

**Alvaston Junior 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 <u>Y1</u> and planned next steps  | Summary review of the trust-wide actions for <u>Y2</u> and planned next steps | <u>(Academy Specific Review)</u><br>Engagement with and impact of Trust wide strategic actions on Alvaston Junior Academy |
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| 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. |   |   |
|                                 |  | Leaders continue to implement the findings from the 'Excellence for All' Self-assessment audit. Leaders continue to use the audit tool to evaluate current provision and plan effective next steps in line with the Post Ofsted Action Plan and Year Group Raising Attainment Plans. Curriculum Implementors across the academy are supported by leaders to ensure that the Harmony Model Curriculum raises pupil outcomes in all subject areas.   |   |   |
|                                 | 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.<br>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 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 |  |   |   |

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|   | <p>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>Leaders at Alvaston Academy continue to fully engage and promote the CPD offer from the Trust Development Team and external partners. All staff from Alvaston Junior Academy accessed training aligned to academy priorities linked to the recent Ofsted report and Post Ofsted Action. CPD was targeted at different levels such as Trust Phonic Lead coming into the Academy to support and develop Early Reading, Individual teachers developing their curriculum subject through work with the Trust Implementors and staff from certain areas of school engaging in across Trust packages such as Y6 and the Unlocking Potential programme.</p>   |
| Increase workforce capacity to support improvement                                    | <p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.<br/>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>Leaders ensured that staff were able to access and utilise the support provided through the Unlocking Potential Programme. Trust Senior Leaders were utilised to strengthen areas identified as school improvement priorities e.g. Phonics lead supported to fully implement the Harmony Phonics Framework and improve outcomes across the academy.</p>  |
| Provide intervention at its earliest point through high quality Early Years Education | <p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified.<br/>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <b>all</b> EYFS practitioners across the trust.<br/>Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections.<br/>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).<br/>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> |
| Provide a strong framework for Character Education through 'The Harmony Pledge'       | <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.<br/>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.<br/>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</p>  |

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|                               |  | <p>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>Running parallel to the Harmony INSPIRE Curriculum, Alvaston Junior Academy delivers the Harmony Pledge which develops character competencies and raises pupil aspirations. Year Group Leaders work with their team to ensure that the 10-point pledge figures regularly within the Harmony Model Curriculum to maximise opportunities for pupils to develop different aspects of their character alongside maximising opportunities to deliver quality first-hand experiences. Pupils continue to complete their pledge booklets which are monitored closely by the academy PSHE lead to record and comment on their experiences and overall character education. The pledge is further embedded through celebration and whole school assemblies.</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>Alvaston Junior Academy’s Phonics leader continues to monitor the implementation and impact of the Harmony Phonics Framework for those children who did not reach the required standard in Y2. Interventions are in place to ensure that those children quickly reach the appropriate standard close the gap with their peers in terms of reading.</p> <p>Through the HTML Strategy, pupils are able log on to MYon, SumDog and Accelerated Reader, increasing their access to quality texts. Reading at Northmoor Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy.</p> <p>To further promote the Read Achieve Succeed Strategy, links have been made with the local library and opportunities are created to go on a visit to the library and take advantage of the range and variety of books that the library hold whenever possible.</p> |

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| 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>Leaders continue to utilise Multi-Disciplinary Teams who operate across the Trust. Academy leaders ensure multi-disciplinary teams are effective in their roles by having clear channels of communication, through expectations and their involvement and contribution to SLT. The team work together effectively to target the most vulnerable families and those at risk of missing significant proportions of their education. Working alongside the Family Support Worker, Northmoor Academy’s designated Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils daily. Pupils who are persistently absent attend meetings with SLT and are referred to the EWO.</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. 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>  |
|                          |   | <p>All Key Stage 2 pupils continue to access their devices to support their class work and extend their learning beyond the school day. Teachers have a state-of-the-art iPad air to support their teaching through technology. Teachers are becoming more confident and innovating in their approach to using technology in lessons. Through annual staff surveys, staff continue to be overwhelmingly positive in their responses to questions relating to using technology to maximise teaching and learning opportunities. The staff at Alvaston Junior Academy have mastered the initial stages of using technology in the classroom and are now ready to embark on developing the HTML strategy further. All staff have completed training and are able to confidently utilise additional online safety safeguarding measures.</p>   |

