

Cavendish Close 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 Cavendish Close Junior Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is aligned *with The Harmony Trust 'Excellence for All' Framework*; an evidence-based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would contribute to trust-wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

A summary of the actions taken and impact from 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>Cavendish Close Junior Academy review</u> Engagement with and 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)	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.	
	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 Excellence For All - 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 Assistant Director of Education, Trust Senior Leaders and Trust Leaders. The Excellence for All CPD package for all staff who are new to Harmony,	

		<p>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>
	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. This will continue to be a key strategic action for Years 2 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>
	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 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 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>
	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 competencies 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</p>

		<p>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>
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. The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy. During Y1 of the strategy, the frameworks were shared with academy leaders and training provided for all relevant staff – led by expert practitioners from across Harmony. Phonics resources were provided so that there would be a consistent approach to high quality, inclusive teaching and learning in each academy. Support for assessment was also available and phonics leads met regularly. Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23. The Development Team recruited a team of expert practitioners to support the implementation and monitoring of these strategies, and this will be a key focus for Years 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. 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>
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. 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’. 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 Lead network meetings to share best practice and share key messages to uphold consistency in approach.</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 disadvantaged 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. 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.</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>
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: <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.</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>

2. Academy Specific Priorities		Year 2 (of 3) review (22/23)
Teaching (for example, CPD, recruitment and	Provide regular, high quality CPD to address the needs of disadvantaged pupils in our academy	CPD needs in our academy were identified and CPD opportunities taken (e.g. Subject leadership, Emotion coaching, ASD awareness training, TA CPD programme). Appropriate cover was provided to ensure staff had access to the CPD they needed to support disadvantaged pupils. CPD uptake amongst Cavendish Close staff was high and purposefully planned in line with the Academy Development Plan. This CPD helped to ensure that all pupils had consistent access to quality first teaching in whole class and intervention sessions.

	All pupils are clearly assessed and monitored.	Staff have used SONAR to track pupil attainment termly. This information was used for monitoring and target setting in pupil progress meetings. SONAR data has been used to inform Raising Attainment Plans for the whole academy and each individual year group. All pupils' learning journeys were assessed at three points throughout the year.
	Further develop leadership at all levels to enhance the strategic development of the academy	<p>There was uptake from staff to complete the NPQLT, NPQSL, NPQLTD and NPQLBC courses.</p> <p>There is strong leadership at all levels within the academy, with new subject leaders being supported through the trust Subject Leader CPD offer. Middle leaders were well equipped to become senior leaders of the future and two are now in post as Assistant Principals.</p> <p>Careful succession planning, has resulted in promotion of leaders from Cavendish Close into other trust leadership roles at various academies.</p>
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Use disadvantaged calculator to plan support across the academy	<p>Support staff were deployed effectively to deliver appropriate interventions which were identified termly by staff using our disadvantaged calculator. The impact of interventions was monitored by staff that delivered them and next steps were carefully planned in response to this. Support included: daily phonics sessions, same day maths interventions, support with fine and gross motor skills, 1:1 reading with pupils and learning mentor support.</p> <p>Disadvantaged pupils were well identified by all, alongside the strategies used to support them at their own level. All pupils, regardless of their starting points, were able to access our broad and balanced ACE curriculum.</p> <p>The disadvantaged gap at KS2 was lower than national at 5% EXS+ in Reading, 4% EXS+ in Writing and 11% EXS+ in Maths. The disadvantaged combined attainment gap was 5% at Cavendish Close compared to the national difference of 22% (NB. Although non-disadvantaged pupils' combined attainment was below national averages, disadvantaged attainment was 1% above national at 45%).</p>
	Effective deployment of teaching staff	Staff were deployed effectively to deliver bespoke learning experiences to those disadvantaged pupils with the highest levels of need. E.g. Specialist Kipling class provision and phonics teaching. The most skilled staff were deployed effectively to ensure maximum impact for those who are at risk of underachievement or limited progress (e.g. experienced phonics lead delivering phonics catch up to Years 3 and 4). Pupils made accelerated progress due to the support received. One example of this being effective is the fact that the percentage of children that had not passed their phonics screening check reduced from 10% to 3% in one year.
	Provide targeted same day interventions to support closing the attainment gap	Teachers continued to assess the progress pupils made in every lesson and used this to inform the provision of same day, targeted interventions (e.g. same day maths). Intervention groupings were fluid and supported all children at the time of need.
	Employ an academic mentor to support disadvantaged pupils	<p>There was additional capacity from an academic mentor to support disadvantaged pupils in both learning and social skills in Year 5.</p> <p>The Academic mentor was able to monitor and measure the progress and impact on disadvantaged pupils in relation to their identified needs. An increased number of disadvantaged pupils made accelerated progress and were prepared for the start of Year 6.</p>
	The use of apps support planning, teaching and assessment	<p>Staff utilised access to a range of online resources in order to support with planning and workload.</p> <p>A new scheme for French was purchased to provide high quality video examples of vocabulary and pronunciation to support staff confidence, workload and quality first teaching in this area.</p> <p>Pupils had access to Sumdog to support mathematical fluency. Staff used Sumdog to assess prior knowledge and complete end of unit assessments.</p> <ul style="list-style-type: none"> -Staff and pupils followed the Spelling Shed scheme. -Identified pupils had access to NESSY to support with phonological awareness, which ensured independent daily practise.

