

Greenfield Academy The Harmony Trust Pupil Premium Strategy Statement 2022-25

Introduction

This statement details the intended use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils within The Harmony Trust. It outlines our three-year Pupil Premium Strategy, how we intend to spend the funding and the effect that last year's spending of Pupil Premium had within each academy.

Our Pupil Premium Strategy is now 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. Through this strategy we will exemplify and share the best practice that we already have within our academies; academies where there is strong evidence of excellent outcomes for all including those who are disadvantaged or have additional needs in some of the most challenging communities.

As a trust we have taken the decision to use some of our Pupil Premium funding to 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. An example of this is our contribution the Development Team which provides high quality CPD, targeted support and intervention to all staff. Further detail is outlined within the body of this document.

Context

The Harmony Trust is proud of the diverse community it serves. We know that each individual academy has its own individual context and support our academies to develop that profile to inform academy approaches and development planning. The following information has been used to support our strategic decision making:

- The Harmony Trust has strong track record in improving outcomes for all pupils, this is built on high expectations for all, good provision, and taking a research-based and evidence-informed approach
- Across the trust we have a total of 5300+ pupils, with 1100 of those pupils accessing our Early Years Provision
- 39% of children are deemed disadvantaged across the Trust – this number has increased during the Covid period. Nationally the proportion of children eligible for FSM is 20.8% (June 21); this has gone up by 3% since January 2020
- FSM eligibility is a poor proxy for disadvantage in some of our academies. Neighbourhood disadvantage is more accurate. Oldham and Tameside LAs have become more disadvantaged over the last 4 years with some academies serving the UKs most disadvantaged communities.
- Additionally 5% of our pupils are deemed as vulnerable due to safeguarding concerns including those involved in Early Help or those deemed as Child in Need and Child Protection
- 17% of our pupils are identified as having a Special Educational Need or Disability. This is higher in the Northwest at 21%. We have a total of 148 pupils with Education and Health Care Plans. Communication and Interaction is the area of learning with the highest area of need.

- 53% of our pupils are identified as having English as their First Language. The remaining 47% speak a total of 28 languages between them.

Individual Academy Overview

Detail	Information
School name	Greenfield Academy
Number of pupils in school	230 (N to Y6) 216 (R to Y6)
Proportion (%) of pupil premium eligible pupils	41% (94 pupils) R to Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	31 st December 2021
Date on which it will be reviewed	This Statement will be reviewed annually each September
Statement authorised by	Antony Hughes, CEO
Trust Pupil Premium Lead	Jessica Hainsworth, Director of Education
Academy Pupil Premium lead	Zoe Neophitou
Governor / Trustee lead	Graham McGuffie, Chair Performance and Standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,001
Recovery premium funding allocation this academic year	£15,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium committed to trust wide strategic priorities	£62,704
Total academy level budget for this academic year	£93,522

Statement of intent

The Harmony Trust core values underpin everything we do.

At the Harmony Trust our overarching aim is to ensure that all children regardless of their need or circumstance experience the best educational provision. We believe that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

We know that the biggest influences on pupil attainment are the quality of the teacher within the classroom, the curriculum that they access and the support that they receive. All pupils, and in particular those who are identified as disadvantaged, need to access high quality provision at all times so that progress can be accelerated. This begins with excellence in the Early Years Foundation Stage and we will continue to invest in early intervention. Our evidence base shows that disadvantaged pupils who are supported appropriately to meet the Early Learning Goals remain at Age Related Expectation throughout the primary phase.

At The Harmony Trust we believe that the key to succeeding in later life to develop confident communicators who are skilled in Speaking, Listening, Reading and Writing. Language and vocabulary are essential for success at all stages of our lives. This is particularly important for the significant proportion of disadvantaged and EAL learners in our trust. However, purposeful vocabulary acquisition, applied across a range of contexts, is necessary skill for all: *'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and well-being as an adult.'*¹ Therefore **every lesson is and will be a language lesson across the whole curriculum.**

Reading remains our highest priority. Attainment in reading is a key indicator for success in other curriculum areas and associated with positive child and adult outcomes, particularly for children identified as disadvantaged. Every member of staff should promote and model reading as a lifelong skill for learning and engender a culture of reading for pleasure. Through the **Read Achieve Succeed Strategy**, we will enable teachers to become expert in the teaching of reading and children to develop as confident, skilled and fluent readers who read for both pleasure and purpose.

