

Westwood 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> Engagement with and impact of Trust wide Westwood Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	In Y1, academy leaders were supported through training sessions and 1:1 support from trust leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (<i>Y2 of the strategy</i>)		
		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.		
		Review of the 'Excellence for All' self-assessment audit enabled leaders to reflect and plan for continuous improvement within the ADP.		
	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 (<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.		
	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			

		<p>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>Staff at Westwood Academy have utilised the CPD offer to develop their teaching practices, impacting on improved outcomes for pupils.</p> <p>The EYFS and Y1 teacher engaged with the REDI programmes (REDI EYFS Leadership, REDI for outdoors and REDI for Year 1) to support in the development of continuous provision. With a focus on the development of writing skills through each area of learning.</p> <p>One member of staff has received a specifically tailored approach to CPD, including the SENDCo gaining the NASSENCO award.</p>
<p>Increase workforce capacity to support improvement</p>		<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful PP strategies.</p> <p>Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities.</p> <p>This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <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>At Westwood Academy the Y6 teacher was successful in becoming a Harmony Implementor for KS2 Writing, to support in raising standards across the Trust.</p> <p>Implementor drop ins have supported subject leaders to have a greater understanding of the HMC. As well as the development of the URL to provide high quality planning and resources to teachers.</p> <p>A revised model of the unlocking potential programme has supported workload and developed staff expertise.</p>
<p>Provide intervention at its earliest point through high quality Early Years Education</p>		<p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful PP strategies that the Marc Rowland report identified.</p> <p>In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to all 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</p>

		<p>working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development). The deployment of TL for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony 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 EYFS Team participated in the REDI programme, which resulted in an audit and remodel of the indoor provision to reflect the needs of the children and the curriculum.</p> <p>The implementation of the PITA assessment and learning conversations about children has allowed for the provision and practice on the ground to be adapted to meet the needs of the children at that point in time. March 2023 OFSTED graded EYFS as GOOD.</p> <p>Further work on the EYFS outdoor provision will continue to be a priority on the ADP for 2023/24.</p>
	<p>Provide a strong framework for Character Education through 'The Harmony Pledge'</p>	<p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations. Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Some Academies had a further re-launch of the Pledge to begin the 2023-24 Academic year. Through the Subject Leader Development Programme, subject leaders are provided with a mapping document which identifies where all Pledge points are met within each subject and each year group within the HMC. 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>The Harmony Pledge has been relaunched through weekly assemblies.</p> <p>At Westwood Academy, the children experienced a wide range of first-hand experiences through their broad and balance curriculum, preparing them for the next stage of their education and providing them with cultural capital. In 2023/24, Westwood aims to embed the pledge into the curriculum and wider opportunities as well as launching the online Pledge booklets.</p>
<p>Read, Achieve, Succeeded</p>	<p>Improve literacy and oracy levels through</p>	<p>"There is a relentless focus on literacy and language", in academies where disadvantaged pupils are performing well.</p>

	<p>the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>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.</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. 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>The Harmony Phonics Framework is now embedded across the academy and staff are well trained to deliver this successfully. Phonics is improving but continues to be an area of development for the academy.</p> <p>Timetables have been developed to maximise staff expertise and carefully target identified children so that good progress can be made.</p> <p>Westwood Academy have taken part in a range of RAS events including, meet the author, World Book Day, CEO book club, Harmony Book Shelf - from the Harmony Book Shop and Christmas Gift Book. Academy specific approaches include the Super Reading Worm, Reading Blog, and Wish for a Book.</p> <p>Accelerated Reader was introduced to Y2 to support individual reading and identify target children. This was a huge success, by developing independent readers and a deeper love of reading.</p> <p>Each year, Westwood Academy continues to raise the profile of reading in every classroom and develop ‘a love of reading’ for all.</p>
<p>Multi-Disciplinary Teams</p>	<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>The attendance lead, family support team, EWO and SLT are working with a joined-up approach to target families with poor attendance.</p> <p>Persistent absence (PA) is due to parents taking children abroad for extended leave, during term time, to visit relatives. All absence is followed up rigorously using the Harmony Attendance Policy and families identified as PA have an attendance improvement plan developed with the parents, EWO and attendance lead.</p> <p>The attendance officer has implemented the actions from the attendance leads network meetings and this has impacted positively on attendance.</p>
HTML Strategy	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p><i>Through our HTML Strategy (Harnessing Technology, Maximising Learning), 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.</i></p> <p><i>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.</i></p> <p><i>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils.</i></p> <p><i>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.</i></p> <p><i>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</i></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.</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>Westwood staff are more confident in the use of their iPads and have increased opportunities for children to use their iPads both in class and at home. Learning apps are widely used to support children’s day to day learning, such as myOn, TTRS, Sum Dog and Purple Mash.</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.</p> <p>This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p>
		<p>All Academies took part in the Shakespeare festival in the Northwest and Derby hubs performing Twelfth Night. In Year 3, all Academies will be performing improvisations from King Lear: "T'will be a Storm!"</p> <p>As well as this, Academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.</p> <p>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the HMC and enhance learning.</p> <p>This will be rolled out into all Academies in Y3.</p> <p>There are intra-school sporting events taking place across both Hubs, meaning children are able to compete and apply their skill and game development across a range of sports and age ranges.</p>
		<p>Westwood Academy provides a range of enrichment opportunities, whereby individual children/families were targeted to attend.</p> <p>All trips/events/visits are planned strategically with clear cross curricular links that align with the Harmony Model Curriculum. Y5 class took part in the Harmony Shakespeare festival of the Twelfth Night.</p> <p>All children had access to specialist providers for music and PE.</p> <p>Children have benefitted from the joint NW SEND Roadshows in 2022/23, where specific children were able to participate in a range of adapted sporting events per term.</p>

