

**Greenhill Academy**  
**The Harmony Trust**  
**Pupil Premium Strategy Statement 2021-24**  
**Review of Year 2 of the 3-year Pupil Premium Strategy**

The Pupil Premium Strategy Statement for the Harmony Trust and that of Village Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is aligned *with The Harmony Trust 'Excellence for All' Framework*; an evidence-based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would contribute to trust-wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

**A summary of the actions taken and impact from Years 1 and 2 of the 3-Year Strategy**

1. Trust wide strategic actions		Summary review of the trust-wide actions for <b>Y1</b> and planned next steps	Summary review of the trust-wide actions for <b>Y2</b> and planned next steps	<u><i>(Academy Specific Review)</i></u> Engagement with and 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)	In Y2, two Trust Senior Leaders have been recruited to drive the Excellence for All framework. One of these roles is specifically around the Harmony Model Curriculum and another directly related to Excellence for All and Raising Attainment. Alongside this, as part of the Development Team, a team of Curriculum ImpleMENTORS has been established to develop both subject specific and year group specialisms. Leaders have provided further exemplification materials, and these are housed in the URL for all Harmony colleagues to access. Plans are in place for Academy leaders to further refine the Excellence for All audits (which were rolled out in Y1) alongside their Raising Attainment Plans in consultation with the TSL. All Leaders attended a Pupil Premium briefing for the Trust Leadership Team in November 2023.	Greenhill Academy have begun to adopt and implement the Harmony Model curriculum for key subjects alongside their current curriculum. Subject Leaders have developed clear progressive and sequential progression maps to show the growth throughout school. Greenhill teachers use the URL to ensure they are providing opportunities for pupils and ensure they are on track for ARE using the exemplification material. This has also run alongside the use of clear and cohesive Raising Attainment Plans- whole academy and year groups specific where leaders and teacher worked together to identify key pupils and how they close the attainment gap. The Excellence for all framework is used to audit current provision and plan for systematic improvement that results in improved outcomes for all children.
	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.	The Development Team surveyed Academy Leaders to gain insight about Academy needs and ideas to maximise engagement and staff workload. The CPD package was redefined to support	

		<p>Academy leaders to develop their own CPD packages and support workload at Academy Level. There was a change in how courses were facilitated to ensure they were 'out of the school day' to maximise engagement and increase participation. Both HR and finance CPD for Academy leaders was incorporated into the CPD offer. The Unlocking Potential programmes were led and overseen by Ass DofEd, TSL and Tls. The Excellence for All CPD package for all staff who are new to Harmony, new to teaching, ECTs or HLTAs is well attended and in place. The REDI programme was developed into a Redi, Set and Go approach to further enhance provision and approaches in EYFS and KS1. A 'Train the Trainer' programme was delivered to all phonics leads, building on the successes in some Academies where the greatest impact was seen. The Subject Leader Development Programme has had a positive impact which was particularly apparent in Ofsted inspections where SLs have been able to articulate the 3 Is of the curriculums for their subject area (ongoing coaching for this is underway).</p>
		<p>Greenhill Academy continuous to engage with the Harmony Trust CPD programme which runs alongside the Academy's APD priorities. Programmes attended and participated in include: Accelerated reader; Subject leader development; Computing curriculum; SEND leadership/Teacher/TA programme; Excellence for all- Quality first teaching tool kit; Championing Oracy.</p> <p>Academy leaders such as the Head of Academy, Assistant Principal's and Phase leaders have attended CPD session lead by HR which included Line management and Performance management. All EYFS staff are activity engaged on the Redi, Set and go approach to further enhance provision in EYFS and Year 1.</p> <p>Unlocking potential programmes have supported key phases in ensuring pupils meet ARE using top tips and clear question level analysis to inform future teaching.</p>
<p>Increase workforce capacity to support improvement</p>		<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities. This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <p>There has been a significant staff development drive to enhance the Development Team whereby TSLs, Tls and ImpleMENTORS have been recruited to refine approaches. There has also been an increase in specialist practitioners across the Trust who have had a significant impact in the areas of their expertise. The Unlocking Potential programme has been revised and relaunched to improve communication, monitoring, quality of resources and active participation.</p> <p>Across Greenhill Academy, we have supported 3 members of staff to develop their expertise as Trust ImpleMENTORS. 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 not only in Greenhill but across the trust.</p> <p>Due to the context of Greenhill, we have a SEND specialist practitioner who works closely with other leaders to drive on inclusion and encompass the Harmony Inclusion Model. They are also developing our SEND TA specialist practitioner. SEND is lead and managed by a Trust SENCO who is supported by the Trust Senior Leader for SEND. Greenhill have a Trust Senior Leader for Unlocking Potential in reading who has supported the revisitation and relaunch of the programme with their expertise knowledge around Upper Key stage 2 reading.</p>
<p>Provide intervention at its earliest point through high quality Early Years Education</p>		<p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified. In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <b>all</b> EYFS practitioners across the trust.</p> <p>Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections.</p> <p>For Y2, the programme will run again for EYFS practitioners new to Harmony but also extend the learning from Y1 – including the further development of Outdoor provision. The REDI programme will also be extended to Y1 practitioners to ensure effective transition to Y1 and to develop an effective provision approach into KS1.</p> <p>The REDI programme has been enhanced and extended into a Redi, Set and Go Approach. The Development Team have run EYFS Leadership Development Days in Academies where impact of this was most visible, including EYFS staff and leaders from across the Derby and Northwest hubs. There has also been time dedicated to working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development). The deployment of TL for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony</p>

