

# Harmony Trust Pupil Premium Strategy

2025-2026

## Cottons Farm Primary Academy

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# Harmony Trust Pupil Premium Strategy 2025-2026

This document sets out how The Harmony Trust will pool and allocate Pupil Premium funding across its academies to ensure equitable, evidence-based use of resources that improves outcomes for disadvantaged pupils.

## Scope

- Applies to all academies within The Harmony Trust.
- Covers Pupil Premium funding for pupils eligible for Free School Meals (FSM), Looked After Children (LAC), and Service Children.

## Principles

- **Compliance:** All spending aligns with DfE conditions of grant and the Pupil Premium Menu of Approaches.
- **Equity:** Allocation reflects pupil need, not academy size or historic funding.
- **Transparency:** Each academy publishes a Pupil Premium Strategy Statement explaining how pooled funds benefit its pupils.
- **Impact:** Funding decisions are evidence-based and monitored for effectiveness.

## Governance

- **CEO/CFO:** Oversees implementation and financial reporting.
- **Principals:** Collaborate on planning and report impact at academy level.

## Pooling Approach

- All Pupil Premium funding is collected centrally.
- Redistribution is based on:
  - Number of eligible pupils.
  - Level of disadvantage and attainment gaps.
  - Strategic priorities (e.g., trust-wide interventions, specialist staff).
- Academies retain a proportion for local initiatives

## Spending Priorities

- High-quality teaching (e.g., CPD, recruitment of specialist teachers).
- Targeted academic support (e.g., tutoring, interventions).
- Wider strategies (e.g., attendance, wellbeing, parental engagement).

## Accountability & Reporting

- Each academy publishes its **Pupil Premium Strategy Statement** by 31 December.
- Trust publishes an **annual impact report** summarizing pooled spending and outcomes.
- Monitoring includes:
  - Termly data reviews.
  - Annual evaluation against specified objectives.

## Risk Management

- Ensure no academy is disadvantaged by redistribution.
- Maintain clear audit trail for all pooled expenditure.
- Review statement annually.

## Review of the Harmony Trust Pupil Premium Strategy 2021-2025

This review provides an evaluation of the Pupil Premium Strategy across The Harmony Trust, reflecting on its implementation and impact over the 4-year period. The strategy was designed to improve outcomes for disadvantaged pupils by aligning with the *Excellence for All Framework*—an evidence-based approach that informs pedagogy, resource allocation, and targeted interventions to ensure every child succeeds.

The review considers:

- **Trust-wide strategic actions** that have shaped teaching quality, curriculum development, and professional learning.
- **Academy-specific priorities** tailored to individual contexts and challenges.
- The extent to which these actions have contributed to raising attainment, improving engagement, and closing gaps for disadvantaged learners.

The strategy adopted a dual approach:

1. **Pooling resources for trust-wide initiatives** such as CPD, leadership development, and curriculum frameworks.
2. **Retaining funding for academy-level priorities** to address local needs and barriers.

This review summarises progress made, highlights the impact of key initiatives, and identifies areas for refinement to sustain improvement. It also informs the rationale for continuing the same strategic priorities for the next phase, ensuring consistency and deeper cultural change across all academies.

### Impact Over Time

The Pupil Premium Strategy has driven improvements across The Harmony Trust by embedding evidence-based practices and aligning resources to the most pressing needs of disadvantaged pupils. Investment has strengthened the quality of provision for all Harmony pupils, ensuring more children are educated in good schools by skilled teachers. Over time, these strategic priorities have enhanced teaching quality, enriched curriculum provision, and improved pupil outcomes in key areas such as early years and attendance. Importantly, we consider outcomes beyond attainment; engagement, positive learning behaviours, and pupils' ability and willingness to talk confidently about their learning. The following section summarises the cumulative impact of these initiatives and how they have contributed to closing gaps and raising aspirations across all academies.

### Excellence for All Framework

- Since the initial development of the framework, leaders have used the supporting audit tool and exemplification materials to evaluate provision and plan systematic improvements.

The audit tool aligns to 7 guiding principles:

1. Leadership, Culture, Values and Systems	A coherent, system-wide approach underpins efforts to tackle educational disadvantage. Strategic clarity, alignment of policy and practice, and capacity
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	building are central to success. Full staff ownership and optimal deployment of expertise remain priorities.
<i>2. High Expectations</i>	Unified standards of ambition ensure consistently high expectations across all academies. This principle drives curriculum design, staff development, and intervention planning. Strategic oversight focuses on sustaining these expectations through leadership alignment and rigorous monitoring.
<i>3. The Impact of Socio-economic Disadvantage</i>	A research-informed approach identifies barriers to learning and targets strategies where influence is greatest. Strategic planning avoids generalisations and prioritises nuanced, evidence-based responses.
<i>4. Inclusive Teaching Strategies</i>	Classroom practice remains the most powerful lever for improvement. Professional development, curriculum equity, and evidence-based pedagogy are prioritised to meet diverse needs.
<i>5. Relationships and Parental Involvement</i>	A developing Parental Engagement Strategy aims to move beyond ad-hoc engagement toward a systematic, evidence-informed model that empowers parents as partners in learning. Priorities include building trust, improving communication, and creating consistent frameworks across academies to support parental involvement from early years onward.
<i>6. Evidence</i>	Commitment to an evidence-informed culture ensures decisions draw on national research and local action studies. Combining research with professional expertise guarantees contextual relevance. Engagement with evidence is systematic, moving beyond selective use of toolkits to embed robust, reflective practice.
<i>7. Impact Evaluation</i>	steps toward a robust evaluation framework are underway, with monitoring processes beginning to align with strategic planning. There is an emphasis on measuring long-term impact rather than short-term gains. Continued development will focus on consistency and embedding these practices across all academies.

