

Greenfield 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 Greenfield 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	(Academy Specific Review) Engagement with and impact of Trust wide strategic actions on Greenfield Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	<p>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)</p> <p>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.</p> <p>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.</p> <p>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> <p>All teachers utilised the URL to support the delivery of the curriculum and signed up for 1:1 sessions with ImpleMentors to support them in their roles as teachers and Subject Leaders where necessary. Subject Leaders were proactive in their role and were confident in leading their subjects. They had dedicated weekly Subject Leader time, and a clear Subject Leader overview of tasks to complete throughout the year. Subject Leaders had clear Action Plans and Position Statements in place, and all lead on their aspects of Curriculum Review within the Summer Term ready for 24/25.</p> <p>An Academy RAP and year group RAPs were implemented with class teachers this year and were updated termly following data meetings with the Principal.</p>			
	Provide a high quality CPD	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.			

offer to all staff designed led by experienced practitioners	<p>Some key features – specific to ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (<i>a similar KS1 programme will launch in Y2 of the strategy</i>), 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>All teachers at Greenfield Academy accessed a comprehensive CPD package, and were booked onto training that aligned to Academy priorities. These programmes included-</p> <ul style="list-style-type: none"> • Championing Oracy- attended by Deputy/SENDCo and supported staff INSET linked to ADP • Early Development (REDI SET GO)- attended by Reception teacher/ Early Years Lead and fed back into Unit meetings to support EYFS Action Plan <p>- <i>Developing a Whole Team Approach;</i> - <i>Effective and Exciting Learning environment</i> - <i>Shape and Spatial Reasoning</i> - <i>Developing Communication & Vocabulary Building</i> - <i>Does the environment meet the needs of your children?</i> - <i>Well-being and involvement</i> - <i>Pattern and Measures</i> - <i>Language to sustain shared thinking</i> - <i>Progressions in Symbolic Play</i> - <i>Getting the Challenge Right</i> - <i>Counting and Cardinality</i> - <i>Engaging families in children’s learning</i> - <i>Reading and Writing rich environments</i> - <i>Workshop and Maker Spaces</i></p> <ul style="list-style-type: none"> • Early Development (Y1 REDI)- attended by Y1 teacher/KS1 Lead to develop Continuous Provision in Y1 and into Y2 • UPKS1 and UKS2- attended by Y2, Y5 and Y6 teachers which supported T&L and assessment and in raising attainment • Phonics Train the Trainer- attended by English Lead/ Y2 teacher and fed back into Unit meetings to support staff development • Autism and Sensory training- all staff to support with increasing SEND needs in school
Increase workforce capacity to support improvement	<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of ‘Improving outcomes for disadvantaged learners in OAs’ in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities.</p> <p><i>This will continue to be a key strategic action for Yrs2 and 3 of the strategy</i></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>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> <p>2 members of the Greenfield Team have been made permanent as Implementors for MFL & Music. KS2 English Lead was utilised to support UPKS2 and Y6 teachers with writing moderation and driving improvements in writing outcomes, including through the PEIA programme and supporting schools within Tameside.</p> <p>Music Lead was asked to speak at Tameside Music Network on our approach at Greenfield to Music Provision- particularly musical performance within the academy.</p> <p>Greenfield Academy has become a training centre in 2023/24 as part of Tameside PEIA. Harmony Trust are leading training programmes for leaders and teaching staff on improving outcomes in Early Literacy for all children within Tameside</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.</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 to 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 EY Team has participated in the REDI programme which has laid the foundation for change within the EYFS. The EYFS Lead implemented a structured Action Plan to develop and improve Indoor and Outdoor Continuous Provision. Staff were supported by the EYFS Lead/ SENDco to ensure provision had a focus on C&L, questioning and vocabulary development. Stronger approaches were implemented to support transition from EYFs to KS1, including provision development.</p> <p>Through approaches from RADAR and PITA assessments, T&L was adapted timely to support outcomes.</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.</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>Assembly themes continued to explicitly teach the 10 Pledge Points to all children. The Academy calendar of events and trips and visitors overview were strategically planned out to ensure links were being made to each Pledge Point, and included families and the wider community where possible. There was a designated Harmony Pledge leader in school.</p>
