

Alvaston Junior 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 Alvaston Junior 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 Alvaston Junior Academy
Development Team Priorities	Develop clear guidance, expectations 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. These have been fed into the ADP. Guiding principles from the Excellence for All, have been integrated into the ADP and inform the academy-specific priorities for the 2 nd year of this strategy. They include, but are not restricted to: <ul style="list-style-type: none"> - Enhanced leadership capacity bringing experience and expertise, strategically deployed - High expectations for all pupils through an ambitious curriculum - High-quality, inclusive teaching - Early identification of pupil needs - A relentless focus on language and literacy - Response to pupil voice 	
	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 Alvaston Junior Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Alvaston Junior 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, 	

		<ul style="list-style-type: none"> • Talk, • Reading, • HTML Strategy • Phonics
	<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. 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>Trust Executive Leader deployed from November 2021 to add capacity to the SLT and support on key academy priorities. Trust Senior Leader for SEND deployed to support with growing SEMH needs post-pandemic, further refine processes and procedure and to support classroom practitioners to best meet the needs of all pupils in class. TSL has also trained TAs to deliver targeted Therapeutic Interventions to identified pupils.</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. 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 Alvaston Junior Academy</i> delivers, the Harmony Pledge develops character competencies and raises aspirations. A significant number of pupils have limited relevant social and cultural experiences beyond the immediate community. Each year group takes part in an educational trip away from Alvaston each year, to enhance the children’s experiences and provide an opportunity to take part in events such as: classical music concerts ‘Halle’ at Derby Arena, whole city-wide music, art and design technology competitions, and the Derby Harmony Shakespeare festival.</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. The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy. 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. 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. Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23. 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. Staff in LKS2 have received training on the phonics framework, resources have been received, and books are matched to pupils’ phonic ability. Through the HTML Strategy, pupils can log on to MYon and Accelerated Reader, increasing their access to quality texts.</p>

		<p>Reading at Alvaston Junior Academy is given high priority across the curriculum and is now reflected in the Learning Environment of the academy.</p> <p>All teachers have received CPD focussed on the writing learning journey to ensure a well-planned, sequential approach to achieving quality writing outcomes. This approach will continue to be refined into Y2 of the strategy and beyond.</p>
Multi-Disciplinary Teams	Improve attendance through rapid and effective support and intervention	<p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a 'first point of contact' to support the families and pupils in our communities. There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies.</p> <p>We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p>
		<p>Leaders have access to a Multi-Disciplinary Team 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>The academy accesses support from the Trust Attendance Lead half termly to review procedures and ensure that leaders are actioning the relevant steps to improve pupil attendance.</p> <p>There has been a particular focus on disadvantaged pupils and persistent absence (see data below).</p>
HTML Strategy	Increase the technology available to pupils to support their learning and accelerate progress.	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>
		<p>All Key Stage 2 pupils have an iPad which they use to support their class work and extend their learning beyond the school day.</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>
Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and	<p>Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all children access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying.</p> <p>This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p>

	wider opportunities are available to all children	<p>The Curriculum provides a wealth of opportunity for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them. Trips and visits are subsidised to encourage pupil experiences. This aligns closely with the Harmony Pledge.</p> <p>WOW day resources have been purchased to ensure that the curriculum is further enhanced.</p> <p>Enhancements provided during Y1 of this strategy include: The National Space Centre, Tutbury Castle, Year 6 Residential outdoor learning centre, Cadbury World, Greek Workshop Day, Our Future Derby Day and Visits to places of worship.</p>
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2. Academy Specific Priorities	1 year review	
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	<p>Deploy Teaching Assistants effectively to support the progress of disadvantaged children in reading, writing and maths.</p>	<p>TAs have received bespoke training and CPD from the SENCo to support with the delivery of targeted interventions across the school.</p> <p>Two TAs (level 1) have been employed and are deployed to listen to readers – my turn, your turn, and echo reading.</p> <p>Most of the TAs have received MPTA training.</p> <p>TAs listen to targeted readers daily.</p>
	<p>Action Tutoring</p>	<p>Focus on arithmetic skills.</p> <p>Academy level arithmetic data (regular tests) show improvements over time for Y5 -Y6 pupils.</p> <p>For Y2 of the strategy, the academy, supported by the Trust, will build this into the School Led Tutoring approach for 22/23.</p> <p>The maths lead will be involved in the delivery of School Led Tutoring for a portion of the week.</p>
	<p>To close identified attainment gaps through access to an Academic Mentor</p>	<p><i>Unable to recruit for this position.</i></p> <p>Year 6 booster sessions ran instead of these, led by existing academy staff. Sessions started in November and were running until April.</p> <p>For Y2 of this PP strategy, the School Led Tutoring grant will be maximised to provide tuition to targeted pupils based on attainment data and pupil needs. A plan has already been created and will be implemented from January 2023.</p> <p><i>(NB: Mobility was 15% for the Y6 Cohort of 2022: 3 joined in 2nd half of Year 3, 3 joined in Y4, 5 joined in Y5, 2 joined in Y6)</i></p>

Wider strategies (for example, related to attendance, behaviour, well being)	Provide appropriate well-being and attendance support for pupils across the academy	<p>Attendance:</p> <p>The % of the PA pupils across the academy has reduced from December 2021 31.5% to 21.4%. Including x1 pupil with medical needs (Cancer Treatment) The PA of disadvantaged pupils is still a concern for the academy with PA last year at 40% for disadvantaged.</p> <p>FSW is now employed alongside the Harmony Trust Safeguarding and Attendance Officer.</p> <p>There are recent improvements with disadvantaged PA at 27.3% for 2022-23 to date (to 9.12.22). This is a 12.7% improvement. Disadvantaged attendance has also improved this academic year (increased by 1.6% from 2021-22) Attendance for pupil premium pupils remains a concern and there is still work to do so it will remain a key priority for 2022-23.</p> <p>92.1% overall – 1.1% covid factor 93.2%, national 92.8% (so below national).</p> <p>Wellbeing:</p> <p>Pupil well-being is good with most pupils showing positive emotional and mental health – Sensory room has been developed to support emotional regulation.</p> <p>Action for Children – organised to deliver CPD sessions for all staff.</p> <p>Educational Psychologist provided a CPD Session – emotional regulation using the zones of regulation model across all classrooms.</p> <p>Investment in matched resources for September start and implementation.</p> <p>Purchase of resources to support the learning environment to ensure that there are <i>Regulation Stations</i> set up across every classroom.</p>
	Provide cultural capital enrichment opportunities	<p>Trips and visits subsidised to encourage pupil experiences and building cultural capital. <i>No child misses out on an opportunity.</i></p> <p>Trips included: The National Space Centre, Tutbury Castle, Year 6 Residential outdoor learning centre, Cadbury World.</p> <p>Experiences included: Greek Workshop Day, Our Future Derby Day, Visits to church.</p> <p>WOW day resources have also been purchased to ensure that the curriculum is enhanced.</p>
	Employ an additional mid-day supervisor	<p><i>Recruitment process ongoing.</i></p> <p>Sports play leaders (pupils) are being trained to support with games and fun, structures activity.</p> <p>Purchase of equipment such as Litter Pickers/Hi Viz Vests to provide structured activity over the lunchtime break.</p>