

**Greenfield 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> Engagement with and impact of Trust wide strategic actions on Greenfield 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.	
			In Y2, Greenfield have engaged in training and worked with Maths ImpleMentOR ready for implementing the Harmony Maths curriculum in September 2023, continued to deliver the Harmony SSP from EY to Y2 for those children re-taking the PSC and continuing to use the Excellence for All framework to underpin Greenfield's curriculum and offer to ALL children. Excellence for All audit revisited by leaders and clear progress made within the academy. GOOD Ofsted outcome in March 2023 recognised the high quality teaching in phonics and phonetically well-matched texts. Teachers across the academy are utilising the URL to support the delivery of the curriculum and signing up for 1:1 support sessions with ImpleMentORS to support them in their roles at teachers and subject leaders. Subject Leaders more proactive in their role and confident to lead their subjects, have clear action plans and reviews of their subject- know their subject from EY to Y6. 2 members of Greenfield staff have joined the Development Team to become MFL & Music ImpleMentORS for the Trust and offer Trust-wide support.	
	Provide a high quality CPD offer to all staff designed led		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.	

by experienced practitioners	<p>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.</p> <p>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).</p> <p>In Y2, EY Lead at engaged in the REDI programme along with Deputy Principal to support the development of continuous provision within the EY classrooms. This programme has laid the foundations for the implementation of a review and re-organisation of CP in the Reception classroom in Autumn 2023. This review and development will continue in Spring 2024 and Summer 2024 through planning the progression of resources from Nursery to Reception and also the development of Outdoor Provision.</p> <p>The Y1 teacher engaged in the Trust-wide Y1 REDI programme, focussing on developing Continuous Provision in Y1 classrooms. This has led to the Y1teacher implementing exciting Reading, Investigation, Maths and Role Play areas within her classroom and thinking about how she can support children with the development of their writing skills through setting independent tasks and adult-focussed learning tasks.</p> <p>All teachers at Greenfield have completed a two year programme of support in their Subject Leader roles, which has led to them knowing more about their curriculum area and being more confident to speak about their subject to visitors to schools, including OFSTED inspectors. There is a clear progressive curriculum in place for all subject areas and in Y3 as an academy we are concentrating on the development of progressive vocabulary and clear assessment points in all Foundation subjects. The Y6 team has benefited from networking with Y2 &amp; Y6 teachers and leaders across the Trust for moderation purposes, as well as approaches for supporting children in the lead up to SATs in the Summer Term. One teacher at Greenfield has been able to support other Y6 teachers with her expertise on writing outcomes in Y6.</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>2 members of the Greenfield Team have become ImpleMENTORS for MFL &amp; Music. One Greenfield teacher has been successful in gaining promotion to NW Trust Safeguarding Lead.</p> <p>One Y6 teacher has been utilised to support Y6 teachers with writing moderation and driving improvements in writing outcomes.</p> <p>Music Lead has bene asked to speak at Tameside Music Network on our approach to Music Provision- particularly singing within the academy.</p> <p>Greenfield Academy is to become a training centre in 2023/24 as part of Tameside PEIA, Harmony Trust are leading training programmes for leaders and teaching staff on improving outcomes in Early Literacy for all children within Tameside.</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 <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 to develop an effective provision approach into KS1.</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>The EY Team has participated in the REDI programme, as stated in review above, which has laid the foundation for change within the EYFS with a new team in 2023/24.</p> <p>Greenfield Academy has been rigorously implementing PITA assessment and learning conversations about children over the last 2 years, and as a result adapt the provision and practice on the ground to meet the needs of the children at that point in time.</p> <p>March 2023 OFSTED graded EYFS as GOOD.</p> <p>Further work on the EYFS curriculum and provision will continue in 2023/24.</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 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>In the Summer Term 2023, Head of Academy assemblies were based around The Harmony Pledge as a mini re-launch and bring them back to the forefront of children's minds. Greenfield Academy had many wider opportunities through both within and outside the curriculum in 2022/23. The children linked these</p>

