




# Cherry Tree School

Including Cherry Blossom Preschool

## Pupil Premium Strategy

Date created:	December 2025	Date of next review: December 2026
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Signed by:	
Helen Graham Head Teacher 	Date: 20-12-2025
Christine Mitchell-Brown Chair of Governors	Date:

- **Pupil Premium Strategy Statement**

This statement outlines how we intend to spend pupil premium funding in this academic year 2025-26 to help improve the outcomes of our disadvantaged children.

It outlines our pupil premium strategy 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)	211
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Graham, Head Teacher
Pupil premium lead	Anita Bottomley, Deputy Head Teacher
Governor	Evey Perrin

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- **Funding overview**

Detail	Amount
Pupil premium funding allocation last academic year (2024-2025)	£38,206
Pupil premium funding allocation this academic year (2025-2026)	£39,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	<b>£39,390</b>

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- **Part 1: Pupil premium strategy plan**

- **Statement of intent**

*'Bringing out the best in each other as we blossom & grow.'*

At Cherry Tree, we are committed to ensuring that every child, regardless of their background or the challenges they face, is supported to achieve their full potential. We recognise that pupils' starting points significantly influence their educational journey. Our strategy is rooted in the EEF tiered approach, focusing on high-quality teaching, targeted academic support, and wider strategies to ensure all pupils make strong progress from their individual starting points.

High-quality teaching is at the heart of our approach. We prioritise adaptive teaching and early identification to ensure that the curriculum is accessible yet remains ambitious for all. We implement evidence-informed strategies to develop self-regulation, resilience, and focus. Through structured routines and positive behaviour approaches, we ensure pupils are "ready to learn," providing them with the foundational skills necessary to engage deeply with a broad and balanced curriculum.

We provide rigorous, evidence-based interventions, including one-to-one and small-group tuition, closely aligned with classroom learning. Progress is monitored through frequent, robust assessments, allowing for timely "keep-up" rather than "catch-up" support. We hold high, aspirational expectations for all; teachers plan learning carefully to ensure that pupils eligible for Pupil Premium are prioritized for stretch and challenge, developing higher-order thinking and achieving greater depth where appropriate.

We understand that financial or social barriers can limit a child's access to the "hidden curriculum." Our strategy proactively identifies pupils at risk of missing out on enrichment. By subsidising trips, clubs, and music tuition, and ensuring access to school uniform, we promote a sense of belonging and equality. We are dedicated to building cultural capital, ensuring that disadvantaged pupils have the same breadth of life experiences as their peers to bolster their confidence and engagement with school life.

Recognising that emotional health is a prerequisite for academic success, we provide targeted SEMH (Social, Emotional, and Mental Health) support. We implement a trauma-informed approach to support our most vulnerable disadvantaged learners. Through pastoral care, nurture groups, and access to specialist services, we create a safe environment where pupils can develop emotional regulation. We maintain a sharp focus on attendance and engagement, working closely with families to remove any obstacles to regular schooling, ensuring every child feels valued and included.

Through this strategy, we intend to diminish the difference in attainment between disadvantaged pupils and their peers nationally. By combining a high-ambition curriculum with targeted pastoral and academic support, we aim to empower all of our pupils to blossom and grow—not just academically, but socially and emotionally—equipping them with the skills and confidence to succeed in the next stage of their education.

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

<https://educationendowmentfoundation.org.uk/using-pupil-premium>

[https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using\\_pupil\\_premiu](https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premiu)

