

**Cottons Farm Primary 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 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)		
		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.		
		Excellence for All academy audit was initially completed, which highlighted that the academy was 'starting out' on its excellence for all journey. Actions have been taken around the guiding principles of 'leadership and culture'. There is now a shared vision across the academy and a further developed academy ethos and vision is evident. The maths lead has worked with the ImpleMentOR to support the establishment of the Calculation Policy. The reading lead has engaged in raining and worked alongside the reading ImpleMentOR in devising the reading progression map. All subject leads have engaged with training and implementor drop-ins in order to support their leadership development.		
Development Team Priorities	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.		
		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		

		<p>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>The Trust CPD offer has been utilised in line with the academy development plan and post-Ofsted action plan. CPD has been strategically aligned to actions and outcomes. Staff new to year group/ key stage have benefitted from high quality CPD and support around end of key stage expectations. This has included support from the Unlocking Potential Team, who have provided strategic support for Yr6 teacher. The EYFS team has benefitted from expert practitioners supporting the development of the environment and carrying out audits. The EYFS team have utilised the REDI programme package, and this has resulted in improved teaching practises (seen in monitoring) and therefore improved outcomes for pupils. The Y1 teacher engaged in the Trust-wide Y1 REDI programme, focussing on developing Continuous Provision in Y1 classrooms. This has led to the Y1 teacher implementing engaging reading areas, investigation, maths and role play areas within her classroom and thinking about how she can support children with the development of their writing skills through setting independent tasks and adult-focussed learning tasks. The academy has been able to facilitate increased engagement in the CPD offer due to the adaptation of timetabling to after the school day.</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. 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 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>Cottons Farm has benefitted from the deployment of a Specialist Practitioner, this has enabled bespoke coaching and mentoring. Implementor drop ins have supported teachers and unit leaders to have a greater understanding of the HMC. A revised model of the unlocking potential programmes 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. In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to <b>all</b> EYFS practitioners across the trust. Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections. 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</p>

		<p>ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum.</p> <p>The REDI programme has enabled successful improvements in EYFS practitioner practice and in turn the environment has shown marked improvements- provision in the classroom reflects the needs of the children and the curriculum both indoors and outdoors. Aligned with the post Ofsted action plan, expert practitioners have supported the CF EYFS team; audits have been used to identify and plan for areas for improvement. The EYFS Derby Hub has enabled the EYFS led to share good practice and continue to develop the Cottons Farm EYFS curriculum to the needs of the children. Teaching Assistants have benefited from accessing high quality CPD through the REDI programme and have evidence application of this learning in their practice. Actions on the post Ofsted action plan have aligned with the outcomes of the REDI training and supported the team in strategic focus on priorities. The KS1 lead has benefitted from support around provision and developments have been noted; this is helping to improve outcomes for children.</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 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 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>A relaunch of the Harmony Pledge has raised awareness of the Pledge for all pupils and families. School assemblies have continued to link to the Character Competencies and rewards are given out in Celebration assembly for children who demonstrate them. The CFPA INSPIRE curriculum has given children a wide range of first-hand experiences, which has equipped them with a good level of cultural capital. In 2022/23 children took part in trips and visits related to their curriculum, at least one per term, many linked to the local area to wider their knowledge of the local community. Next steps involve further development of the Harmony Pledge booklets.</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>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</p>

		<p>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.</p> <p>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 fully embedded across the academy and staff are well trained to deliver this successfully. Resources are consistent and checked by the Phonics lead. The Train the trainer sessions have been beneficial in ensuring the lead is up to date and can effectively lead and monitor phonics across the academy. Timetables have been developed to maximise staff expertise and carefully target identified children so that good progress can be made. The consistent approach to teaching reading in Key Stage is fully embedded aligned to the Trust approach. Opportunities for oracy are further developed across the curriculum. Accelerated Reader is used within KS2 to support individual reading and also identify those children who require additional reading sessions. Read, Achieve, Succeed events take place half termly; this encourages reading for pleasure; reading at home and supports parents with reading strategies. Reading remains a key priority in the academy and further refinement of reading practices will take place next academic year.</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.</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>Attendance remains as high priority at Cottons Farm. The Attendance Lead works in collaboration with the Principal, to rigorously track and monitor pupils' attendance (daily calls, welfare visits, letters and parent meetings, collaboration with LA attendance officer). The attendance officer has implemented the actions from the attendance leads network meetings and this has impacted positively on attendance.</p> <p>The academy has a no excuses approach to attendance and works tirelessly to ensure children are in school every day. The importance of good attendance and punctuality is celebrated and rewarded on an individual, class and whole school level. The academy has a no excuses approach to attendance and works tirelessly to ensure children are in school every day.</p>
HTML Strategy	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<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&amp;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>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 (<a href="#">Harmony Trust contest data.xlsx (sharepoint.com)</a>) 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>Teachers give children increasing opportunities for utilise the use of the ipads.</p> <p>Pupils had access to Sumdog to support mathematical fluency. Staff used Sumdog to assess prior knowledge and complete end of unit assessments. Staff and pupils followed the Spelling Shed scheme. 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. Staff have utilised access to a range of online resources in order to support with planning and workload.</p> <p>The academy has appointed new HTML lead; the lead will work to further develop staff subject knowledge in order to ensure that all KS2 children are skilled and competent iPad users and KS1 children are having frequent, high-quality exposure to the HTML approach.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrichment and Opportunity</p>	<p>Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children</p>	<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>The CFPA INSPIRE curriculum has widened pupils' experiences and further developed cultural capital. Trips have been planned strategically link to the curriculum and provide cross-curricular links for all. Further curriculum enhancement, and links with the wider community, such as Sinfin Golf Academy. Parental engagement opportunities have allowed wider opportunities for all, such as RAS breakfasts; sharing of end of unit outcomes; story time in EYFS. Pupils have access to specialist teachers in PE and music. A range of sporting clubs are made free to all children (a specific focus is made on opportunities for disadvantaged children).</p>

