**Carlyle Infant and Nursery 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 Carlyle Infant and Nursery 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**

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| **1. Trust wide strategic actions** | | **Summary review of the trust-wide actions for *Y1* and planned next steps** | **Summary review of the trust-wide actions for *Y2* and planned next steps** | ***(Academy Specific Review)***  **Engagement with and impact of Trust wide strategic actions on CINA Academy** |
| Development Team Priorities | Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework | In Y1, academy leaders were supported through training sessions and 1:1 support from trust leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (*Y2 of the strategy*) | | |
| In Y2, two Trust Senior Leaders have been recruited to drive the Excellence for All framework. One of these roles is specifically around the Harmony Model Curriculum and another directly related to Excellence for All and Raising Attainment. Alongside this, as part of the Development Team, a team of Curriculum ImpleMENTORS has been established to develop both subject specific and year group specialisms. Leaders have provided further exemplification materials, and these are housed in the URL for all Harmony colleagues to access. Plans are in place for Academy leaders to further refine the Excellence for All audits (which were rolled out in Y1) alongside their Raising Attainment Plans in consultation with the TSL. All Leaders attended a Pupil Premium briefing for the Trust Leadership Team in November 2023. | | |
| Staff have strong understanding of their cohorts and provision is designed to meet the needs of the changing context. Excellence for All academy audit was initially completed, which highlighted that the academy was ‘starting out’ on its excellence for all journey. Actions have been taken around the guiding principles to improve outcomes. There is now a shared vision across the academy and a further developed academy ethos. Subject leaders have engaged with Implementor sessions to further develop and enhance curriculum areas. All staff have access to and regularly use the URL. | | |
| Provide a high quality CPD offer to all staff designed led by experienced practitioners | The Development Team aligned their CPD offer to the Great Place 2 Learn Strategy which outlines our belief that school should be a place where EVERY child achieves and makes progress over time. It also closely supports the implementation of the Excellence for All framework’s guiding principles.  Some key features – specific to ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils *(a similar KS1 programme will launch in Y2 of the strategy*), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom. | | |
| The Development Team surveyed Academy Leaders to gain insight about Academy needs and ideas to maximise engagement and staff workload. The CPD package was redefined to support Academy leaders to develop their own CPD packages and support workload at Academy Level. There was a change in how courses were facilitated to ensure they were ‘out of the school day’ to maximise engagement and increase participation. Both HR and finance CPD for Academy leaders was incorporated into the CPD offer. The Unlocking Potential programmes were led and overseen by Ass DofEd, TSL and TLs. The Excellence for All CPD package for all staff who are new to Harmony, new to teaching, ECTs or HLTAs is well attended and in place. The REDI programme was developed into a Redi, Set and Go approach 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). | | |
| Staff have used the CPD offer to develop their teaching practices, impacting on improved outcomes for pupils. They have fully engaged with the CPD offer from the Trust Development Team and external partners linked to ADP priorities and the GP2L strategy, including;  • Curriculum and Subject Leader development  • Early Years (and Year 1), REDI Programme  • Oracy, Language Structures  • Reading for pleasure and Phonics  • HTML Strategy  • Unlocking Potential in KS1   * SEN Teacher and Teaching Assistant   • MPTA training  The impact of CPD is evident within the classroom environments and adult interactions leading to good progress and attainment across all year groups. | | |
| Increase workforce capacity to support improvement | The Trust has a commitment to recruit, train and retain high quality staff – a key finding of ‘Improving outcomes for disadvantaged learners in OAs’ in schools that have successful PP strategies.  Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities.  This will continue to be a key strategic action for Yrs2 and 3 of the strategy | | |
| 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. | | |
| Carlyle has benefitted from the deployment of a Trust Senior Leader for Early Years, this has enabled bespoke coaching and mentoring and has lead to a rapid and sustained improvement in Early Years provision. Implementor drop ins have supported teachers to have a greater understanding of the HMC. A revised model of the unlocking potential programmes has supported workload and developed staff expertise. | | |
| Provide intervention at its earliest point through high quality Early Years Education | Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified.  In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to ***all*** EYFS practitioners across the trust.  Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections.  For Y2, the programme will run again for EYFS practitioners new to Harmony but also extend the learning from Y1 – including the further development of Outdoor provision. The REDI programme will also be extended to Y1 practitioners to ensure effective transition to Y1 and to develop an effective provision approach into KS1. | | |
| The REDI programme has been enhanced and extended into a Redi, Set and Go Approach. The Development Team have run EYFS Leadership Development Days in Academies where impact of this was most visible, including EYFS staff and leaders from across the Derby and Northwest hubs. There has also been time dedicated to working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development).  The deployment of TL for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony Model Curriculum is progressive from Nursery to Reception and that clear links are made with the KS1 Curriculum. Alongside the Curriculum development, there has been a continued focus to ensure the provision in the classroom reflects the needs of the children and the curriculum both indoors and outdoors. Assessment has also been refined to ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum. | | |