[m\\_guidance.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	<p><b>Addressing the Enrichment and Participation Gap</b></p> <p>Significant financial and social barriers often prevent our disadvantaged pupils from accessing the full breadth of our school’s enrichment offer. Beyond the direct costs of trips, clubs, and uniforms, these pupils frequently face "hidden" barriers, such as a lack of social confidence or a limited sense of belonging in non-statutory activities. This disparity creates an "experiential gap" that can limit the development of cultural capital.</p>
2	<p><b>Self-Regulation and Readiness to Learn</b></p> <p>Internal data and teacher observations indicate that a disproportionate number of disadvantaged pupils struggle with sustained concentration, emotional self-regulation, and executive functioning. These barriers frequently lead to disrupted learning cycles, reduced "time on task," and lower levels of intrinsic engagement. The Education Endowment Foundation (EEF) identifies "Metacognition and Self-Regulation" as a high-impact, low-cost intervention, typically providing +7 months of additional progress. Research suggests that disadvantaged pupils often have fewer opportunities to develop these "learning to learn" strategies at home. By explicitly teaching pupils how to plan, monitor, and evaluate their own learning, we can bridge the gap between "compliance" and "active cognitive engagement."</p>
3	<p><b>The Attainment and Fluency Gap</b></p> <p>Internal and statutory assessment data reveals a persistent attainment gap, with a significant number of disadvantaged pupils working below Age-Related Expectations (ARE) in core literacy and numeracy. This "attainment floor" prevents these pupils from accessing higher-order thinking and complex content across the broader curriculum, leading to a deceleration in progress as they move through key stages. Research suggests that "the rich get richer" in education; those who read well acquire more knowledge, while those who struggle fall further behind. Closing the reading gap is the single most effective way to unlock the rest of the curriculum. Pupils working below ARE often have high "extraneous cognitive load" because they lack the fluency in basics (like times tables or decoding) to focus on complex problem-solving.</p>
4	<p><b>The Excellence Gap</b></p> <p>A significant barrier for our mid-to-high attaining disadvantaged pupils is a lack of consistent exposure to "stretch and challenge" that moves them from functional competence to mastery. While these pupils often meet ARE, they are statistically less likely than their non-disadvantaged peers to reach Greater Depth or Higher Standard benchmarks.</p>
5	<p><b>Barriers and Emotional Readiness to Learn</b></p> <p>A significant number of our disadvantaged pupils face complex Social, Emotional, and Mental Health (SEMH) challenges that directly impede their academic progress and attendance. These vulnerabilities—often rooted in trauma, family instability, or young carer responsibilities—manifest as "internalized" barriers (withdrawal and anxiety) or "externalized" behaviors (dysregulation). Neuroscientific research shows that chronic stress (ACEs - Adverse Childhood Experiences) can physically alter the brain's ability to process information and manage executive function.</p>

## 1.1 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
<p><b>Challenge 1</b></p> <p>Disadvantaged pupils have equal access to all enrichment opportunities, including clubs, trips, events, and necessary school resources (e.g., uniform), ensuring full participation in the wider curriculum and improved sense of belonging.</p>	<ul style="list-style-type: none"> <li>● 100% of Disadvantaged (DA) pupils attend at least one curriculum-linked trip or club per term.</li> <li>● Uptake of financial support (e.g., subsidies, uniform provision) results in all disadvantaged pupils being equipped for full school engagement.</li> <li>● Pupil voice shows improved confidence, sense of inclusion and positive attitudes towards school experiences.</li> <li>● No disadvantaged pupil is unable to participate in an enrichment activity due to financial barriers.</li> <li>● Attendance data for enrichment activities shows parity between disadvantaged and non-disadvantaged pupils.</li> </ul>
<p><b>Challenge 2</b></p> <p>Disadvantaged pupils demonstrate improved concentration, attention and self-regulation in lessons, leading to increased engagement, reduced learning disruption and greater readiness to learn.</p>	<ul style="list-style-type: none"> <li>● Reduction in behaviour incidents, low-level disruption and internal interventions for disadvantaged pupils compared with the previous year.</li> <li>● Weekly My Happy Mind sessions in all classes.</li> <li>● Individual Behaviour Plans or Pupil Profiles for consistent approach across our setting.</li> <li>● Development of sensory room space.</li> <li>● Classroom observations show improved on-task behaviour and sustained attention for identified pupils.</li> <li>● Targeted pupils make measurable improvements in self-regulation skills (e.g., through baseline and follow-up assessments using tools such as SDQ or teacher checklists).</li> <li>● Engagement data (e.g., lesson participation, completion of tasks) shows disadvantaged pupils are accessing and contributing to learning more consistently.</li> <li>● Teacher feedback reports greater independence, resilience and emotional regulation among targeted pupils.</li> </ul>
<p><b>Challenge 3</b></p> <p>Disadvantaged pupils working below age-related expectations make accelerated progress in reading, writing and maths, enabling more pupils to reach ARE and narrowing the attainment gap with their peers.</p>	<ul style="list-style-type: none"> <li>● Early identification - WellComm (3-5 years) assessment toolkits used to screen on entry</li> <li>● Early diagnosis of Speech and Language difficulties.</li> <li>● A higher proportion of disadvantaged pupils achieve ARE or make at least expected progress in reading, writing and maths compared with the previous year.</li> <li>● Assessment data (termly tracking, standardised tests) shows accelerated progress for targeted pupils from their starting points.</li> </ul>