Attendance at school is key to achievement. We know that children identified as disadvantaged usually have lower rates of attendance than those who are not. We know that the way to change these trends over time is to work with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more.

Parents have a vital role to play in securing and improving outcomes for their child. Research tells us that the greatest impact is seen when pupils see that home and school are working closely together. The remote learning period enabled us to see the stark difference for those children who have families with the capacity and skills to support and those who do not. We now need to prioritise even further the need to support parents to support their children's education.

The 'Harnessing Technology Maximising Learning' (HTML) Strategy is an ambitious strategy. It aims to significantly increase the use of technology across all our academies so that children and staff use it wisely to enhance their learning within and beyond the day. 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, encourage independent, expert learners and support teachers in managing their workload. The HTML Strategy aims to empower all our pupils including those most disadvantaged so that they can succeed in their learning.

Our key strategies of Great Place 2 Learn and Great Place 2 Work are aspirational in their aims. We know that where children have an excellent curriculum offer including first hand experiences for learning and staff are well supported through high quality professional development then pupils attain the very best outcomes. All Professional Development must be rooted in research and the evidence base from our own academies. All CPD will be designed and delivered by our own Development Team so that CPD is carefully matched to our strategic plan and aligned with the frameworks that have been developed to support the quality of provision within the trust. We know that evidence combined with professional expertise is what creates effective evidence informed practice.

Challenges

We are acutely aware of the range of **contextual challenges** that we face:

- We face an increasingly complex context across all our academies, we know that within the disadvantaged group there are different subgroups with discrete and overlapping characteristics

The Covid Pandemic period has had a significant impact on the academy on a number of fronts:

- Data shows that pupil progress is steady over time but the attainment gap to age related expectation has been widened for some pupils and there is now more work to do to ensure all children achieve Age Related Expectations
- Disadvantaged pupils have been most severely affected by the school closure period. Many families were fearful to send their children to school. Disadvantaged children at home had less access to devices, parents struggled to support their children and in many cases children lacked the basic independent learning skills to learn remotely due to prior lower attainment
- During the second lockdown data shows that children identified as disadvantaged who had accessed provision made more progress than those who did not despite a strong remote learning offer being put into place
- The cycle of Academy Development in recently sponsored academies has been slowed due to the restrictions placed upon academies during this period including the performance management cycle
- Although children showed strong resilience on returning to school, pupil well-being overall has been affected by the period and more children need support with their mental health and social and emotional needs
- The number of Safeguarding concerns, referrals to external agencies and services and families involved with family support teams and Early Help has increased
- The number of pupils eligible for FSM has increased during the period meaning more families facing financial pressure and living in challenging circumstances
- Support services for pupils with SEND have extensive waiting lists, in Oldham SALT is 2 years and in Derby Educational Psychology now has to be privately sourced
- More than ever before children are entering the Early Years Foundation Stage at both Nursery and Reception well below age related expectations in Communication, Language and Literacy, this is a direct result of reduced access to EYFS Provision. Early years education and developing the characteristics of effective learning are as important as ever to overcome the educational achievement gap
- Children need higher levels of fluency in English and a wider academic vocabulary in order to be able to read and write at an age appropriate level across all areas of the curriculum
- Attendance at school every day matters more than ever before to children identified as disadvantaged, they need to access every lesson in order to be able to keep up

- Academy budgets are tighter than ever before and some previous activity and in particular adult support that has been provided in previous years is now unsustainable. This has led to the potential loss of flexibility in meeting needs.
- There has been a significant reduction in Local Authority services for both family support and School Improvement Services such as CPD.
- There can be a significant delay in Children's Special Educational Needs being recognised and met due to limited resources and long processes for assessment. This is particularly the case for those children who are newly arrived.
- Thresholds for access to Social Care services have risen making it difficult to access support for families. The 'Keeping Children Safe in Education 2021' document places increased accountability on schools for the safeguarding of children
- The introduction of universal free school meals and universal credit has changed the eligibility criteria for FSM. Many children are not identified as disadvantaged and many low income households are also not reflected in FSM figures. Children live in increased poverty.

