

# PUPIL PREMIUM STRATEGY STATEMENT



**CHERRY TREE**  
PRIMARY SCHOOL

## 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Cherry Tree
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Cheska Tyler
Pupil premium lead	Emma Hibberd
Governor / Trustee lead	Mark Scoulding

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 114,945
Recovery premium funding allocation this academic year	£ 11,455
School Tutoring Funding	£ 5332
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 131,732

## Part A Pupil Premium Strategy Plan

### Statement of Intent

Cherry Tree School is committed to ensuring maximum progress for all groups of children. We strive to teach our children to be kind, brave and aim high so that they can go on to be successful and happy in their adult lives. We encourage our children to **ask questions, make connections** and **learn through literature**.

Through providing a nurturing environment, the children can be **adventurous and have the courage** to question and explore the world around us.

We also provide our children with enriching experiences to inspire and to provide opportunities to collaborate with their peers in the local community.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly, and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. This includes a governor having responsibility for Pupil Premium (Mark Scoulding), the leadership team leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium will be reported back to the Governors, ensuring that the school is held to account for the impact of spending.

## Challenges

Challenge number	Detail of challenge
1	Our data tells us that low attendance and persistent absenteeism is a barrier to learning and progress for some pupils.
2	Our data tells us that sometimes children who are disadvantaged arrive in EYFS with less developed skills and knowledge of communication language and literacy. This impacts on progress and attainment across the curriculum and across all phases because the acquisition of language does not happen quickly enough but particularly in reading and writing.
3	Our data shows us that there is a higher proportion of children with SEND in receipt of PPG. This affects progress and attainment as well as social skills for some pupils.
4	Our data tells us that in national tests pupils in receipt of PPG perform less well than their peers in reading, writing and maths in all phases. Our internal data also reflects this.

## 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.




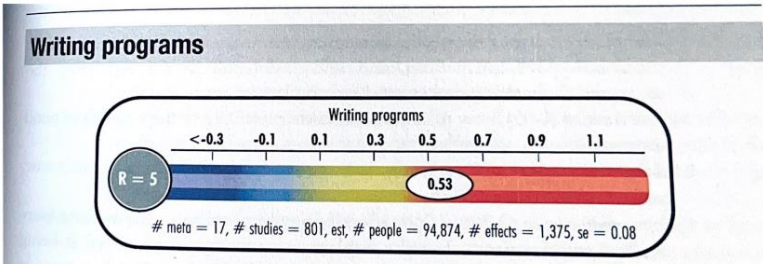

Intended outcome	Success criteria
To raise the attainment of all pupils in receipt of the Pupil Premium Grant and who are otherwise disadvantaged in reading, writing and maths by July'25 and bring their attainment in line with the attainment of their peers nationally.	<ul style="list-style-type: none"> <li>In EYFS at least 60% of pupils in receipt of the Pupil Premium Grant will achieve GLD.</li> <li>In KS1 the proportion of children in receipt of the Pupil Premium Grant achieving expected standard will be in line or above national in reading, writing and maths.</li> <li>In KS2 the proportion of children in receipt of the Pupil Premium Grant achieving expected standard will be in line or above national in reading, writing and maths.</li> <li>Internal data will demonstrate clear progress towards the above.</li> <li>In year 1 the proportion of children in receipt of the Pupil Premium Grant passing the Phonics screening check will be in line or above national.</li> <li>In year 4 the proportion of children in receipt of the Pupil Premium Grant passing the multiplication check will be in line or above national.</li> </ul>
There will be evidence of demonstrable and assessable progress for all pupils with SEND who are eligible for the Pupil Premium Grant related to their need.	<ul style="list-style-type: none"> <li>Assessment data will demonstrate that all pupils with SEND will have made progress against prior attainment.</li> <li>Boxall data will demonstrate improved emotional and behaviour development for relevant pupils.</li> <li>Case studies for relevant pupils will show progress made in relation to need.</li> </ul>
Pupils in receipt of the Pupil Premium Grant will attend school	<ul style="list-style-type: none"> <li>Attendance for pupils in receipt of PPG will be better than 96% our ambition is every child in school every day.</li> </ul>

every day or at least 96% of the time.	<ul style="list-style-type: none"> <li>Persistent Absence will reduce for all pupils but particularly those who are disadvantaged from the current level of 22.1%.</li> </ul>
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### Activity this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### High Quality Teaching Budgeted cost: £31,998