2. Academy Specific Priorities		Year 2 (of 3) review (22/23)
Teaching (for example, CPD, recruitment and retention)	To develop early reading skills of all our Early Years children	A reading focus has supported children to develop early reading skills across the academy through stories, songs, and rhymes. Big Cat phonic reading books have provided children with opportunities to read phonics-based books matched to their phonics ability level. This has supported early readers to develop their reading fluency through accessible and engaging books. The high-quality provision provides a language rich environment. REAL events continue to provide support to parents to develop early reading skills with their children.
	To support and accelerate children's progress and attainment in fluency and understanding for children who have SLCN SEND/English as an additional language	The SENDCo and leaders have prioritised the introduction of high-quality provision within classrooms and shared areas to promote language development. These include communication in print, speak wells and language rich environments. The SENDCo has provided support to teachers and support staff to ensure IEP's are effective in supporting SLCN development.
Targeted Academic Support (for example, tutoring, one-to-one)	Targeted support for underachieving children to close identified attainment gap (including: target 1:1 readers, phonics interventions, targeted group work in class for English/Maths, BLAST/ TALK BOOST/WELCOMM/ELKLAN, booster sessions	<p>Targeted children have received a wide range of strategies to support progress and attainment.</p> <p>Raising attainment plans were in place to identify all under achieving children and also included the targeted bottom 20%. Additional support included resource adaptation, scaffolds, learning aids, interventions, and the effective deployment of teaching assistants.</p>

	<p>This includes engagement with the NTP</p>	<p>WELCOMM was delivered to EYFS children, and a significant number of children were identified to receive targeted reading support.</p> <p>Year 1 and 2 children worked in streamed for phonics and additional support was provided as required.</p> <p>Year 4 children received additional times tables teaching.</p> <p>School Led Tutors were in place to provide additional 1:1 reading and writing interventions across KS1 and KS2 to ensure children caught up quickly and were working towards the age-appropriate standard.</p> <p>The Unlocking Potential in Upper Key Stage 2 programme looked at identifying gaps through QLA and writing moderation sessions. Y6 children attended a booster programme during the Spring and Summer Term focussing on arithmetic and reading skills.</p>
<p>Wider strategies (for example, related to attendance, behaviour, well being)</p>	<p>Develop a 'readiness for learning'</p>	<p>The Breakfast club team have worked hard to provide children with a nutritious and healthy breakfast. There has been an improvement in punctuality and attendance for targeted children. As well as an improvement in attention and engagement within lessons.</p>
	<p>To maintain and ensure academy attendance is in line with or above national average.</p>	<p>The attendance lead, family support team and academy leaders have worked strategically to refine the approach to attendance and punctuality monitoring.</p> <p>The attendance policy has been reviewed and provided to all families. The policy is rigorously implemented, and leaders work relentlessly to ensure that children attend school on time, every day. All children are invited into school at 08:30 to access a free breakfast to improve attendance and improve punctuality.</p>
	<p>Provide cultural capital enrichment opportunities.</p>	<p>All children have had access to a wide range of opportunities to develop their cultural capital, through well planned trips, visits and experiences that align with the Harmony Model Curriculum.</p> <p>Y5 children received specific music tuition provided by a specialist teacher, with brass instruments. Children from nursery to Y6 have received specialist music tuition from Oldham Music Services.</p>