We have a very good understanding of the **barriers to learning** that are experienced by our children. Our children, including those who are identified as disadvantaged, often have more than one barrier to overcome.

These include but are not limited to:

SEMH

- Many pupils have social and emotional needs and need a calm, safe and nurturing environment which develops both social and emotional skills
- Some pupils have experienced significant trauma in their lives or interruptions to their early childhood development, they need specific and timely intervention to overcome these challenges so that they can access the appropriate interventions delivered by highly skilled adults

Prior Attainment and Access to Early Education

- In the Early Years many pupils may not have attended nursery or pre-school and therefore start school below age related expectation and are lacking in social experiences and the related skills
- We know that the number of children entering the EYFS with Speech Language and Communication Needs is high and this continues to increase over time.
- Prior attainment at EYFS or KS1 is often very low and there may be a legacy of underachievement due to the quality of teaching and learning over time
- Many children have limited experiences outside the school day leading to limited relevant social and cultural experiences to draw upon. This has a significant impact on language development, reading, writing and across the whole curriculum and at all key stages
- A lack of modelled literacy in the home at all levels and in particular pupils working at greater depth who need access to higher order language and exemplification of critical thinking and reasoning
- The number of families with access to a range of texts and literature is limited and the quality and appropriateness of texts may not be matched to the child's needs.

Family Support

- Many families are vulnerable and require high levels of support from both the academy and children's services, this is often to support basic need such as accessing a dentist
- Many families are not eligible for social housing resulting in many families living in overcrowded and unsuitable environments, children themselves report that they have 'nowhere quiet to read at home'
- Parents need support and encouragement to engage and to support home learning particularly online learning
- Many families do not have data and so children are unable to use their devices beyond the school day

Mobility

- Mobility in some academies is relatively high compared to regional mobility. This can have a significant impact on social relationships and academic progress
- Education can be fragmented as pupils are transient this can be related to newly arrived pupils but we are seeing growing numbers of families rehoused due to community issues or due to safeguarding concerns
- In some cases pupils have gaps in their educational history or have attended multiple schools and therefore have many gaps in their learning, we know that moving school has a detrimental impact of at least 6 months for pupils working at ARE, this is more for pupils who are already identified as having additional needs

INA/EAL

- Newly arrived pupils with little or no spoken English and virtually no skills in Reading and writing upon arrival
- The majority / many pupils have English as an Additional Language this includes those at the initial stages of learning English, those who are socially competent and advanced bilingual learners
- Extended absence to overseas countries to visit relatives or to update documentation means prolonged gaps in learning

How will we overcome these barriers?

The Harmony Trust Excellence for All Framework

In 2019 The Harmony Trust commissioned an independent report to evaluate the provision for pupils identified as disadvantaged across the trust led by Marc Rowland. The Trust has a strong record of ensuring that a high proportion either meet or exceed national expectations by the end of key stage two. The report identified the following as the features of the academies that are performing well by their disadvantaged pupils:

- A shared set of values bought into and understood by all
- Leadership capacity, experience and expertise
- Strong relationships with families and communities
- A strategy which is understood by all staff who know their role within it
- High expectations for all pupils
- Positive climate for implementing new strategies
- Relationships between adults and pupil, pupils and pupils are of the highest priority
- Pupil Premium is not ring-fenced – leaders use their expertise and knowledge of their pupils and research to inform their approach
- Addressing disadvantage through high quality, inclusive teaching
- Pupil need is identified and addressed
- There is a relentless focus on literacy and language
- Strategic deployment of leaders with specific areas of expertise
- Pupil voice is heard and responded to
- A commitment to recruitment, training and retention of high-quality staff

These findings now form the principles of the ‘Excellence for All’ Framework which is being implemented across each of our academies. The trust has considered these principles as the basis of our work and to defining the challenges and determine the intended outcomes of the actions taken.