## Professional Development

- A comprehensive CPD offer has strengthened teaching expertise. Programmes such as Unlocking Potential and Subject Leader Development have improved curriculum leadership and classroom practice. Subject specialisms and curriculum support are now embedded, shaping a culture of high expectations for all pupils. Feedback from inspections highlights improved subject knowledge and confidence among staff.

## Workforce Capacity

- Leadership and specialist capacity have grown significantly. The Development Team now includes senior leaders, trust leaders, and ImpleMENTORs across all subjects, enabling targeted support and rapid response to local needs. Partnerships for teacher training have secured a sustainable pipeline of talent.

## Early Years Provision

- Investment in early intervention has transformed EYFS practice. The REDI programme has raised standards in early education and extended into KS1, ensuring smoother transitions and stronger foundations for learning. Data tracking systems now provide a holistic view of pupil progress from the earliest stages.

## Literacy and Oracy

- Reading and language development have been prioritised through the Read, Achieve, Succeed strategy. Phonics outcomes have improved, and systematic approaches to oracy are beginning to be embedded. Regular early reading reviews and enrichment activities, including author events, have fostered a stronger culture of reading for pleasure and purpose.

## Technology Integration

- The HTML strategy has increased access to digital learning, with pupils using devices to extend learning beyond the school day. Engagement with online platforms has been significant, with pupils having opportunities to read from a vast online library and interact with maths and spelling activities they otherwise would not have. Phase 2 of the strategy is beginning with a refreshed strategy framework and supporting CPD to enable practitioners to further maximise the learning opportunities through technology.

## Attendance and Safeguarding

- Multi-disciplinary teams have strengthened family engagement and support, reducing barriers to attendance. Clear guidance and collaborative networks have improved consistency in practice, ensuring vulnerable pupils receive timely intervention.

## Character Education

- The Harmony Pledge is embedded across the curriculum, promoting character development and raising aspirations. Pupils have access to a wide range of experiences that build resilience, confidence, and social capital.

## Enrichment and Opportunity

- Cultural and enrichment activities, including performing arts, residential, and sports, have become integral to the curriculum. These experiences enhance cultural capital, broaden horizons, and contribute to pupils' personal development.

## Inclusive Practice and High Expectations: Ofsted Findings

Recent Ofsted reports across Harmony Trust academies highlight strong, inclusive provision for disadvantaged pupils. Those joining mid-year settle quickly with tailored support, especially EAL learners. Language development is prioritised from early years, improving vocabulary and oracy for pupils with limited language skills. Staff maintain high expectations, address gaps effectively, and adapt provision so pupils with SEND access the full curriculum. Attendance is promoted through close family engagement, while enrichment opportunities—such as choirs, Shakespeare festivals, author visits, and cultural events under the Harmony Pledge—ensure equal access. These strategies raise attainment, foster engagement, and support personal development, enabling every pupil to “believe, achieve and succeed.”

## Rationale for Continuing Strategic Priorities (2025–2026)

The Harmony Trust's Pupil Premium Strategy has delivered measurable improvements in teaching quality, pupil attainment, and inclusion for disadvantaged learners. Continuing with the same strategic priorities for the next year will ensure consistency, deepen impact, and allow for further development of key initiatives that directly benefit pupils in receipt of Pupil Premium funding.

## Aligning Publication with the Academic Year

From 2025–2026, the Trust will bring the publication cycle in line with the academic year rather than the calendar year. This change ensures that Pupil Premium strategy statements are prepared and published well in advance of the statutory **31 December deadline**, providing clarity for staff and stakeholders at the start of the school year. Benefits include:

**Improved Planning and Implementation:** Leaders can embed Pupil Premium priorities from September, aligning interventions with termly cycles and assessment points.

**Enhanced Accountability:** Earlier publication supports timely monitoring and evaluation of Pupil Premium impact, enabling mid-year adjustments where needed.

**Consistency Across Academies:** Aligning with the academic year reduces confusion and ensures all academies operate on the same timeline for strategic planning and reporting.

## Continuing and Strengthening Our Core Priorities

### Proven Foundations with Scope for Growth

Current priorities—high-quality teaching, early intervention, literacy and oracy, technology integration, attendance, character education, and enrichment—are evidence-based and have shown measurable success in improving outcomes for Pupil Premium pupils.