Read, Achieve, Succeed	<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 are 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 children took part in all RAS events as planned by the Trust which enabled the children to enrich their reading experiences and build links with other Trust academies in the North West. The Trust focus on RAS is enhanced further within the Academy through Academy led events, clubs and experiences.</p> <p>All children within KS1 were assessed using Phonics Tracker which has improved T&L, by highlighting gaps and enabling staff to adjust planning or implement interventions accordingly. Phonics Tracker was also used to enhance Home Learning by providing children with specific learning needed.</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>Greenfield has an experienced pastoral support team- 1x Attendance Officer and 1x Family Support Worker who work closely with professionals and families within the community to support attendance, pastoral issues and to provide enhanced opportunities for families such as parent classes, toddler groups and family events.</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. 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 HTML lead at Greenfield has provided ongoing informal support to staff. Termly CPD is also provided to all staff from the Academy HTML lead to enhance T&L and to respond to CPD needs within the Academy. This has supported teaching processes and learning outcomes across the curriculum.</p>
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	<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. This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p>
		<p>All Academies took part in the Shakespeare festival in the Northwest and Derby hubs performing Twelfth Night. In Year 3, all Academies will be performing improvisations from King Lear: <i>"T'will be a Storm!"</i></p> <p>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.</p> <p>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning. 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: <i>"T'will be a Storm!"</i>. Next year, all Academies will perform sections of The Tempest in 2024-2025's Festival based: <i>"Oh Brave New World!"</i></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>Greenfield Academy has participated in Trust wide opportunities and opportunities within Tameside. Curriculum enrichment has continued as a priority within the Academy including 'The Arts' being specifically planned for through the academy calendar of events, and the trips and visitors overview. Sports events are timetabled throughout the year, linking with other Tameside schools and Greenfield Academy was awarded a Gold School's Games award.</p>

2. Academy Specific Priorities	Year 3 (of 3) review (23/24)
Teaching (for example, CPD, recruitment and retention)	<p>To develop a whole school approach to supporting children's mental health & well-being (inclusive of those children identified with SEMHS needs)</p> <ul style="list-style-type: none"> -The Zones of Regulation language is embedded across all parts of school life and is reflected in the school environment. It underpins the Behaviour Policy. -Children understand that they will experience all zones and there are no good or bad zones- however their success in regulating their emotions depends on them recognising the emotion, understanding it and putting a support strategy in place. -Zones of Regulation language is used to support pupils to regulate their emotions and understand their behaviours, and to show children how their behaviours can affect other people. -All staff, including non- teaching staff have accessed CPD on the programme and have a good understanding of the Zones of Regulation language and concepts. -Some children benefit from extra support linked to the Zones of Regulation, either as a small group intervention or 1:1 if necessary. -The Zones of Regulation is adapted to suit the needs of younger learners, as well as learners with EAL and/or SEND. -Parents receive regular information about the Zones of Regulation through workshops, school website and newsletters, and understand ways they can support at home -The Zones of Regulation supports the PSHE curriculum, and links are made through Circle Time discussions -The Zones of Regulation language, concepts and messages are reinforced through whole school assemblies
	<p>To implement an approach to supporting self-regulation in the EYFS</p> <ul style="list-style-type: none"> -Children in Reception have two Think Equal sessions per week led by the class teacher where they share a text with the children and answer questions during a class discussion -The implementation of the programme supported development of PSED ELG targets- 53% -Using the Think Equal books have helped children to express their feelings and recognise empathy and acts of kindness in themselves and others. -They highlight opportunities to comprehend and express examples of similarities and differences between people. -This has made the class more aware of equality between gender and race, which has resulted in the children being very accepting of differences. -The scheme supported children with self- regulation skills and strategies and linked to the Zones of Regulation approach
