

Cottons Farm Primary 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 Cottons Farm Primary 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)	Leaders have started to use the 'Excellence for All' Self assessment audit. Information taken from this audit tool, and the Trust commissioned 'Improving Outcomes for disadvantaged learners in opportunity area' (April 2019) has enabled leaders to plan effective next steps. This has in turn supported priorities in the Academy Improvement Plan and associated CPD.
	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 Cottons Farm Primary Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Cottons Farm Primary 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, • Early Years, • Talk, • Reading, HTML Strategy

		<p>Impact: As a result, CPD has been researched based and well-informed, staff have given positive feedback around content and marked improvement in confidence. The impact of such CPD can be seen in teaching and learning, for example: the REDI programme in EYFS and YR1 provision.</p> <p>Unlocking potential for upper KS2 has enabled moderation across academies and further strengthened writing judgements. Tracking documents have supported the teacher in addressing next steps and gaps in learning.</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>The Assistant Director for Education has supported the Principal in the implementation of the Cottons Farm INSPIRE curriculum. This has provided an extra layer of monitoring and evaluation and specialist CPD support.</p> <p>Impact: As a result, expert guidance was given supporting the vision and staged implementation, this was therefore timely.</p> <p>Early Years specialists have worked with the EYFS lead and team to further develop progress around continuous provision aligned to the REDI Programme; specialists have supported the audit process and are a valuable layer of evaluation.</p> <p>Impact: As a result, improvements are notable in continuous provision, for example: an increase +2 for space and furnishings on the ECERS scale.</p> <p>The Trust SEND Inclusion practitioner was partly deployed to Cottons Farm. Support was given around SEND processes (ie: EHCP applications) and CPD for staff.</p> <p>Impact: As a result, the SENDco (new to role) was supported in EHCP applications, increasing her knowledge and confidence.</p> <p>A Specialist EAL Practitioner has been seconded at the start of the academic year (2022) and deployed into Cottons Farm Primary Academy to support leaders to address the needs rapidly changing demographic of new admissions.</p> <p>Support is being provided for leaders, class teachers, teaching assistants and admin staff.</p> <p>Impact: As a result, an action plan is now in place; parental communication has improved; language club is implemented and children demonstrate improved association to different cultures eg: saying please and thank you at lunchtime in Kurdish.</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. 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>All EYFS practitioners at Cottons Farm Primary Academy engaged with the REDI programme – designed to support consistency of high-quality teaching and learning by:</p> <ul style="list-style-type: none"> • Reviewing practice and provision • Explore areas of EYFS Curriculum

		<ul style="list-style-type: none"> • Develop action plans for improvement • Measure the Impact of actions taken <p>Impact: As a result, the ECERs audit has supported practitioners to build understanding and enhance skills across the team. A re-audit is planned for Spring 23 to measure the impact in this area. This will inform the next steps. The EYFS specialists have worked closely with the EYFS lead to coach on implementing the positive change.</p> <p>The associated furniture is due to arrive and be implemented in Spring 23.</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 the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Running parallel to the Harmony INSPIRE Curriculum, Cottons Farm Primary Academy delivers, the Harmony Pledge develops character competencies and raises aspirations.</p> <p>Impact: As a result, the Pledge is beginning to be seen in planning and in teaching and learning opportunities; children are beginning to talk about the Pledge points. There is a weekly character competency award in celebration assembly- therefore indicating that children are demonstrating the values.</p> <p>In Spring 23 each class will have a Pledge portfolio to record achievements of the Pledge throughout the academic year.</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 21/21 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Cottons Farm Primary Academy from January 2022.</p> <p>This has positively impacted the number of disadvantaged children achieving the Year 2 re-take for phonics (+5% compared to non-disadvantaged).</p> <p>Progression in phonics achievement will continue to remain a focus for 2022-23.</p> <p>This has impacted reading outcomes at KS1, disadvantaged children achieving +10% compared to non-disadvantaged.</p> <p>Pupil premium children in FS2 had been a priority group identified by leaders. Monitoring showed disadvantaged pupils' attitudes to reading and progress</p>