These priorities remain essential given persistent contextual challenges such as high levels of disadvantage, SEND, and EAL across our academies.

### Further Development of Key Programmes

**Unlocking Potential Programme (UP):** Expansion across EYFS, KS1, UKS2, and Teaching & Learning phases will provide targeted support for Pupil Premium pupils at critical stages, embedding strategies that accelerate progress and close attainment gaps.

**Leadership Development Programme:** Empowering leaders to drive Pupil Premium impact through a structured framework based on The 7 Habits of Highly Effective People. Tailored programmes for executive leaders, academy leadership teams, and middle leaders will ensure clarity of purpose and measurable improvement in provision for disadvantaged learners.

### Strengthening Inclusive Practices

Further development of the Inclusion Team within the Development Team, implementing a Hub Model to ensure pupils—including those eligible for Pupil Premium—receive the right support, in the right place, at the right time. This approach will be underpinned by Quality First Teaching for all pupils through adaptive teaching methods, ensuring that classroom practice remains the most powerful lever for improvement.

Alongside this, we will prioritise strategies that enable all pupils to access a broad, knowledge-rich curriculum, regardless of need or starting point.

Creation of Communication and EAL Champions across the trust will address language barriers and enhance provision for pupils with additional needs, many of whom are also Pupil Premium recipients.

### Enhancing Family and Pupil Support

Evolving Family Support Team roles to Pupil and Family Support Workers, placing greater emphasis on the child while maintaining strong family engagement. This shift ensures holistic support for Pupil Premium pupils' academic, social, and emotional needs, with a clear focus on helping pupils attend school regularly, thrive in their learning, and close attainment gaps.

By strengthening partnerships with families and providing timely interventions, we aim to remove barriers to engagement so that disadvantaged pupils can access the full curriculum, make strong progress, and achieve well.

### **Sustaining Cultural and Pedagogical Change**

Initiatives such as the Excellence for All Framework, Harmony Pledge, and HTML strategy require time to embed fully and deliver long-term cultural change that benefits disadvantaged learners.

Continuing these priorities will consolidate gains and ensure consistency in Pupil Premium provision across all academies.

### **Alignment with Strategic Vision**

These priorities align with the Trust's Great Place 2 Learn and Great Place 2 Work strategies and national guidance on Pupil Premium, supporting compliance and readiness for external scrutiny.

## **Current Context (Autumn Term 2025)**

As a Trust, our data indicates that the context in which we operate continues to be complex and challenging across several areas:

- Pupil Numbers**

The total number of pupils on roll is 5,782. This lower figure is typical for the autumn term (2025) as we continue to see year-on-year growth in Early Years. However, some academies have experienced a decline in pupil numbers compared to the same period last year.

- Special Educational Needs and Disabilities (SEND)**

The proportion of pupils with SEND is 22% (up from 19% in September 2022), equating to 1,255 children identified at School Support or with an Education, Health and Care Plan (EHCP). The Trust SEND register (October 2025) records 319 pupils with an EHCP, 140 of whom have an Inclusion Hub place.

- Disadvantaged Pupils and Pupil Premium**

40% of pupils across the Trust are identified as disadvantaged and in receipt of Pupil Premium funding (previously 43%). This is substantially higher than the national average of 25.7%, and in some academies, the proportion exceeds 50%, with one academy reaching 67%. These figures highlight acute levels of need and the importance of targeted strategies to close attainment gaps and support equity of opportunity.

**Disadvantage intersects with other vulnerabilities, including SEND, EAL, and safeguarding concerns, creating a layered and complex profile of need.** Leaders report that the impact of socio-economic disadvantage is evident not only in academic outcomes but also in attendance, engagement, and access to wider enrichment opportunities.

- English as an Additional Language (EAL)**

52% of pupils have English as an Additional Language.

### **EAL as an Under-Identified Need**

EAL is often an under-identified barrier, masking a root cause of underachievement. Many International New Arrivals are not eligible for Pupil Premium funding yet still benefit from trust-wide strategies that prioritise language development, curriculum access, and tailored support.

- Safeguarding and Vulnerability**

Data does not fully capture the safeguarding challenges faced by our academies. Among pupils on roll:

- 32 are currently Looked After
- 23 are Previously Looked After
- 112 are subject to Special Guardianship, Childcare Arrangement Orders, or formal Kinship Care arrangements

Leaders report increasing challenges in securing external support for families, with more Early Help responsibilities falling to academies rather than external agencies.

- **Behaviour and Exclusions**

Since September, six pupils have received suspensions (totalling 14.5 days) and there have been no exclusions. Across the previous academic year, 28 pupils were suspended (57 days in total) with zero exclusions. The overall suspension rate remains low relative to pupil numbers. The Trust works closely with local authority teams to provide support and prevent permanent exclusions.

