

Alt 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 Alt 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 ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (a similar KS1 programme will launch in Y2 of the strategy), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom.	Leaders at Alt Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Alt 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, • Early Years, • Talk, • Reading, • HTML Strategy
	Increase workforce capacity to support improvement	The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies. Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities. This will continue to be a key strategic action for Yrs2 and 3 of the strategy	

Read, Achieve, Succeed		<p><i>Describe the deployment of Trust Services staff</i> <i>Eg trust senior leader, Specialist Practitioner, Specialist SEND Support, Peripatetic SEND TAs etc etc</i></p>
	Provide intervention at its earliest point through high quality Early Years Education	<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 Alt 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 • Develop action plans for improvement • Measure the Impact of actions taken
	Provide a strong framework for Character Education through 'The Harmony Pledge'	<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 the <i>Harmony INSPIRE / ACE / Cornerstones</i> Curriculum Alt Primary Academy delivers the Harmony Pledge which develops character competencies and raises aspirations.</p>
	Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework	<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 21/21 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Alt Primary Academy from January 2022. The number of pupils meeting the expected standard for the PSC was up 5 percentage points to 87% from pre-Covid levels (2019) .</p> <p>Through the HTML Strategy, pupils can log on to MYon and Accelerated Reader, increasing their access to quality texts.</p> <p>Reading at Alt Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy.</p>

		<p><i>Outcomes at KS2 are the same as pre-covid (67%) there has been a 5% increase in those attaining Greater Depth (21%) Disadvantaged pupils now do better than their non-disadvantaged peers which reverses the trend for the academy.</i></p>
Multi-disciplinary Teams	Improve attendance through rapid and effective support and intervention	<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><i>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.</i></p>
HTML Strategy	Increase the technology available to pupils to support their learning and accelerate progress.	<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><i>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.</i></p> <p><i>Access to devices has also increased across KS1 and EYFS.</i></p> <p><i>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.</i></p> <p><i>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</i></p>
Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and	<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>

	wider opportunities are available to all children	<p>The Curriculum provides a wealth of opportunity for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them.</p> <p>Examples of such experiences at Alt Academy this year have included:</p> <p>A trip to Smithills Farm as the topic starter in KS1.</p> <p>A trip to the Imperial War Museum as the topic starter in KS2.</p> <p>LKS2 pupils performing with the Halle Orchestra at the Bridgewater Hall in Manchester.</p> <p>EYFS children hatching eggs and nurturing the chickens as part of their topic work on lifecycles.</p>
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2. Academy Specific Priorities		1 year review
Teaching (for example, CPD, recruitment and retention)	To develop early reading skills of children not making expected progress.	<p>The Harmony phonics framework has been introduced on a whole school level.</p> <p>Phonics reading books are now in place and every child from Reception - Year 2, and beyond where needed, receive a matched phonics reading book.</p> <p>Teachers and TAs are providing carefully targeted support to accelerate progress for pupils working within the lowest 20% in reading.</p> <p>A higher proportion of children achieved a good level of development at the end of Early Years.</p> <p>An increased number of children are making rapid progress, leading to higher attainment at the end of KS1 and KS2.</p> <p>A recent Ofsted inspection cited reading to be a strength of the academy, noting how effectively children from Nursery to Year 6 were supported to become good readers.</p>
	To support and accelerate progress in oracy for children have a SLCN or are learning English as an additional language.	<p>Identified children in Y1, Y2, Y5 and Y6 were targeted for extra tuition based on gaps in attainment.</p> <p>Y1- Children who were currently working 'below' or 'well-below' the Phonics Screening Check threshold received additional reading and Phonics interventions.</p> <p>Y5/Y6 - Children were identified for additional reading and phonics interventions based on assessments.</p> <p>Teachers and TAs have increased skill and confidence in using strategies to enable SLCN/ EAL/INA learners to make accelerated progress.</p> <p>Teachers have a good understanding of pupil need and can plan next steps.</p>

		The inclusion lead has developed the induction process for newly arrived children so that a smooth transition can be facilitated.
	Introduce a whole-school oracy drive to promote oracy across the curriculum.	<p>An Oracy Lead has been appointed.</p> <p>All staff have received EAL training from the Sheffield EAL service.</p> <p>Oracy has become a focus in all lessons and appropriate key vocabulary is outlined on all planning.</p> <p>The Speak well framework has been implemented in KS1.</p> <p>Communication centres feature in EYFS and KS1 classrooms.</p> <p>A provision approach in KS1 has been implemented to enable pupils to have increased first hand experiences and develop their vocabulary and oral communication skills.</p>
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Targeted support for underachieving pupils to close identified attainment gaps (including: target 1:1 reading, phonics interventions, targeted group work in class for English/Maths, WELCOMM/ELKLAN, booster sessions, Tutor Trust).	<p>Teachers and TAs provide targeted support to accelerate progress and close the attainment gap and ensure that higher proportions of pupils can access an age-appropriate curriculum and are working at age related expectations.</p> <p>Tutoring, intervention, extra-curricular clubs are carefully tailored to support the identified needs of pupils.</p>
Wider strategies (for example, related to attendance, behaviour, well being)	Provide appropriate well-being support for pupils across the academy.	<p>Inclusion Lead and Learning Mentors respond in a timely manner, to pupil's emotional well-being and mental health, with a particular awareness of post-covid considerations.</p> <p>Mental Health First Aid training is put into practice to support pupils with their own mental health, and also those living with family members who have mental health.</p> <p>Mental health ambassadors have been introduced across school.</p> <p>An effective system has been implemented to ensure pupils can reach out to staff confidentially.</p> <p>The Family Support worker has received ELSA training.</p> <p>An outdoor learning provision has been developed to meet the needs of pupils with SEMH.</p> <p>Pupil well-being is good with pupils showing positive emotional and mental health.</p> <p>Parents are effectively supported to access external services when needed.</p>

	<p>Improve attendance and punctuality.</p>	<p>Vulnerable pupils are monitored daily with welfare visits completed as appropriate.</p> <p>The Attendance Lead works in collaboration with the Inclusion Team to rigorously track and monitor pupils' attendance (daily calls, welfare visits, letters and parent meetings, collaboration with LA attendance officer).</p> <p>Home visits are carried out on first day of absence for PA pupils.</p> <p>The importance of good attendance and punctuality is celebrated and rewarded on an individual, class and whole school level.</p> <p>The % of the PA pupils across the academy has reduced.</p> <p>Higher proportion of pupils achieve 100% attendance.</p>
	<p>Provide cultural capital Enrichment opportunities.</p>	<p>Pupils participate in first hand experiences that they are unlikely to achieve outside of the academy, enabling them to become an adventurer and to develop their character education.</p> <p>A well-attended, subsidised residential trip for Year 6 pupils to Robin Wood Outdoor Pursuits Centre took place.</p> <p>Curriculum enhancements are delivered through the Harmony Pledge, such as visits to the theatre, Coral Speaking Festival, Children's Shakespeare Festival, museums, sporting events and outdoor education to provide first hand experiences and nurture talent.</p> <p>Pupils experience wider learning opportunities within the school day, and through extra-curricular activities to nurture and extend their skills, expertise and experiences.</p> <p>Children from Nursery – Y6 receive specialist music tuition. This includes singing, brass, ukulele and steel pans.</p>