	Action	Intended Outcome	Cost
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	Collectively we have a strong evidence based framework that supports leaders, teachers and support staff to deliver a highly inclusive excellent education to all pupils every day. The framework is used to audit current provision and plan for systematic improvement that results in improved outcomes for all children. The framework shapes the culture of the organisation; the expectation is that all children can succeed regardless of their need or circumstance. This framework clearly communicates to all staff the strategy and approach and is exemplified through case studies and examples of pupil learning.	£26,779
	Provide a high quality CPD offer to all staff designed led by experienced practitioners	All staff access high quality professional development through the Harmony Trust Development Team. All professional development is evidence based and aligns with the principles of our ‘Excellence for All’ Framework. The implementation of this professional development is well supported through facilitated collaboration.	

	The impact is monitored by academy leaders and further areas for professional development are identified within the Academy Development Plans. All CPD opportunities including coaching and development are strategically aligned with the principle of all staff becoming 'Expert Teachers.'	
Increase workforce capacity to support improvement	The number of 'Trust Senior Leaders' and 'Trust Leaders' available to deploy to key priorities and areas of need within academies is increased. Leadership capacity to drive and improve the quality of education is increased. The expertise and knowledge of these leaders is used wisely to ensure that all children access high quality education every day resulting in improved academic outcomes for all children.	
Further improve the contextual analysis of our academies and use this to inform and determine the most appropriate intervention	Leaders and practitioners at all levels have a sound understanding of the sub groups within the disadvantaged group, they know the multiple areas of need for particular groups and individual children. This contextual data is used to be specific in identifying the barriers to learning and planning to reduce underachievement. Evaluation is specific in identifying the most effective strategies for intervention.	
Provide intervention at its earliest point through high quality Early Years Education	All children access an excellent early years education and all available resources are maximised to ensure that children can attend at an early age (2YO) and where possible above and beyond their free entitlement (15hrs). All academies have high quality continuous provision and highly skilled adults to engage and interact with children in their learning. There is a good balance of direct teaching, group learning and play based consolidation. Learning experiences are implemented with rigour and high expectation and as a result children make excellent progress are supported and challenged to achieve their highest potential many achieving expected levels as they enter Key Stage One. The REAL Project is used effectively to improve family literacy and engage parents as their child's first educators.	
Provide a strong framework for Character Education through 'The Harmony Pledge'	All academies will provide a broad opportunities to develop our character competencies and raise aspirations. The Harmony Pledge aims to broaden children's experiences and aspirations in order to enable children to become lifelong learners who can always BELIEVE, ACHIEVE, and SUCCEED. Children will be reflective and record their character development through their Pledge Journal.	

Read, Achieve, Succeed	<p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>All academies follow the principles outlined within the Read, Achieve, Succeed Strategy aimed at enabling all children to:</p> <ul style="list-style-type: none"> • Make good progress over time in their learning, especially for those most at risk of underachievement • Develop a strong set of reading skills and strategies and become independent, confident readers • Be able to read for both pleasure and purpose • Be part of a culture where reading is valued as a key skill for learning and for life • Read widely across a broad curriculum so that they build knowledge over time and develop greater cultural capital • Read within and beyond the school day through a range of quality texts and digital books, accessing a range of genres and authors including poetry • Be supported and encouraged by their parents <p>Build a wider vocabulary and range of language which they use to communicate effectively throughout the curriculum.</p> <p>Have access to an online learning platform 'Accelerate Reader' and 'MyON' to increase access to books and to be able to quiz at home on their individual iPad</p>	£5,274
Multi-Disciplinary Team	<p>Improve attendance through rapid and effective support and intervention</p>	<p>All academies have robust plans for ensuring the highest levels of attendance possible, they know which strategies are most effective and apply them consistently with strong evidence of impact. There is a multi-disciplinary approach with our teams focused on working together across family support and education to target the most vulnerable families and those at risk of missing significant proportions of their education. Pupils and their families are well supported and as a result children attend well each day and are ready to learn.</p>	£3,315
HTML	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>All pupils have increased access to devices so that technology can be used as an enabler to maximise learning. All pupils from Year 3 to Year 6 have their own iPad to use at both home and school. The iPad is a tool for learning and is used to both develop expert independent learners and to provide opportunities to extend learning beyond the school day. All home learning will be completed via the online learning platform 'Purple Mash' and pupils have unlimited access to learning platforms such as TT Rockstars, Accelerated Reader and their online library 'MyON.' Parents are able to engage with their child's learning because they are given the correct information and strategies as to how to effectively support their child. As a result pupil progress is accelerated and the attainment gap for disadvantaged pupils and age related expectation begins to close.</p>	£15,512

