

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

The Pupil Premium Strategy Statement for the Harmony Trust and that of Greenhill 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 <u>Y1</u> and planned next steps	Summary review of the trust-wide actions for <u>Y2</u> and planned next steps	Summary review of the trust-wide actions for <u>Y3</u> and planned next steps	<i>(Academy Specific Review)</i> 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.			
		In Y3, the Development Team has expanded further. Vacancies within the Curriculum Implementation Team were recruited to, with colleagues from across the organisation applying – with a greater number applying from academies which have adopted the framework more recently. All subject specialisms for the HMC were fulfilled. Raising Attainment Plans continue to be integral to strategic planning and academy planning processes and procedures; these are monitored and reviewed when DT members meet with Academy colleagues. Exemplification materials within the URL continue to be refined and shared, with all Academies being encouraged to support with this. Plans are in place for the Excellence for All audits to be revisited again during the next Academic year. The curriculum will be reviewed and refined further to ensure that activities are planned well and meet the needs of all learners, referencing adaptive teaching strategies and scaffolds which will unlock the potential for all learners.			

	<p>The comprehensive approach taken over the past three years has significantly strengthened the Greenhill's provision for disadvantaged pupils and has driven improvements in overall pupil outcomes. The Self-Assessment process in Year 1 allowed leaders to evaluate and identify key areas for development in supporting disadvantaged pupils. This led to tailored updates in the Pupil Premium Strategy for Year 2, ensuring that actions were aligned with the specific needs of these pupils. In Year 2, the recruitment of two Trust Senior Leaders to drive the Excellence for All framework and the establishment of the Curriculum ImpleMentORS team brought focused support and expertise to raise attainment across the academy. Greenhill engaged regularly with the impleMentOR drop-in sessions to enhance curriculum provision as well as having members of staff as part for the impleMentOR teams. These changes were supported by exemplification materials, which helped enhance teaching and learning, and contributed to the refinement of the Greenhill's Raising Attainment Plans. In Year 3, the expansion of the Development Team and the recruitment of additional experts to the Curriculum Implementation Team further strengthened the Greenhill's ability to meet the needs of all learners, particularly those from disadvantaged backgrounds. The continued development and refinement of the Excellence for All audits ensured that the curriculum was both adaptive and inclusive, making learning more accessible for all pupils. The emphasis on adaptive teaching strategies, scaffolding, and collaboration between academies led to the creation of a more dynamic and supportive learning environment.</p> <p>Together, these initiatives have fostered a culture of continuous improvement, where raising attainment is a central focus. The academy has seen greater consistency in high-quality provision, better targeting of support for disadvantaged pupils, and an increased sense of collaboration across the Trust. As a result, pupils, particularly those from disadvantaged backgrounds, are benefiting from improved academic progress, personal development, and a more inclusive curriculum designed to unlock their full potential.</p>
<p>Provide a high quality CPD offer to all staff designed led by experienced practitioners</p>	<p>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.</p> <p>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.</p> <p>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 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>Trust-wide priorities for Academies became more aligned during Y3, meaning a more streamlined a focused approach to the Harmony CPD offer could be implemented with a string focus on Early Development (REDI), Speech and Language and Inclusion.</p> <p>The Unlocking Potential programmes continue to improve, and engagement and participation is high. Colleagues continue to have access to the SLDP and most subject leaders (other than those who are new to role) have now taken part in this course.</p> <p>The 10 Educational Priorities for the Strategic Plan have been agreed and form the basis of each Academy Development Plan.</p> <p>The Development Team's alignment of their CPD offerings with the Great Place 2 Learn Strategy and the Excellence for All framework has had a significant and positive impact on Greenhill's approach to professional development, teaching, and learning. The implementation of key programs, such as the Unlocking Potential Programme for UKS2 pupils and KS1 programme, has been instrumental in improving outcomes for pupils. These programs, along with a focus on developing excellent EYFS provision, have helped to build a strong foundation for progress across all key stages. The deployment of expert practitioners to support CPD delivery in the classroom has ensured that strategies are effectively translated into practice, benefiting both teachers and students.</p> <p>The Development Team ensured that CPD offerings were closely aligned to the needs of staff and the academy matching the ADP, helping to maximise engagement and manage staff workload. The</p>