		<p>experiences to the Pledge Points and the Character Competencies they each supported the development of.</p> <p>In 2022/23 children took part in trips and visits related to their curriculum, at least one per term, many linked to the local area to wider their knowledge of what the local community can offer them in terms of education and recreation both in and out of school. Many of these events also included families to support them with their networks and links to the wider community. See below for more specific evaluations.</p> <p>In 2023/24, Greenfield aims to weave more explicitly links to The Pledge into our curriculum as well as launching the online Pledge booklets for children to maintain.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">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> <hr/> <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> <hr/> <p>In 2022/23, Greenfield Academy took part in all RAS events which gave the children opportunity to meet a rich range of author and illustrators from the world of children’s literacy and foster the love of reading. All children benefited from the Harmony Book Shop and many children are now building up a Harmony Bookshelf in their homes, bringing books into homes for the wider family. As an academy we also add to these bookshelves by providing a Christmas Gift Book as well as a WBD book instead of the vouchers.</p> <p>3 x Y5 reluctant boy readers were chosen to part of the CEO Book Club in 2022/23 which was a great success, with one of the boys asking our CEO when it is starting again as he enjoyed it so much! This Club gives children the opportunity to leet other children from our NW academies and discuss the book they have all read in-depth and ask our CEO questions about the text.</p> <p>Accelerated Reader is used within KS2 to support individual reading and also identify those children who require either additional reading sessions with an adult or an specific reading intervention with a trained TA. STAR test scores are evaluated regularly, as are quiz scores and discussed with teachers and senior leaders to ensure all children are receiving the support they need.</p> <p>Over the last 3 years Reading has gone from a serious weakness to an academy strength through the consistent approaches to raising the profile of reading in all classrooms and with children and parents.</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multi-Disciplinary Teams</p>	<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.</p> <p>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>The Attendance Lead at Greenfield is pro-active and works tirelessly to improve attendance for all children at the academy. She works closely with the local authority as well as Trust Leaders for Attendance to ensure our attendance is as good as it can be.</p> <p>There is very little true PA at Greenfield Academy, the PA is due to parents taking children abroad in term time to visit relatives who live in other countries, as the vast majority of our children have families who do not originate from the UK. Since COVID there has been an increase of parents wanting to take their children abroad to visit relatives and the cost of the fine from the LA still does not deter them from doing so, as it is cheaper to go abroad in term time.</p> <p>All absence is followed up strictly in accordance with our Attendance Policy and all families who have been identified as PA have an improvement plan developed with parents, the EWO and Greenfield’s Attendance Officer.</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 <b>all</b> 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="#">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>Greenfield staff are more confident in the use of their iPad and many are utilising it to support their teaching.</p> <p>Learning apps are widely used to support children’s day to day learning with some success, such as MyOn, Bug Club, TTRS, Sum Dog and TEAMS.</p> <p>In the Summer Term children used technology to support their Science Investigation Week, such as Data Loggers, and the Computing Curriculum has been developed using Purple Mash to support children’s use of technology.</p> <p>In 2023/24, as a staff we need to develop the use of technology to enhance teaching and learning in the classroom- looking at when technology could improve the teaching process or learning outcomes.</p>



Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children	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.
		Children have benefitted from the joint NW SEND Roadshows in 2022/23, where specific children were able to participate in a range of adapted sporting events for them- one per term. This has widened the knowledge of sports for some children. In 2022/23, Greenfield participated in The NW Shakespeare Festival for the first time (see evaluation below). Over the last 2 years there has been a clear overview of curriculum enrichment events planned for all children which link to their learning themes but also wider events happening in the world, e.g. Jubilee, Coronation, Women's World Cup, Olympics. As well as events such as visiting pantomime companies to give the children the experience of a live show with 'real' actors.

2. Academy Specific Priorities (populate with		Year 2 (of 3) review (22/23)
Teaching (for example, CPD, recruitment and retention)	<p>To develop early reading skills of children not making expected progress</p> <p>To implement the Reading Cloud programme in the school library to raise attainment in reading and increase children's access to a variety of texts</p>	<p>Reading outcomes across the academy have improved with the implementation of whole academy approaches to reading and the development of the love of reading through 'READ ACHIEVE SUCCEED' and the implementation of programmes such as Accelerated Reader and Bug Club to ensure all children are reading regularly and age related (and where appropriate phonetically matched texts, with targeted reading interventions for those target children.</p> <p><b>Reading Outcomes- % meeting ARE</b>  Y1- 68%  Y2- 69%  Y3- 76%  Y4- 79%  Y5- 66%  Y6- 73%</p> <p><b>END OF KS2 OUTCOMES IN READING</b>  EXPECTED+ = 89%  HIGHER STANDARD= 14%</p>
	To develop a consistent whole school approach Handwriting (Letterjoin) to support children achieving age-related	<p>All year groups from Y1 to Y6 have a weekly discrete handwriting lesson following Greenfield's Letterjoin LTP</p> <p>Improvement in handwriting standards throughout the academy</p> <p>Children identified as having difficulty with fine motor and handwriting presentation supported through Letterjoin Intervention programme</p> <p>Consistent approach to teaching handwriting starts in EYFS with the implementation of EYFS Letterjoin</p>

