



Cherry Tree School

Including Cherry Blossom Preschool

Pupil Premium Strategy

Date created:	December 2024	Date of next review: December 2025
---------------	---------------	------------------------------------

Signed by:

Helen Graham Head Teacher

Date:

20-12-2024

Christine Mitchell-Brown Chair of Governors

Date:

20-12-2024

Pupil Premium Strategy Statement

This statement outlines our pupil premium strategy, how we intend to spend the funding in this academic year 2024-25 and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cherry Tree Primary School
Number of pupils in school (aged 4 to 11)	206
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Graham, Head Teacher
Pupil premium lead	Helen Graham, Head Teacher
Governor	Anita Bottomley

Funding overview

Detail	Amount
Pupil premium funding allocation last academic year (2023-2024)	£35,268
Pupil premium funding allocation this academic year (2024-25)	£38,206
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,206

Part 1: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have used the following documents as our sources of evidence and guidance:

<https://educationendowmentfoundisadvantagedtion.org.uk/guidisadvantagednce-for-teachers/using-pupil-premium>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidisadvantagednce_for_school_leaders.pdf

1.1 Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This is evident particularly in foundation stage and Year 1.

3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased. 28 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs, with 6 (3 of whom are disadvantaged) receiving 121 interventions.</p>
4	<p>Analysis of data shows that attendance is not as high for a small number of our disadvantaged pupils. This impacts on their attainment and wellbeing.</p>
5	<p>Ensure that adults are effectively deployed to meet the needs of the disadvantage pupils and also EAL pupils.</p>

1.2 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
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Children in preschool/foundation stage to be screened using WellComm speech and language toolkit, leading to targeted interventions when need is identified.</p> <p>Assessments indicate improved oral language among disadvantaged pupils. This is evident considering engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Challenge 2 Improved phonics/reading attainment among disadvantaged pupils.	<p>Fully embed the SSP 'Little Wandle', including the 'catch up' sessions.</p> <p>Books match the phonics teaching.</p> <p>Reception baseline completed, plus half termly Little Wandle assessments for Y1 and YF.</p> <p>Daily phonics sessions, plus catch up sessions and 3x a week reading session in Y1 and YF.</p> <p>Additional 121 reading sessions for lowest 20%.</p> <p>Y1 phonics check shows that disadvantaged children achieve the expected level unless they have a special educational need.</p> <p>KS2 reading outcomes in 2024/25 to show that more than 75% of disadvantaged pupils met the expected standard. (Except those children who have SEND in respect of reading.)</p>
Challenge 3 Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>All staff to receive training in understanding how the brain works and behaviour management</p> <p>All staff to receive training in attachment and trauma</p> <p>My Happy Mind lessons carried out on a weekly basis</p> <p>Link with mental health practitioner (SLMHT) for direct work</p> <p>Continue to invest in the support of a play therapist and a children's counsellor</p>

	An improvement in SDQ scores (Play Therapist) Positive feedback from children via surveys.
Challenge 4 Ensure attendance and punctuality of disadvantaged pupils remains above school target and in-line with non-disadvantaged pupils.	Text message home to alert if attendance is dipping. Letters home of attendance continues to be a problem. Invite parents to a meeting where there is a concern. Termly meeting with Attendance Officer. Improvement in attendance and punctuality figures for disadvantaged children.
Challenge 5 Ensure that adults are effectively deployed to meet the needs of the disadvantage pupils and also EAL pupils.	Improved academic outcomes for both disadvantaged and EAL pupils. Audit of support and strategies used, plus close communication with parents shows appropriate progress from both groups.

1.3 Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11,056**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have received relevant training for the delivery of our Phonics programme- especially staff who are new to school	https://www.littlewandlelettersandsounds.org.uk/ Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundisadvantagedition EEF	1, 2
WellComm programmes followed once assessment complete. Additional (daily reads) for disadvantaged children and Phonics 'catch up' or 'keeping up' sessions.	Oral language – emphasising spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include targeted reading aloud with a specific focus on teaching decoding for fluency, discussing books with young children and explicitly extending pupils' spoken vocabulary through dialogic talk. Children benefit socially and academically. PP children leave EYFS with a good level of development. Evidence shows that small group	1, 2, 3

	tuition is effective and the smaller the group the better.	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundisadvantagedtion.org.uk)</p>	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£18361**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to be deployed to effectively support disadvantaged pupils either individually or in small groups to ensure that they make good or better progress, regardless of starting point.	<p>Effective support from a teaching assistant can accelerate progress by 4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 5
Purchase specialist assessments as required for disadvantaged pupils with SEND, for example an Educational Psychology Assessment, Dyslexia Assessment, Early Help or Specialist Teacher.	Collaboration with specialist services will ensure that needs are carefully identified and strategies are agreed to support the pupils.	3, 5

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

Budgeted cost: **£8789**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving self-esteem and confidence across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundisadantagedtion.org.uk)	3, 4,
Ensure all emotional and mental health needs are met through a range of strategies, including Play Therapy, Counselling, My Happy Mind and Mental Health practitioners through SLMHT.	Head Teacher has completed the 'Senior Mental Health Lead' Qualification and refresher. Play therapist, Link Mental Health Practitioner, My Happy Mind https://brandplatform.annafreud.org/share/q79dPhVXzsicGSQvp75P Anna Freud Evidence Based Practice	3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Ensure disadvantaged pupils have access to, and are encouraged to engage with, extra-curricular clubs and residential visits.	Clubs/Residential visits can be subsidised by school, this enables participation widely in Extra Curricular Activities. Encourages wider experiences, inclusion, cultural capital and wellbeing.	1, 3

Total budgeted cost: £38,206

Part 2: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils:

Year Group	Number of Children Eligible	Outcome Based on Teacher Assessment
FS (YF)	2	1 achieved expected ELG
1	3	2 achieved ARE in RWM
2	4	3 achieved ARE in RM, 1 achieved ARE in W
3	1	1 achieved ARE in W
4	6	3 achieved ARE in WM, 2 achieved ARE in R
5	3	2 achieved ARE in R, 1 achieved ARE in W
6	3	1 achieved ARE in RWM

Externally provided programmes

Programme	Provider
White Rose Maths Scheme	White Rose
Times Table Rockstars	Maths Circle Ltd
Mathletics	
IDL	
WellComm	WellComm
Little Wandle Letters and Sounds Revised	Little Wandle
School Link Mental Health programme	Holly Bailey (SLMH Practitioner)
Play Therapy	Sam Ryder