	<p>restructuring of the CPD delivery format, including providing out-of-school-day courses and incorporating HR and finance CPD, resulted in higher engagement and participation. The successful launch of the Excellence for All CPD package for new staff, including ECTs and HLTAs, along with the Redi, Set and Go approach in EYFS and KS1, helped to enhance teaching and learning across key stages, particularly in early years.</p> <p>The Subject Leader Development Programme (SLDP) has proven impactful, especially supporting subject leaders to confidently articulate the 3 Is (Intent, Implementation, Impact) of their curriculum. Most new subject leaders have now completed this course. Ongoing coaching for subject leaders continues to build capacity and the REDI programme's development has brought significant improvements to EYFS and KS1 provision.</p> <p>With the alignment of Trust-wide priorities, particularly in Early Development, Speech and Language, and Inclusion, the CPD offer became more streamlined and focused, leading to greater coherence in Greenhill's overall approach.</p> <p>As a result, the academy has seen improvements in the quality of teaching, leadership, and curriculum delivery. Staff have developed the necessary skills and expertise to drive academic progress and support pupil wellbeing, ensuring that every child achieves and makes progress over time. The positive outcomes from these initiatives will continue to strengthen the academy's commitment to excellence and the holistic development of all pupils.</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.</p> <p>This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <hr/> <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> <hr/> <p>A further recruitment drive has taken place for ImpleMentORS and all subjects are now represented. A further refinement of the Unlocking Potential has taken place and there is a more refined approach to data tracking and alignment with the target setting process in each Academy.</p> <p>The Education Strategy group has now been formed and is responsible for the oversight and delivery of the Trust Strategic Plan.</p> <p>A Facilitated Inquiry process has been established whereby the ongoing development of the quality of educational standards across all Academies can be monitored and maintained.</p> <p>The School Improvement function of the Development Team continues to develop and Teams are now able to respond to local need and commissioning.</p> <p>The Trust has established as an ITT provider with Teach First which is a key priority in securing and developing Harmony's future workforce/.</p> <hr/> <p>The Trust's commitment to recruiting, training, and retaining high-quality staff has had a profound and lasting impact on the quality of education and leadership across Greenhill. By strategically deploying trust leaders, senior leaders, and specialist practitioners, the Trust has empowered our academy too focus on the most pressing improvement priorities, thereby ensuring that both staff and pupils receive the support they need to succeed. This strategic staffing approach has been particularly beneficial in strengthening the implementation of the Pupil Premium (PP) strategy and ensuring successful outcomes for disadvantaged learners.</p> <p>The significant staff development drive has been central to the refinement of the Development Team, with the recruitment of Trust Senior Leaders (TSLs) and ImpleMentORS (from Greenhill staff) leading to a more robust and effective approach to professional development. Specialist practitioner for SEND based at Greenhill has enhanced expertise in key areas, improving both the quality of teaching and the provision for pupils. The Unlocking Potential programme, with improved communication, monitoring, and resources, has ensured that staff are actively engaged in professional learning, leading to more impactful classroom practice in KS2 and KS1. The refinement of this programme, particularly the enhanced focus on data tracking and target setting, has further supported practitioners in making data-informed decisions to drive progress.</p> <p>The formation of the Education Strategy Group has helped ensure that the Trust's strategic plan is implemented effectively at Greenhill, with clear oversight and accountability for its delivery. The introduction of a Facilitated Inquiry process has provided a mechanism for ongoing monitoring and development, ensuring that the quality of educational standards across Greenhill remains high and is continuously improved. The School Improvement function within the Development Team has supported Greenhill with access to tailored support based on our specific contexts and priorities.</p> <p>The Trust's establishment as an Initial Teacher Training (ITT) provider with Teach First has been a critical step in securing and developing the future workforce, ensuring a continuous pipeline of talented and well-trained educators who will help sustain and enhance the quality of education in the future. Greenhill have produced and retained TF students over the past three years.</p> <p>As a result of these efforts, the academy has seen improvements in leadership capacity, staff expertise, and overall educational quality. These strategic actions have contributed to a culture of high expectations, collaboration, and ongoing professional development, which has had a positive impact on pupil outcomes and will</p>

