

Pupil Premium Approach



#Discover YOUR Incredible

Adopted	Sep 2020
Lead	TS
Reviewed	



THE HARMONY TRUST
BELIEVE • ACHIEVE • SUCCEED

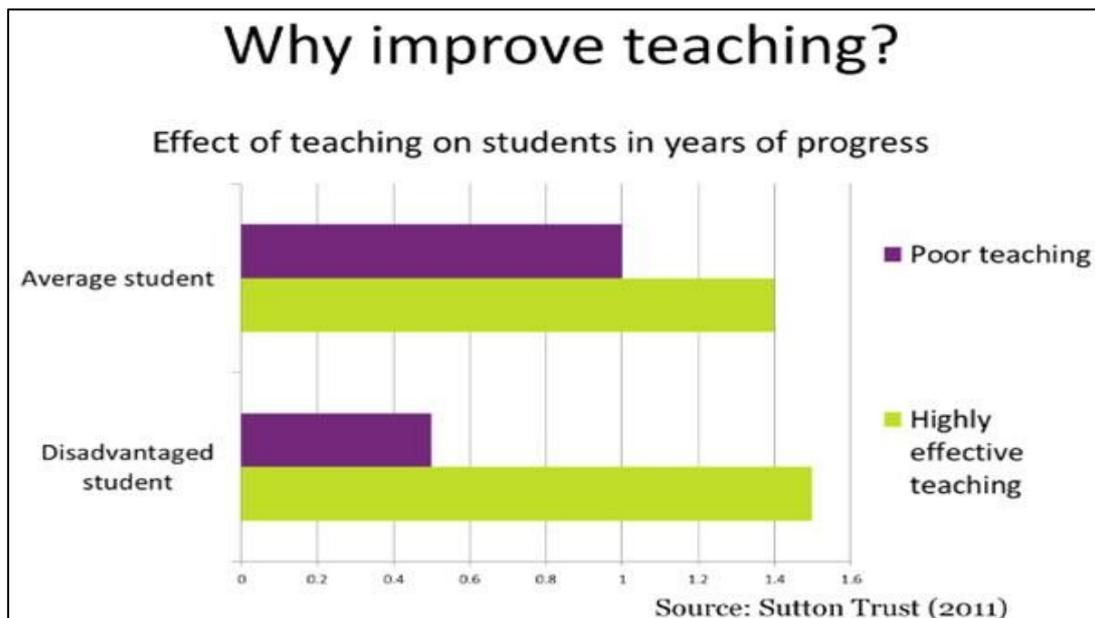
Cottons Farm Primary Academy is a small primary school with roughly 100 pupils on roll. Our academy offers all pupils a knowledge and skills rich curriculum, a place where their personal development is nurtured and where every pupil can discover their incredible.

We highly value the families from which our pupils come from and recognise families as the most important influences in a child's life. We acknowledge that life in the community we serve is more difficult because of a number of factors

- Our community is ranked as being one of the 20% most deprived communities in the UK. For levels of employment and education, the area is ranked in the top 10% most deprived places.
- Self-reported health is reported to be lower than national averages
- Many of our families have experienced significant traumas such as domestic violence that has led to social worker involvement.
- Many of our families have not had the opportunities to explore the world outside Derby.

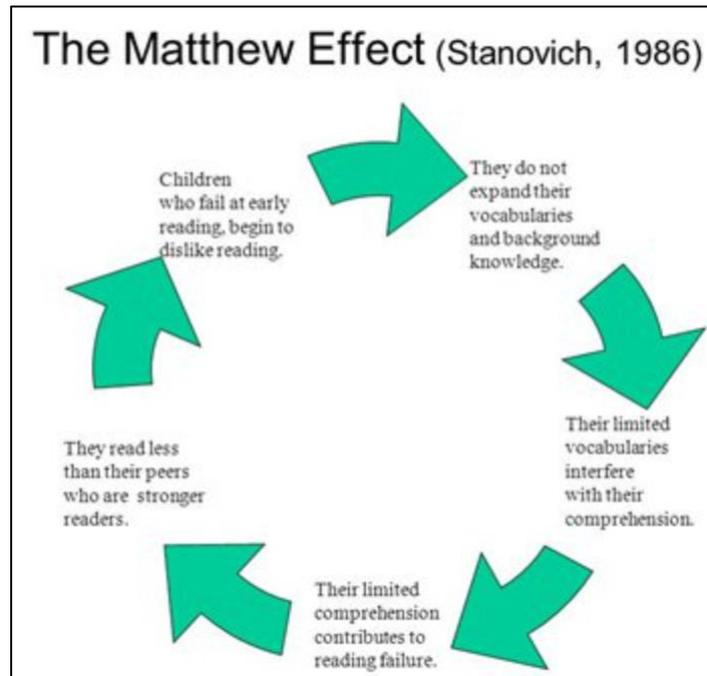
These factors, along with the very high levels of pupil premium, mean it is vital we choose the right approach to tackling educational disadvantage.