	<ul style="list-style-type: none"> <li>● Intervention records indicate improved outcomes for pupils receiving targeted academic support, with clear evidence of impact.</li> <li>● The attainment gap between disadvantaged and non-disadvantaged pupils reduces across core subjects.</li> <li>● Work scrutiny and teacher assessments demonstrate improved accuracy, quality and independence in pupils' literacy and numeracy skills.</li> </ul>
<p><b>Challenge 4</b></p> <p>Disadvantaged pupils working at age-related expectations (ARE) access consistent stretch and challenge opportunities, enabling them to deepen understanding, broaden higher-order thinking skills and increase the proportion achieving greater depth.</p>	<ul style="list-style-type: none"> <li>● Increased proportion of disadvantaged pupils achieving greater depth in reading, writing and maths compared with the previous year.</li> <li>● Lesson observations and work scrutiny show that disadvantaged pupils regularly engage with higher-level tasks, reasoning activities and problem-solving opportunities.</li> <li>● Targeted pupils demonstrate improved confidence and independence when tackling challenging content.</li> <li>● Teacher assessments and formative data indicate sustained progress for pupils on track for greater depth.</li> <li>● Pupil voice reflects positive attitudes toward challenge and a willingness to take risks in learning.</li> </ul>
<p><b>Challenge 5</b></p> <p>Disadvantaged pupils with SEMH needs feel safe, supported and able to engage fully in learning. Targeted support improves emotional wellbeing, resilience, attendance and readiness to learn, enabling them to make consistent academic and personal progress.</p>	<ul style="list-style-type: none"> <li>● Improved attendance and punctuality for disadvantaged pupils with identified SEMH needs.</li> <li>● My Happy Mind investment.</li> <li>● SLMHT Counselling for identified individuals.</li> <li>● ELSA training and sessions for identified individuals.</li> <li>● Reduction in the number and severity of behaviour incidents linked to emotional difficulties.</li> <li>● Pupils accessing SEMH support demonstrate measurable improvements in wellbeing, resilience, and self-regulation (e.g., via Boxall Profile, SDQ, or other school tracking tools).</li> <li>● Increased engagement and participation in class and wider school activities for targeted pupils.</li> <li>● Pupil and parent feedback indicate pupils feel safe, supported, and able to thrive socially and emotionally within the school environment.</li> </ul>

## 1.2 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: **£12,056**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Staff training - Foxwood Nov. 2025 Team Teach- de-escalation techniques and positive behaviour strategies.</p>	<p>'Team Teach' CPD equips staff with proactive de-escalation and behaviour support strategies, leading to fewer high-risk incidents and greater staff confidence. By promoting understanding, consistency, and positive relationships, it creates safer, calmer learning environments and improves pupil engagement and wellbeing.</p>	<p><b>2, 3, 5</b></p>
<p>WellComm programmes followed once assessment complete.  Additional (daily reads) for disadvantaged children and Phonics 'catch up' or 'keeping up' sessions.</p>	<p>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 tuition is effective and the smaller the group the better.</p>	<p>1, 2, 3, 4, 5</p>
<p>Improve the quality of social and emotional (SEL) learning.  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):  <a href="https://www.educationendowmentfoundisadvantagedtion.org.uk">EEF Social and Emotional Learning.pdf(education endowmentfoundisadvantagedtion.org.uk)</a></p>	<p>1, 2, 3</p>