		<p>Model Curriculum is progressive from Nursery to Reception and that clear links are made with the KS1 Curriculum. Alongside the Curriculum development, there has been a continued focus to ensure the provision in the classroom reflects the needs of the children and the curriculum both indoors and outdoors. Assessment has also been refined to ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum.</p>
		<p>All EYFS staff at Greenhill have actively engaged in the REDI, Set and go approach. This has supported the academy in developing an excellent Early year's education and all available resources are maximised. Greenhill continued to run a Pre School provision (2year old) and Nursery provision (3year olds). Throughout the EYFS provision, development of the continuous provision has continued where staff have worked on differentiating the enhancements in the areas for progression across the age phases. REDI for year 1 has been implemented and redefined in the academy to ensure and continue the play-based consolidation of learning through a good balance of directed teaching, group learning and enhancements in provision. Leaders have worked on the New EYFS curriculum to ensure that it is progressive from Pre-school, Nursery to Reception and links are made through into the Key stage 1 Curriculum. Use of SONAR and POINT IN TIME assessment has allowed teachers to put the children before the data where milestones links to age related expectations clearly.</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 with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Some Academies had a further re-launch of the Pledge to begin the 2023-24 Academic year. Through the Subject Leader Development Programme, subject leaders are provided with a mapping document which identifies where all Pledge points are met within each subject and each year group within the HMC.</p> <p>The mapping of the Harmony Pledge continues as Subject Leaders consider how their subject area meets the 10 pledge points along with the 10 character competencies. Academies continue to ensure that pupils have plentiful opportunities across the wider curriculum to engage in first hand experiences and prepare themselves for their next stage of their education. Mapping the Harmony Pledge also allows to further develop pupils understanding of the 10 character competencies to ensure they become a lifelong learner. The principles of developing character education is important to ensure that pupils develop important life skills in order for them to learn their own spiritual, moral, social and cultural development. It's pivotal that they develop their own character traits and core ethical values that form the basis of an outstanding character and successful citizen of society.</p> <p>Subject leaders have ensured that they have mapped clearly where Pledge points are met within their subject across the year groups. Head of Academy assemblies focused on the character competencies and a whole school display was developed to recognise the pupils understanding of these. Greenhill strived to ensure that the pupils gain first hand experiences through trips and visitors linked learning topics as well as wow starters. Greehill provides 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>There was an appointment of a Trust Senior Leader responsible for Early Literacy and Phonics across the Trust due to the successes in phonics outcomes and the impact the Harmony Phonics Framework. As part of the phonics CPD offer, 'Train the Trainer' sessions have been facilitated with phonics leads from across the Trust. A Trust Leader has been recruited with responsibility for Unlocking Potential in Reading (across KS2) which has incorporated some CPD and specific work around the use of Accelerated Reader and is working with the Principal Strategic Lead for Reading to develop the Harmony Reading Framework. Alongside this, RAS author events and initiatives continued trust-wide.</p> <p>Members of the Development Team have been carrying out reading reviews in Academies to raise attainment and improve quality of teaching and learning.</p> <p>After evaluation of the PP strategy, oracy was identified as a priority for many schools and so an Oracy Champions course designed to support the development of vocabulary, language, and communication is now underway.</p> <p>Greenhill have seen an increase in children reaching age related expectations by end of KS2 and across the year groups due to the continual reinforcement of the Read Achieve Succeed Strategy that is lead and managed within the academy by a Trust Senior Leader. The Trust leader has been recruited with responsibility for Unlocking Potential in Reading (across KS2) from the academy where they have a wealth of knowledge and understanding on the use of Accelerated Reader which is fully embedded in year 2-6 within Greenhill Academy. Reading reviews have supported the academy to pinpoint strengths and areas for development as well as show casing the school as a 'Reading School'. Greenhill developed and shared with staff their approach to reading to document how reading develops from EYFS through to KS2 as well as the support and development for SEND. Greenhill use the Little Wandle Phonics which has had a great impact on phonics where more children entering in year 1 are ready to access Phase 5. They use a keep up not catch up approach. SEND pupils are able to access SEND Little Wandle programme.</p>
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. 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. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p> <p>In Y2, the HDT reviewed the guidance and research on attendance. The Development Team carried out a literature review of the latest guidance and will use these to improve practice across the Trust, including: clear communication expectations for Academies; evaluation of strategies, use of resources and impact (evidence); a focused attendance Academy improvement board; identification of barriers; addressing specific groups (disadvantaged); identification of specific pupils; Academy Action Plans (which are reviewed in a timely manner); and a clear understanding of 'how the best schools do it'.</p> <p>Trust Safeguarding Leads have been employed across Northwest Hub and are having an impact on individual cases within Academies. The Head of Safeguarding holds timely Attendance Leads network meetings to share best practice and share key messages to uphold consistency in approach.</p> <p>Greenhill have accessed the Multi-Disciplinary Team to support with attendance and our most vulnerable families. A robust plan for ensuring the highest level of attendance possible is in place. We work together with the families to support getting children into school. Access to EWO support has ensured contracts with families have been developed to improve attendance of children at risk of PA. Attendance leaders for the academy attend attendance leader meetings and engage in new strategies to embed to improve attendance including safeguard tracker as well as understanding and implementing any new key messages.</p>

