

Carlyle Infant and Nursery Academy The Harmony Trust Pupil Premium Strategy Statement 2022-25

Review of Year 1 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 Year 1 of the 3-Year Strategy

1. Trust wide strategic actions		Summary review of the trust-wide actions for Y1 and planned next steps	Engagement with and initial impact of Trust wide strategic actions on Carlyle Infant and Nursery 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)	Completion of 'Excellence for All' self-assessment audit supported and enabled Leaders to evaluate current provision and plan effective next steps.
	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.	Leaders at Carlyle Infant and Nursery Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from CINA accessed training linked to academy priorities and aligned to the GP2L strategy including but not limited to: <ul style="list-style-type: none"> • Curriculum and Subject Leader development, • Early Years • Talk • Reading • HTML Strategy
	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	

		<p>A Trust leader for EYFS was deployed to Carlyle to support development of EYFS provision and support leaders to rapidly improve provision in EYFS. Developed links with specialist practitioner for phonics to further strengthen Phonics provision</p>
	<p>Provide intervention at its earliest point through high quality Early Years Education</p>	<p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified. In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <i>all</i> 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.</p> <p>All EYFS practitioners at Carlyle engaged with the REDI programme – designed to support consistency of high-quality teaching and learning by:</p> <ul style="list-style-type: none"> • Reviewing practice and provision • Explore areas of EYFS Curriculum • Develop action plans for improvement • Measure the Impact of actions taken
	<p>Provide a strong framework for Character Education through ‘The Harmony Pledge’</p>	<p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations. 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 the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Running parallel to the <i>Harmony INSPIRE</i> Curriculum Carlyle Academy delivers the Harmony Pledge which develops character competencies and raises aspirations.</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. 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</p> <p>A key action taken during the academic year 21/21 was the development and launch of the Harmony Trust Phonics Framework. This framework was implemented at Carlyle Academy from January 2022. The number of pupils meeting the expected standard for the PSC remained level with National outcomes following the COVID pandemic (72%) Through the HTML Strategy, pupils can log on to MYon and Bug Club phonic books, increasing their access to quality texts as well as decodable books. Reading at Carlyle Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy. Outcomes at KS1 are in line with National data (66%) there has been a 1% increase in those attaining Greater Depth (29%)</p>

Multi-Disciplinary Teams	<p>Improve attendance through rapid and effective support and intervention</p>	<p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a 'first point of contact' to support the families and pupils in our communities. There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies.</p> <p>We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p> <p>Leaders have access to Multi-disciplinary Teams which operate cross-trust. Teams work together to target the most vulnerable families and those at risk of missing significant proportions of their education.</p> <p>Carlyle Academy's designated Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils. Pupils who are persistently absent attend meetings with SLT and are referred to the EWO.</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 pupils have access to an iPad which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p> <p>All Key Stage 1 pupils now have access to an iPad which they use to support their class work.</p> <p>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.</p> <p>In a recent trust wide staff survey, staff were very positive in their responses to questions relating to using technology to maximise teaching and learning opportunities</p>
Enrichment and Opportunity	<p>Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and wider opportunities are available to all children</p>	<p>Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all children access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying.</p> <p>This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and Y3.</p> <p>The Curriculum provides a wealth of opportunity for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them.</p> <p>Examples of such experiences at Carlyle Academy this year have included:</p> <ul style="list-style-type: none"> Theatre trip Animal handling Great Fire of London workshop Trips to places of worship

2. Academy Specific Priorities	1 year review	
Teaching (for example, CPD, recruitment and retention)	Provide regular, high quality CPD to address the needs of disadvantaged pupils in our academy	CPD needs identified regularly and appropriate cover is provided to ensure staff have access to the CPD they need. All EYFS staff accessed REDI programme Y1 teaches accessed REDI Y1 Staff meetings aligned to support T&L across the Academy in line with monitoring and research.
	Provide access to fully decodable reading materials both online and paper based to support with blending/segmenting to improve reading outcomes and progress.	Bug Club phonics in place both physical and online Resources in line with HT phonics framework Parent workshops and meetings planned to support home reading
	Monitor and analyse effectiveness in raising outcomes of disadvantaged pupils	New systems for target setting, monitoring and reviewing implemented. A language rich environment is in place across the Early Years with high quality provision. Early reading is promoted through stories, songs and rhymes. Clear tracking and monitoring process are now in place. Systematic CPD for scaffolding delivered in Autumn term.
	To support and accelerate progress in fluency and understanding for children who have English as an additional language.	Specialist curriculum with appropriate scaffolds has been developed to support pupils with English as an additional language. This includes self-scaffolding, prompting, clueing, modelling and correcting. Targeted support and interventions have been carefully mapped and planned across the academy to assist pupils at the early stages of language acquisition. Visual timetables are in place to support pupils in making their own choices and to ensure clear routines are in place.
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)	Interventions within each cohort were carefully mapped to meet pupil needs. Additional support includes bespoke curriculum planning, scaffolds and learning aids. Interventions within each cohort were carefully mapped to meet pupil needs. Effective deployment of TAs in place to ensure pupils were effectively supported where required. An Academic Mentor (NTP) and school led tutor was in place to provide additional tutoring for 1:1 reading and phonics interventions
	Use disadvantaged calculator to plan support across the academy	Disadvantaged and vulnerable pupils identified and targeted through planning, assessment and monitoring. Range of vulnerabilities identified and discussed regularly with SLT and support in place for families.
Wider strategies (for example, related to attendance, behaviour, well being)	Implement revised inclusive behaviour policy based on EEF research	Behaviour incidents have reduced across all parts of school day. Staff and children understand school rules and expectations. Positive behaviour management and emotionally literate approach supports most vulnerable learners. Access to Bridge the Gap emotional literacy CiC weekly. FST weekly meetings with children identified as vulnerable.
	There are high expectations of behaviour at all times	Targeted support for individual children to enable improved levels of behaviour and attitude. Behaviour plans in place to support individuals based on their needs. SLT monitor and review behaviour across school. Learning mentor and attendance lead are in place with roles and action plans clearly identified.
	Ensure all parents that are eligible for FSM are identified	Automatic system for checking NI numbers in place and new additions are shared with staff regularly with updates and strategies. Discussion of PP at each progress review.