| EYFS staff have fully engaged in the REDI programme and have been committed to the development of the EYFS curriculum under the guidance of TSL and consultants. EYFS is a strength of the academy and an example of excellence. Early intervention is prioritised and the provision within the setting is matched to the needs of the pupils. Teaching Assistants have benefited from accessing high quality CPD through the REDI programme and have evidence application of this learning in their practice. | | |
| Provide a strong framework for Character Education through ‘The Harmony Pledge’ | The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations.  Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.  In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy. | | |
| 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.  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. | | |
| A relaunch of the Harmony Pledge has raised awareness of the Pledge for all pupils and families. School assemblies have continued to link to the Character Competencies and rewards are given out in Celebration assembly for children who demonstrate them.  The CINA INSPIRE curriculum has given children a wide range of first-hand experiences, which has equipped them with a good level of cultural capital. | | |
| Read, Achieve, Succeed | Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework | “There is a relentless focus on literacy and language”, in academies where disadvantaged pupils are performing well.  The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy.  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.  Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23.  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 | | |
| 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.  Members of the Development Team have been carrying out reading reviews in Academies to raise attainment and improve quality of teaching and learning.  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. | | |
| Reading is a priority across the academy. All staff teach reading following a clear structure which is consistent in every class. The Harmony Phonics Framework is followed and phonics is taught to a high standard with good pupil outcomes. Early intervention is a strength and targeted intervention using Literacy Launchpad is put in place quickly. CPD has been delivered using SpeakWell and tower Hamlets to further develop oracy. Further development of tiered vocabulary is required. Through the HTML Strategy, pupils can log on to MYon and Bug Club, increasing their access to quality texts. Children have enjoyed reading the digital texts. The school environment has a range of digital texts that children can scan and read using iPads.  Children are motivated to read every day, classes have a daily story which is read regularly and reading diaries support children and their families to keep track of the reading and support its enjoyment. Reading for Pleasure awards are celebrated in our half-termly Assembly with the community to raise the profile of reading across the academy and beyond. | | |
| Multi-Disciplinary Teams | Improve attendance through rapid and effective support and intervention | 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.  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. | | |
| 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’.  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. | | |
| Leaders have access to Multi-Disciplinary Teams which operates cross-trust and work onsite 0.2. Teams work together with Academy leaders to target the most vulnerable families.  An Attendance and Family Support worker was deployed at the Academy to provide support with wider strategies including SEMH, Wellbeing.  Attendance is a shared responsibility – teaching staff understand the impact they have on raising attainment through providing high quality teaching and welcoming environments in their classroom.  Workshops, meetings and contracts have taken place with parents and carers explaining the link between Attendance and Attainment. This work is ongoing.  Regular updates are provided to parents through Newsletters, Posters and Meetings.  A weekly monitoring of Attendance takes place with analysis of key trends and persistent absentees. A process of support and escalation is in place to intervene and improve attendance. | | |
| HTML Strategy | Increase the technology available to pupils to support their learning and accelerate progress. | Through our HTML Strategy (H*arnessing Technology, Maximising Learning*), 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.  Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.  The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils.  From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.  Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline. | | |
| 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.  Key apps which were established in Y1 are now well-embedded. On average, the number of pupils taking part in the Sumdog competitions is high ([Harmony Trust contest data.xlsx (sharepoint.com))](https://theharmonytrust1-my.sharepoint.com/:x:/r/personal/ngrady01_alt_theharmonytrust_org/_layouts/15/Doc.aspx?sourcedoc=%7BD8B18E96-E449-48C7-84B3-7B6B6A011EF4%7D&file=Harmony%20Trust%20contest%20data.xlsx&action=default&mobileredirect=true) 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.  Leaders report that engagement with home-learning has improved significantly through the use of iPads.  For pupils’ protection and safety when using devices, an app called Senso had been installed and 1 to 1 devices. HTML staff are liaising with the safeguarding team to support filtering and monitoring of pupils’ devices. | | |
| Access to devices has also increased across KS1 and EYFS.  Teachers have a state of the art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom.  Staff continue to use the technology productively and are very positive in their approach to using technology to maximise teaching and learning opportunities.  HTML continues to be implemented successfully, providing children with the tools to improve their learning every day. A number of apps are used in school and beyond to help children with fluency and engagement with the wider curriculum.  The academy has appointed new HTML lead; the lead will work to further develop staff subject knowledge in order to ensure that all children are having frequent, high-quality exposure to the HTML approach. | | |