	<p>To develop the Communication Friendly School</p> <ul style="list-style-type: none"> -1x SLT, 1x T and 1x TA identified as Communication Champions within school and attended PEIA training - Communication friendly learning environment audits were completed throughout the academy -Whole academy approach to teaching language and communication was launched -All staff were more confident in approaches to supporting children's language and communication skills, including a range of practical teaching and learning strategies to support language acquisition including: <ul style="list-style-type: none"> -visuals -modelling -improving the quality of talk -partner and group talk -oral rehearsal -cooperative learning strategies -recording talk -Staff were more confident in identifying children with SCLN and support them appropriately through provision and practice e.g. use of visual timetables, core boards, C in P visual prompts -Support given by Harmony Trust SaLT team to develop transition group for new Nursery children -Support given by Harmony Trust SaLT team to develop learning environment for KS1 and KS2 Inclusion Hub
	<p>To improve outcomes in writing through the development of oracy and vocabulary across the curriculum.</p> <ul style="list-style-type: none"> -All staff utilised Tower Hamlet's 'Progression in Language Structures' -Stall understood the language structures & language functions and used these as part of their 'teacher toolkit' -When planning for children' language development staff considered: <ol style="list-style-type: none"> 1- the key learning objective 2- the key skills to be developed 3- what the children need to say in order to learn, explore, explain and define 4- what needs to be modelled 5- opportunities for the children to use the new language in context and several times

		<p>-Other strategies such as use of cooperative learning techniques, drama, song, choral speaking were used to enhance speaking and listening opportunities and support T& L of writing</p> <p>Writing outcomes- % meeting ARE</p> <p>ELG- 53%</p> <p>Y1- 75%</p> <p>Y2- 57%</p> <p>Y3- 47%</p> <p>Y4- 63%</p> <p>Y5-70%</p> <p>Y6- 78%</p> <p>End of KS2 outcomes in Writing</p> <p>EXP- 78%</p> <p>GD- 0%</p>																														
	<p>To develop the use of the Reading Cloud programme in the school library to raise attainment in reading and increase children’s access to a variety of texts</p>	<p>-Weekly library club in place for all children to access and borrow books</p> <p>-Reading Champions trained to support in the library</p> <p>-Increased enjoyment in Reading for Pleasure</p> <p>Reading outcomes- % meeting ARE</p> <p>ELG- 53%</p> <p>Y1- 75%</p> <p>Y2- 57%</p> <p>Y3- 57%</p> <p>Y4- 70%</p> <p>Y5-77%</p> <p>Y6- 84%</p> <p>End of KS2 outcomes in Reading</p> <p>EXP- 84%</p> <p>GD- 32%</p>																														
	<p>To further develop the implementation of Bug Club to improve reading outcomes in Reception, Year 1 & Year 2</p> <p>To implement and use Phonics Tracker in EYFS & KS1</p>	<p>-Children had weekly text set on Bug Club to match their phonic ability</p> <p>-Teachers used Bug Club to model decoding strategies through a shared read approach to teaching reading</p> <p>-Children had access to a wider range of texts which are matched to their reading ability</p> <p>-Children completed assessments at the end of each phonics phase</p> <p>-Teachers carried out half termly phonics screening checks</p> <p>-Outcomes provide gap identification</p> <p>-Gap identification informed daily phonic teaching</p> <p>-Children requiring additional support received appropriate home learning and additional learning support through a trained practitioner</p> <p>Year 1 PSC</p> <p>75%</p> <p>Year 2 PSC retakes</p> <p>63%</p>																														
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions	<p>To provide support in preparation for end of KS2 SATs</p>	<p>-T and TAs delivered planned booster support and a 3 day Easter school for Y6 children focusing on</p> <ul style="list-style-type: none">• Maths Fluency• Reading Comprehension• Grammar Skills <p>-CGP revision purchased for Y6 children – subsidised by school</p> <p>End of KS2 outcomes</p> <table><tr><th>KS2</th><th>EXS</th><th>GD</th><th>National</th><th>Scaled Scores</th></tr><tr><td>READING</td><td>84%</td><td>32%</td><td>74%</td><td>108</td></tr><tr><td>WRITING</td><td>78%</td><td>0</td><td>72%</td><td></td></tr><tr><td>MATHS</td><td>81%</td><td>24%</td><td>73%</td><td>106</td></tr><tr><td>RWM Combined</td><td>73%</td><td>0</td><td>61%</td><td></td></tr><tr><td>ESPaG</td><td>84%</td><td>41%</td><td>72%</td><td>108</td></tr></table>	KS2	EXS	GD	National	Scaled Scores	READING	84%	32%	74%	108	WRITING	78%	0	72%		MATHS	81%	24%	73%	106	RWM Combined	73%	0	61%		ESPaG	84%	41%	72%	108
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Wider strategies (for example, related to attendance, behaviour, well being)	To facilitate the ‘Play, Learn, Grow’ programme in school for parents	<p>FSW & Reception teacher highlighted 5 families for 8 weeks to improve supporting their speech and language development, motor skills development and learning through play. The sessions are run by our FSW and two Home Start Leaders. The breakdown of sessions are as follows:</p> <ol style="list-style-type: none"> 1- Play, Daily Routine & Assessments 2- Listening & Understanding 3- Talk & Communication 4- Cooking Week using cooking packs 5- Gross Motor 6- Fine Motor 7- Literacy 8- Numeracy 9- Final Assessment and Reflection <p>All parents/ carers engaged positively with the programme and attendance was extremely good. Parents said that the course has helped them to:</p> <ul style="list-style-type: none"> • Plan and think about activities they can do with their children at home • Include their children in daily chores and routines such as shopping as they can see how these activities can benefit their children • Be more confident in supporting their child with any learning they do at home • Talk to the class teacher about their child's learning • Understand how important play and talk is to child, their learning and development
