

Greenfield 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 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 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 Greenfield Primary 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 Ex For All - 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 Greenfield Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Greenfield Academy 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- all teachers have a subject lead responsibility and have developed an overview of progression in their subject, a position statement, action plan, carried out data analysis to identify strengths & areas for development, learning scrutiny of pupil outcomes, learning walks to look at approaches to teaching & learning in the classroom and collected pupil voice • Early Years- the EYFS Lead attended the EYFS REDI course in 2021/22, this supported the development of the indoor learning

		<p>environment and the approach to the teaching day. Adult interactions in the classroom were also a focus, ensuring that adults were developing skills, knowledge and understanding in the provision areas not simply carrying out observations</p> <ul style="list-style-type: none"> • Reading- all staff (teachers & TAs) have received phonics training, and some staff have accessed bespoke training to their age range and phase of phonics teaching. All staff have received training on how to teach reading through Comprehension (KS2) and Shared Reading (EY & KS1). There is a whole school approach to teaching reading and an approach to listening to individual readers through the use of reading schemes, MyOn & Bug Club. • HTML Strategy- all pupils in KS2 have access to 1:1 pupil ipad which they use in school and at home to support them with learning. Teachers set learning tasks via Purple Mash, TEAMS, MyOn & Bug Club. Teachers using apps such as HALO to develop use of ipads.
	<p>Increase workforce capacity to support improvement</p>	<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>Specialist Practitioner, Toni Greaves, deployed to the academy in February 2022 to boost the higher ability children in Year 2 to they ensure reach age related expectations at the end of KS1.</p> <p>End of KS1 outcomes 2022: R- 57% W- 40% M- 53%</p> <p>Worked as part of the KS1 team to embed the approach to teaching writing and Maths, as well modelling high expectations in the wider curriculum through teaching Science (end of KS1 outcomes- 67%) and RE across the Phase.</p> <p>Deployed to Year 5 in September 2022 to support Year 5 teacher with planning and expectations, supported the development of the learning environment in UKS2 using Working Walls and cooperative learning strategies.</p> <p>Lead for History, Geography & DT in the academy.</p> <p>Abi Ashton, KS1 Trust Lead teacher and moderator, supported the Y2 team with preparing for moderation through a mini-moderation session in May 2022.</p> <p>Saba Arif & Jen Ashton (Y6 teachers) engaged in the Unlocking Potential in Y6 programme with other Y6 practitioners across the Trust, taking part in moderation sessions, weekly activities and professional network meetings.</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.</p> <p>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to all 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 to develop an effective provision approach into KS1.</p> <p>All EYFS practitioners at Greenfield Academy 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

		<ul style="list-style-type: none"> • Develop action plans for improvement • Measure the Impact of actions taken <p>GLD for 2022: 54% (Nat- 65%, Tameside LA- 60%)</p>
	<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.</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 the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Running parallel to Greenfield Primary Academy's curriculum, the academy delivers the Harmony Pledge which develops character competencies and raises aspirations.</p> <p>The academy has taken part in Pledge Competency Days and the Executive Principal delivered a series of assemblies throughout the Spring Term based on The Harmony Pledge, introducing the Pledge Points and highlighting how this is met across the curriculum and throughout the year.</p> <p>Examples of this are the introduction of roles and responsibilities for pupils across the academy and the planning of experience days to enhance the delivered curriculum such as Enterprise Venture in Y6, performing in Young Voices in UKS2, trips & visitors linked to learning, visiting authors and Madeleine Lindley Bookstore providing all children with a free book to start their Harmony Home Library.</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.</p> <p>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>A key action taken during the academic year 21/22 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Greenfield Primary Academy from January 2022. The number of pupils meeting the expected standard for the PSC was up 7 percentage points to 76% from pre-Covid levels (2019-).