## 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.	Effective support from a teaching assistant can accelerate progress by 4 months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	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
Set up and resource Sensory room. Train staff in effective use of resources.  Work with a clinical psychologist to develop effective strategies to support children with sensory processing difficulties.	A sensory room in a primary school provides a calm, structured space where pupils can regulate their emotions and sensory needs, helping to reduce anxiety, prevent behavioural escalation, and improve readiness to learn. Evidence from shows that access to sensory regulation supports increased concentration, improved self-control, and fewer classroom disruptions. By offering targeted sensory input in a safe environment, schools can enhance pupil wellbeing, promote inclusion, and support better engagement and learning outcomes.	2, 3, 4, 5
Teaching Assistant deployed to implement one to one maths tutoring in UKS2	One-to-one tutoring for pupil premium children provides personalised support tailored to their specific learning needs, allowing gaps in understanding to be addressed quickly and effectively. This focused attention boosts confidence, reinforces key skills, and accelerates progress. Research shows that individual tutoring improves engagement, motivation, and attainment, helping the child to catch up with peers and build a stronger foundation for future learning.	



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

Budgeted cost: **£8973**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving self-esteem and confidence across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundisadvantagedtion.org.uk">Behaviour interventions   EEF (educationendowmentfoundisadvantagedtion.org.uk)</a></p>	<p>3, 4,</p>
<p>Ensure all emotional and mental health needs are met through a range of strategies, My Happy Mind and Mental Health practitioners through SLMHT.  My Happy Mind  ELSA</p>	<p>Head Teacher has completed the 'Senior Mental Health Lead' Qualification and refresher.                      Play therapist, Link Mental Health Practitioner,  My Happy Mind  <a href="https://brandplatform.annafreud.org/share/q79dPhVXzsicGSQvp75P">https://brandplatform.annafreud.org/share/q79dPhVXzsicGSQvp75P</a> Anna Freud Evidence Based Practice</p>	<p>3, 4</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Ensure disadvantaged pupils have access to, and are encouraged to engage with, extra-curricular clubs and residential visits.  Uniform</p>	<p>Clubs/Residential visits can be subsidised by school, this enables participation widely in Extra Curricular Activities. Encourages wider experiences, inclusion, cultural capital and wellbeing.</p>	<p>1, 3</p>
<p>Emotional Literacy Support Assistant (ELSA) training and delivery of one to one sessions.  Allocated protected time (an afternoon per week) for the ELSA to support children.</p>	<p>Having a trained ELSA amongst our staff allows us to provide rapid and bespoke support to children at the point of identification. In addition, planned support can be given to those children identified as having an SEMH need. Having an Emotional Literacy Support Assistant (ELSA) in school provides significant, evidence-based benefits for pupils' social, emotional, and mental health (SEMH). ELSAs are specially trained teaching assistants who support children—individually or in small groups—to understand their emotions, build resilience, and develop coping strategies.</p>	

**Total budgeted cost: £39,390**

- **Part 2: Review of outcomes in the previous academic year**

**Outcomes for disadvantaged pupils:**

Year Group in Summer 2025	Number of Children Eligible	Outcome Based on Teacher Assessment
FS (YF)	4	14 achieved ELG in Reading and Maths, 3 achieved ELG in Writing
1	3	2 achieved ARE in Reading, Writing, Maths
2	5	3 achieved ARE in Reading, Writing, 5 achieved ARE in Maths
3	5	4 achieved ARE in Maths, 3 achieved ARE in Reading and 2 achieved ARE in Writing
4	1	1 achieved ARE in Reading and Writing
5	8	5 achieved ARE in Reading and Writing, 4 achieved ARE in Maths
6	3	2 achieved ARE in Reading. 1 achieved ARE in Writing and 1 achieved ARE in Maths

**Externally provided programmes**

Programme	Provider
White Rose Maths Scheme	White Rose
Times Table Rockstars	Maths Circle Ltd
My Maths Online programme	My Maths
IDL	IDL
WellComm	WellComm
Little Wandle Letters and Sounds Revised	Little Wandle
School Link Mental Health programme	Holly Bailey (SLMH Practitioner)
Play Therapy	Sam Ryder
Mental Health – weekly lessons- My Happy Mind	My Happy Mind