	To deliver WELLCOMM in the EYFS classroom to support identified children with language and communication needs	<p>Nursery teacher/ SENDCo- Louise Killingbeck carried out all assessments for Nursery and Reception children- identified those children who required additional support and trained EYFS staff to implement WELLCOMM intervention to identified children. WELLCOMM was used in Continuous Provision and for SEND interventions.</p> <p>Nursery Outcomes 33%- 7/21 children were ‘Keeping Up’ in Communication and Language 59%- 13/21 children progressed on WELLCOMM framework</p> <p>Reception Outcomes 53%- 10/19 children met ELG in Communication & Language 9 children did not meet ELG:</p> <ul style="list-style-type: none"> • 3x EHCP • 1x attendance/pastoral • 2 x SEND register • 3x INA
	To develop Curriculum enrichment opportunities	<p>-The Curriculum included a range of experiences and curriculum enrichment opportunities</p> <p>-These were mapped across the LTP for each year group, with links made to National initiatives e.g. World Book Day, Black History Month, Anti- bullying Week, Interfaith Week and World Children's Day.</p> <p>-Additional Curriculum Weeks enhanced learning further, such as making links to The Harmony Pledge.</p> <p>-Each year group had a minimum of 1x trip and/or 1x visitor per year- a trips and visitors overview links trips to Geog/Hist, Science, RE and The Arts.</p> <p>-Significant events/ performances included Y6 residential (subsidised by school), Y5 Shakespeare Festival with North West Drama, Young Voices concert at the Middleton Arena</p>
	To support the development of Personal Development for all children	<p>All children from N- Y6 received a mental health and wellbeing workshop from ‘Rock Kidz’ which encouraged positive mental health through singing, dancing, key messages and fun challenges.</p> <p>All of the content linked into the PSHE curriculum, supported music enrichment and launched the initiative of Zones of Regulation (see above)</p>

<p>To maintain and ensure academy attendance is in line with or above national average.</p>	<p>Dedicated Attendance Officer works 3 days a week. All absences are followed up with a first day phone call if no message has been received from parents/ carers, and if no contact can be made, a home visit is made.</p> <p>After 3 days absence, FSW & Attendance Officer make home visits to ensure the child is well and there are no further concerns have come to light.</p> <p>Attendance Officer continues to have regular contact with parents/ carers until the child returns to school.</p> <p>Permission must be sought for all extended absence requests, either in writing or verbally, with the completion of paperwork by the Attendance Officer and parent/ carer.</p> <p>No holidays in term time are permitted unless a serious extenuating circumstance.</p> <p>Attendance Officer meets with the LA EWO half termly, and all children identified as PA have an attendance improvement plan in place which is reviewed regularly by the EWO & Attendance Officer.</p> <p>Attendance Officer has good relationships with the local community, and OFSTED Inspector was impressed with her rigorous approach to keeping attendance high on the school agenda. Attendance is EVERYONE'S business at Greenfield Academy.</p> <p>2023/24 Annual attendance- 95%; PA- 12%</p>
<p>Implementation of Lego Therapy to support children identified on SEND Register for SEMHS support</p>	<p>Identified children from CSC involvement or SEMHS received support from Trust Safeguarding Lead on a weekly basis to support their mental health and well-being through emotional support.</p> <p>This gave vulnerable children dedicated time to develop their social communication skills in order for them to be able to share and understand their thoughts, emotions and feelings (making sense of their world)</p> <p>Trust Safeguarding Lead trained TAs in Lego Therapy</p> <p>Lego Therapy sessions did not continue for the full year due to redeployment of Trust Safeguarding Lead.</p>
<p>Healthy Hyde Hub to support identified children with SEMH needs</p>	<p>Healthy Hyde were unable to continue with their support to school due to staffing issues.</p>
<p>To deliver Cook for Life in partnership with the Children's Nutrition Team and Active Tameside</p>	<p>5 families participated in the course which consisted of a weekly cooking session for three weeks. Families were provided with a set of ingredients for each family and were delivered to the school on the day of the course for the children to take home along with a recipe card and some nutritional information around a different subject each week. There was also a step by step guide on how to follow the recipe sent to each family.</p> <p>All families completed the course and it will continue in 24/25.</p>
<p>Implementation of Breakfast Club in partnership with DfE National Breakfast Programme</p>	<p>-Breakfast Club launched in Aut 2 2024, run by SLT and parent volunteers. It is free to all children from 8.30am- 8.45am daily</p> <p>It supported improvement in</p> <ul style="list-style-type: none"> -Readiness to start the school day -Pupils wellbeing -Social Skills -Concentration -Behaviour -Punctuality -Parental Engagement- volunteers <p>Overall pupil attendance</p> <p>Aut 2 2023- 68 children (36%)- 21% SEND; 50% PP</p> <p>Spring 1 2024- 41 children (21%)- 12% SEND; 39% PP</p> <p>Spring 2 2024- 44 children (23%)- 14% SEND; 43% PP</p> <p>Summer 1 2024- 44 children (23%)- 11% SEND; 50% PP</p> <p>Summer 2 2024- 53 children (27%)- 21% SEND; 42% PP</p>