</p> <p>Through the HTML Strategy, pupils have can log on to Bug Club, MYon and Accelerated Reader, increasing their access to quality texts.</p> <p>Reading at Greenfield Academy is given high priority across the curriculum and is reflected in the learning environment of the academy.</p> <p>Outcomes at KS2 are above pre-COVID outcomes in Reading (80%) there has been a 18% increase in those attaining Greater Depth (35%) Disadvantaged pupils now do better than their non-disadvantaged peers which reverses the trend for the academy.</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 operates cross-trust. Teams work together to target the most vulnerable families and those at risk of missing significant proportions of their education.</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&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 2 pupils now have an iPad which they use to support their class work and extend their learning beyond the school day.</p> <p>Access to devices has also increased across KS1 and EYFS.</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 3.</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 such as participation in Year 6 residential accessing a range of outdoor pursuits activities, participation with trips and visitors linked to the curriculum to bring learning to life and full access to Premier Sports after-school curriculum activities.</p>

2. Academy Specific Priorities		End of year 1 review (2021/22)
Teaching (for example, CPD, recruitment and retention)	To develop early reading skills of children not making expected progress	<p>Early Reading Programme training scheduled for Spring 2023- 4th & 11th January 2023.</p> <p>All identified children heard to read by a TA at least twice a week.</p> <p>INA Survival Programme delivered to all INA children who join the academy to develop early communication skills as quickly as possible.</p> <p>Through termly Pupil Progress Meetings with SLT- children not making expected progress identified and timely intervention planned for area of need, these approaches include support with Reading Comprehension, pre-teach for Extended & Big Write sessions, post- teach for Maths.</p> <p>School-Led Tutor in Y1 focused on developing early reading through additional phonics sessions based on Harmony Phonics Programme- Spring II 2022 and Summer I 2022. Y1 Phonics Outcomes 2022- 76% (pre-COVID 2019- 69%)</p> <p>Specialist Practitioner from Harmony Development Team and existing Y2 teacher concentrated on teaching Reading through teaching reading skills via dedicated Comprehension lessons 3 times a week. Y2 Reading Outcomes 2022- 57% (pre-COVID 2019- 60%)</p> <p>Y6 teachers participated in Trust-wide programme Unlocking Potential in UKS2, School-Led Tutor concentrated on delivering Reading intervention based on approach to Comprehension in Spring II 2022, Summer I 2022 & 3-day Easter School. Y6 Reading Outcomes 2022- 80% (pre-COVID 2019- 64%)</p>
	To develop the use of Accelerated Reader and MyOn in Year 3 to Year 6	<p>All children in Y3 to Y6 have own log in and access to MyOn, allowing access to online library of books at the child's reading ability.</p> <p>Accurate assessment of pupil reading age through termly STAR assessment which allow teachers to unlock texts matched to the pupil's reading ability.</p> <p>Zone of Proximal Development allow teachers to see where pupils are working and identify gaps in their reading knowledge.</p> <p>Pupils identified as being 'on watch' targeted for extra reading sessions and those pupils identified as requiring 'intervention' accessing specific reading interventions linked to IP targets.</p>
	To develop the use of Bug Club to improve reading outcomes in Reception, Year 1 & Year 2	<p>Pupils in Y1 & Y2 access to phonic matched texts through Bug Club to read at home to supplement their reading book at school.</p> <p>Reception pupils accessed Bug Club in Summer Term to supplement reading book supplied by school.</p> <p>Through the class bank of iPads these texts can also be accessed in school to support children when reading with an adult.</p>
Targeted Academic Support (for example, tutoring,	To improve pupils auditory working memory	<p>Year 5 teacher and TA completed training from Educational Psychologist, Claire Jackson, on delivering MeeMo.</p> <p>Y5 teacher and TA delivered weekly MeeMo Intervention to Y5 class in Autumn Term 2021. This was to support the children in this cohort recall fluency facts,</p>

<p>one-to-one support, structured interventions</p>	<p>through verbal rehearsals</p>	<p>help them to learn spelling families and support them to focus on what they need to do in order (steps to success) to be successful with their learning. Leading to them being more independent learners and less reliant on adult support and intervention.</p>																																																	