HTML Strategy	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for <b>all</b> children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&amp;L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>
	<p>In Y2, there was the recruitment of a knowledgeable and skilled Trust Leader responsible solely for HTML. An audit has been created for Academies to gauge the current position and subsequently allocate support to develop individual journeys with HTML.</p> <p>Key apps which were established in Y1 are now well-embedded. On average, the number of pupils taking part in the Sumdog competitions is high (<a href="#">Harmony Trust contest data.xlsx (sharepoint.com)</a>) and the number of children reading regularly on MyON is increasing.</p> <p>Furthermore, pupils across Harmony regularly engage with TT Rockstars on their iPads. The MTC results Trust wide are good and improving, with the Trust average result being above National.</p> <p>Leaders report that engagement with home-learning has improved significantly through the use of iPads.</p> <p>For pupils' protection and safety when using devices, an app called Senso had been installed and 1 to 1 devices. HTML staff are liaising with the safeguarding team to support filtering and monitoring of pupils' devices.</p>	
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>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>All Academies took part in the Shakespeare festival in the Northwest and Derby hubs performing Twelfth Night. In Year 3, all Academies will be performing improvisations from King Lear: <i>"T'will be a Storm!"</i></p> <p>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.</p> <p>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning.</p> <p>This will be rolled out into all Academies in Y3.</p> <p>There are intra-school sporting events taking place across both Hubs, meaning children are able to compete and apply their skill and game development across a range of sports and age ranges.</p>
		<p>Year 5 pupils at Greenhill took part in the Shakespeare Festival at Middleton Area performing Twelfth Night. Year 6 were provided with an activity residential to Robinwood which enriched the curriculum and provided wider opportunities for them to engage in. At Greenhill, all children are taken to watch the Christmas Pantomime providing them with a theatre experience. Children in year 1 and year 3 join in the Oldham Choral Speaking festival and perform to a judge. KS2 more able in music pupils take part in music enhancements where they are taught how to play the steal pan- they then perform regularly for small audiences including other pupils and parents. All year groups have planned trips and visitors that align closely with their topics in order to enhance their learning – these are called WOW starters or visits.</p> <p>As a result, pupils access a broad balanced and better education. Learning is more memorable, and pupils know more and remember more. The Trust Sport Leader organises sporting events for school across the academies here the intra school events take place – Greenhill compete in a range of sports across different age ranges. Greenhill has taken part in the ability roadshow sporting event where inclusive sports is promoted for pupils with disabilities or SEND.</p>

