

Ash Croft 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 Ash Croft 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 Strategy

1. Trust wide strategic actions		Engagement with and initial impact of Trust wide strategic actions on Ash Croft Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	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	Leaders at Ash Croft were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Ash Croft 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, • Early Years, • Talk, • Reading, • HTML Strategy
	Increase workforce capacity to support improvement	A Specialist EAL Practitioner was recruited mid-year and deployed into Ash Croft Academy to support leaders to address the needs rapidly changing demographic of new admissions. Support was provided for leaders, class teachers, teaching assistants and admin staff.
	Provide intervention at its earliest point through high quality Early Years Education	All EYFS practitioners at Ash Croft Academy engaged with the REDI programme – designed to support consistency of high-quality teaching and learning by: <ul style="list-style-type: none"> • Reviewing practice and provision • Explore areas of EYFS Curriculum • Develop action plans for improvement • Measure the Impact of actions taken
	Provide a strong framework for Character Education through 'The Harmony Pledge'	The Principal of Ash Croft Academy is one of the Trust wide strategic leads of The Harmony Pledge, leading the Derby hub in its implementation.

		Running parallel to the ACE Curriculum Ash Croft delivers, the Harmony Pledge develops character competencies and raises aspirations.
Read, Achieve, Succeed	Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework	<p>A key action taken during the academic year 21/21 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Ash Croft from January 2022. The number of pupils meeting the expected standard for the PSC was up 5 percentage points from pre-Covid levels.</p> <p>Through the HTML Strategy, pupils have can log on to MYon and Accelerated Reader, increasing their access to quality texts.</p> <p>Reading at Ash Croft is given high priority across the curriculum</p>
Multi Disciplinary Teams	Improve attendance through rapid and effective support and intervention	<p>Leaders have access to Multi Disciplinary Teams which operates cross-trust.</p> <p>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>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>Access to devices has also increased across KS1 and EYFS.</p> <p>Teachers have a state of the art iPad air to support their teaching with technology.</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>Ash Croft deliver the ACE Curriculum – E standing for Enrichment. This, alongside the implementation of The Harmony Pledge, aims to bring learning to life with hands on experiences.</p> <p>A – Aspiration (aligned to Excellence for All) – encourages pupils to aim high and staff are ambitious for their pupils.</p>

2. Academy Specific Priorities		1 year review
Teaching (for example, CPD, recruitment and retention)	Provide increased leadership across the academy	<p>Extra leadership capacity to support SEND and drive this priority forward.</p> <p>TLR for Key Stage lead</p> <p>Trust leader for EAL</p>
	To accelerate progress of children with additional needs including SEN, INA, EAL.	<p>New systems for target setting, monitoring and reviewing implemented.</p> <p>Parental involvement in IEPs</p> <p>New systems in place for EAL – admissions, classroom support, parental involvement</p> <p>Clear tracking and monitoring process.</p> <p>Systematic CPD for SEN delivered in Autumn term.</p>

	To develop engagement and metacognition strategies.	<p>CPD on metacognition and learn to learn. Strategies fed through other staff meetings.</p> <p>Strategies delivered through other CPD to embed understanding.</p> <p>Whole school expectations to support remembering more – quadrants, quizzes.</p>
	Increase expectations in handwriting and presentation	<p>Handwriting CPD</p> <p>New handwriting system and expectations.</p> <p>Consistent across the academy.</p>
	Develop early reading skills of children not making expected progress	<p>Reorganised books to ensure system is easier to match to phonic stage.</p> <p>System implemented for common exception words.</p> <p>Parent meetings held and videos produced to support home learning.</p>
	To develop the ACE curriculum to meet the needs and context of the academy	<p>The ACE curriculum is carefully mapped out and sequenced with clear progression.</p> <p>Introduction of language structures to support all learners in particularly SEN and EAL.</p>
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	Targeted support in Year 5 and 6 to close the gaps due to covid through deployment of an academic mentor.	Academic mentor in place for a term.
	Targeted tuition across KS2	Tuition was in place for KS1 and KS2 to close the gaps due to Covid.
	Interventions for INA and EAL pupils	<p>Trust EAL lead in place supporting the development of systems and practices across the academy.</p> <p>An audit and review and action plan was carried out, identifying needs.</p>
Wider strategies (for example, related to attendance, behaviour, well being)	Attendance	Attendance stayed a high priority for the academy and was above National throughout the period of covid.
	To provide effective wellbeing support for pupils across the academy	<p>Talk time</p> <p>Bereavement support</p> <p>Find the Glow</p> <p>Ready for School programme</p> <p>New PSHE scheme introduced</p>
	High expectations of behaviour across the academy	Targeted support for individual children to enable improved levels of behaviour and attitude.
	Subsidise experiences linked to the ACE curriculum	Trips and visits re introduced and subsidised for families.