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| Enrichment and Opportunity | Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children | 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.<br>This also aligns to the Harmony Pledge and Excellent for All Framework.<br>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.  |
|                            |   | 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!"<br>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.<br>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.<br>This will be rolled out into all Academies in Y3.<br>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. |
|                            |   | The Harmony Trust Model INSPIRE Curriculum continues to provide a wealth of opportunities for all children to engage in a range of experiences. Dedicated Pupil Premium funding ensures all pupils have an equitable offer and can fully participate in a wide range of enrichment activities across the curriculum. Alvaston Junior Academy has recently begun to refine the Curriculum to make it more bespoke to the community that it serves but is still in keeping with the values and ethos of the Harmony Trust Model INSPIRE Curriculum.  |

| 2. Academy Specific Priorities                         |   | Year 2 (of 3) review (22/23)  |
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| Teaching (for example, CPD, recruitment and retention) | To second a Trust Senior Leader as Inclusion Lead for two terms | <ul style="list-style-type: none"> <li>• <b>Systems and procedures are in place with regard to SEND policy and appendices, which allows for consistency across school and all pupils receiving their entitlement</b></li> <li>• <b>All pupils had barriers identified and appropriate targets planned implemented.</b></li> <li>• <b>Evidence-based interventions were implemented to close pupils' knowledge gaps and to help them catch up to their peers. Staff's confidence and skill in delivering these increased through working with and under the direction of the Trust Senior Leader.</b></li> <li>• <b>The Trust Senior Leader helped to improve communication with parents with regard SEND, helping parents to understand the needs of their child and how they can work in partnership with school to raise attainment and accelerate progress.</b></li> <li>• <b>The Trust Senior Leader provided additional capacity to support the SLT and help move the school forward at an increased pace.</b></li> <li>• <b>IEP targets indicate that most of the pupil targets have been achieved over the academic year.</b></li> </ul> |
|  | To employ a full time Specialist Behaviour Support TA           | <ul style="list-style-type: none"> <li>• <b>The Specialist TA provided targeted, bespoke training on Art Therapy interventions, which were cascaded across the academy by TAs and targeted at the pupils that would benefit from it</b></li> <li>• <b>The Specialist TA supported other TAs with Art Therapy provision, especially at the initial stages to support with any issues.</b></li> </ul>   |