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	<p>The following Great Place 2 Learn Principles are evident across all academies:</p> <ul style="list-style-type: none"> • <i>Relevant, considering children’s interests, varied, inclusive, context appropriate</i> • <i>National curriculum coverage, age appropriate, challenge and high expectations</i> • <i>First-hand practical enrichments & wider opportunities</i> • <i>Communication, language and literacy is the golden thread that runs throughout the curriculum</i> • <i>Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum</i> • <i>Fluency, problem solving and reasoning to enable application</i> • <i>Developing self-regulating learners</i> • <i>Opportunities to experience success in different subjects & different skills and to share their learning with others</i> <p>As a result pupils access a broad balanced and better education. Learning is more memorable and pupils know more and remember more.</p>	£4,775
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Allocation of Resources for Year 2 and 3 of the Strategy

In order to sustain this plan over a three-year period and to also secure the successful implementation we have decided as a trust to take a strategic approach by pooling a proportion of the funding allocation across the three years. We will retain a proportion of Y1 funding to: respond to in year contextual challenges following further assessment of the impact of the pandemic on disadvantaged children; implement further the strategic approaches outlined in this document following evaluation of their impact; and develop further a workforce model that prioritises the recruitment, development, and retention of staff expert in improving the outcomes of disadvantaged children.

Amount Retained in 2021-22 = £7,050

Academy Specific Challenges

Each Academy retains a proportion of its Pupil Premium Funding for individual academy priorities. These are identified by the Principal and The Pupil Premium Lead and are approved by the CEO through the Academy Visits Schedule.

The academy has identified the following challenges, the strategies to overcome them and the intended impact of these strategies and interventions.

This details how we intend to spend our pupil premium (and recovery premium funding) at academy level this academic year to address the challenges listed above.

Table 1: Teaching (for example, CPD, recruitment and retention)

Action	Intended Outcome / Evidence Base	Success Criteria
<p>To develop early reading skills of children not making expected progress</p>	<p>Training and implementation of the ‘Early Reading’ Programme</p> <p>Research shows that the Early Reading Intervention approach is effective in supporting all children, including INA, who are not making expected progress. The programme will support reading, but also impact upon speaking and listening. It will feed into classwork by using the same language structures- a colourful semantics approach to sentence building.</p> <p>Children will become more confident to:</p> <ul style="list-style-type: none"> -talk about the features of books -access a range of texts -use the reading area independently -read to siblings -share books at home and involve adults -participate in comprehension sessions -offer input into guided writing -access the reading scheme -articulate their thoughts and ideas <p><i>(+6 months EEF- Improved % of children making expected progress with comprehension skills.)</i></p>	<p>Training and implementation of the ‘Early Reading’ Programme</p> <p>Research shows that the Early Reading Intervention approach is effective in supporting all children, including INA, who are not making expected progress. The programme will support reading, but also impact upon speaking and listening. It will feed into classwork by using the same language structures- a colourful semantics approach to sentence building.</p>
<p>To improve pupils auditory working memory through verbal rehearsal</p>	<p>Training and implementation of the ‘MeeMo’ Programme</p> <p>Research shows that MeeMo significantly improves children’s Working Memory abilities after 6 weeks. These improvements are still present after 2 months from when children have finished using MeeMo.</p>	<p>Teacher and TA in Y5 to receive training</p> <p>Implement 15 minutes per day, Monday to Friday</p> <p>Peer to peer approach</p>

