

# **Alt 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  | Alt Academy  |
| Number of pupils in school   | 309  |
| Proportion (%) of pupil premium eligible pupils  | 54.3%  |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22<br>2022-23<br>2023-24                              |
| Date this statement was published  | 31 <sup>st</sup> 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   | Katie Jordon, Principal                                    |
| Governor / Trustee lead  | Graham McGuffie, Chair Performance and Standards Committee |

### Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year                                    | £209,981 |
| Recovery premium funding allocation this academic year                                 | £22,185  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0       |
| Pupil premium committed to trust wide strategic priorities                             | £89,637  |
| Total academy level budget for this academic year                                      | £142,529 |

### 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 is 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 a 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.'*<sup>1</sup> 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. | £40,119 |
|                             | 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.   |         |

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|  |   | 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.  |  |



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| 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"> <li>• Make good progress over time in their learning, especially for those most at risk of underachievement</li> <li>• Develop a strong set of reading skills and strategies and become independent, confident readers</li> <li>• Be able to read for both pleasure and purpose</li> <li>• Be part of a culture where reading is valued as a key skill for learning and for life</li> <li>• Read widely across a broad curriculum so that they build knowledge over time and develop greater cultural capital</li> <li>• 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</li> <li>• Be supported and encouraged by their parents</li> </ul> <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> | £8242   |
| 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>   | £3,971  |
| 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>   | £18,806 |

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| Enrichment and Opportunity | <p>Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and wider opportunities are available to all children</p> | <p>The following Great Place 2 Learn Principles are evident across all academies:</p> <ul style="list-style-type: none"> <li>• <i>Relevant, considering children's interests, varied, inclusive, context appropriate</i></li> <li>• <i>National curriculum coverage, age appropriate, challenge and high expectations</i></li> <li>• <i>First-hand practical enrichments &amp; wider opportunities</i></li> <li>• <i>Communication, language and literacy is the golden thread that runs throughout the curriculum</i></li> <li>• <i>Reading is prioritised from an early stage including the teaching of phonics within and around the curriculum</i></li> <li>• <i>Fluency, problem solving and reasoning to enable application</i></li> <li>• <i>Developing self-regulating learners</i></li> <li>• <i>Opportunities to experience success in different subjects &amp; different skills and to share their learning with others</i></li> </ul> <p>As a result pupils access a broad balanced and better education. Learning is more memorable and pupils know more and remember more.</p> | £8,000 |
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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 = £10,499**

## 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)

Budgeted cost: £14 500

| Action  | Intended Outcome / Evidence Base   | Success Criteria  | Cost  |
|---|--|---|-------|
| To develop early reading skills of children not making expected progress.   | <p>Training and implementation of the 'Early Reading' Programme.</p> <p>The Early Reading Intervention approach will support all children, including EAL/INA, who are not making expected progress.</p> <p>The programme will support reading, but also impact upon speaking and listening, by feeding into classwork by using the same language structures - a colourful semantics approach to sentence building.</p>   | <p>A higher proportion of children achieve a good level of development at the end of Early Years.</p> <p>Children will make rapid progress, leading to higher attainment at the end of KS1 and KS2.</p>   | £5000 |
| To support and accelerate progress in oracy for children have a SLCN or are learning English as an additional language. | <p>Training to ensure all teachers can successfully differentiate between children with SLCN and children learning EAL.</p> <p>Implementation of effective strategies to support SLCN / EAL/INA learners.</p> <p>Develop practitioner expertise to further improve and enhance EAL/INA provision in school.</p> <p>Develop teaching and learning through a deeper understanding of EAL/INA pedagogy and practice.</p> <p>Raise the attainment of all pupils EAL/INA learners by promoting the use of resources by modelling good practice.</p> | <p>Teachers and TAs are proficient and confident in using strategies to enable SLCN/ EAL/INA learners to make accelerated progress.</p> <p>Teachers have a clear understanding of pupil need and can plan next steps appropriately, this leads to children acquiring deeper knowledge, skills and understanding.</p> <p>Newly arrived children are carefully inducted and prepared to enable them to access an age-appropriate curriculum and make accelerated progress to catch up with their peers.</p> | £4500 |