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|  |   | <ul style="list-style-type: none"> <li>• The Specialist TA targeted high-needs pupils with 1:1 support which enabled them to continue learning albeit not in the classroom.</li> <li>• The Specialist TA ensured that there was an improved provision offer in the classrooms in terms of resources to support high needs pupils eg: now and next boards etc.</li> <li>• The Specialist TA established a nurture provision within the Hub, supporting the high-needs children.</li> <li>• Due to the work done by the Specialist TA, a higher percentage of pupils that were prone to displaying dysregulated behaviours, were able to remain in class with the skillset to enable them to remain focussed and succeed.</li> <li>• The work of the Specialist TA contributed to a reduction of pupils being suspended.</li> </ul>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)</p> | <p>Targeted support to close identified attainment gaps for underachieving pupil premium pupils through the National Tutoring Programme</p> | <ul style="list-style-type: none"> <li>• Two teachers were employed to deliver the NTP though out the year.</li> <li>• Class teachers identified the learning gaps of their Pupil Premium Pupil's through robust assessment.</li> <li>• All Pupil Premium children received their allocation of 20 hours of tuition to address those identified learning gaps.</li> <li>• Bespoke sessions were planned by the NTP teachers in conjunction with the class teachers to meet the specific needs of pupils.</li> <li>• Through the NTP, a majority of pupils did make progress against their starting points.</li> <li>• Children's outcomes showed that a majority of those identified pupils were equipped with the core skill skills to enabled them to catch up with their peers.</li> <li>• Pupil confidence around school was enhanced.</li> <li>• Through book scrutinise and our rigorous monitoring systems, it was noted that many pupils that were in receipt of the NTP made significant improvement in their progress.</li> </ul> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wider strategies (for example, related to attendance, behaviour, well being)</p> | <p>Provide appropriate well-being and attendance support for pupils across the academy</p> | <p><b>Our Family Support worker has provided a wide variety of interventions and support packages which have been undertaken by pupils and their families to improve their wellbeing such as:</b></p> <ul style="list-style-type: none"> <li>• Self-esteem interventions</li> <li>• Talk times</li> <li>• Anxiety Gremlins</li> <li>• Anger Gremlin</li> <li>• Team around the family meetings</li> <li>• Meetings with external agencies</li> <li>• Sourcing food parcels for families</li> <li>• Referring pupils to ‘Changing Lives’ (an emotional well-being service)</li> <li>• Referrals to Camhs</li> <li>• ASD champions – linked to local family hubs. Supports improving children’s behaviour especially at home.</li> <li>• LA Online Safety Workshop for parents and families</li> <li>• Bereavement support</li> <li>• Christmas Dinner nominations 2023 – ‘Our Doorways’ Foodbank</li> </ul> <p>Feedback from teachers and parents state that children present more confidently after accessing the above interventions and the interventions have also impacted positively in pupil's work. Talk time and The Family Support worker’s open-door policy is a success as parents are happy that their child has a safe place to talk openly about their concerns with a trusted adult. Parents report that they observe their child less angry on the yard and at home. Zones of Regulation packs have been prepared for parents and children to use at home which have been a success.</p> <p>Our family Support Worker has put a variety of strategies in place to celebrate good attendance and to tackle the barriers that some parents have around bringing their child to school:</p> <ul style="list-style-type: none"> <li>• Offer support to overcome individual barriers in getting pupils into school.</li> <li>• Home visits to discuss attendance - if the parent is struggling to get their child to attend school</li> <li>• Attended Emotionally Based School around Non-Attendance Training support with getting children into school</li> <li>• Regular Meetings with LA EWO</li> <li>• Organising letters go to the parents of PA</li> <li>• Prepare Penalty notices for continued PA pupils</li> <li>• Assemblies to celebrate those who have fantastic attendance</li> <li>• Weekly attendance competition between classes</li> <li>• End of year Art Celebration for 100% attenders as a reward</li> <li>• Display figures on Academy Attendance display and classroom doors.</li> <li>• First Day absence calls (phone and text)</li> <li>• Social worker/EWO alerted if appropriate</li> <li>• Liaise with Office re attendance</li> </ul> |
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|  | <p>Head of Inclusion at the Harmony Trust (JG) to work with staff at Alvaston Junior Academy to develop and create an Inclusion Hub for children struggling to learn alongside their peers in the classroom.</p> | <ul style="list-style-type: none"><li>• <b>Visions of the Alvaston Inclusion Hub shared with the staff at staff meetings</b></li><li>• <b>Behaviour strategy implemented to provide a clear and coherent policy understood by pupils, parents and staff</b></li><li>• <b>Behaviour policy, sanctions and procedures reviewed so that they were clear and consistently applied and understood by all</b></li><li>• <b>Staff confidence on dealing with difficult behaviour improved through support and modelling offered by the Head of Inclusion</b></li><li>• <b>Risk assessments in place to keep children safe</b></li><li>• <b>Targeted behaviour plans to ensure that children are able to behave in a way that supports learning</b></li><li>• <b>Staff, parents and pupils are aware of the Hub and why it has been created</b></li><li>• <b>Learning areas for the hub have been identified and made appropriate suitable for the pupils</b></li><li>• <b>Staff are now more skilled in working in the hub and can provide the support needed to enable those children to succeed</b></li></ul> |
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