	<p>continue to support the Trust’s long-term vision of providing an exceptional education for all pupils, particularly those from disadvantaged backgrounds.</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.</p> <p>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <i>all</i> 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).</p> <p>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 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>The Trust is now responding the Government's Early Years Entitlement Expansion and School based Nurseries Initiative.. Where Academies can expand, the EYFS and Inclusion Trust Leaders will support this process. There is also an opportunity to expand the Early Development Hub offer across the Trust, responding to the lack of places for children with additional needs in EYFS in both Derby and the Northwest. The Robust, Analysed Data to Achieve Results (RADAR) project is being applied is ensuring effective support and monitoring across all Academies. This approach supports leaders to gain a holistic perspective of the learning journeys of individual pupils and cohorts, track progress and tailor pedagogical approaches thereby improving outcomes. The REDI CPD offer has a wide range of CPD which is aimed at developing specialists in certain areas of the EYFS curriculum.</p> <p>The strategic prioritisation and development of Early Years (EY) provision have significantly strengthened the academy’s approach to supporting disadvantaged pupils, particularly in the foundation years. In Year 1 of the strategy, the commissioning of Early Years Foundation Stage (EYFS) experts to deliver the REDI programme provided targeted professional development to all EYFS practitioners across the Trust. This initiative led to visible improvements in EYFS practice, as evidenced by academy visits.</p> <p>In Year 2, the programme was further enhanced with a focus on developing outdoor provision. Additionally, the REDI programme was expanded to include Year 1 practitioners, ensuring a smooth transition from EYFS to KS1 and establishing a consistent and effective approach to provision throughout these early stages. The introduction of the Redi, Set and Go Approach further refined the programme, and leadership development days for EYFS staff in various hubs provided valuable opportunities to share good practices, with clear evidence of impact. Greenhill began its Year 1 continuous provision journey.</p> <p>The Trust’s response to the Government’s Early Years Entitlement Expansion has enabled further growth opportunities. The focus on expanding the Early Development Hub will provide much-needed support for children with additional needs in EYFS at Greenhill. The RADAR project, which uses robust, analysed data to track individual pupil progress, has proven invaluable in offering a holistic view of learning journeys, helping to refine teaching practices and improve outcomes for disadvantaged pupils.</p> <p>The ongoing CPD offer for EYFS practitioners, which targets specialists in various aspects of the EYFS curriculum, ensures that staff are continually developing their skills and expertise to deliver the highest quality of education. Overall, these initiatives have contributed to the continuous improvement of Early Years provision across Greenhill, ensuring that pupils in the foundation stages are given a strong start and that the approach is seamless as they progress into KS1. The strategic focus on EYFS and its integration with KS1 is driving long-term improvements in pupil attainment and providing a solid foundation for future learning.</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.</p> <p>Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support 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>A Pledge Working Party has been formed which is currently gathering the voice of all Harmony colleagues across all roles to further develop this initiative, making sure that this is strong across all Academies.</p> <p>The Harmony Pledge has significantly contributed to raising aspirations and developing essential life skills among our pupils, particularly those who are disadvantaged. Research indicates that a lack of social capital and life experiences can hinder engagement with the curriculum, but the Pledge aims to address this by providing pupils with a broader range of opportunities to develop both academically and personally. In Year 1, the Pledge focused on enhancing character competencies, which has led to greater awareness among pupils and their families. This initiative will continue to be a key focus throughout the strategy, ensuring that it becomes deeply embedded within the school culture and felt experience for all pupils.</p> <p>Subject Leaders have worked to map the Pledge points and competencies within the Harmony Model Curriculum (HMC). This process ensures that each subject area contributes to the overall development of character, life skills, and learning outcomes for pupils. By linking the Pledge to the curriculum, Greenhill have been able to provide pupils with enriching experiences, including first-hand learning opportunities across a range of subjects. This not only strengthens academic engagement but also fosters personal growth, helping pupils to become well-rounded individuals prepared for future educational stages and for life beyond school.