>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.<br>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning.<br>This will be rolled out into all Academies in Y3.<br>There are intra-school sporting events taking place across both Hubs, meaning children are able to compete and apply their skill and game development across a range of sports and age ranges. |
|                            |   | At Village, children from Y1 to Y6 have visited the local library and church. Children receiving PPG are targeted to participate in after-school clubs and in-school sporting events such as multi-skills, dodgeball, "MegaFest" and football tournaments.  |

| 2. Academy Specific Priorities  |   | Year 2 (of 3) review (22/23)  |
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| Teaching (for example, CPD, recruitment and retention)  | To develop oracy skills and language in Early Years and KS1 – specifically targeting children with high levels of language deprivation and EAL.   | Hanen training programme implemented for EYFS staff, with all staff completing successfully. Staff attended Trust REDI training which had a focus on oracy in EYFS and language acquisition. EYFS resources were purchased e.g. role play and rolling snack areas to further develop communication.<br>WellComm implemented; dedicated staff use to carry out interventions to improve communication and language with 3 year-olds.<br>Y1 provision redesigned to include Continuous Provision, enabling better access to the curriculum with a focus on language acquisition.<br><b>Phonics 2022</b> 88% (national 92%)<br><b>Phonics 2023</b> 88% (national 79.6%)  |
|   | To develop the early reading skills of children not making expected progress.<br><br>Training implementation of the Early Reading programme.<br><br>To provide high quality texts to support the teaching of reading.                   | <b>2022 Reading comprehension</b> 70.1%; <b>Word Reading</b> 67.8%<br><b>2023 Reading comprehension</b> 56.8%; <b>Word Reading</b> 60.2%<br><br>Trust Phonics Programme fully implemented to provide synthetic phonics approach with full fidelity achieved (see Ofsted Oct 2022). New phonics books provided for EYFS children. Vocabulary key focus through Curriculum Maestro throughout the curriculum.<br><br>A significant investment in high-quality texts was made across the school. Decodable books that are closely matched to the reading ability of each child were purchased to support their phonic understanding. Key curriculum areas were developed through the purchase of further high-quality texts that enabled reading to be taught across a range of subjects. This was recognised in the academy's Ofsted inspection (Oct 2022).<br><br>Training delivered on the use of sentence stems, language structures (Speakwell wheel) to ensure consistency of approach across the school and throughout the curriculum.<br><br>Intervention programmes implemented, monitored and evaluated with a focus on children not making expected progress. <b>KS1 Reading 2022</b> 64% (2022). |
| Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions) | To target support for underachieving pupils to close attainment gaps and keep up in their learning, including 1-1 readers, phonics interventions, language development programs, targeted group support in class for English and Maths. | Interventions and targeted support in place in each year group. CPD given to support staff to ensure that assessments target children and interventions in place quickly. Reading prioritised, with CPD focusing on strategies to support decoding and fluency (delivered by Phonics and English leads) to maximise intervention time.  |

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|  | To upskill staff with assessment skills and strategies to deliver identified interventions   | A programme of bespoke weekly training was devised and implemented for teaching assistants (Toolbox Talks) with a focus on delivering interventions in order to close attainment gaps between disadvantaged and non-disadvantaged children. Staff were supported in developing effective and accurate assessments in order to then plan next steps.  |
|  | To establish an Inclusion unit for EYFS and KS1 ASD children   | A dedicated unit was established to support children with complex needs, primarily ASD. Recruitment and training enabled provision to be tailored to help these children make progress towards EHC targets.<br>The unit was equipped with bespoke resources, including a sensory room, to fully meet the children's needs.<br>Training was provided in conjunction with external specialists including STEPS and Educational Psychologists.<br>Safer handling training has been implemented.   |
| Wider strategies (for example, related to attendance, behaviour, well being) | Attendance lead appointed with clear role and action plan and development plan in place.<br><br>Learning Mentor to provide strategic interventions and additional support for identified children in classes | Attendance systems established to tackle persistent absence and to raise overall attendance. As identified in Ofsted inspection (Oct 2022) attendance continues to be an area for improvement, and is a key priority in the 2023-24 Academy development plan (ADP).<br><br>Learning Mentor has clear systems for referral and interventions with targeted children to improve wellbeing. Key information is shared effectively with SLT to help develop a holistic understanding of the children's needs. The impact of the support also enabled children to better access learning in the classroom, with children making use of the strategies taught by the LM. |
|  | To provide cultural capital enrichment opportunities.  | Early Years accessed Forest School, led by a trained teacher (training funded by VPA). Animal Magic visited EYFS children. Children in Years 1-6 attended the local pantomime (tickets subsidised by PPG).<br>Y4 children participated in Shakespeare Festival; Children in Years 1-6 participated in Portals to the Past workshops. Disadvantaged children were prioritised for after-school clubs and sporting events. These events provided a significant increase in opportunities from previous years, where events were clearly mapped out to provide a range of experiences for children over time.   |