	<p>Some of the most noticeable changes will include:</p> <ul style="list-style-type: none"> -Being better able to remember and recall information in the classroom and through their daily lives -Being better able to understand and retain information, and follow instructions in the classroom -Being better able to achieve in maths and literacy -Having noticeably increased attention and concentration, and being less distracted in the classroom -Improved social skills and social relationships -Having greater confidence self-esteem and motivation for learning <p><i>(+7 months EEF- Improved % of children showing improved cognition and applying learning)</i></p>	<p>Use 5 different coloured boxes for each day of the week with 3 different levels</p> <p>Utilise Pupil Monitoring book – “My Progress Book”</p>
<p>To support and accelerate progress in fluency and understanding for children who have English as an additional language.</p>	<p>Training and Implementation of effective strategies to support EAL learners.</p> <ul style="list-style-type: none"> • Develop practitioner expertise to improve and enhance EAL provision in school. • Develop teaching and learning through a greater understanding of EAL pedagogy and practice • Raise the attainment of EAL learners by promoting the use of materials / resources by modelling good practice and promoting the use of such relevant materials and resources • Trained practitioners to support their colleagues in school through modelling, coaching and partnership teaching • Provide advice and support to colleagues on scaffolding the linguistic and academic development of EAL learners <p>(+6 months EEF)</p>	<p>Deputy Principal- Inclusion Manager to lead implementation.</p> <p>TA in each Age Phase trained to understand and deliver effective strategies.</p> <p>Targeted support for identified children with clear baseline and end of module assessments</p> <p>Inclusion Manager to lead whole academy training in effective strategies to be implemented in daily classroom practice</p> <p>Purchase Communication in Print</p>

Table 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Action	Intended Outcome / Evidence Base	Success Criteria
<p>To develop the use of Accelerated Reader and MyOn in Year 3-Year 6</p>	<p>Launch Accelerated Reader in Y3-Y6 Accelerated Reader is built on a strong research foundation proven to increase reading quantity, reading quality and student growth.</p> <p>MyOn- Home Learning Children in Y3-Y6 all have access to a digital library personalised to each child (linked to STAR testing) and ZPD score (Zone of Proximal Development) This supports children with Reading for Pleasure and supplements texts provided in school. It enables children to make cross curricular links with texts and to complete comprehension quizzes.</p> <p>Accelerated Reader- Reading scheme Children will begin to use Accelerated Reader in school as their main Reading Scheme. This will enhance the reading practice they currently receive, as the reading quizzes linked to Accelerated Reader will monitor comprehension, while literacy skills and vocabulary quizzes will extend children’s learning and build skills mastery. Children will have daily ERIC time timetabled in to practice their texts and complete quizzes.</p> <p>STAR testing and Diagnostic Reports Children will complete a Baseline Assessment at the start of the year and a STAR assessment at the end of each term. This will ensure that books are matched to individual reading levels. Further reports such the Summary report and Screening report will be used to determine Reading ages and to support children 'on watch' by providing extra reads/interventions.</p> <p>Preparing books and resources The current library stock and Book Banding texts will need to be linked to ZPD scores and labelled accordingly.</p> <p><i>(+6 months EEF- Improved % of children making expected progress with comprehension skills.)</i></p>	<p>Teachers/TAs to receive training updates on AR</p> <p>All children in Y3-6 to access MyOn as part of weekly Home Learning</p> <p>Daily ERIC time in Y3-6. All children will continue to read at least 1x week individually with T/TA.</p> <p>STAR testing and reports incorporated into yearly Assessment overview. Teachers will use reports to support formative and summative assessments.</p> <p>Children will be identified for intervention.</p> <p>Library software system to be purchased and all stock organised and inputted to AR Book Guide</p> <p>Current Reading Scheme texts to be inputted into AR Book Guide</p> <p>All texts to be labelled with ZPD scores.</p> <p>Staff training on Library software system.</p>