</p> <p>The integration of the Harmony Pledge into the subject curriculum has allowed pupils to better understand the 10 character competencies, supporting their development as lifelong learners. Developing these core competencies, such as resilience, responsibility, and ethical values, is vital in equipping pupils with the skills needed to succeed as citizens in a wider society.</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>Author events continue to run across both Hubs (both virtually and in-person) as well as annual Madeleine Lindley events where each child receives a high-quality text of choice to keep. The TSL for Early Literacy and Phonics continues to lead HPF training for both hubs. Phonics Tracker has been obtained for both hubs. The approach to provision within KS1 is developing and is a key focus area within Academies to work on enhancing environments, curriculum planning, organisation/resources, staffing, timetables and expectations. The Speech and Language Therapy services offer has been strengthened in the Northwest with a view to expand this further within the Derby Hub (recruitment drive underway).</p> <p>The continued focus on literacy and language has been a central element of Greenhill’s Read, Achieve, Succeed strategy. The development and implementation of the Reading Framework and Little Wandle in Year 1 of the strategy have played a significant role in driving this focus. These frameworks provided the necessary resources for effective, inclusive teaching and learning, and the phonics leads has regularly been supported through assessment and development opportunities.</p> <p>The focus on early literacy, oracy, and phonics has directly improved outcomes for disadvantaged pupils. The systematic approach to oracy development, which will continue with further training, alongside the support from expert practitioners and the appointment of a Trust Senior Leader for Early Literacy and Phonics, has created a</p>

		<p>structure for monitoring and embedding best practices. Greenhill has developed a Trust Senior Leader responsible for reading in KS2, and a dedicated focus on the development of the Harmony Reading Framework.</p> <p>Oracy, which was identified as a priority through evaluation of the PP strategy, is being further developed through the Oracy Champions course, focused on vocabulary, language, and communication which Greenhill are active members of.</p> <p>The continuation of author events, including annual Madeleine Lindley events, has provided pupils with high-quality reading experiences and texts that are theirs to keep, promoting a love of reading. The addition of Speech and Language Therapy services has further strengthened support for pupils with language difficulties which is reinforced and supported by the Trust SENCO through robust plan do review approach.</p> <p>Overall, the integrated approach to literacy, phonics, oracy, and reading provision has had a significant positive impact on disadvantaged pupils, raising their language and communication skills, improving reading outcomes, and enhancing their engagement with the curriculum. This focus on literacy continues to be a key priority, with ongoing development and evaluation of strategies to ensure all pupils, particularly those from disadvantaged backgrounds, achieve success.</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.</p> <p>We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p>
		<p>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>Trust Safeguarding Leads are now well-established within their roles and are working with The Head of Safeguarding to work delegate Family Support Workers and Managers and Attendance Leads in Academies to refine practices and improve overall impact.</p>
		<p>The development of a robust safeguarding and family support system within Greenhill has been pivotal in addressing barriers to learning, particularly for disadvantaged and vulnerable pupils. The safeguarding team act as essential points of contact for families, helping to bridge the gap between home and school. By fostering strong relationships with families and the wider community, Greenhill has seen improved attendance outcomes, as parents and carers feel more supported and engaged in their child's education.</p> <p>Greenhill follow the multi-disciplinary approach, including strong links with Early Help, local family support, and counselling agencies such as Place 2 be, ensures that pupils and their families have access to the necessary support services. The review and evaluation of attendance strategies, led by the Development Team, has further refined practice across the Trust and at Greenhill. This has included developing clear communication expectations for Academies, establishing focused Academy Action Plans, and ensuring timely reviews of strategies' impact.</p> <p>Through the analysis of barriers to attendance, the safeguarding team have been able to target specific groups, such as disadvantaged pupils, and address the needs of individuals more effectively.</p> <p>The introduction of Trust Safeguarding Leads at Greenhill has provided vital support for individual cases. Attendant leads for Greenhill have attend regular network meetings for the sharing of best practices, further enhancing the academy's ability to maintain high standards in safeguarding and attendance practices.</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. The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils.</p> <p>From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>