	expectations in writing	<b>Writing continues to be a priority for the academy in 2023/24</b>																																																								
	<b>To implement a whole school approach to teaching spelling to ensure the majority of children reach age-expected expectations</b>	All year groups from Y3 to Y6 have a weekly discrete Spelling lesson. Y2- those children who have met the PSC standard in Y1, daily Spelling session- No Nonsense Spelling scheme Reception, Y1 and Y2 re-take children- daily Phonics lesson (fidelity to Harmony Phonics SSP)  <b>Writing continues to be a priority for the academy in 2023/24</b>																																																								
	<b>To implement the Harmony Trust Maths Curriculum to ensure all children are being taught National Curriculum expectations</b>	New Maths LTP developed based on Harmony Maths from Nursery to Y6 New MTPs & STPs introduced for implementation from September 2023 All staff received training on: <ul style="list-style-type: none"> <li>• New Calculation Policy</li> <li>• Fluency- daily Fluent in Five</li> <li>• Approaches to teaching Mental Arithmetic Strategies</li> </ul> <b>New approach to teaching Maths implemented in September 2023- evaluated in 2023/24</b>																																																								
	<b>To implement Co-operative Learning approaches to promote active engagement in learning</b>	Learning in classrooms move active- children active participants in their learning during whole class learning times and independent learning times. 6 KAGAN strategies taught and to be planned throughout the curriculum All staff received training on how to model learning for children to support success- 'I DO, WE DO, YOU DO' approach.																																																								
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	<b>To provide support in preparation for end of KS2 SATs</b>	<table border="1"> <thead> <tr> <th></th> <th>Pre-Key Stage</th> <th>HNM/ WTS</th> <th>EXS</th> <th>GD</th> <th>EXS+</th> <th>National</th> <th>Scaled Scores</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>2 (7%)</td> <td>1 (3%)</td> <td>21 (75%)</td> <td>4 (14%)</td> <td>25 (86% / 89%)</td> <td>73%</td> <td>107</td> </tr> <tr> <td>WRITING</td> <td>3 (11%)</td> <td>4 (14%)</td> <td>21 (75%)</td> <td>0 (0%)</td> <td>21 (72% / 75%)</td> <td>71%</td> <td></td> </tr> <tr> <td>ESPaG</td> <td>2 (7%)</td> <td>1 (3%)</td> <td>11 (39%)</td> <td>14 (50%)</td> <td>25 (86% / 89%)</td> <td>72%</td> <td>109</td> </tr> <tr> <td>MATHS</td> <td>2 (7%)</td> <td>3 (11%)</td> <td>11 (39%)</td> <td>12 (43%)</td> <td>23 (79% / 82%)</td> <td>73%</td> <td>109</td> </tr> <tr> <td>RWM Combined</td> <td></td> <td></td> <td colspan="3">21 (72% / 75%)</td> <td>59%</td> <td></td> </tr> <tr> <td>SCIENCE</td> <td></td> <td>3 (11%)</td> <td>25 (89%)</td> <td>0 (0%)</td> <td>25 (89%)</td> <td>80%</td> <td></td> </tr> </tbody> </table>		Pre-Key Stage	HNM/ WTS	EXS	GD	EXS+	National	Scaled Scores	READING	2 (7%)	1 (3%)	21 (75%)	4 (14%)	25 (86% / 89%)	73%	107	WRITING	3 (11%)	4 (14%)	21 (75%)	0 (0%)	21 (72% / 75%)	71%		ESPaG	2 (7%)	1 (3%)	11 (39%)	14 (50%)	25 (86% / 89%)	72%	109	MATHS	2 (7%)	3 (11%)	11 (39%)	12 (43%)	23 (79% / 82%)	73%	109	RWM Combined			21 (72% / 75%)			59%		SCIENCE		3 (11%)	25 (89%)	0 (0%)	25 (89%)	80%	
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<b>To close identified attainment gaps in Y1 through School-Led Tutoring Funding</b>	School-Led tutoring funding was not used for Y1 gap closing- current KS1 staff were utilised to deliver additional Phonics interventions to support identified children to reach expected standard in PSC 59% of children reached PSC standard 9 children did not meet: <ul style="list-style-type: none"> <li>• 2- n/a (EHCPs)</li> <li>• 2- INA who joined the academy less than 1 year prior to PSC delivery</li> <li>• 3- identified on SEND register (Specialist support)</li> <li>• 1 x EHE joined the academy in Summer Term</li> </ul> 1 x extended absence in Spring Term II, returning in Summer II just before PSC																																																									
<b>To implement REAL Project for identified families</b>	<b>This has been carried over to 2023/24 as part of Tameside PEIA Commission in 2023/24- fully funded training</b>																																																									
<b>To deliver WELLCOMM in the EYFS classroom to support identified children with</b>	Nursery teacher/ SENDCo- Louise Killingbeck carried out all assessments for Nursery and Reception children- identified those children who required additional support and trained EYFS staff to implement WELLCOMM intervention to identified children.  65%- 17 children out of 26 children met ELG in Communication & Language																																																									