	<p>To support and accelerate progress in fluency and understanding for children who have English as an additional language.</p>	<p>Teaching Assistants deliver Harmony Trust INA Survival Programme to pupils who join the academy from another country- 6-week programme and assessment of language and understanding through the use of NASSEA.</p> <p>By the end of 6-week programme pupils have developed basic school language and conversation skills.</p> <p>A teacher and TA from each age phase attended Word Aware training led by Sheffield EAL Team to raise awareness of strategies that can be used in the classroom, as well as specific approaches to supporting children who are newly arrived in the country.</p> <p><i>This is a continued area for development within the academy for 2022/23 and 23/24 to develop a whole school approach to Word Aware, the Progression in Language Structures, Talking Partners and the Speak Well Wheel. With the use of Communication in Print programme to support teaching strategies.</i></p>																																																	
	<p>To provide support in preparation for end of KS2 SATs</p>	<p>Pupils accessed Booster Classes twice a week from January 2022 to May 2022- 1 x reading session & 1 x maths session (6 groups) led by Year 6 teachers and Year 5 & 6 TAs, School-Led tutor and SLT.</p> <p>Pupils accessed 3-day Easter School (5 groups)- Grammar, Maths- reasoning & mental arithmetic and Reading led by 2 x Year 6 teachers, Year 5 & 6 TAs and School-Led Tutor.</p> <p>Curtis Hayes- School Led Tutor delivered Reading sessions 1:3 (Spring II to Summer I) as well as targeted Maths and Spelling, Punctuation & Grammar support. During core subject lessons in the morning Curtis worked with identified children to support with Mathematical misconceptions, writing support and Comprehension skills.</p> <p>END OF KS2 OUTCOMES (40 pupils)</p> <table border="1" data-bbox="544 1451 1465 1619"> <thead> <tr> <th></th> <th>BELOW</th> <th>WTS</th> <th>EXS</th> <th>GD</th> <th>EXS+</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>20% (8)</td> <td></td> <td>45% (18)</td> <td>35% (14)</td> <td>80% (32)</td> <td>74%</td> </tr> <tr> <td>WRITING</td> <td></td> <td>26% (10)</td> <td>70% (28)</td> <td>3% (1)</td> <td>73% (29)</td> <td>69%</td> </tr> <tr> <td>ESPaG</td> <td>5% (2)</td> <td></td> <td>50% (20)</td> <td>45% (18)</td> <td>95% (38)</td> <td></td> </tr> <tr> <td>MATHS</td> <td>18% (7)</td> <td></td> <td>40% (16)</td> <td>43% (17)</td> <td>83% (33)</td> <td>71%</td> </tr> <tr> <td>RWM Combined</td> <td></td> <td></td> <td>65% (26)</td> <td>3% (1)</td> <td>68% (27)</td> <td>59%</td> </tr> <tr> <td>SCIENCE</td> <td></td> <td>31% (12)</td> <td>69% (27)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		BELOW	WTS	EXS	GD	EXS+	National	READING	20% (8)		45% (18)	35% (14)	80% (32)	74%	WRITING		26% (10)	70% (28)	3% (1)	73% (29)	69%	ESPaG	5% (2)		50% (20)	45% (18)	95% (38)		MATHS	18% (7)		40% (16)	43% (17)	83% (33)	71%	RWM Combined			65% (26)	3% (1)	68% (27)	59%	SCIENCE		31% (12)	69% (27)			
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	<p>To close identified attainment gaps in Y1, Y2 and Y5 through access to an Academic Mentor</p>	<p>Carole Brooks- School Led Tutor delivered Reading sessions 1:3 to identified Y5 pupils (Spring II to Summer I)-</p> <table border="1" data-bbox="520 1760 1449 1921"> <thead> <tr> <th>30 pupils</th> <th>PIVATS/ NASSEA</th> <th>Below Current Year Group</th> <th>Below- within in year group (B/B+/W)</th> <th>At Age Related Expectations (W+/S)</th> <th>Greater Depth (S+)</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>67%</td> <td>3%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>10%</td> <td>10%</td> <td>63%</td> <td>3%</td> <td>66%</td> </tr> <tr> <td>Maths</td> <td>3%</td> <td>13%</td> <td>10%</td> <td>67%</td> <td>7%</td> <td>74%</td> </tr> </tbody> </table> <p>Alisah Akthar- School Led Tutor delivered Reading sessions 1:3 to identified Y2 pupils (Spring II to Summer I)</p>	30 pupils	PIVATS/ NASSEA	Below Current Year Group	Below- within in year group (B/B+/W)	At Age Related Expectations (W+/S)	Greater Depth (S+)	ARE+	Reading	10%	10%	10%	67%	3%	70%	Writing	13%	10%	10%	63%	3%	66%	Maths	3%	13%	10%	67%	7%	74%																					
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	<p>To implement REAL Project for identified families in Nursery & Reception</p>	<p><i>Due to continued COVID outbreaks at the academy and the steady opening up of school to other adults, this project was not delivered in 2021/22.</i></p> <p>The academy's Family Support Worker did however in the Spring Term and Summer Term started to deliver Toddler Sessions for mums and pre-school children, Coffee Mornings for Mums and their children, and sessions with Diversity Matters around supporting family life.</p> <p><i>This continues to be a priority for 2022/23.</i></p>																																																				
