

**PUPIL PREMIUM PLAN 2019/2020**

Last Census	October 2019
Total number of pupils on roll (October 2019)	426
Total number of pupils eligible for Pupil Premium Grant (October census)	70
Amount of PPG per pupil	£1320
Indicative PPG as advised in School Budget Statement July 19	£72,160
Actual Pupil Premium Grant allocated 19/20	£77,880

What is the Pupil Premium Grant?

The Pupil Premium Grant is additional funding to help schools diminish the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil. A provision is also made for children who have a parent in the armed services.

Cherry Tree School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. 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, 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.

Key Priority:

To raise the attainment of all students in receipt of the Pupil Premium funding.

To bring the attainment of those in receipt of the Pupil Premium funding in line with the attainment of their peers nationally.

What do we expect to see?

Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps nationally.

What do we expect to see?

Our children come predominantly from the surrounding neighbourhood and reflect the ethnic diversity of the community we serve. The number of pupils with EAL (59%) is significantly above the national average. Our pupils may start school with lower than average attainment and this can be coupled with limited language development.

Approach:

We are adopting a range of strategies to overcome these difficulties. Staff awareness of the Pupil Premium funding has been a focus and will continue to be across the year. Individual meetings between SLT and all Teachers have taken place and a pre-assessment of children in receipt of Pupil Premium funding has been agreed and recorded. Monitoring will be regular and reactive across the year, having the pupils at the core of any additional decisions or changes.

Staff has been employed and deployed so that sessions are offered every day to individuals and small groups across the school in reading, writing and maths providing academic support. In addition to this, interventions to meet emotional, social and behavioural needs are offered to specific children including Forest School. A thorough analysis is carried out to ascertain which children would benefit from each strategy we offer and priority is given to pupils in receipt of the Pupil Premium funding.

We will constantly monitor the arrival of new pupils and we are working as a team to get to know each child as an individual and build a relationship with the children and their wider family. We recognise that initially, some children will require help to meet social and emotional needs before they are ready to learn and progress academically. We offer counselling, 1:1 mentors, small social groups, therapeutic sessions, Forest school, behavioural and academic support in order to support the individual to succeed.

Another strategy will be to support children in engaging in the wider aspects of school life - the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future.

Action	What does this mean?	Monitored by	Cost from PPG funding	Specific intended outcome	Review by	Outcome Actual impact column
Additional outstanding teaching support in KS2 (two Teaching Assistants - FTE 0.5)	Teaching support across Upper Key Stage 2 for Maths and English from a skilled teaching assistant for targeted PP children - group and individual teaching.	SL and reported to DH and Governing body	£14,111	Diminish differences between PPG and non PPG pupils nationally. Raise attainment and achievement in Y6 in English and Mathematics so that PPG pupils attain in line with their peers nationally, particularly at the Expected standard and Greater Depth standard.	SL Half-termly	
Pastoral leader and support team (Leader and assistant FTE 1.0 each)	Support PP pupils and develop strategies to remove barriers to learning: social, emotional & behavioural. This will lead to an enhanced level of independence and success in learning.	SL and reported to Governing body	£50,058	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. This should be evident in CT, Parental and Pupil feedback surveys.	SL Half-termly	
Counselling support	Support PP pupils and develop strategies to remove barriers to learning: social, emotional & behavioural. This will lead to an enhanced level of independence and success in learning.	SL and reported to Governing body	£6480	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted	SL Half-termly	

				and pupils develop resilience when challenged. This should be evident in CT, Parental and Pupil feedback surveys.		
Personalised PPG spend (£100 per child)	Parents to receive additional support of up to £100 with some school costs (e.g. School Uniform, School Trips, Stationery, Music Tuition, Swimming Lessons). Parents can also spend this allocated fund on non-school costs, (i.e. brownie/scout camp costs, learning software etc.).	SL and reported to DH and Governing body	£4000	Enrichment opportunities presented to disadvantaged pupils. Improve social and emotional well-being levels.	SL Termly	
Curriculum and intervention resources to support disadvantaged pupils.	Additional resources for teaching.	SL and reported to DH and Governing body	£3231	Provide up-to-date assessment materials that will facilitate regular assessments to define target pupils and target areas of learning. This will also be used to analyse progress and attainment and monitor the impact of other actions established in this document.	SL Termly	
Anticipated expenditure			£77,880			