		<p>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 (Harmony Trust contest data.xlsx (sharepoint.com)) and the number of children reading regularly on MyON is increasing. 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. 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> <p>In Y3, there was a significant review of impact and implementation stages of the HTML strategy including impact on staff workload. A review framework that supports leaders to evaluate and plan next steps accordingly was devised and this has been piloted in several Academies. There is a proposal to plan a strategy re-launch which will utilise the HTML Framework to ensure there is an equitable offer for all children. The MTC results continued to improve across the Trust in Y3 and apps continue to be well used across most Academies. The Trust Leader for HTML continues to provide CPD, coaching and mentoring colleagues who require support.</p> <p>The implementation of the HTML Strategy (Harnessing Technology, Maximising Learning) has had a significant positive impact at Greenhill, particularly in addressing the attainment gap for disadvantaged pupils. By strategically integrating technology into teaching and learning, there has been an acceleration on pupil progress, enhance independent learning, and provide valuable opportunities for pupils to engage with high-quality education beyond the classroom.</p> <p>From the outset of the strategy, the deployment of iPads and keyboards to all KS2 pupils has proven effective in supporting both in-school and home learning. Pupils have been able to use technology to engage with key apps that support reading and mathematics, particularly MyON, Sumdog, and TT Rockstars. The success of these apps has been evident in the consistent engagement with MyON and TT Rockstars, leading to improved literacy and numeracy skills. Additionally, the positive impact on MTC (Multiplication Tables Check) results, demonstrates the effectiveness of using technology to boost pupil learning in these critical areas.</p> <p>The continued provision of training and support for staff has ensured that the integration of technology into the curriculum is meaningful and impactful. Through the tailored implementation plan and the support of Trust Leader for HTML, the strategy has been further refined and successfully embedded. Engagement with home learning has been significantly improved, with pupils taking advantage of their iPads to continue their education outside of school hours.</p> <p>The implementation of the Senso app has played a key role in safeguarding pupils, ensuring that devices are used safely and responsibly. The collaboration between the HTML staff and safeguarding teams ensures that pupils' online activities are monitored, giving families and staff confidence in the use of technology.</p> <p>The impact of the HTML Strategy has also been subject to ongoing reviews, with a framework developed to evaluate progress and plan for next steps. This review process has enabled the Trust to refine its approach, address any challenges, and ensure that the technology offer remains equitable and accessible to all pupils which Greenhill have then embedded to match their needs to the academy.</p> <p>Overall, the HTML Strategy has had a transformative effect on teaching and learning, providing all pupils with the tools and opportunities to thrive academically. It has not only closed the attainment gap for disadvantaged pupils but also fostered a culture of independent, expert learners who are well-prepared for future success.</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: "T'will be a Storm!"</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. 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>In Y3, all Academies took part in the Shakespeare festival in Derby and the Northwest Hubs, performing improvisations from King Lear: "T'will be a Storm!". Next year, all Academies will perform sections of The Tempest in 2024-2025's Festival based: "Oh Brave New World!"</p> <p>The residential offer for all children continued to be applied across the Trust and intra-school sporting events continued to take place, resulting in many Academies being awarded Silver or Gold School's Games Kitemark awards as criteria was met in all areas.</p>