<p>To provide support in preparation for end of KS2 SATs</p>	<p>Delivery of Y6 Easter School</p> <p>Children will attend school for 3 days (15 hours) in the Easter holidays to focus upon specific areas of the curriculum; namely reading comprehension skills and maths.</p> <p><i>(+6 months EEF- Improved % of children making expected progress with comprehension skills)</i></p>	<p>T and TAs to deliver planned booster support for Y6 children</p> <p>Focus will be on:</p> <ul style="list-style-type: none"> • Maths Fluency • Reading Comprehension • Grammar Skills <p>Provision of CPG books for children in Y6 identified as PP</p>
<p>To close identified attainment gaps in Y1, Y2 and Y5 through access to an Academic Mentor</p>	<p>Identified children in Y1, Y2 and Y5 will be targeted for extra tuition based on current gaps in attainment.</p> <p>Y1- Children who are currently working ‘below’ or ‘well-below’ the Phonics Screening Check threshold will receive additional Phonics intervention</p> <p><i>(+4 months EEF- Higher % of pupils passing year 1 phonic test and achieving national standard.)</i></p> <p>Y2- Children who did not pass the Y1 PSC will receive additional phonics and reading interventions</p> <p><i>(+4 months EEF- Higher % of pupils passing year 1 phonic test and achieving national standard)</i></p> <p>Y5- Children will be identified for additional readers based on ‘On Watch’ STAR assessments</p> <p><i>(+6 months EEF- Improved % of children making expected progress with comprehension skills.)</i></p>	<p>Academic Mentor TBC with Carolina S</p> <p>Y1- focus on delivery of Phase 5 consolidation learning based on the Harmony Trust phonics framework</p> <p>Y2- focus on utilising Phonics Bug to supplement daily phonics lessons and support additional 1:1 reading sessions</p> <p>Y5- focus on target children for additional 1:1 reading/ comprehension sessions</p>
<p>To develop the use of Bug Club to improve reading outcomes in Reception, Year 1 & Year 2</p>	<p>EYFS and KS1 staff to receive Bug Club training.</p> <p>The aims of the training sessions are to:</p> <ul style="list-style-type: none"> - Introduce the online reading platform - Explore resources to support phonics/independent reading of 100% decodable texts - Allocate e-books linked to phonics phases (EYFS/Y1) and book bands (Y2) - Track pupil progress through quizzes 	<p>Children will have weekly text set on Bug Club to match their phonic ability</p> <p>Teachers will use Bug Club to model decoding strategies through a shared read approach to teaching reading</p>

	<ul style="list-style-type: none"> - Enhance Home learning- all children are set weekly texts in addition to their individual reading book 	Children will have access to a wider range of texts which are matched to their reading ability
To implement REAL Project for identified families in Nursery & Reception	<p>The aims of the Project are:</p> <ul style="list-style-type: none"> -To develop methods of working with parents to promote the literacy development of targeted children in Nursery & Reception. -To meet some of the literacy and educational needs of the parents involved. -To improve children’s literacy development, closing the gap between other age related pupils. -To train the FSW in effective methods to equip them with new skills to enable families to support their children from an early age. 	<p>FSW to receive training from Rachel Marsh (Trust EY Leader) in REAL Project</p> <p>FSW to deliver at least 2 x 6 week projects (1 in N & 1 in R)</p> <p>FSW to deliver EYFS REAL Project event to celebrate outcomes</p>

Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Action	Intended Outcome / Evidence Base	Success Criteria
To implement ‘Skills for Life’ programmes into the PSHE Curriculum	<p>Children in Y2, Y4 and Y6 will begin the ‘Partnership for School’ programmes- Zippy (KS1) and Apple (KS2)</p> <p>This is to promote good mental health and help all children to develop skills which will enhance their present and future emotional well- being. Research shows that these evidence- based programmes support mental health through teaching children positive coping strategies to deal with everyday difficulties. The results from evaluation studies shows that children show:</p> <ul style="list-style-type: none"> -Increased coping skills -Better social skills -Increased emotional literacy -Improved class climate -Less bullying <p><i>(+2 months EEF- ensuring children feel prepared to learn and able to manage their emotions)</i></p>	<p>PSHE Lead, RHE Lead and Curriculum Lead to attend ‘Train the Trainer’ sessions</p> <p>All teachers to receive CPD on Zippy and Apple</p> <p>Implement into Y2, Y4 and Y6 initially</p> <p>Core strategies will also be embedded into:</p> <ul style="list-style-type: none"> -other PSHE themes and across the Curriculum -Mental Health and Well-Being Policy -School Council -Rights Respecting Schools