<p>Wider strategies (for example, related to attendance, behaviour, well-being)</p>	<p>To implement 'Skills for Life' programmes into the PSHE Curriculum</p>	<p>The academy achieved both Bronze and Silver Rights Respecting Schools Award in 2021/22. RRS has been developed alongside the Harmony PSHE Curriculum to develop pupil's awareness of UNICEF's rights of the child. All staff received training on what it means to be a Rights Respecting School and how the initiative would be delivered at Greenfield Academy- 06/10/2021. The academy held a RRS Curriculum Week in Autumn Term 1 2021 to embed and deepen the children's understanding of the 54 Rights of the Child. The Executive Principal led weekly assemblies on the Rights of the Child to support the children at Greenfield Academy link them to their daily life, and life in school.</p> <p>Zoe Neophitou (Curriculum Lead), Natasha Dagostina (RE Lead) and Saba Bawany (PSHE Lead) completed train the trainer Apple & Zippy training, which is the programme which underpins the Harmony Trust PSHE & RHE curriculum.</p> <p>All staff received training sessions on the PSHE curriculum before they delivered it- 01/12/2021, 18/05/2022, 25/05/2022 & 27/06/2022.</p> <p>PSHE Curriculum fully implemented and developed across the academy from Spring Term 2022. Full delivery will take place in academic year 2022/23.</p>																																																				

	<p>To implement ELSA well-being interventions</p>	<p><i>The academy was set to access ELSA training via the academy's Educational Psychologist or LA training- however this did not occur. This is still a priority for 2022/23/24.</i></p> <p>The academy has partnered with the local charity, Healthy Hyde Hub, which provides mental health and well-being support for identified children in KS1 & KS2.</p> <p>The Healthy Hyde Hub provides weekly mentors to work with a small group of identified children using strategies such as Lego Therapy, Art Therapy, Forest School, Sports & Fitness, Mindfulness, dependent on the groups needs.</p> <p>Initially in Summer Term 2021, the academy was provided with one mentor to work with one group of children. In 2022/23, the academy has been provided with two mentors to work with 2 groups of children- KS1 & KS2.</p> <p>The children have been identified by the academy for a variety of needs, but most are part of vulnerable families who are receiving support via Early Help or children's social services.</p>
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<p>To develop Curriculum enrichment opportunities</p>	<p>The Curriculum at Greenfield Academy is designed to give the children a wide range of learning experiences both in the classroom and outside of it. Teachers plan a variety of local trips and visitors in school to provide the children with first hand experiences and to also develop their knowledge and understanding of the world outside of Hyde.</p> <p>In addition to the Curriculum Commitment the children at Greenfield Academy in the academic year 2021/22 also participated in the following enrichment opportunities:</p> <p>World Book Day- a local visiting author from Rochdale, Yvonne Weatherhead, came to school. She worked with a group of children to produce a performance based on one of her books for the whole school, which was performed via TEAMS. Yvonne worked with all classes in KS2 to produce a small performance piece based on her latest children's book, and in KS1 & EYFS Yvonne carried out a story time.</p> <p>Read Achieve Succeed- To launch the Harmony Trust initiative at Greenfield Academy, the CEO arranged for the children's bookstore, Madeleine Lindley, to visit the school so ALL children from Nursery to Year 6 could start their Harmony Reading Shelf.</p> <p>Curriculum Weeks- <u>Queen's Platinum Jubilee-</u> the children researched the enquiry question '<i>How has life in Britain changed during Queen Elizabeth's reign?</i>' incorporating English, drama, art, music and dance. Each year group has a decade of the Queen's reign to carry out historical enquiry.</p> <p><u>Shabti in School Project-</u> the curriculum week was organised in partnership with Manchester University Museum. Greenfield Academy became an outreach museum for the community and shared their learning with other academies within the NW Hub. The aim of the week was to:</p> <ul style="list-style-type: none"> • Raise aspiration and/or build skills in history for pupils • Expand subject knowledge for teachers (or other outcomes for teachers e.g. teaching using sources) • Provide a focus for young community engagement • Promote cross-curricular collaboration between professionals, inside and outside of the school • Build social and cultural capital for pupils <p>Young Voices- children took part in the Young Voices event at Manchester O2 Arena. Giving them the opportunity to perform as part of a large children's choir, and experience live performances by professional singers and dancers in an arena setting. This is quite often the first time children have visited the Arena and watched a musical live event. The aim is to give children opportunities to raise their own aspirations in performing arts and provide them with experiences outside of the local community.</p> <p>Ravenstor Outdoor Pursuits Residential (Y6)- children participate in a range of outdoor pursuit activities which they will not have had the opportunity to experience before. Activities such as weaselling, abseiling, climbing walls, caving, campfire building, orienteering in the countryside and a walking along and in a stream.</p>
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