		<p>The implementation of enrichment opportunities as part of the GP2L (Great Place to Learn) Strategy has significantly broadened the educational experience for all pupils at Greenhill. By providing subsidised trips, visits, and opportunities for visitors to come into school, has ensured that all children, including those from disadvantaged backgrounds, have access to valuable experiences that develop their cultural capital and deepen their subject knowledge.</p> <p>One of the standout initiatives has been the participation in the Children’s Shakespeare Festival. During Y1 of the strategy, pupils had the opportunity to perform <i>Macbeth</i> to a wider audience, enriching their learning and confidence. This initiative continued in Y2, with pupils performing <i>Twelfth Night</i> as part of the Shakespeare festival. In Y3, all academies continued to participate, performing improvisations from <i>King Lear</i> with a focus on the theme “T’will be a Storm!”. These experiences not only supported pupils’ understanding of Shakespeare but also nurtured teamwork, communication, and performance skills.</p> <p>The strategy’s residential opportunities further supported pupils’ independence and enriched their learning beyond the classroom. This experience, in combination with the Shakespeare festival, helped to foster personal growth and confidence, giving pupils the chance to explore new environments and skills.</p> <p>The strategic allocation of funding in Y2 has made a tangible difference to the quality and impact of these enrichment activities, ensuring they align closely with the Harmony Model Curriculum (HMC). The introduction of a more structured approach to the funding of trips, events, and visits has ensured that every opportunity reinforces and enhances the learning within the classroom.</p> <p>In addition to cultural and academic enrichment, the strategy has also provided opportunities for intra-school sports competitions across the Trust. This has allowed pupils to showcase their sporting skills and work collaboratively with peers across a range of sports. Greenhill achieved their Platinum Kitemark awards as a result of meeting the criteria in all areas of sports, further raising the profile of physical education.</p> <p>Overall, the GP2L Strategy has had a profound impact on the development of cultural capital, personal growth, and subject knowledge for all pupils. By offering these opportunities, Greenhill ensures that every child not only receives a high-quality education but also has the chance to develop into a well-rounded individual prepared for future challenges.</p>
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2. Academy Specific Priorities		Year 3 (of 3) review (23/24)
Teaching (for example, CPD, recruitment and retention)	To develop continuous provision in KS1	<p>The Year 1 team successfully engaged with the REDI for Year 1 programme, led by the Harmony Trust Development Team. This collaboration resulted in significant professional development through bespoke support provided by REDI leaders, including targeted CPD sessions, school visits, and the creation of action plans based on half-termly support.</p> <p>As a result of this engagement, high-quality classroom practices were implemented in Year 1, particularly in the areas of language and communication. The team focused on enhancing communication throughout the classroom, ensuring that both staff and children benefited from improved interaction and learning.</p> <p>Additionally, the development of shared areas was further progressed, creating a more cohesive and collaborative learning environment. The emphasis on collaborative learning extended beyond the classroom, fostering an atmosphere of teamwork among both children and staff. These efforts have positively impacted the overall learning experience in Year 1.</p>
	To develop early literacy skills of children not making expected progress.	<p>The Read Achieve Succeed Strategy has been successfully integrated into the ADP, with appropriate CPD opportunities planned to support staff development. The Early Reading Intervention approach has effectively supported all pupils, including EAL learners, who were identified as not making expected progress through the Year Group Raising Attainment Plans.</p>

		<p>The implementation of the Harmony Model Curriculum has placed a strong emphasis on the development of language and communication across the academy. Strategies such as Communication in Print and the Speech Well Wheel have been integral in supporting the development of language structures, benefiting both staff and pupils.</p> <p>As a result, a high proportion of pupils have achieved a good level of development in Literacy, including the Phonics Screening Check (PSC). These improvements are contributing to the rapid progress made by pupils, which has led to higher attainment levels at the end of KS1, and KS2.</p>
	<p>To support and accelerate progress for vulnerable pupils (SEND, EAL)</p>	<p>The Harmony Trust Excellence for All Framework has been successfully embedded throughout the academy, with training and the implementation of effective strategies supporting vulnerable learners. The collaboration between the Trust SEND leader, SENDCo, and specialist practitioners has strengthened expertise, further enhancing SEND and EAL provision. This has been achieved through targeted CPD, modelling, and coaching within the classroom.</p> <p>The CPD programme has successfully developed teaching and learning, fostering a deeper understanding of SEND and EAL pedagogy and practice. For example, the whole-school dyslexia training has proven valuable in equipping staff with the necessary knowledge and skills. As a result, both teachers and teaching assistants are now proficient and confident in using strategies that enable SEND and EAL learners to make accelerated progress.</p>