- **Interim Reduced Timetables (IRTs)**

Currently, 31 pupils are on IRTs:

- 20 for integration and induction (mostly linked to Inclusion Hubs)
- 3 for medical reasons
- 8 for pastoral reasons

The Trust Executive Leader monitors compliance at academy level. As a highly inclusive Trust, we aim to minimise IRTs and promote strong attendance for all pupils.

## Pupil Premium Strategy Plan

### Statement of Intent

Our intent is that **every pupil in receipt of Pupil Premium funding—alongside those facing disadvantage, SEND, or language barriers—benefits from consistently high-quality teaching, an inclusive curriculum, and timely, targeted support** so they achieve well and thrive socially and emotionally. We will:

- **Prioritise high-quality teaching for all pupils** as the most effective lever for closing attainment gaps, ensuring expert CPD, coaching, and adaptive strategies are embedded in every classroom.
- **Direct academic support and wider strategies specifically toward Pupil Premium recipients**, using the DfE menu of approaches and the EEF's tiered model to maximise impact.
- **Address persistent barriers disproportionately affecting Pupil Premium pupils**, including low baseline language and literacy, limited access to enrichment, and challenges linked to attendance, mobility, and SEMH needs.
- **Ensure equitable access to strong early years provision, systematic reading and language development, and enrichment opportunities**, recognising that these are critical for pupils experiencing socio-economic disadvantage.
- **Adopt a dual funding approach**: pooling a proportion of Pupil Premium to fund trust-wide priorities (e.g., leadership development, Unlocking Potential programmes, Inclusion Hubs, Speech & Language capacity, and digital access through HTML) while retaining academy allocations for context-specific interventions. This ensures both strategic coherence and responsiveness to local needs.

This approach reflects national guidance on Pupil Premium planning, supports multi-year strategic alignment, and underpins our commitment to publish annual updates and impact evaluations.

## Challenges

Our disadvantaged pupils typically face multiple, overlapping barriers.

1. **Language & Literacy:** Low baseline language/vocabulary; high EAL and INA; limited reading fluency and access to texts.
2. **Early Foundations:** Low starting points in EYFS; increased SLCN; uneven transition into KS1.
3. **Curriculum Access:** Gaps in prior learning due to mobility; need for adaptive teaching and scaffolded access to knowledge-rich curricula.
4. **Attendance & Engagement:** Persistent absence; complex family circumstances; limited home learning routines.
5. **SEMH & Wellbeing:** Trauma, dysregulation and increased safeguarding needs impacting readiness to learn.
6. **SEND:** Rising complexity and waiting times for specialist support; need for timely, correct placement/support (“right place, right time”).
7. **Digital Inclusion & Workload:** Variability in effective technology use; ensuring equitable access and sustainable staff workload.

All of these barriers are reflected in the 10 Educational Priorities within the Trust’s Strategic Plan.

## Review of Outcomes (Previous Year – trust summary)

Based on the internal trust review:

- **Teaching quality and curriculum access** strengthened via Excellence for All; subject specialisms embedded and adaptive teaching improved.
- **UP and SLDP** boosted staff expertise; inspection feedback highlighted stronger subject leadership and classroom practice.
- **Early Years & KS1** foundations improved (REDI → KS1 integration); enhanced assessment and transitions.
- **Reading & Oracy** culture deepened (phonics, author events, reading reviews); planned expansion of Trust-wide oracy routines.
- **Attendance MDTs** provided timely support; **Inclusion Hub** approach refined; SALT offer strengthened.
- **Pledge & Enrichment** broadened experiences, confidence and aspiration.
- **HTML** increased access and home learning engagement; review framework safeguards equity and workload.

## Intended Outcomes (2025–2026)

Our overarching aim is that **every pupil in receipt of Pupil Premium funding—alongside those facing disadvantage, SEND, or language barriers—achieves well academically and thrives socially and emotionally**. The intended outcomes for this strategy are:

Improved Attainment and Progress for Pupil Premium Pupils	<ul style="list-style-type: none"> <li>Narrow attainment gaps in reading, writing, and mathematics between Pupil Premium pupils and their peers.</li> <li>Accelerate progress for pupils with low starting points, particularly in EYFS and KS1.</li> </ul>
Strong Foundations in Language, Literacy, and Oracy	<ul style="list-style-type: none"> <li>Increase reading fluency and comprehension through systematic phonics and targeted interventions.</li> <li>Embed trust-wide oracy routines to strengthen vocabulary and communication skills for disadvantaged learners.</li> </ul>
Inclusive Access to High-Quality Teaching and Curriculum	<ul style="list-style-type: none"> <li>Ensure adaptive teaching strategies are consistently applied so Pupil Premium pupils access a knowledge-rich curriculum.</li> <li>Maintain high expectations for all learners, supported by expert CPD and coaching.</li> </ul>
Improved Attendance and Engagement	<ul style="list-style-type: none"> <li>Reduce persistent absence among disadvantaged pupils through proactive family support and multi-disciplinary approaches.</li> <li>Strengthen home-school partnerships to promote engagement and readiness to learn.</li> </ul>
Enhanced Wellbeing and SEMH Support	<ul style="list-style-type: none"> <li>Provide timely interventions for pupils experiencing trauma or dysregulation, ensuring emotional readiness for learning.</li> <li>Expand access to Inclusion Hubs and specialist support for pupils with overlapping vulnerabilities.</li> </ul>
Increased Access to Enrichment and Cultural Capital	<ul style="list-style-type: none"> <li>Guarantee Pupil Premium pupils participate in enrichment activities, residential, and cultural experiences that broaden horizons and raise aspirations.</li> </ul>
Digital Inclusion and Equity	<ul style="list-style-type: none"> <li>Ensure disadvantaged pupils have equitable access to technology and online learning resources through the HTML strategy.</li> </ul>
Sustained Leadership and System Capacity	<ul style="list-style-type: none"> <li>Embed leadership development programmes that prioritise Pupil Premium impact at every level, ensuring accountability and strategic clarity.</li> </ul>

