

PUPIL PREMIUM STRATEGY STATEMENT



CHERRY TREE
PRIMARY SCHOOL

2025 - 2028

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	406
Proportion (%) of pupil premium eligible pupils	23.7% (96)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cheska Tyler
Pupil premium lead	Emma Hibberd
Governor / Trustee lead	Sandra Child

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,440

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 maximise progress.

Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. This includes a governor having responsibility for Pupil Premium (Sandra Child), 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 tells us that there is high mobility within the school community, there is a high proportion of newcomers to the school in receipt of Pupil premium grant funding. Often these children arrive with lower attainment levels compared to their non-disadvantaged peers.
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


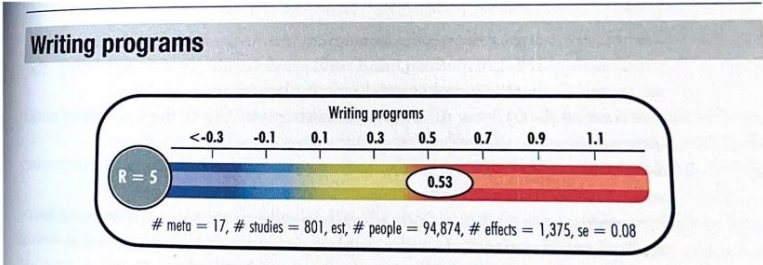

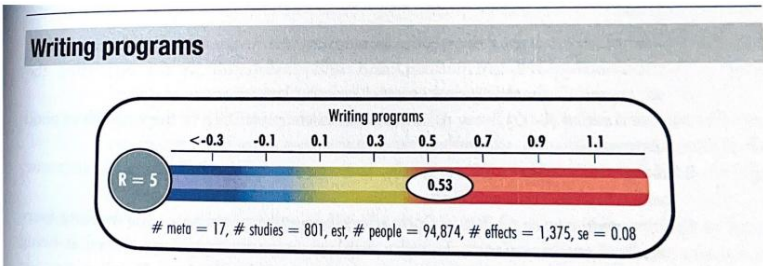

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.



Intended outcome	Success criteria
Pupils in receipt of the Pupil Premium Grant will attend school every day or at least 96% of the time.	<ul style="list-style-type: none"> Attendance for pupils in receipt of PPG will be better than 96% our ambition is every child in school every day. Persistent Absence will reduce for all pupils but particularly those who are disadvantaged from the current level of 22.1%.
To raise attainment of EYFS pupils so that it is in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> The proportion of disadvantaged pupils in EYFS achieving Good Level of Development will be in line with non-disadvantaged pupils. In EYFS at least 60% of pupils in receipt of the Pupil Premium Grant will achieve GLD.
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'28 and bring their attainment in line with the attainment of their peers nationally.	<ul style="list-style-type: none"> 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. 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. Internal data will demonstrate clear progress towards the above. 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. 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.

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: £46,033

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>Communication and language approaches</p>  <p>Very high impact for very low cost based on moderate evidence.</p>	2
EYFS CPD Herts Essentials for Writing.	<p>Visible Learning: The Sequel (Hattie 2023)</p> 	2
Develop, deliver and monitor impact of reading comp CPD for all staff .	<p>EEF:</p> <p>Reading comprehension strategies</p>  <p>Very high impact for very low cost based on extensive evidence.</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




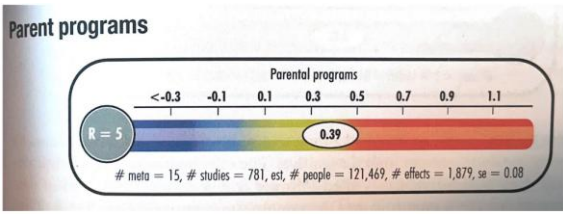

<p>Termly VIP meetings held with half termly reviews to assess pupils barriers and implement targeted interventions or support to address the gaps.</p>		<p>EEF: Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.</p>	<p>1, 2,4</p>
<p>Ensure that vocabulary is explicitly taught within the curriculum.</p>		<p>EEF: Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>The school will be using the Word Aware approach to teaching vocabulary which will form part of the Reading and Writing lessons.</p>	<p>1,2, 4</p>

Targeted academic support
Budgeted cost: £19,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Keep up and catch phonics from Little Wandle small group interventions training. Monitoring and support.</p>	<p>EEF:</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +5</p>	<p>2</p>
<p>Handwriting intervention small groups and 1:1</p>	<p>EEF:</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +4</p>	<p>1,2, 4</p>
<p>Planned and purposeful intervention will be in place to address specific</p>	<p>EEF:</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +4</p>	<p>2&4</p>


barriers which can not be met by quality first teaching.	<p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence.</p> <p>Teachers will use data collated in the VIP meetings to plan for interventions.</p> 	
Wellcomm	<p>EEF:</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p> 	2

Wider Strategies
Budgeted cost: £73,392

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	<p>Attendance improvements when parents are informed and supported with attendance.</p> <p>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</p>	1 & 4
Pastoral support for children with additional behaviour/wellbeing needs including referrals to and work with external agencies.	<p>EEF:</p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p>  <p>Metacognition and self-regulation</p> 	1 & 4
Completion of Boxall profiles to identify pastoral support.		
Pastoral support for families.	<p>EEF:</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> 	1 & 4
Parental workshops to support children's learning and access to curriculum.	<p>Parent programs</p>  <p>Visible Learning: The Sequel Hattie 2023)</p>	
Robust induction processes to identify early needs of new pupils.	<p>EEF:</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p>  <p>The pastoral team have developed a 6 week program for inducting in year admissions to the school.</p>	

Enrichment and Individual support

Budgeted cost: £9,600

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

Total budgeted cost: £144,440