

Greenhill 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 Greenhill 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. 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.	
	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 Greenhill Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Greenhill 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, 	

	<ul style="list-style-type: none"> • Reading, • HTML Strategy <p>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.</p> <p>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.</p> <p>All CPD opportunities including coaching and development are strategically aligned with the principle of all staff becoming 'Expert Teachers.'</p>
Increase workforce capacity to support improvement	<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities. This will continue to be a key strategic action for Yrs2 and 3 of the strategy.</p>
Increase workforce capacity to support improvement	<p><i>Describe the deployment of Trust Services staff</i> <i>Eg trust senior leader, Specialist Practitioner, Specialist SEND Support, Peripatetic SEND TAs etc</i></p> <p>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.</p> <p>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.</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. 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 Greenhill 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 <p>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</p>

		<p>as they enter Key Stage One. The principles of the REAL Project are used effectively to improve family literacy and engage parents as their child’s first educators. To further development- REDI for YEAR 1 is to be implemented for academic year 22-23,</p>
	<p>Provide a strong framework for Character Education through ‘The Harmony Pledge’</p>	<p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations. 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 Greenhill Academy delivers the Harmony Pledge which develops character competencies and raises aspirations.</p> <p>All academies will provide 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.</p>
<p>Read, Achieve, Succeed</p>	<p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>“There is a relentless focus on literacy and language”, in academies where disadvantaged pupils are performing well.</p> <p>The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy.</p> <p>During Y1 of the strategy, the frameworks were shared with academy leaders and training provided for all relevant staff – led by expert practitioners from across Harmony.</p> <p>Phonics resources were provided so that there would be a consistent approach to high quality, inclusive teaching and learning in each academy. Support for assessment was also available and phonics leads met regularly.</p> <p>Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23.</p> <p>The Development Team recruited a team of expert practitioners to support the implementation and monitoring of these strategies, and this will be a key focus for Yrs 2 and 3 of the strategy</p> <p>A key action taken during the academic year 21/21 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>i.e:</p> <p>This framework was implemented at Greenhill Academy from January 2022. <i>The number of pupils meeting the expected standard for the PSC was up 5 percentage points to 87% from pre-Covid levels (2019).</i></p> <p>Through the HTML Strategy, pupils have can log on to MYon and Accelerated Reader, increasing their access to quality texts.</p> <p>Reading at Greenhill 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> <p>Greenhill Academy 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

		<ul style="list-style-type: none"> • 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 • Build a wider vocabulary and range of language which they use to communicate effectively throughout the curriculum • 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
Multi-Disciplinary Teams	<p>Improve attendance through rapid and effective support and intervention</p>	<p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a 'first point of contact' to support the families and pupils in our communities.</p> <p>There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies. We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this.</p> <p>The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p>
		<p>Leaders have access to Multi-Disciplinary Teams which operates cross-trust. Teams work together to target the most vulnerable families and those at risk of missing significant proportions of their education.</p> <p>Greenhill has 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>
HTML Strategy	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices. Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>

		<p>All Key Stage 2 pupils now have an iPad which they use to support their class work and extend their learning beyond the school day.</p> <p>Access to devices has also increased across KS1 and EYFS.</p> <p>Teachers have a state of the art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom.</p> <p>In a recent trust wide staff survey, staff were very positive in their responses to questions relating to using technology to maximise teaching and learning opportunities</p> <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.</p> <p>All home learning is 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.'</p> <p>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>
<p>Enrichment and Opportunity</p>	<p>Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and wider opportunities are available to all children</p>	<p>Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all children access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying.</p> <p>This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p> <p>The Curriculum provides a wealth of opportunity for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them.</p> <p>Examples of such experiences at Greenhill Academy this year have included:</p> <ul style="list-style-type: none"> ● <i>First-hand practical enrichments & wider opportunities</i> ● Attending the Christmas Pantomime <p>The following Great Place 2 Learn Principles are evident across Greenhil:</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>