## Academy-Specific Activity in this academic year (2025/26)

### Academy Specific Challenges – Allocation of resources 25/26

A proportion of the academy's Pupil Premium Funding contributes to the trust-wide priorities as described in the first part of this document:

- Development Team:** *Includes CPD, Framework Development, Workforce Development, EYFS early identification and intervention, Harmony Pledge (Character Education)*
- Read Achieve Succeed:** *Accelerated Reader/MyOn (Renaissance Subscription), Books for every pupil and author events*

- **HTML:** 121 iPads, licences, subscriptions, CPD
- **Multi-Disciplinary Team:** Pupil and Family Support, Attendance
- **Enrichment Opportunities:** Trips, visitors, clubs

Each Academy retains a proportion of its Pupil Premium Funding for individual academy priorities. These are identified by the Principal and The Pupil Premium Lead and are approved by the CEO through the Academy Visits Schedule.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,008
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£70,023

The academy has identified the following challenges, the strategies to overcome them and the intended impact of these strategies and interventions.

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (see also '[Challenges](#)' section above)

Challenge number	Detail of challenge
1 Language & Literacy	Cottons Farm serves a community with high proportions of pupils eligible for FSM (around 69%) and over half with English as an additional language (EAL). Many pupils enter school with low baseline vocabulary, limited exposure to high-quality texts, and restricted reading fluency. Newly arrived pupils (INA) often have little or no English, which compounds access to the curriculum. National research and local deprivation data (Derby ranked among the more deprived local authorities) indicate that children in these contexts typically experience a “word gap” that affects comprehension, writing stamina, and attainment across subjects.
2 Early Foundations	Entry to EYFS is characterised by low starting points, particularly in communication and language. Post-pandemic trends and Derby’s local SEND profile show an increase in speech, language and communication needs (SLCN). Many pupils have uneven early experiences, limited access to pre-school provision, and gaps in social development, which hinder smooth transition into KS1. These early deficits in phonological awareness and oral language often persist, impacting reading, writing, and overall curriculum engagement.
3	High pupil mobility and mid-year arrivals create fragmented learning sequences and gaps in prior knowledge. Cottons Farm’s context includes pupils joining from other

Curriculum Access	<p>schools or countries, often with disrupted educational histories. This makes it challenging to maintain continuity in a knowledge-rich curriculum, as pupils lack the foundational knowledge needed for progression. Adaptive teaching and scaffolding are essential to ensure these pupils can access age-appropriate content and achieve parity with peers.</p>
4 SEMH & Wellbeing	<p>Many pupils face social and emotional challenges, including trauma, dysregulation, and heightened safeguarding needs. Derby's deprivation indicators (child poverty rates above national averages) suggest families experience multiple stressors such as financial hardship and housing instability. These factors affect attendance, concentration, and readiness to learn. Emotional regulation difficulties can lead to inconsistent engagement and reduced capacity to retain and apply new learning.</p>
5 SEND	<p>The complexity of needs among pupils with SEND is rising, with significant overlap between disadvantage, EAL, and additional needs. National and local data highlight long waiting times for specialist services such as Educational Psychology and Speech and Language Therapy. This delays formal assessment and access to tailored provision, leaving schools to manage high-need pupils without timely external support. Ensuring the "right place, right time" provision remains a critical challenge.</p>
6 Cross- Cutting Issue: Attendance	<p>Persistent absence among disadvantaged pupils remains above national averages, reflecting barriers such as health, family circumstances, and disengagement. Missed learning time exacerbates gaps in core subjects, particularly maths, and undermines the impact of classroom teaching and interventions.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress for disadvantaged pupils	<ul style="list-style-type: none"> <li>- Attainment gap between Pupil Premium and non-PP pupils narrows in reading, writing, and maths.</li> <li>- At least 65% of PP pupils achieve expected standard in reading and writing; 55% in maths.</li> <li>- Progress scores for PP pupils are in line with or above national disadvantaged averages.</li> </ul>