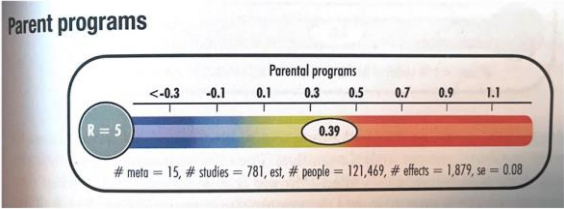
Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS CPD related to high quality adult interactions and enabling environments.	<p>EEF:</p> <hr/> <p><b>Communication and language approaches</b></p>  <p>Very high impact for very low cost based on moderate evidence.</p> <p style="text-align: right;"><b>+7</b></p>	2
Ensure continued effective delivery of the schools chosen systematic synthetic phonics scheme.	<p>EEF:</p> <hr/> <p><b>Phonics</b></p>  <p>High impact for very low cost based on very extensive evidence.</p> <p style="text-align: right;"><b>+5</b></p>	2
Develop, deliver and monitor impact of reading comp CPD for <b>all staff</b> .	<p>EEF:</p> <hr/> <p><b>Reading comprehension strategies</b></p>  <p>Very high impact for very low cost based on extensive evidence.</p> <p style="text-align: right;"><b>+6</b></p>	2 & 4
Ensure that the curriculum for writing gives precise guidance for teachings regarding what to teach and how to teach it.	<p>Visible Learning: The Sequel (Hattie 2023)</p> 	2 & 4
Ensuring that children have the skills required to write fluently and legibly.	 <p>EEF: Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p>	4
The needs of children with SEND will be met through quality first whole class teaching as	<p>John Hattie: Improving the quality of teaching is the single most important factor in improving outcomes especially those with disadvantaged backgrounds Without explicit, fully guided instruction, pupils lacking in prior knowledge are prone to developing misconceptions (Kirschner et al., 2006). Explicit teaching of metacognitive strategies may improve pupils' learning and increase their independence (EEF, 2017) Evidence from across the English school system</p>	3

the first act of intervention.	shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (Using pupil premium: guidance for school leaders, DfE March 2022)	
Terrific Talkers programme will be used across EYFS to encourage and support pupils to engage in high verbal interactions.	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +6</p> </div> <p><b>84% of settings that have accessed the programme report an increase in the numbers of children working at expected standards for communication and language across three terms.</b></p>	2
AHT and EYFS Lead to meet with all EYPP families in the first half term to discuss how best to support them.	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +4</p> </div>	

**Targeted academic support**  
**Budgeted cost: £26,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up and catch phonics from Little Wandle small group interventions training. Monitoring and support.	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Phonics</b></p> <p>High impact for very low cost based on very extensive evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +5</p> </div>	2
Tutoring 1:1 or small group in grammar and sentence structure.	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>One to one tuition</b></p> <p>High impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +5</p> </div>	2 & 4
Handwriting intervention small groups and 1:1	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Small group tuition</b></p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +4</p> </div>	4
Planned and purposeful intervention will be in place to address specific SEND which can not be met by quality first teaching.	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Teaching Assistant Interventions</b></p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +4</p> </div>	3
Wellcomm	<p>EEF:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £    📖 📖 📖 📖 📖    +6</p> </div>	2

**Wider Strategies**  
**Budgeted cost: £65,334**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring and providing support for improved attendance and persistent absentees by admin staff and Assistant Head	Attendance improvements when parents are informed and supported with attendance. EEF - Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy, including attendance data	1 & 4
Pastoral support for children with additional behaviour/wellbeing needs including referrals to and work with external agencies.	EEF:  <b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence. £ £ £ £ £ £ £ £ £ £ +4	1 & 4
Completion of Boxall profiles to identify pastoral support.	<b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +7	
Pastoral support for families. Parental workshops to support children's learning and access to curriculum.	EEF:  <b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +4   Visible Learning: The Sequel Hattie 2023)	1 & 4

**Priority 4**  
 Enrichment and Individual support  
 Budgeted cost: £7,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised PPG spend	EEF:  <b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +4	1, 2, 3, 4

