

Cavendish Close Junior Academy
The Harmony Trust
Pupil Premium Strategy Statement 2022-25

Review of Year 1 of the 3-year Pupil Premium Strategy

The Pupil Premium Strategy Statement for the Harmony Trust and that of 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 Year 1 of the 3-Year Strategy

1. Trust wide strategic actions		Summary review of the trust-wide actions for Y1 and planned next steps	Engagement with and initial impact of Trust wide strategic actions on Cavendish Close Junior Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	In Y1, academy leaders were supported through training sessions and 1:1 support from trust leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (Y2 of the strategy)	Completion of 'Excellence for All' Self assessment audit supported and enabled Leaders to evaluate current provision and plan effective next steps.
	Provide a high quality CPD offer to all staff designed led by experienced practitioners	The Development Team aligned their CPD offer to the Great Place 2 Learn Strategy which outlines our belief that school should be a place where EVERY child achieves and makes progress over time. It also closely supports the implementation of the Excellence for All framework's guiding principles. Some key features – specific to ExForAll - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (a similar KS1 programme will launch in Y2 of the strategy), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom.	Leaders at Cavendish Close Junior Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Cavendish Close Junior Academy accessed training linked to academy priorities and aligned to the GP2L strategy including but not limited to:
			<ul style="list-style-type: none"> • Curriculum and Subject Leader development, • SEND, • Talk, • Reading, • HTML Strategy • Support for ECTs

	<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. This will continue to be a key strategic action for Yrs2 and 3 of the strategy</p> <p>There are Peripatetic SEND TA’s employed</p> <p>There are IMPLEMENTORS employed for DT, Writing and Computing</p>
	<p>Provide a strong framework for Character Education through ‘The Harmony Pledge’</p>	<p>The Harmony Pledge is our commitment to giving the best education to children, that involves many different opportunities to develop their skills and learning and raising aspirations.</p> <p>Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Running parallel to the ACE Curriculum Cavendish Close Junior Academy delivers, the Harmony Pledge which develops character competencies and raises aspirations.</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>A key action taken during the academic year 20/21 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Cavendish Close Junior Academy from January 2022. <i>The number of pupils not passing the phonics screening check decreased to 3% (this was previously 10%).</i></p> <p>Through the HTML Strategy, pupils can log on to MYon and Accelerated Reader, increasing their access to quality texts.</p> <p>Reading at Cavendish Close Junior Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy.</p> <p>Reading: Progress of disadvantaged pupils is better than their non-disadvantaged peers which reverses the trend for the academy. There is still an attainment gap but this is beginning to narrow due to the accelerated progress of disadvantaged pupils.</p>

Multi-Disciplinary Teams	Improve attendance through rapid and effective support and intervention	<p>In response to barriers and needs, the safeguarding team, including a Child and Family liaison worker, act as a 'first point of contact' to support the families and pupils in our communities. There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies.</p> <p>We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p>
		<p>Leaders have access to Multi Disciplinary Teams which operates cross-trust. Teams work together to target the most vulnerable families and those at risk of missing significant proportions of their education.</p>
HTML Strategy	Increase the technology available to pupils to support their learning and accelerate progress.	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and in particular for those at risk; to ensure that learning opportunities for all children are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantage pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices.</p> <p>Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>
		<p>All Key Stage 2 pupils now have an iPad which they use to support their class work and extend their learning beyond the school day.</p>
		<p>Teachers have a state-of-the-art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom.</p> <p>In a recent trust wide staff survey, staff were very positive in their responses to questions relating to using technology to maximise teaching and learning opportunities</p>
Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and 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>The Curriculum provides a wealth of opportunity for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them.</p>

2. Academy Specific Priorities		1 year review
Teaching (for example)	Provide regular, high quality CPD to address the needs of	Whole staff ASD training Upcoming Emotion Coaching for all CPD offer from trust

, CPD, recruitment and retention)	disadvantaged pupils in our academy	A new SENDCO has been appointed with the role being re-established ECT support for 4 members of staff
	All pupils are clearly assessed and monitored.	All staff are trained to use SONAR and point in time assessments Assessment cycle in place Earlier transition and information sharing from infant school Close and careful monitoring of SEND and disadvantaged pupils
	Further develop leadership at all levels to enhance the strategic development of the academy	There are staff who have started NPQ courses including NPQLT, NPQSL, NPQLTD and NPQLBC A new SENDCO has been appointed Staff are using sessions from Trust ImpleMENTORS to develop subject leadership Opportunities for support staff to become HLTA Mentor training for supporting student teachers
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Use disadvantaged calculator to plan support across the academy	There is a clear positive impact of the disadvantaged calculator from 21-22 Support staff clearly monitored intervention sessions Data shows accelerated progress, particularly in reading, for disadvantaged pupils.
	Effective deployment of teaching staff	Staff are deployed effectively to deliver bespoke learning experiences. E.g. SEND provision and phonics teaching. The most skilled staff are deployed effectively to ensure maximum impact for those who are at risk of underachievement or limited progress.
	Provide targeted same day interventions to support closing the attainment gap	Lower than anticipated levels of staffing has resulted in this happening less across the academy although this is part of the QFT that staff offer.
	Employ an academic mentor to support disadvantaged pupils	School led tutoring funding to employ a tutor for Yr 5 during the summer term to close the gap.
	The use of apps support planning, teaching and assessment	Staff have access to Twinkl to support with displays and resources Sumdog and White Rose to enhance maths teaching Grammarsaurus to compliment QFT across all year groups DigiMaps to enhance geography skills development MyOn and AR to monitor reading progress
Wider strategies (for example, related to attendance, behaviour, well	Monitoring of all pupils' attendance	Attendance figures have risen rapidly. In the first half of the autumn term, attendance was 96.33% (this is a 2.6% improvement from the same term last year). For the autumn term, attendance has improved by 1.73% overall compared to the same period last year. Persistent absence has halved when compared to the same period last year.
	Learning Mentor to support disadvantaged pupils	ACE pathways are taking place This is monitored and regularly fed back to teachers and parents

being)	Provide a subsidised breakfast club for disadvantaged pupils	Breakfast club runs every morning and is well attended.
	Use the Fayreshare scheme and Hygiene Bank to support families	This supported 8 families in the academy.
	Implement a tuck-shop	Some COVID regulations prevented this from happening. There is plans for this to be up and running in the future.
	Academic experiences are subsidised	All trips and academic experiences across the academy have been costed for the academic year and families are being given two full terms to pay for trips in full or in instalments. There is a 10% reduction in voluntary contributions for pupils eligible for FSM.
	There are high expectations of behaviour at all times	Low level disruption is addressed Behaviour is monitored and recorded – seclusions are accounted for Parental contact, through Dojo, in person and phone is given high priority to support behaviour
	Employ an additional mid-day supervisor	Additional mid-day supervisor to support pupils across the lunch time.
	Ensure all parents that are eligible for FSM are identified	Using the DCC FSM checker, all families eligible for FSM are notified. The current percentage of pupils eligible for FSM is 38.4%