Strong foundations in language, literacy, and oracy	<ul style="list-style-type: none"> <li>- All pupils in EYFS make at least expected progress in Communication &amp; Language.</li> <li>- Phonics screening check: 85% of PP pupils pass.</li> <li>- Oracy routines embedded in every classroom; pupil voice shows improved confidence in speaking and listening.</li> </ul>
Inclusive access to high-quality teaching and curriculum	<ul style="list-style-type: none"> <li>- SLT monitoring shows adaptive teaching strategies in 100% of lessons.</li> <li>- Lesson observations and book scrutiny evidence scaffolding for PP pupils.</li> <li>- CPD evaluations show improved staff confidence in inclusive practice.</li> </ul>
Improved attendance and engagement	<ul style="list-style-type: none"> <li>- Persistent absence for PP pupils reduces to below 15%.</li> <li>- Overall attendance for PP pupils is at least 94%.</li> <li>- Increased parental engagement evidenced through attendance at workshops and events.</li> </ul>
Enhanced wellbeing and SEMH support	<ul style="list-style-type: none"> <li>- Reduction in SEMH-related incidents recorded on behaviour logs.</li> <li>- Inclusion Hub usage monitored and shows positive impact on reintegration.</li> <li>- Pupil surveys reflect improved emotional readiness for learning.</li> </ul>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed dialogic teaching and explicit vocabulary instruction across the curriculum (KS1–KS2).	<ul style="list-style-type: none"> <li>• Lesson observations and book scrutiny show increased use of structured talk and vocabulary scaffolds.</li> <li>• Pupil voice indicates improved confidence in speaking and listening during class discussions.</li> <li>• Assessment data demonstrates accelerated progress in reading comprehension for pupils receiving explicit vocabulary instruction.</li> <li>• Teachers report greater engagement and participation in dialogic activities, particularly among EAL and disadvantaged pupils.</li> <li>• EEF KS2 literacy guidance: Recommendation 1 (develop language through purposeful speaking/listening and explicit vocabulary) and Recommendation 3 (teach reading comprehension strategies through modelling)</li> </ul>	1, 3, 5

	<p>show strong effects on language and reading; EEF Toolkit strands—Oral language interventions (~+6 months) and Reading comprehension strategies (~+7 months) report high impact at low cost.</p>	
<p>To further develop inclusive teaching strategies to support (disadvantaged) learners</p>	<ul style="list-style-type: none"> <li>Monitoring records confirm adaptive teaching strategies are evident in 100% of observed lessons.</li> <li>CPD evaluations show improved staff confidence in scaffolding and differentiation.</li> <li>Work scrutiny evidences consistent use of feedback and metacognitive prompts to support independent learning.</li> <li>Pupil progress data highlights narrowing gaps in core subjects for pupils with SEND and EAL.</li> <li>EEF Teaching and Learning Toolkit: <i>Oral language interventions</i> (+6 months) and <i>Reading comprehension strategies</i> (+7 months) show strong impact when integrated into classroom teaching for disadvantaged pupils.</li> <li><i>Feedback</i> (+6 months) and <i>Metacognition and self-regulation</i> (+7 months) improve attainment when pupils are taught to plan, monitor, and evaluate their learning.</li> <li>EEF Guidance Reports: <i>Improving Literacy in KS1 and KS2</i> recommend explicit vocabulary teaching and structured talk to close language gaps.</li> <li><i>Special Educational Needs in Mainstream Schools</i> highlights adaptive teaching as the most effective lever for inclusion.</li> <li>Ofsted Reading Framework (2023): Emphasises systematic vocabulary and fluency development as essential for disadvantaged learners.</li> <li>Bell Foundation EAL Guidance: Advocates scaffolding and targeted language support for pupils with English as an additional language.</li> </ul>	<p>1, 3, &amp;5</p>
<p>Deliver CPD on EAL pedagogy and assessment</p>	<ul style="list-style-type: none"> <li>Staff surveys reflect increased confidence in identifying and supporting EAL learners.</li> <li>Planning scrutiny shows integration of language objectives and scaffolds in mainstream lessons.</li> </ul>	<p>1, 3, 5</p>

	<ul style="list-style-type: none"> <li>• Pupil voice from EAL learners indicates improved access to curriculum and reduced reliance on withdrawal support.</li> <li>• Assessment data evidences improved outcomes for INA and EAL pupils in reading and writing.</li> <li>• EEF Teaching and Learning Toolkit: <i>Oral language interventions</i> (+6 months) and <i>Reading comprehension strategies</i> (+7 months) show strong impact when language development is embedded in teaching.</li> <li>• EEF Guidance – Improving Literacy in KS1 and KS2: Recommends explicit vocabulary instruction and structured oral language activities for pupils with language gaps.</li> <li>• DfE Reading Framework (2023): Highlights the importance of systematic language development for pupils learning English as an additional language.</li> <li>• Research on EAL pedagogy (e.g., Hutchinson, 2018; Ofsted reports): Effective EAL provision combines accurate assessment, targeted scaffolds, and integration into mainstream teaching rather than withdrawal.</li> <li>• EEF Special Educational Needs in Mainstream Schools: Emphasises adaptive teaching and accurate identification of needs to avoid misdiagnosis and ensure appropriate support.</li> </ul>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 23,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring (KS2) in reading comprehension and maths (2–5 pupils), timetabled to avoid core instruction; align content	<ul style="list-style-type: none"> <li>• Diagnostic assessments before and after intervention show measurable gains in targeted skills.</li> </ul>	1, 3