Research proves that good teaching is the most important tool schools have to tackle educational disadvantage



Because of this research, **our pupil premium strategy is focussed on ensuring all pupils have access to highly effective teaching.** Pupil premium is not a bolt on but is rather the core of everything we do. Our pupil premium strategy aligns closely with our Academy Development Plan and our Development Timeline. Marc Rowland's extensive research in this area concludes that it is vital that disadvantaged pupils are able to access high quality teaching every day and that teachers in classrooms feel accountable for the achievement of disadvantaged pupils and not be considered 'someone else's responsibility'. Marc has worked closely with the academy to review current practices and outline further developments.





Early problems with being exposed to reading and gaining pre-reading skills, indicates long-term issues with reading. Our pupils typically enter the school, either at aged 3 or 4, below their chronological age in Reading.

Based on the research and the accurate knowledge & assessment of our pupils, our pupil premium strategy focuses on

- Clear responsive leadership
- High quality teaching & learning
- Well sequenced curriculum
- Timely and appropriate intervention
- Whole school ethos & wellbeing
- Attendance

Clear responsive leadership

- Rigorous monitoring of standards of teaching ensures that teaching within the school is consistently good or better. Rapid actions where less than good teaching discovered.
- Development Timeline ensures regular timetable of learning walks, books looks and pupil conferencing.
- Academy Improvement Plan and Rapid Action Plans (where necessary) created and reviewed on a fortnightly basis.
- High quality CPD is provided on a regular basis linked to the Academy Improvement Plan.
- All staff have coaching to help them develop their teaching and to hone new skills.



High quality Teaching & Learning

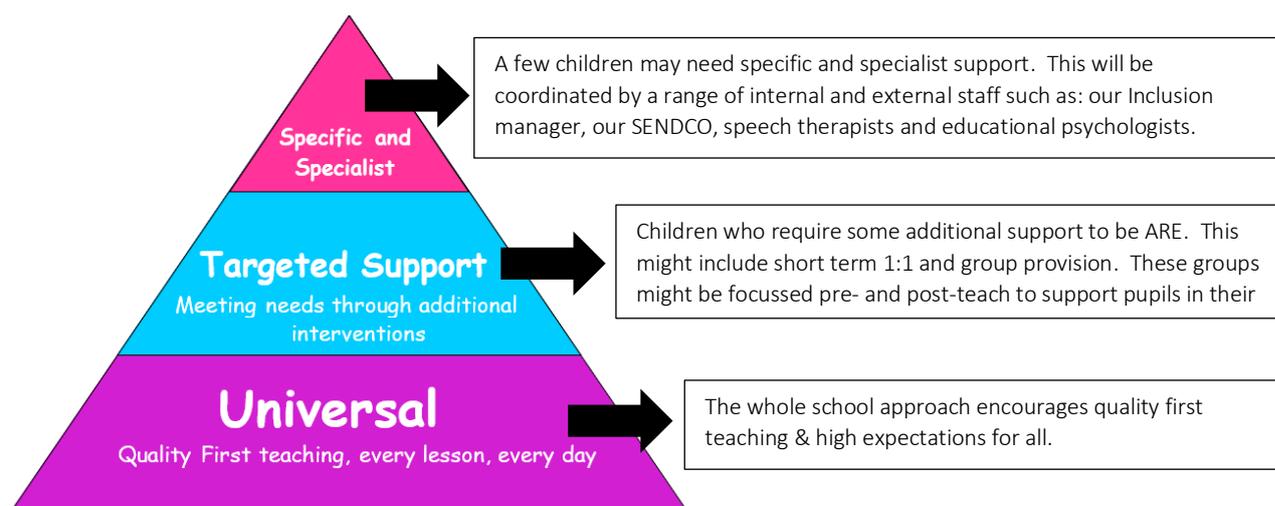
- CPD has been provided on Rosenshine's principles of instruction for all staff.
- Monitoring proformas for T&L include checklist for Rosenshine's principles to ensure the principles are being followed on a daily basis.
- Regular and rigorous monitoring to ensure no less than good teaching
- Coaching and development provided to all teachers to support the high-quality teaching in their classroom
- Evaluation of the data to evaluate the impact of high-quality teaching & learning