		<p>improved over 2021-22 year and this group were more prepared to access the Year 1 curriculum.</p> <p>Through the HTML Strategy, pupils have can log on to MYon and Accelerated Reader, increasing their access to quality texts. The subscription is funded through PP funding.</p> <p>Reading at Cottons Farm Primary Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy. Outcomes at KS2 have improved markedly since 2018, there has been a 17% increase in reading;</p> <p>Disadvantaged children have achieved great outcomes in maths KS2 (2022) compared to non- disadvantaged peers (+13%).</p> <p>All children were provided with a book of their choice at a pop-up book shop set up through The Harmony Trust’s collaboration with Madeleine Lindley to help foster a lifelong love of reading for all.</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>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> <p>Teams work together effectively to target the most vulnerable families and those at risk of missing significant proportions of their education. Cottons Farm Primary Academy’s designated Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils daily. Pupils who are persistently absent attend meetings with the Principal and attendance lead are referred to the EWO. She is supported by the Principal and the Trust Attendance Lead.</p> <p>Academy’s designated Attendance Lead and Principal meet weekly to analyse whole school attendance; key groups and actions.</p> <p>Impact: As a result, in 2021- 22 the disadvantaged/ non-disadvantaged attendance gap y1-6 decreased by to 3%. Nursery, R, Y1, & Y5 are above Derby & Trust attendance average. Yr1- 6 disadvantaged attendance has increased from 89% to 91.6% autumn to summer 22.</p> <p>There are also some green shoots so far this year with a 14% reduction in disadvantaged persistent absence, from 32.3% in 2021-22 to 18.3% 2022-23 to date (to 9.12.22). Disadvantaged attendance has also improved this year (91.6% in 2021-22 to 92.7% this year to date). This indicates that the systems and rigour established last year are starting to embed for sustainable improvements. Attendance for pupil premium pupils in 2022-23 will continue to be a priority.</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>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. 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> <p>Examples of such experiences at Cottons Farm Primary Academy this year have included:</p> <ul style="list-style-type: none"> • Theatre production of The Lion King • Subsidising school trips- The Sea life Centre and Twycross Zoo.

2. Academy Specific Priorities		1 year review
Teaching (for example, CPD, recruitment and retention)	Coaching and development; and team teaching by skilled senior leaders.	<p>Teachers in need of support to develop their teaching, either because they are new to the profession or require coaching and development have been provided with a high-quality coach.</p> <p>Senior leaders have identified teachers in need of support to develop their teaching; EYFS, KS1 and KS2 leads have coached these teachers – plans have been followed and targets reviewed.</p> <p>Teaching has improved throughout 2021-22 as seen in monitoring through book looks and pupil voice. We know that a key strategy to address disadvantage is through high quality, inclusive teaching and what is good teaching for disadvantaged pupils, is good teaching for all.</p>