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|  | <p>Trained practitioners to support colleagues through modelling, coaching and partnership teaching.</p> <p>Provide advice and support to colleagues on scaffolding the linguistic and academic development of SLCN / EAL/INA learners.</p>  |  |       |
| Introduce a whole-school oracy drive to promote oracy across the curriculum. | <p>Introduce a TLR position with responsibility for Oracy.</p> <p>Develop practitioner expertise across the academy to further improve and enhance oracy.</p> <p>Trained practitioners to support colleagues through modelling, coaching and partnership teaching.</p> <p>Raise the attainment of all pupils through a robust and all-encompassing focus on oracy.</p> | <p>Pupils are equipped with excellent communication skills.</p> <p>A higher proportion of children achieve a good level of development at the end of Early Years.</p> <p>Children will empowered to make rapid progress, leading to higher attainment at the end of KS1 and KS2.</p> | £5000 |

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

Budgeted cost: £55 000

| Action   | Intended Outcome / Evidence Base   | Success Criteria   | Cost   |
|--|--|--|--------|
| Targeted support for underachieving pupils to close identified attainment gaps (including: target 1:1 readers, phonics interventions, targeted group work in class for English/Maths, WELCOMM/ELKLA, booster sessions, Tutor Trust). | Teachers and TAs provide targeted support to close the attainment gap and ensure that higher proportions of pupils can access an age-appropriate curriculum and are working at age related expectations.   | Close the gap between pupil premium and non-pupil premium children at GLD, PSC, Times Tables Check, KS1 SATS and KS2 SATs.   | £50000 |
| To close identified attainment gaps in Y1, Y5 and Y6 through access to an Academic Mentor.   | <p>Identified children in Y1, Y5 and Y6 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 reading and Phonics interventions.</p> | <p>Higher proportions of pupils will pass the PSC.</p> <p>Higher proportions of pupils make accelerated progress in reading, leading to increased attainment to close the gap.</p> | £5000  |

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|  | Y5/Y6 - Children will be identified for additional reading and phonics interventions based on assessments. |  |  |
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Table 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73 500

| Action  | Intended Outcome / Evidence Base   | Success Criteria   | Cost    |
|---|--|--|---------|
| Provide appropriate well-being support for pupils across the academy. | <p>Inclusion Lead and Learning Mentors respond effectively, and 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>Learning mentors are proactive in identifying and supporting vulnerable pupils and their families. Identified pupils receive additional support to promote their well-being and behaviour for learning.</p> | Pupil well-being is good with pupils showing positive emotional and mental health.   | £35 000 |
| Improve attendance and punctuality.                                   | <p>Vulnerable pupils are monitored daily with welfare visits completed as appropriate.</p> <p>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 with rigorous monitoring in place.</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 is reduced.</p> <p>Academy Attendance Target (97%) is achieved and in line with national average.</p> <p>Attendance is at least at National for pupil premium children.</p> <p>Higher proportion of pupils achieve 100% attendance.</p> | £6000   |
| Provide cultural capital Enrichment opportunities.                    | 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>Pupils cultural capital is increased</p> <p>Pupils attitude to learning is</p>  | £32 500 |

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|  | <p>Subsidised residential trip for Year 6 pupils to RobinWood Outdoor Pursuits Centre and Year 1/2 Castleshaw rural education experience. 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>Pupils character and first hand experiences are widened outside of the academy community with improved self-esteem, confidence and resilience.</p> <p>Pupils' academic and creative talents are nurtured. More pupils have access to successfully learn a musical instrument.</p> <p>Higher proportions of pupils gain an experience of outdoor pursuits and wider curriculum experiences (cultural capital).</p> <p>Pupil Harmony Pledge booklets showcase a wealth of cultural capital enrichment opportunities.</p> |  |
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Total budgeted cost: £143 000

## 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.

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#### 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.