	<p><b>language and communication needs.</b></p>	<p>9 children did not meet ELG:</p> <ul style="list-style-type: none"> <li>• 1 x EHCP</li> <li>• 3 x INA</li> <li>• 4 x identified on SEND register</li> </ul> <p>1 x new to school in Spring Term</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wider strategies (for example, related to attendance, behaviour, well-being)</p>	<p><b>To develop Curriculum enrichment opportunities</b></p>	<p>Y6- 28 out of 30 children attended Ravenstor residential- participated in a range of outdoor pursuit activities  41 children in Y5 participated in Shakespeare Festival with North West Drama- performed on the stage at Middleton Arena  29 children (Y3 to Y6) participated in Young Voices event in February and performed at Manchester Arena  All children have been on trips or had visitors to school to support their curriculum learning  A variety of cultural events scheduled throughout 2022/23 to give children wider experiences of the wide world- Youth Mayor, Kite Making &amp; Flying for Jubilee, Sports For All visitors</p>
	<p><b>To develop the Trauma Informed Academy</b></p>	<p><i><b>Continued priority for 2023/24</b></i></p>
	<p><b>To maintain and ensure academy attendance is in line with or above national average.</b></p>	<p>Dedicated Attendance Officer works 4 days a week (Tuesday to Friday).  All absences are followed up with a first day phone call if no message has been received from parents/ carers, and if no contact can be made, a home visit is made. After 3 days absence, FSW &amp; Attendance Officer make home visits to ensure the child is well and there are no further concerns have come to light. Attendance Officer continues to have regular contact with parents/ carers until the child returns to school.  Permission must be sought for all extended absence requests, either in writing or verbally, with the completion of paperwork by the Attendance Officer and parent/ carer. No holidays in term time are permitted unless a serious extenuating circumstance.  Attendance Officer meets with the LA EWO half termly, and all children identified as PA have an attendance improvement plan in place which is reviewed regularly by the EWO &amp; Attendance Officer.  Attendance Officer has good relationships with the local community, and OFSTED Inspector was impressed with her rigorous approach to keeping attendance high on the school agenda. Attendance is EVERYONE'S business at Greenfield Academy.  <b>2022/23</b>  Annual attendance- 96%  PA- 21.4% (38 children)</p>



	<p><b>To facilitate the 'Play, Learn, Grow' programme in school for parents</b></p>	<p>FSW &amp; Reception teacher highlighted 5 families for 8 weeks to improve supporting their speech and language development, motor skills development and learning through play.</p> <p>The sessions are run by our FSW and two Home Start Leaders.</p> <p>The breakdown of sessions are as follows:</p> <ol style="list-style-type: none"> <li>1- Play, Daily Routine &amp; Assessments</li> <li>2- Listening &amp; Understanding</li> <li>3- Talk &amp; Communication</li> <li>4- Cooking Week using cooking packs</li> <li>5- Gross Motor</li> <li>6- Fine Motor</li> <li>7- Literacy</li> <li>8- Numeracy</li> <li>9- Final Assessment and Reflection</li> </ol> <p>All parents/ carers engaged positively with the programme and attendance was extremely good. Parents said that the course has helped them to:</p> <ul style="list-style-type: none"> <li>• Plan and think about activities they can do with their children at home</li> <li>• Include their children in daily chores and routines such as shopping as they can see how these activities can benefit their children</li> <li>• Be more confident in supporting their child with any learning they do at home</li> <li>• Talk to the class teacher about their child's learning</li> <li>• Understand how important play and talk is to child, their learning and development</li> </ul> <p>Due to the positive impact, this programme is being held again in 2023/24 for new parents /carers to the EYFS.</p>
	<p><b>To support practitioners who are working with Families where there is Parental Conflict</b></p>	<p>FSW accessed training to support her in her role as a peer mentor and Early Help Lead for parents requiring support with home/ family circumstances. This training has supported conversations held with parents during Coffee Mornings, SEND Coffee Mornings and those individual parents who come for 1:1 support due to their personal circumstances.</p> <p>FSW feels more equipped and upskilled to support parents with personal issues they might have.</p>
	<p><b>To implement the Solihull Approach for families and young children</b></p>	<p>FSW accessed 2 day training on the Solihull Approach to increase emotional health and well-being, as well as introducing her to the developmental effects of childhood trauma in relation to working with children and their families.</p> <p>This training complemented the above knowledge gained through the Parental Conflict training, again it upskilled the FSW to be able to support vulnerable parents and their children who require her assistance.</p>