**Total budgeted cost: £131,732**

## Part B Pupil premium strategy outcomes for 2022 to 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p><b>Assistant Headteacher</b></p>	<p>The progress of the children in receipt of pp funding is evident from looking at books, talking with teachers and the children themselves.</p> <p>Where concerns have been raised the AHT has been quick to support class teachers in identifying the most effective ways to overcome barriers to learning.</p> <p>The AHT has worked closely with the pastoral team to address behavioural issues and work effectively with families to best support the needs of the children.</p> <p>The AHT successfully supported ECTs as their Induction Tutor.</p> <p>The AHT successfully supported in year 6 during the run up to SATs teaching small groups. AHT also supported with the assessment of writing and the external writing moderation process.</p> <p>SATs Results 2023</p> <table border="1" data-bbox="325 600 1382 846"> <thead> <tr> <th></th> <th>Combined</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td><b>68.4%</b> <b>39/57</b></td> <td><b>81%</b> <b>46/57</b></td> <td><b>72%</b> <b>41/57</b></td> <td><b>86%</b> <b>49/57</b></td> </tr> <tr> <td><b>Pupil Premium Eligible (Ever 6)</b></td> <td>64% 7/11</td> <td>73% 8/11</td> <td>73% 8/11</td> <td>82% 9/11</td> </tr> <tr> <td><b>Non-Pupil Premium (Ever 6)</b></td> <td>70% 32/46</td> <td>83% 38/46</td> <td>72% 33/46</td> <td>87% 40/46</td> </tr> </tbody> </table> <p>We are starting to close the gap in writing and maths but there is still work to be done in Reading, this should in turn improve the combined data.</p>		Combined	Reading	Writing	Maths	<b>ALL</b>	<b>68.4%</b> <b>39/57</b>	<b>81%</b> <b>46/57</b>	<b>72%</b> <b>41/57</b>	<b>86%</b> <b>49/57</b>	<b>Pupil Premium Eligible (Ever 6)</b>	64% 7/11	73% 8/11	73% 8/11	82% 9/11	<b>Non-Pupil Premium (Ever 6)</b>	70% 32/46	83% 38/46	72% 33/46	87% 40/46
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<p><b>Teaching Assistant Support</b></p>	<p>Impact of intervention documents show individual progress for most children in reading, writing and maths.</p> <p>Improved timetabling of targeted interventions has led to accelerated progress for focus children.</p>																				
<p><b>Pastoral Team</b></p>	<p>Children who have received counselling have had the opportunity to talk and share anxieties in a safe environment. This has helped them to build positive relationships with additional adults and to understand how to regulate their emotions more effectively.</p> <p>The impact of being involved in the allotment project has been considerable as many of our children benefited from collaborating and developing new gardening skills. Children in receipt of PP funding use the hub regularly and successfully to help with the de-escalation of behaviours and with self-regulation of emotions. Pupil voice reveals that children see the hub as a 'safe space' and many are now able to recognise when 'time out' will benefit them and are able to communicate this to members of staff.</p> <p>Attendance has improved for two families in particular due to the on-going support, relationship building and communications that have improved during this school year.</p> <p>Boxalls have been completed this year and teachers are starting to utilise this data more successfully.</p>																				
<p>One to one booster tutoring sessions</p>	<p>38 children received tuition from these booster groups in Summer 1</p> <p>Individual records from the tutors show progress for most children who took part in this scheme. Not only academically but with the development of confidence and self-esteem.</p>																				
<p>Individual Pupil Premium Spend</p>	<p>Moving forward we need to look for ways to support parents with the individual spend to ensure the children benefit the most effectively from this.</p>																				
<p>Personalised educational resources for children</p>	<p>It is a challenge to know the real impact of the children being provided with these educational resources without any official end of year data, however parent and pupil voice highlighted an increased level of confidence in parents being able to support their children at home with ARE for reading, writing and maths</p>																				

## Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders Use of effective line management to mentor and coach teaching staff

Targeted support	Recording of impact of intervention	Consistently use impact of intervention templates and maintain regular and rigorous monitoring systems
Wider strategies	Engaging families who face the most challenges	Working closely with the LA, The Salvation Army and other local schools on cross-school outreach programme