2. Academy Specific Priorities		1 year review
Teaching (for example, CPD, recruitment and retention)	Train teachers to support children with SEMH	<p>Key Stage 2- Continual development of social emotional support for Key pupils learning using Emotional Literacy Programme in our mentor provision resulting in improvements in pupil academic performance along with a decrease in problematic behaviours.</p> <p>The children have benefited from developing bonds and relationships with others and developing self- worth. They developed vital skills to helps them learn, play and communicate – and it is enabling children to thrive. We know this because teachers and parents tell us so.</p> <p>Key Stage 1-Continual development of social emotional support for Key pupils learning using Lego Therapy and Social stories, developing children who feel prepared to learn and able to manage their emotions. Additionally, aiding the development of other such skills, including; descriptive language, sequencing, planning, flexibility, patience and empathy.</p> <p>All staff across the academy have had access to: in house training that focused on mental health across the curriculum as well as pupil’s own mental health; monitoring the use of external providers Place 2b and their impact and accessed training delivered by Place 2b on mental wellbeing. This has developed a positive school ethos and improved discipline across the whole school which also aims to support greater engagement in learning.</p> <p>School staff have been offered (Place2Think) to support them with issues such as understanding and managing behaviour, supporting pupils and self-care. Last year Place2Be supported pupils through one-to-one counselling. Many of these children face challenges which can make it hard for them to focus at school. This support has allowed them to engage with learning whilst being supported in areas in which they need support.</p>
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Develop pupils as effective communicators	<p>Oral language development- the use of the Speak Well Wheel and communication in print has continued to develop pupils as effective communicators by using the progression of language structures. Teachers, who plan for pupil’s academic language development alongside the content of the curriculum, comment on how pupils gain confidence and use academic language in context, making accelerated progress towards, and exceeding national expectation.</p> <p>The use of structures to develop language has a positive impact on learning, including on oral language skills and reading comprehension (understanding vocabulary) and providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum. Additionally promoting social skills and forming friendships.</p>
	Implement Early intervention programmes	<p>Early identification of raising levels of speech and language communication difficulties – supporting children to develop early literacy skills that underpin reading and writing. Which has led to –increase of % of children achieving age related expectations in Prime areas- Listening & attention, understanding and speaking. A teacher in school is leading on early identification of speech and language. Early identification is key, Early identification increases the chances for improving communication skills.</p> <p>After receiving training in the Early Reading Scheme, this was embedded in Year 3 and 4. The intervention focused on specific areas; reading and writing. This intervention provided children with strong foundations to build upon their reading skills. Support children to make expected progress within their comprehension skills. This intervention is used with small number of children working at 2 years below their ARE and are on the SEND register.</p>

		<p>Elements of the REAL Project (Nursery) have been used successfully to engage parents to support children’s learning in addition to current parental engagement practices, through parent online support/seesaw which will move to face-to-face during academic year 2022/23.</p> <p>Use of School Lead tutoring fund to target children in year 1, 2, 5 and 6. Teachers planned for small group sessions that focused on Numeracy or Reading development- targeting any attainment gap or extending further for those identified as GD. Most children who received school led tutoring made expected progress throughout the academic year.</p>
Wider strategies (for example, related to attendance, behaviour, well being)	Provide cultural capital enrichments opportunities	<p>A Steel Pan tutor provides weekly sessions for More Able and key children identified across the academy. This opportunities nurturer and extends more able musician’s skills. These children take part in weekly session as well as termly performances.</p> <p>Subsidised residential trip for Year 6 children to Robin Wood Outdoor and Pursuits Centre took place for the first time since 2019. This provided first hand experiences unlikely to be receive outside of school as well as nurturing talent, supporting children to make progress. This year – two children from our complex need Inclusion Hub join in the session where they were provided with adapted experiences in order to access the trip.</p> <p>As always, Greenhill look to improve their extra-curricular offer, in partnership with the Harmony Pledge. We encourage and celebrate wider learning experiences outside the school hours. Sporting activities are time tabled throughout the year in conjunction with the Harmony Sports offer.</p> <p>Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education- providing first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress.</p>
	Develop a ‘readiness for learning’	<p>Earlier starting age (Under 3’s provision) already in place and a healthy pending waiting list for a place.</p> <p>Free breakfast for KS1 and KS2 PP pupils, which ensures that children are awake and ready to learn at the start of the day, and ready to learn.</p> <p>Free Tuck Shop provided for KS2 pupil premium children- Ensure children are able to have access to fruit and vegetables to provide them with energy boost in the gap between breakfast and lunch.</p>