<p>Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)</p>	<p>Targeted support for underachieving pupils to close identified attainment gaps</p>	<p>Following baseline assessments, pupil progress meetings have been conducted to set attainment targets and identify pupils at risk of not meeting Age-Related Expectations. As a result, academy-level and year group Raising Attainment Plans (RAPs) have been developed to ensure all pupils are on track to meet their end-of-year targets. These RAPs are updated half-termly and shared within phases to maintain focus on progress.</p> <p>Teachers and support staff have effectively provided targeted support to close the attainment gap, allowing more children to access an age-appropriate curriculum. The collaborative approach to tracking and supporting pupils has contributed to measurable progress across the academy.</p>
	<p>To close identified attainment gaps through access to tuition.</p>	<p>Monitoring of pupil progress and attainment has effectively identified pupils in need of targeted support for additional tuition, focusing on gaps in their reading and maths attainment.</p> <p>For KS1 pupils working below the Phonics Screening Check (PSC) threshold, additional reading and phonics interventions have been implemented. As a result, pupils (without diagnosis of SEND) have successfully passed the PSC.</p> <p>In KS2, pupils have been identified for additional reading and maths interventions based on assessment data. These interventions have been delivered through boosters and interventions. The targeted</p>

		<p>support has led to accelerated progress for a number of pupils, resulting in increased attainment in reading, writing, and effectively narrowing the attainment gap.</p>
<p>Wider strategies (for example, related to attendance, behaviour, well being)</p>	<p>Provide cultural capital enrichments opportunities</p>	<p>The subsidised residential trip for Year 6 pupils to Robin Wood Outdoor Pursuits Centre provided valuable first-hand experiences that many pupils may not otherwise have had access to. This opportunity contributed to personal growth and development outside the classroom.</p> <p>Subsidised curriculum enhancements, including visits to the theatre, museums, and outdoor education, provided pupils with unique experiences that enriched their learning. These activities not only nurtured talent but also supported pupil progress in areas beyond the academic curriculum.</p> <p>Specialist sports provision in gymnastics and dance maximised pupil skill development and offered significant CPD opportunities for teaching staff across the academy, improving the overall quality of physical education provision.</p> <p>Music opportunities, such as sessions with a Steel Pan tutor, allowed identified pupils to extend their musical skills. These pupils showcased their talents at various events throughout the year, including playing in assemblies and during a school concert.</p> <p>The extracurricular offer was further improved in partnership with the Harmony Pledge, encouraging and celebrating wider learning experiences outside of school hours. This included opportunities for all pupils to engage in sports, resulting in a higher proportion of pupils gaining experiences in outdoor pursuits and cultural activities, contributing to their cultural capital.</p> <p>The Pupil Harmony Pledge booklets successfully showcased the wealth of enrichment opportunities available to pupils, highlighting their diverse experiences. As a result, a higher proportion of pupils are now working at the expected level and actively participating in a broad range of competitive sporting events.</p> <p>Additionally, more pupils had the opportunity to learn a musical instrument and perform in front of an audience, further enriching their educational experience.</p>

	<p>Trust Safeguarding, Family Support, Attendance and Learning mentor team are in place with roles and action plans clearly identified to ensure pupil wellbeing.</p>	<p>Attendance has been rigorously monitored through daily calls, welfare visits, letters, parent meetings, and collaboration with the LA Education Welfare Officer (EWO). As a result, attendance levels improved over the year, with a focus on pupil premium children.</p> <p>The academy has successfully maintained improved attendance and punctuality through incentives and rewards, such as termly attendance tea parties, which celebrate progress and encourage continued commitment. Individual pupil target setting has also been instrumental in recognising and celebrating improved attendance and punctuality.</p> <p>The Trust Safeguarding Lead has actively monitored the work of family support and learning mentors to ensure they are proactive in identifying and supporting vulnerable pupils and their families. This includes the delivery of the ELSA programme, which has provided additional support for pupils' wellbeing and behaviour for learning.</p> <p>Persistently absent pupils have been successfully supported and challenged, leading to a reduction in absence rates and increase attendance over the year.</p> <p>A higher proportion of pupils have now achieved 100% attendance, and pupils are better equipped to overcome and manage barriers to their learning. This holistic approach has contributed to both improved academic progress and overall pupil wellbeing.</p>
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