2. Academy Specific		Year 2 (of 3) review (22/23)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching (for example, CPD, recruitment and retention)</p>	<p><b>Accelerate pupil progress and attainment, in particular for pupils who have SEND/ English as an additional language.</b></p>	<p>The Trust EAL and INA Specialist has been deployed to work with the academy. A positive impact has been seen on learning, including oral language skills and reading comprehension, especially for disadvantaged pupils (understanding vocabulary).</p> <p>Monitoring shows that children can articulate their learning, using sentence structures to support.</p> <p>Targeted support has been delivered for identified pupils following a baseline assessment.</p> <p>Newly arrived pupils are carefully inducted and prepared to enable them to access an age-appropriate curriculum.</p>

	<b>To develop early reading skills of children not making expected progress.</b>	<p>Training and implementation of the 'Early Reading' Programme has been delivered by the Trust CPD offer. Key staff members have been trained. Improvements have been seen in the teaching of early reading following monitoring and evaluation.</p> <p>The Phonics Lead has benefitted from Trust CPD and networking.</p> <p>The Early Reading Intervention approach has supported all children, including EAL/INA, who are not making expected progress.</p>
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)	<b>Targeted support is provided for underachieving pupils in order to close identified attainment gaps.</b>	<p>Using the information from Pupil Progress meetings and Raising Attainment Plans, disadvantaged pupils and pupils with SEND were identified for additional support in order to close attainment gaps. Support staff were deployed effectively to deliver appropriate interventions; 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.</p> <p>Appropriate time has been allocated to allow TAs to have access to Trust and academy CPD in order to develop their skills, in particular with supporting children with SEND. 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. TAs have become more skilled at supporting pupils with multiple barriers to learning.</p> <p>TAs are well deployed as seen in learning walks and the implementation of intervention timetables.</p>
	<b>Tutoring (including academy contributions) is used to boost support in preparation for end of KS2 SATs</b>	<p>After school tuition took place during the autumn and 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>Pupil premium pupils were targeted for Year 5 and 6 interventions. Tutors were allocated to key groups for targeted additional maths and reading sessions.</p> <p>KS2 outcomes- 88% of the cohort were disadvantaged. 43% achieved ARE in reading and writing.</p> <p>Year 6 disadvantaged children achieved an average of 6 steps progress in reading and writing.</p>
	<b>Co-ordination and delivery of interventions</b>	<p>Teaching Assistants have been timetabled to deliver specific, targeted interventions and supported by SENDco. IPs are in place and interventions align to the needs of the children. Therefore, appropriate time has been allocated in order for the SENDco to meet with the TAs to review intervention delivery and impact.</p> <p>All interventions have a baseline assessment and end review; the SENDco monitored the outcome for impact and teachers have planned next steps accordingly.</p> <p>The SENDco has provided teachers and TAs with bespoke learning resources for SEND children in order to provide inclusive learning.</p>

<p>Wider strategies (for example, related to attendance, behaviour, well being)</p>	<p><b>To develop curriculum enrichment opportunities and embed the CFPA Inspire curriculum.</b></p>	<p>Academic experiences have been carefully planned in to maximise learning. Cottons Farm has subsidised expenses for experiences 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.</p> <p>Pupils have a widened experience of the world and have increased cultural capital. Pupils have improved confidence and self-esteem; they talk enthusiastically about their learning.</p> <p>Pupils academic and creative talents are nurtured.</p>
	<p><b>To provide effective wellbeing support for pupils across the academy.</b></p>	<p>All staff have been trained in Zones of Regulation. TAs have been trained in interventions that support SMSC. Talk time sessions, with identified children, give children opportunity to explore emotions. Apple and Zippy training for all staff has ensured high quality delivery of the PSHE scheme.</p> <p>The SAFS 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).</p>
	<p><b>A strategic approach to raising attendance.</b></p>	<p>Attendance continues to be a key priority at Cottons Farm; attendance at school is key to achievement.</p> <p>The attendance officer has been 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 have taken place with the Principal; key children have been discussed and tracked. Trust policy and procedures are in place and continue to have a positive impact.</p> <p>The attendance lead has made:  -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). The attendance lead has worked with families to unpick the barriers to attendance so that children can attend well and therefore learn and achieve more.</p>