

PUPIL PREMIUM STRATEGY STATEMENT



CHERRY TREE
PRIMARY SCHOOL

September 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 437 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Cheska Tyler |
| Pupil premium lead | Emma Hill |
| Governor / Trustee lead | Mark Scoulding |

Funding Overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 91,460 |
| Recovery premium funding allocation this academic year | £ 9,425 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0.00 |
| 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 | £ 100,885 |

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.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Cherry Tree School serves an ethnically diverse community, the number of pupils from minority ethnic groups and pupils with EAL is significantly above the national average.</p> <p>Watford has a lower level of residents born in the UK than the national average and a higher rate of residents either born in other EU countries or outside the EU, it does have a significant immigrant population.</p> <p>National average percentage of primary school pupils with English as an additional language – 20.9%</p> <p>Cherry Tree percentage of pupils with English as an additional language – 50.2%</p> |
| 2 | <p>A high proportion of our pupils start school with lower than average attainment; underdeveloped social skills and limited language acquisition can also impact attainment.</p> <p>The last published national data in Summer 2019 shows an average of 70.7% pupils achieving at least expected levels</p> <p>Cherry Tree data was 63%</p> |
| 3 | <p>National average percentage of pupils eligible for free school meals – 20.8% (June 2021)</p> <p>Cherry Tree percentage of pupils eligible for free school meals – 15.3%</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 |
|---|---|
| To raise the attainment of all pupils in receipt of the Pupil Premium Grant | <ul style="list-style-type: none"> Senior leadership team to conduct regular pupil progress meetings with class teachers. Maintain high level continued professional development for all staff The Assistant Head (Pupil premium lead) to continually monitor progress data of all pupils in receipt of pupil premium funding The Pupil Premium Lead (Assistant Head teacher) to create the pupil premium plan and be responsible for spending the pupil premium grant effectively. |
| To bring the attainment of those in receipt of the Pupil Premium funding in line with the attainment of their peers nationally | <ul style="list-style-type: none"> As above Identify national attainment data and keep abreast of national trends and research reviews |
| To ensure pupils in receipt of Pupil Premium funding working at mastery level are challenged in order to attain the greater depth band. | <ul style="list-style-type: none"> Identify all pupils in receipt of pupil premium funding working at ARE and provide intervention to develop mastery. Senior leadership team to ensure rigorous assessment systems are in place to monitor progress. |
| To ensure all pupils in receipt of pupil premium funding have access to consistent high quality teaching. | <ul style="list-style-type: none"> Provide targeted continued professional development for all staff. Provide a robust and effective training programme for 3 early careers teachers. Provide regular and focused training for higher level teaching assistants Senior leadership team to plan and deliver an effective monitoring and feedback system. |

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| To provide all pupils in receipt of pupil premium funding have access to high quality pastoral support | <ul style="list-style-type: none"> Pastoral Lead to identify children in receipt of pupil premium funding who have social and emotional needs Pastoral team to provide nurture intervention for those children who are in need of developing social and emotional skills Pastoral team to work with and support the families of children identified as vulnerable Pastoral team to lead on identifying vulnerable families and providing food packages in collaboration with the Salvation Army |
| To provide all pupils in receipt of pupil premium funding, enrichment experiences that link to their interests. | <ul style="list-style-type: none"> Complete pupil voice to discover interests and aspirations. Involve children in receipt of the pupil premium funding, in allotment and outdoor learning experiences. Involve children in receipt of the pupil premium funding, in musical activities. |

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.

Priority 1

High Quality Teaching
Budgeted cost: £20,334

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------|---|-------------------------------|
| CPD Led by AHT | Lack of confidence from teachers in teaching specific areas of learning (Spanish, Music) and behaviour management | 2 |
| ECT induction tutor - AHT | 3 New ECT's across the school | 2 |
| HLTA CPD Led by AHT | Continued CPD for 5 HLTA across the school to teach all subject areas and manage behaviour effectively | 2 |
| Curriculum Design - AHT | AH leading on curriculum design to build skills sequentially across lessons and year groups and making connections between curriculum areas | 2 |

Priority 2

Targeted academic support
Budgeted cost: £5081

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|--|-------------------------------|
| Mastery interventions | Current data and historic strategy has shown that pupils in receipt of the pupil premium grant that are working at ARE, could achieve greater depth with targeted intervention | 2 |
| Reading intervention | Current school data shows that reading continues to be a focus priority area on the school development plan | 1 |
| CPG Books (see priority 4) | Parent voice highlighted a lack of confidence in supporting children at home with reading, writing and maths | 2 |

Priority 3

Pastoral support & Nurture
Budgeted cost: £56,846

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|--|-------------------------------|
| Pastoral Lead | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. | 1 & 2 |

| | | |
|-------------|--|-------|
| | Impact of intervention has been positive in helping children to become more emotionally intelligent through using the zones of regulation and the 5 ways to well being | |
| Pastoral TA | We have a growing number of children in need of emotional support due to personal trauma or socio-economic circumstances | 1 & 2 |

Priority 4

Enrichment and Individual support

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Individualised PPG spend | Parent voice identifies the value of using this money to support families in the purchasing of uniform and school trips | 1 |
| Outdoor learning – waterproof trousers for all Reception children | Over the last 3 years we have increased the accessibility to outdoor learning opportunities, and pupil/parent/teacher voice has identified positive outcomes. We are offering an increased proportion of outdoor learning opportunities in EYFS, KS1 and Year 3. | 1 & 2 |
| Musical trips/experiences RCM, Colosseum, drumming workshop | A successful band time programme has run for 1 year in Y5 so this will continue. We are developing the music curriculum following a restriction to activities during the pandemic and pupil/parent voice | 1 & 2 |
| Christmas books for all PP | Our reading data has led to promoting reading for pleasure as part of our school development plan | 1 & 2 |
| Staff music CPD from outside agency | Lack of confidence from teachers to provide high quality and specialised music teaching Research links to musical skill development helping with academic attainment. | 1 & 2 |

Total budgeted cost: £92,261

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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|-----------------------------------|--|
| Assistant Headteacher | <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 AH has been quick to support class teachers in identifying the most effective ways to overcome barriers to learning.</p> <p>The AH 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 AH successfully supported an NQT as their professional mentor.</p> <p>The AH conducted a wide range of CPD for all staff in a number of curriculum areas, leading to increased confidence, high quality teaching and improved assessment systems for the foundation subjects.</p> |
| Teaching Assistant Support | <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> |
| Pastoral Team | <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>Children who have attended calm start on a regular basis have been able to access learning more effectively.</p> <p>All families who received food parcels (and later food vouchers) during lockdown provided positive feedback and we had reports of this reducing anxiety levels.</p> |

| | |
|---|---|
| | <p>The 8 pupils who requested electronic devices attended live teaching sessions regularly and 'turned in' completed home learning.</p> <p>Where one family still found this a challenge, the child was invited into school as a vulnerable which enabled them to access their learning.</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.</p> <p>6 children in receipt of PP funding have used 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> |
| One to one booster tutoring sessions | <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> |
| Individual Pupil Premium Spend | <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> |
| Personalised educational resources for children | <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 |