		<p>One teacher (ECT) new to the profession, has been supported to develop her skills through modelling and coaching. Coaching and mentoring has included team teaching, this is leading to improved outcomes for children. Improved teaching can be measured through SLT monitoring and subject leader inquiries.</p>
	<p>Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of Target Tracker</p>	<p>Assessment data is accurate due to support from senior leaders- moderation takes place with senior leaders, Trust leaders and colleagues from other academies. Trust resources (URL) are utilised to support moderation processes. Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs Attainment and progress data is collected termly in order to ensure pupils are on track for meeting targets and to ensure suitable progress is being made. Termly pupil progress meetings with SLT and SENDco evidence that assessment information is being used to inform planning and adapt teaching.</p> <p>All children in Y3 to Y6 have own log in and access to MyOn, allowing access to online library of books at the child's reading ability. Accurate assessment of pupil reading age through termly STAR assessment which allow teachers to unlock texts matched to the pupil's reading ability.</p> <p><i>Next steps: migration to Sonar system- planned CPD for teachers.</i></p>
	<p>TA Deployment and TA CPD</p>	<p>TAs have accessed Trust and academy CPD in order to develop their skills, in particular with supporting children with SEND. This included MPTA (Maximising the Practice of Teaching Assistants) training for all TAs through a Trust-wide INSET. Through the application of the MPTA scaffolding framework, the aim is for pupils to become more independent and less reliant on a 'Velcro model' of TA support. Interactions between TAs and pupils can then shift from a focus of task completion and to learning focussed conversations. The impact of this training needs to be monitored and a refresher session booked.</p> <p>Additional CDP has included: Self-regulation, colourful semantics, phonics, precision teaching, early reading interventions, behaviour support strategies eg. lego therapy; and art therapy as supporting children with SEMH needs.</p> <p>TAs have become more skilled at supporting pupils with multiple barriers to learning, especially around SEMH needs.</p> <p>TAs are well deployed as seen in learning walks and the implementation of intervention timetables.</p> <p>TAs are directed to support pupils with multiple needs, including those who are disadvantaged and SEND. Pupils with complex needs often arrive in the academy mid-year and are part way through SEN processes. Additional support is required to ensure the child settles into school and their needs are met whilst SEND, SPOA and funding processes progress.</p>
<p>Targeted Academic Support (for example, tutoring, one-to-one support, structured</p>	<p>Co-ordination and delivery interventions</p>	<p>We know the link between deprivation and SLC needs and the importance of early intervention. The pandemic has also negatively impacted on SLC needs of all pupils especially those from disadvantaged backgrounds. Therefore, TAs are timetabled to deliver specific, targeted interventions and supported by SENDco.</p>

		<p>The deputy and SENDco carries out a weekly meeting with TAs to review intervention delivery.</p> <p>All interventions have a baseline assessment and end review; the deputy and SENDco monitor the outcome for impact and teachers plan next steps accordingly.</p>
	Year 6 booster interventions	<p>After school tuition took place during the spring term, a focused target on disadvantaged children.</p> <p>1 x reading with senior leader; 1 x maths arithmetic focus with senior leader; 1 x maths reasoning focus.</p> <p>Easter school was run by two teachers and senior leader, including year 5 and year 6 disadvantaged children.</p> <p>Pupil premium pupils were targeted for Year 5 and 6 interventions.</p> <p>KS2 outcomes- Pupil premium children outperformed their non-disadvantaged peers in reading +25%</p> <p>Year 6 disadvantaged children achieved an average of 6 steps progress in reading and writing.</p> <p>Disadvantaged children in Year 5 made more than expected progress in reading and maths (6.8 steps) 21/22.</p>
	Support for INA learners	<p>A new tool to support INA learners is being implemented (Learning Village)</p> <p>Parental involvement for those children with IPs has meant parents are increasingly able to help with learning at home.</p> <p>iPads are utilised in KS2 to enable EAL resources to support access to learning.</p> <p>New systems in place for EAL children – admissions, classroom support, parental involvement</p> <p>Clear tracking and monitoring process is being implemented.</p> <p><i>Next step: Trust EAL and INA Specialist to work with the academy 2022-23. This is a continued area for development within the academy for 2022/23 and 23/24 to develop a whole school approach to the Progression in Language Structures, Talking Partners and the Speak Well Wheel. With the use of Communication in Print programme to support teaching strategies.</i></p>
Wider strategies (for example, related to attendance, behaviour, well being)	Attendance Support through an attendance lead	<p>Attendance has been a key priority at Cottons Farm and has become a greater challenge during and since covid. Recent data shows some significant improvements with attendance.</p> <p>The attendance officer is effective in role and impacts on attendance by using the most effective strategies- this is evident in the positive increases in attendance (see attendance figures document); decrease in PA and for key groups.</p> <p>Weekly attendance meetings take place with Principal; key children are discussed and tracked.</p> <p>Trust policy and procedures are in place and having impact.</p> <p>Attendance lead continues to make-</p> <ul style="list-style-type: none"> -daily phone calls; % letters; liaison with EWO; attends parent meetings with Principal; targeting support where it is most impactful; challenge families on attendance (when appropriate)

	Pastoral support if effective through a safeguarding officer	The Safeguarding Officer supports the families most in needs through- family liaison; safeguarding support, including attending safeguarding meetings; liaising with the Trust Family Support team, worker attendance officer and other key professionals; providing one to one pupil support (talk time)
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