Well Sequenced Curriculum

- Our curriculum is based around the golden threads of
 - Cultural Capital
 - Oracy
 - Vocabulary
 - Reading for Pleasure
- Each curriculum subject has a progression document that clearly sets out the knowledge and skills that the pupils should learn and the end point to which the curriculum builds
- Teaching & Learning Guides outline the structure of teaching in each curriculum subject
- Toolkits make clear to pupils the key skills for each curriculum area
- Cognitive load theory and retrieval practise are used to help pupils know more, remember more and do more.

Timely & appropriate intervention

- Although quality first teaching remains our key tool, at times pupils need more intervention to make good progress. The pyramid explains our approach.



Whole School Ethos & Wellbeing

I NQUISTIVE
N URTURING
C OURTEOUS
R ESILIENT
E MPHATHETIC
D ILIGENT
I MAGINATIVE
B RAVE
L OGICAL
E NTHUSIASTIC

One of our core beliefs is that no child's economic (or other circumstance) should determine their educational achievement. This core belief drives a culture of high expectations for all. This is in line with our Trust motto "Believe, Achieve, Succeed".

Our vision as an academy is "#DiscoverYourIncredible. These characteristics are woven into the language of the school and are celebrated during Friday assemblies.

The Harmony Trust have also developed a pledge which aims to provide the pupils of all trust schools with a range of experiences and knowledge that contribute to their character education.

The ethos of the school is supported by PSHE lessons which are based on the PSHE Association schemes of work. In these lessons and assemblies, pupils learn vital knowledge and skills that will help them be responsible global citizens.

The Wellbeing of our pupils is paramount. **A significant number of our community have experienced additional pressures that have made life more difficult for them.** These experiences have had an impact on our pupils and a number have adverse childhood experiences. These pupils are supported by all staff and this support is coordinated by the inclusion manager.

At times, when pupils are struggling to access the classroom without adverse behaviours, a wellbeing support plan is put into place.

Addressing Behaviour – "tough on behaviour, tough on the causes of behaviour"

- A consistent behaviour policy that has been created to reward and encourage positive behaviour at all times. Rewards and sanctions are consistent throughout the academy, so that children have continuity from class to class and have a better understanding of appropriate behaviour.
- All staff fully recognise and reward helpful and cooperative behaviour, good work and achievement. When sanctions are necessary, they are given in a calm manner, using the language of choice and consequence enabling pupil's time to reflect on their actions.
- Whole class half termly rewards, including golden time and afternoon tea with the principal, that link to key learning our #Incredible learning behaviours.
- Celebration awards are given out each week, which link to our key characteristics.
- The academy promotes a zero-tolerance policy towards bullying, which is implemented consistently by staff.



- Relationships on all levels across the academy are nurturing, caring, positive and kind. Children and staff show each other mutual respect upholding the trust motto Believe, Achieve, Succeed.

The aim is that all children always have excellent conduct and in time are able to self-regulate their own behaviour.

Addressing Attendance

- Staff know that pupils who attend school regularly often have the very best chance of success.
- The Inclusion Manager works very closely with families to promote the attendance of all, challenge incidences of poor attendance, recognise attendance patterns and prioritise vulnerable families.
- Any child absent from the academy without explanation receives a first day absence call. Attendance is monitored weekly by leaders and all Trust and LA procedures are followed.

Summary

We recognise that educational disadvantage sits within a wider context of societal inequalities and often these deep-seated issues are not within the grace of a school to solve. This context means that as a school any quick fixes are ignored in favour of evidence-based practise implemented over time.

Our Pupil Premium Action Plan, therefore, runs over two academic years (with regular review points within that time frame). The starting point for the plan is the identification of the main barriers for our disadvantaged pupils. Solutions to help address these barriers are then identified, using key research, to ensure the best bets are selected.