<p>To implement ELSA well-being interventions</p>	<p>Children will be supported with their Emotional Literacy.</p> <p>Sessions cover emotions, relaxation techniques and learning objectives around self- esteem. The knowledge and skills will help them to become more emotionally literate and the group-led approach will foster a sense of belonging and friendship.</p> <p><i>(+4 months EEF-Produce improvements in academic performance along with a decrease in problematic behaviours)</i></p>	<p>Implement into Year 2 and Year 5 initially</p> <p>Led by a TA 3x week for 30 minutes</p> <p>6 week blocks</p> <p>Pre and post assessment is filled in and beginning and end of intervention</p> <p>Children reflect on their learning each session and evidence is collected</p>
<p>To develop Curriculum enrichment opportunities</p>	<p>The Curriculum will include a range of experiences and curriculum enrichment opportunities</p> <p>These will be mapped across the LTP for each year group, with links made to National initiatives e.g. World Book Day, NSPCC Number Day. Additional Curriculum Days and Weeks will enhance learning further.</p> <p>Each year group will have a minimum of 1x trip and/or 1x visitor per year.</p> <p><i>(+4 months EEF- Improved collaborative skills, self-esteem, confidence and widened experiences outside the local community)</i></p> <p><i>(+3 months EEF Increased parental support at home for children and confidence in parents to ask questions and become involved in their child's education)</i></p>	<p>Individual Family support is offered where needed e.g. translating, setting up Parent Pay instalments</p> <p>Subsidy is provided for the Residential trips in Year 6.</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2019-20 the pupil premium strategy was a delegated area of responsibility for the academy principal. Although principals took every effort to ensure that the premium was matched to the needs of disadvantaged pupils, there were continued disruptions to education as a direct result of the Covid Pandemic period. Internal data shows that these tended to affect disadvantaged children more over the course of the pandemic. Evaluation of the impact of individual actions to address the disadvantage gap is therefore difficult to measure accurately.

The broad impact of the Covid pandemic across Harmony was that during the first closure period (March 2020 to June 2020) levels of prior attainment were broadly maintained. Few children regressed in their learning because the intentional home learning offer was to practise and consolidate the skills that had previously been taught. Although prior attainment was maintained, new learning had not taken place and so an attainment gap emerged that would take a period of accelerated progress to close. **All pupils lost a term of learning during this period.** Those who were already attaining below their peers continued to do so and had the additional challenge of the additional catch up to be on a par with age related expectation. In some sponsored academies these gaps were already significant prior to the pandemic and they were the focus of Trust wide intervention. Upon return to school in June, academies focused on ensuring pupil well-being, settling and recovering and the curriculum was matched to need. Academies focused on the basic skills because speaking and writing had been most affected by the closure period.

As the new academic year began in September 2020 the focus on catch up remained. **Autumn term data and feedback from leaders was that pupil progress was beginning to accelerate during that term.** Academies adjusted their curriculum plans, so that the focus was on the basics of speaking and listening, reading, writing, number, and calculation. Content was prioritised so that essential skills were the foundations of the curriculum. The academies then faced a second closure period (January 2021 to March 2021) where expectations from government for remote learning and onsite provision were much higher. All academies secured a substantial and compliant remote learning offer with over a thousand devices given to families to ensure that all children had the opportunity to engage. As a result of this pupils continued to build on the learning from the Autumn term but **there were interruptions to progress. Rather than accelerate progress, it seems that the progress over the academic year was satisfactory as a result.**

This is a broad picture of attainment. Trust data shows in depth the overall picture of progress and attainment position as pupils returned to school. Progress data shows the difference academies continue to make, but it is important to focus on attainment in recognising the gap between current attainment and key stage outcomes. **The data currently shows that in most academies and in most year groups the proportions of pupils on track to meet their end of key stage targets is lower than attainment at the end of the prior key stage. On current attainment data there is a significant risk of greater proportions of pupils leaving Harmony at the end of Key Stage Two working below the end of key stage expectation and being insufficiently prepared for the next phase of their education.** Therefore we will take a co-ordinated strategic response to tackling the long term entrenched disadvantage that our pupils and communities face. It is critical that we engage collectively as a Trust to deliver our 'Excellence for All' Framework.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We intend to monitor and evaluate the impact of the funding in the following ways:

The 'Excellence for All' Framework will be reviewed on an ongoing basis as part of the academy monitoring and evaluation cycle. This strategy document will be reviewed and updated on a termly basis throughout the academic year. The academy will participate in external and peer review processes during this year which will consider the impact of the premium through this process.

The Board of Trustees will be reassured that the strategies are having an impact on pupil outcomes through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies through the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.