<p>to class curriculum; use diagnostics and short cycles (10–12 weeks).</p>	<ul style="list-style-type: none"> <li>• Progress tracking indicates accelerated improvement compared to non-intervention peers.</li> <li>• Teacher feedback confirms improved confidence and application of strategies in whole-class lessons.</li> <li>• Pupil voice reflects increased motivation and understanding of key concepts.</li> <li>• EEF Toolkit Small group tuition (+4 months) and EEF guidance on effective tutoring highlight diagnostics, alignment to class teaching, and trained staff as key to impact/value.</li> </ul>	
<p>Oral language intervention groups (SLCN/EAL/INA) led by specialist: book discussion, structured questioning, explicit vocabulary extension tied to current units.</p>	<ul style="list-style-type: none"> <li>• Speech and language assessments demonstrate improved expressive and receptive vocabulary.</li> <li>• Observations show pupils using new vocabulary in class discussions and written work.</li> <li>• Engagement logs indicate high attendance and participation in intervention sessions.</li> <li>• Pupil voice highlights increased confidence in speaking and listening activities.</li> <li>• EEF Toolkit Oral language interventions report +6 months and show strongest effects when tied to text comprehension/problem-solving and delivered by trained adults (including TAs).</li> </ul>	<p>1, 2, 5</p>
<p>Structured, evidence-based TA-led interventions with fidelity (literacy/numeracy), clear objectives, and explicit links back to class tasks.</p>	<ul style="list-style-type: none"> <li>• Intervention fidelity checks confirm consistent delivery aligned to programme design.</li> <li>• Work samples show clear links between intervention content and classroom tasks.</li> <li>• Data from short-cycle assessments evidences accelerated progress in targeted areas.</li> <li>• Teacher feedback reports improved independence and reduced need for additional scaffolding.</li> <li>• EEF Making Best Use of Teaching Assistants (Recommendations 5–7) emphasises trained TAs delivering structured interventions and connecting learning to class teaching to secure gains.</li> </ul>	<p>1, 2, 3, 5</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance approach: proactive monitoring, daily first-day response, barrier-analysis with families, early help routes, and clear communication (assemblies, letters, texts).	<ul style="list-style-type: none"> <li>Attendance data shows reduction in persistent absence among disadvantaged pupils.</li> <li>Weekly monitoring logs evidence timely first-day responses and barrier analysis.</li> <li>Parent feedback reflects improved communication and understanding of attendance expectations.</li> <li>Pupil voice indicates increased awareness of attendance rewards and incentives.</li> <li>DfE Working together to improve school attendance (statutory guidance updated Aug 2024) sets expectations for culture, data analysis, early intervention, multi-agency working, and communication with families.</li> </ul>	6, 4
To provide curriculum enrichment opportunities.	<ul style="list-style-type: none"> <li>Pupil voice surveys show increased engagement and enjoyment of school life.</li> <li>Photographic evidence and participation logs confirm attendance at trips, themed weeks, and enrichment events.</li> <li>Teachers report improved vocabulary and cultural knowledge linked to enrichment experiences.</li> <li>Impact reviews demonstrate positive correlation between enrichment participation and improved confidence/aspiration.</li> <li>Research indicates that enrichment activities significantly enhance cognitive development and personal skills, leading to improved engagement and motivation for learning (PLOS ONE, 2014–2024).</li> </ul>	1, 3, 4, 6
Breakfast provision (targeted invites and universal classroom breakfast offer)	<ul style="list-style-type: none"> <li>Daily registers confirm high uptake among targeted pupils.</li> <li>Behaviour logs show reduction in incidents during morning sessions.</li> </ul>	4, 6

	<ul style="list-style-type: none"> <li>Teachers report improved concentration and readiness to learn after breakfast.</li> <li>Attendance data indicates improved punctuality for pupils accessing breakfast provision.</li> <li>EEF Magic Breakfast evaluation: universal breakfast clubs produced ~+2 months progress in KS1 reading/writing/mathematics and improvements in behaviour/attendance; later re-analysis confirmed KS1 attainment gains.</li> </ul>	
<p>Reading for pleasure strategy, including family events; engaging in the Year of Reading; class reading corners; enhancement of the school library.</p>	<ul style="list-style-type: none"> <li>Library usage data shows increased borrowing and engagement with diverse texts.</li> <li>Pupil voice reflects greater enjoyment and motivation to read.</li> <li>Observations confirm regular DEAR sessions and active use of class reading corners.</li> <li>Family event attendance logs demonstrate strengthened home-school reading partnerships</li> <li>DfE Reading Framework (2023) emphasises reading across the curriculum, rich text selection, and developing reading for pleasure to strengthen comprehension and access to learning.</li> </ul>	<p>1, 3, 6</p>
<p>Digital inclusion via HTML strategy (phase 2): purposeful use of devices for modelling explanations, fluency</p>	<ul style="list-style-type: none"> <li>Monitoring shows purposeful use of devices for modelling and fluency practice.</li> <li>Assessment data evidences improved outcomes in reading and maths linked to digital tools.</li> <li>Teacher feedback highlights increased confidence in integrating technology for learning.</li> <li>Pupil voice indicates positive attitudes toward digital learning and home access.</li> <li>EEF Using Digital Technology to Improve Learning: impact depends on clear pedagogical purpose (explanations/modelling; practice; assessment/feedback) and strong implementation.</li> </ul>	<p>1, 3, 6</p>