<b>2. Academy Specific Priorities</b>		<b>Year 2 (of 3) review (22/23)</b>
Teaching (for example, CPD, recruitment and retention)	<p><i>Challenges around physical and emotional well-being</i></p> <p>Train teachers to support children with SEMH</p>	<p>Across the academy, 3 Learning mentors support the emotional well-being of pupils across the age phases. All 3 learning mentors have been trained as Mental Health First aiders. Key Stage 1 Learning mentor is ELSA trained where they maintain their status year on year by attending supervision sessions.</p> <p>They 3 Learning Mentors have worked closely with the Place 2 Be councillor. Place 2 Be provide bespoke counselling for pupils who are referred to the service due to a variety of emotional needs. The Learning Mentors have and continue to support the delivery of the Journey of Hope programme. This is designed to support children and young people who are having difficulty coping. It focuses on building resilience to support with long term processing through a manualised intervention that is implemented 6-12 months after a traumatic event. At Greenhill we have chosen to implement a general resilience programme for pupils who are experiences a range of challenges.</p> <p>Through its therapeutic approach, the programme has supported our pupils to understand and normalise key emotions; help them to identify triggers and stressors as well as develop positive coping strategies to deal with these emotions whilst instilling a sense of hope and self-efficacy all whilst in a safe space.</p>

Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

<p><i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>Implement Early intervention programmes</p>	<p>Greenhill Academy has continued to develop Early years provision where they have a 24 place Pre-school and 70 place Nursery as well Reception where the EYFS team have worked closely together to ensure that the provision through out the different phases is progressive and sequential.</p> <p>To support the Early identification of speech and language communication difficulties, the academy has a designated teacher who leads on speech and language in order to offer support in order to bridge the gap between the classroom and timely access to speech and language services. They have provided the academy with assessments, interventions and support for others in order to put actions in to place before referrals are made. Early identification increases the chances for improving communication skills.</p> <p>As an academy, Greenhill follows and implements the Little WANDLE phonics scheme. This scheme is designed so that pupils keep up in phonics not catch up. They have further developed the scheme in order to support SEND pupil who are identified early in order to support their development and use of phonics. This intervention has been highly successful for our SEND children where other Phonics interventions (such as repeating much of the same) have not been successful.</p>
<p><i>Poor command of the English language; High percentages of pupils are learning English as an additional language</i></p> <p>Develop pupils as effective communicators</p>	<p>Across the academy, development of communication, speaking and listening still remains high priority. Pupils are exposed to high level of vocabulary as well as a progressive approach to language structures by the use of the Speak Well Wheel and communication in print. 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. This is evident through medium term and short-term planning in all subject area.</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>
<p><i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>1 to 1 tutoring to close the attainment gap</p>	<p>1 to 1 tutoring was used during the 2<sup>nd</sup> year to close the gap in numeracy attainment. The children were assessed in their numeracy ability (focusing on fluency and understanding) at the start of the tutoring. Then using Sum Dog, the children access learning content relevant to their need and were supported by a tutor to access. The tutor was able to address misconceptions, work through problem solving and support the pupil with application of knowledge. This had an impact on pupils as they gained confidence in their ability to tackle numeracy papers (particularly arithmetic).</p>