| 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.  This also aligns to the Harmony Pledge and Excellent for All Framework.  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: *“T’will be a Storm!”*  As well as this, Academies provided pupils with residential opportunities to support pupils’ independence and enrich the curriculum offer.  A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning.  This will be rolled out into all Academies in Y3.  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. | | |
| The CINA INSPIRE curriculum has widened pupils’ experiences and further developed cultural capital. Trips have been planned strategically link to the curriculum and provide cross-curricular links for all. Further curriculum enhancement and opportunities for parental engagement have allowed wider experiences for all, such as RAS breakfasts; sharing of end of unit outcomes; Wow starters, story time as well as curriculum workshops. A range of sporting and extra curricular clubs are made available to all children (a specific focus is made on opportunities for disadvantaged children). | | |

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| **2. Academy Specific Priorities** | | | **Year 2 (of 3) review (22/23)** |
| Teaching (for example, CPD, recruitment and retention) | Provide regular, high quality CPD to address the needs of disadvantaged pupils in our academy | CPD uptake amongst staff is high and purposefully planned. CPD needs in our academy are identified regularly and appropriate cover is provided to ensue staff have access to the CPD they need.  Monitoring shows that children can articulate their learning, using sentence structures to support across the curriculum.  Targeted support has been delivered for identified pupils following a baseline assessment.  Newly arrived pupils are carefully inducted and prepared to enable them to access an age-appropriate curriculum. | |
| To support and accelerate progress in fluency and understanding for children who have English as an additional language. | Teachers and TAs are proficient and confident in using strategies to enable EAL learners to make accelerated progress.  The Trust EAL and INA Specialist has been deployed to work with the academy to develop teaching pedagogy of those identified as EAL. A positive impact has been seen on learning, including oral language skills and reading comprehension, especially for disadvantaged pupils (understanding vocabulary). Newly arrived children are carefully inducted and prepared to enable them to make rapid progress including baseline assessments during induction process.  Racing to English intervention has been delivered to those identified as requiring support, which has seen good progress being made academically and socially.  Further implementation and development of assessment tracking system for EAL learners has enabled staff to identify gaps in knowledge and embed strategies to scaffold learning. | |
| To develop early reading skills of children not making expected progress. | Training and implementation of the ‘Early Reading’ Programme has been delivered by the Trust CPD offer. Key staff members have been trained. Improvements have been seen in the teaching of early reading following monitoring and evaluation. The Phonics Lead has benefitted from Trust CPD and networking and has benefitted from the ‘Train the Trainer’ CPD to ensure consistency of phonics delivery across the academy. The Early Reading Intervention approach has supported all children, including EAL/INA, who are not making expected progress. | |
| Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions | 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/ booster sessions) | Using the information from Pupil Progress meetings and Raising Attainment Plans, disadvantaged pupils and pupils with SEND were identified for additional support in order to close attainment gaps.  Support staff were deployed effectively to deliver appropriate interventions; the impact of interventions was monitored by staff that delivered them and next steps were carefully planned in response to this. Support included: phonics, physical development, 1:1 reading, EAL support, SEMH intervention and comprehension development.  The SENDCo supported teachers and support staff to ensure IEP’s are effective in supporting SLCN development. The SENDCo and leaders have prioritised the introduction of high-quality provision within classrooms and shared areas to promote language development.  Appropriate time has been allocated to allow TAs to have access to Trust and academy CPD in order to develop their skills, in particular with supporting children with SEND. Additional CDP has included: Self-regulation, colourful semantics, phonics, early reading interventions, behaviour support strategies eg. lego therapy. Additional support and CPD has also been put in place for SpeachLink and Wellcomm.  TAs have become more skilled at supporting pupils with multiple barriers to learning and are well deployed as seen in learning walks and the implementation of intervention timetables. | |
| Wider strategies (for example, related to attendance, behaviour, well being) | Learning mentor and attendance lead are in place with roles and action plans clearly identified. | Attendance continues to be a key priority at Carlyle.  The attendance officer has been effective in role and impacts on attendance by using the most effective strategies- this is evident in the positive increases in attendance; decrease in PA and for key groups.  Weekly attendance meetings have taken place with the Principal; key children have been discussed and tracked. Trust policy and procedures are in place and continue to have a positive impact.  The attendance lead and Principal have made:  -daily phone calls; % letters; liaison with EWO; attends parent meetings with Principal; targeting support where it is most impactful; challenge families on attendance (when appropriate). The attendance lead has worked with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more. | |
| To provide effective wellbeing support for pupils across the academy | A number of children with significant SEMH were supported to access learning outside of the usual classroom structure when they were unable to regulate in class. This included the development of a sensory garden provision, accessing learning with a high adult ratio in the library area or working with leaders to regulate whilst in crisis.  Forest school sessions linked to Boxall profiling continue to be a priority for the Academy, and development of the Forest School area will continue into next academic year.  The SAFS officer supports the families most in needs through- family liaison; safeguarding support, including attending safeguarding meetings; liaising with outside agencies and providing one to one pupil support (talk time). | |