To increase parental engagement, using parental engagement initiatives.	<ul style="list-style-type: none"> <li>Attendance records for workshops and events show increased participation from disadvantaged families.</li> <li>Parent surveys reflect improved confidence in supporting learning at home.</li> <li>Engagement logs demonstrate sustained involvement in themed curriculum weeks and reading breakfasts.</li> <li>Impact reviews link parental engagement to improved pupil outcomes in reading and attendance.</li> <li>EEF (2019) highlights that structured and sustained parental engagement—such as workshops and home-school communication—has a positive impact on pupil attainment, particularly in literacy and numeracy.</li> </ul>	1, 2, 6, 4
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**Total budgeted cost: £ £70,023**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Performance of Disadvantaged Pupils in the Previous Academic Year

Despite a challenging context, Cottons Farm Primary Academy has seen clear improvements in key areas for disadvantaged pupils, particularly in reading and writing attainment, and in the quality of teaching and learning across the school.

#### Headline KS2 Outcomes for Pupil Premium Pupils (2025)

- Combined Reading, Writing & Maths (RWM): 38% achieved the expected standard
- Reading: 63% achieved the expected standard (26% at greater depth)
- Writing (Teacher Assessment): 68% achieved the expected standard
- Maths: 53% achieved the expected standard (11% at greater depth)
- Grammar, Punctuation & Spelling: 53% achieved the expected standard (16% at greater depth)

*(Note: Pupils included in this data experienced disruption due to Covid-19 earlier in their schooling, which may have affected outcomes.)*

### Cottons Farm vs National Averages

Measure	Cottons Farm Disadvantaged	National Average (All)	National Disadvantaged
RWM Expected Standard	38%	59%	43%
Reading Expected Standard	63%	73%	62%
Writing Expected Standard	68%	71%	59%
Maths Expected Standard	53%	73%	61%

### What's Working Well

- **Reading and Writing Gains:**  
Our Read, Achieve, Succeed strategy has transformed reading culture. Disadvantaged pupils are reading more widely and confidently, supported by Accelerated Reader and MyON. Writing outcomes have improved through focused CPD and high-quality feedback.
- **Inclusive Teaching and TA Development:**  
Coaching and mentoring have raised the quality of teaching across the school. TAs are now highly skilled in delivering interventions, ensuring disadvantaged pupils receive targeted support that accelerates progress.
- **Oracy and EAL/INA Support:**  
Specialist provision for EAL and INA pupils has been a major success. Pupils are developing confidence in speaking and listening, which is driving improvements in reading comprehension and writing.
- **Parental Engagement:**  
Initiatives such as Read, Achieve, Succeed breakfasts, themed curriculum weeks, and parent workshops have strengthened home-school partnerships. Parents report feeling more empowered to support learning at home.
- **Enrichment and Wellbeing:**  
Subsidised trips, cultural experiences, and breakfast provision have enhanced pupils' engagement and readiness to learn. Pupil voice reflects increased confidence and enjoyment of school life.

## Are We on Target to Achieve Intended Outcomes?

Yes – in key areas, with further work needed in maths and attendance.

- **Reading and Writing:** Significant gains show that our strategies are working. Disadvantaged pupils are more fluent readers and confident writers, and the gap with national averages is narrowing.
- **Maths:** Progress is steady, but outcomes remain below national. Booster sessions and tutoring have helped, but we need to embed mastery approaches earlier in KS2.
- **Attendance:** Engagement has improved thanks to robust systems and family support, but persistent absence among disadvantaged pupils remains a challenge.

## Overall Assessment

The allocation has delivered strong improvements in teaching quality, reading attainment, and pupil engagement. Investment in CPD and targeted interventions has had clear impact, particularly in literacy and oracy. Wider strategies have enhanced wellbeing and cultural capital, though attendance and maths attainment remain priority areas for further improvement. Future spending will focus on embedding mastery in maths, intensifying attendance support, and sustaining gains in reading and parental engagement.

## Overall Impact:

The strategy is delivering strong improvements in reading, writing, and teaching quality. Attendance and maths remain priorities, but the foundations for success are firmly in place.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>