Wider strategies (for example, related to attendance, behaviour, well being)	<p><i>Limited social and cultural experiences</i></p> <p>Provide cultural capital enrichments opportunities</p>	<p>During Year 2 of the review, Greenhill Academy have increased their wider opportunities for the pupils with more trips and visitors being used to enhance the curriculum. The academy continuous to subsidise the residential trip for year 6 to Robinwood Outdoor pursuit centre. This trip also includes pupils from the inclusion hub where the academy work along side the centre to adapt the activities to ensure that all children have maximum engagement. This provided first hand experiences unlikely to be receive outside of school as well as nurturing talent, supporting children to make progress.</p> <p>Other visitors included a historian who took our year 3 back to the Stone age and year 4 to Ancient Greeks. The pupils were provided with first hand experiences, rein-acting key events and looking at artefacts. The academy wishes to provided first hand experiences unlikely to receive outside of school as well as nurturing talent, supporting children to make progress.</p> <p>Greenhill academy continue to subsidised curriculum enhancements such as a visit to the theatre to see a Pantomime, taking part in activities such as the Shakespeare festival and Choral speaking as well as a plethora of sporting activities. During year 2, Greenhill were part of the ability road show where SEND pupils took part in a sporting event where they focused on accessible sports and participation.</p> <p>To reach out to our more able and key pupils identified across the academy who are musically talented, a Steel Pan tutor provides a weekly session in order to nurture and extend their musical skills. These children take part not only in weekly sessions but termly performances.</p>
	<p><i>Increasing proportion of pupils with SEN/ Prominent level of deprivation and disadvantage</i></p> <p>Develop a 'readiness for learning'</p>	<p>Greenhill provide all children with a Breakfast club. Change was made to the running of breakfast club where it is provided free for all children through the National Breakfast Scheme. Since introducing the Breakfast club, where pupils are able to attend from 8.30am for no additional cost; there has been an increase in pupils arriving early and increased their readiness for learning. During assemblies, the Head of Academy has discussed the importance of pupils wants and pupils needs in order to be ready for learning.</p>



	<p><i>Prominent level of deprivation and disadvantage</i></p> <p>Increase the percentage of parental involvement/ engagement</p>	<p>Greenhill are pleased to host and promote the parent group – Women's Chai Project. Chai morning is a coffee morning that serves for mums/carers and women in the local community. We have space for 15 ladies and there is a waiting list for other parents who wish to join. Chai mornings are successfully advertised through emails and Twitter. A chai morning display has been created to celebrate the successes of the sessions as well as a piece of artwork commissioned by the Chai group of embroidery. The numbers remain high where the women have been involved in project that include Anti-Crime.</p> <p>Greenhill have developed and hosted sessions to enable parents to support their children at home. This includes hosting reading workshops including a phonics workshop, computing sessions to introduce the home learning platform and how to access as well as Meet the Phase session to relay important information regarding the curriculum.</p> <p>During year 2, increased opportunities for parental engagement in academy life took part. School took on parental reading volunteers who were training by the academy reading lead to support pupils in school with 1:1 reading sessions. Pupils were identified through reading data in those that would benefit from additional reading. This in turn has increased reading engagement and in encouragement with the parents. Volunteers have also been used to support school enhancement and opportunities such as supporting year2 on their trip to Saint Annes for their seaside topic.</p> <p>Parents are encouraged to attend special events such as EYFS play and stay sessions, Christmas Nativity, Christmas concert, class assemblies, end of term performances and whole school fayres. Parents have continued to be supportive of the academy and their children.</p>
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