Wider strategies (for example, related to attendance, behaviour, well being)	Monitoring of all pupils' attendance	<p>Staff carefully monitored attendance at class, year group and whole school level. First day phone calls were made and followed up where appropriate. Where attendance was low, there was challenge and support provided including letters, home visits, follow up phone calls and messages of support from teachers. Rewards were used effectively to raise the profile of good attendance expectations.</p> <p>There has been a significant decrease in the persistent absence rate from 22% (2021-2022) to 8.64% (2022-23). This is compared to national average of (16%).</p> <p>Overall attendance compared to national average (94%) was 95.5%</p> <p>There was a 4% gap between disadvantaged and non-disadvantaged academy attendance in 2021/22. In 2022/23, the gap closed to 3.58% (Non disadvantaged: 96.88% vs Disadvantaged: 93.3%).</p>
	Learning Mentor to support disadvantaged pupils	<p>Many children accessed successful learning mentor program support sessions. These sessions impacted positively on pupil's behaviour, self-esteem, effective relationships, personal health, attendance and children's roles within society. The impact of each block of sessions was shared with parents and other relevant services and recorded centrally. Next steps were identified following each block according to progress made (e.g. referral to EHA, further support programme, regular check-ins).</p>
	Provide a subsidised breakfast club for disadvantaged pupils	<p>There was a successful and engaging breakfast club which ran daily. Children who were identified as vulnerable or have a challenging start to the day were invited to join. Activities were carefully planned to ensure a successful start to each day.</p> <p>There has been an increased uptake from disadvantaged pupils and numbers at breakfast club have doubled in 2022/23.</p> <p>Many disadvantaged children were supported with a healthy breakfast and transition into school.</p>
	Use the Fayreshare scheme and Hygiene Bank to support families	<p>From February 2023, the academy chose not to engage further with the Fayreshare scheme, due to a decline in food provided. Instead, individual families were provided with food parcels where the need was identified throughout the year.</p>
	Implement a tuck-shop	<p>This was not implemented in 2022/23, but will remain on the plan for 2023/24.</p>
	Academic experiences are subsidised	<p>We subsidised expenses for experiences by at least 10% for disadvantaged pupils. There were also options for a longer period of payment. All children had the opportunity to take part in all academic experiences and no child missed out due to costs.</p>
	There are high expectations of behaviour at all times	<p>Standards of behaviour both in social time and learning time are exemplary across the academy. Children were rewarded for good behaviour every day, in a weekly merit assembly and in additional reward sessions as individuals and classes. The school rules were revisited and revised and new rewards were established.</p>
	Employ an additional mid-day supervisor	<p>There was increased capacity of support at lunch times to impact behaviour and wellbeing. This meant that, at lunch times, pupils were well supported. Transitions from lunchtimes into class were much improved across the academy.</p>
	Ensure all parents that are eligible for FSM are identified	<p>Using the DCC FSM checker, all families eligible for FSM were identified and notified. The percentage of pupils in receipt of FSM reflects the local area.</p>