



Cherry Tree School

Including Cherry Blossom Preschool

Pupil Premium Strategy

Date policy created:	December 2021	Date of next review: December 2022
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Signed by:	
Helen Graham Head Teacher 	Date: 30-12-2021
Christine Mitchell-Brown Chair of Governors	Date:

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Pupil Premium Strategy Statement

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 Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	7%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Helen Graham, Head Teacher
Pupil premium lead	Helen Graham, Head Teacher
Governor lead	Phil Adams SENDCO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,465
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£27,930

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. One of our school values is 'Aspirational', this applies to every child. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and to be aspirational, including those who already achieve high standards.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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 main sources of evidence:

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

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.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><u>Overall Educational Achievement and Wellbeing</u></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to some pupils falling behind age-related expectations, particularly in Maths for Y2 at Cherry Tree.</p>
2	<p><u>Phonics</u></p> <p>Our assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p><u>Oral Language and Vocabulary</u></p> <p>Our assessments, observations, and discussions with pupils suggest underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in Reception and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p><u>Social Emotional and Mental Health (SEMH)</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>28 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 14 (7 of whom are disadvantaged) receiving small group interventions. Teacher referrals for support have increased during and after the pandemic.</p>
5	<p><u>Attendance and Punctuality</u></p> <p>Attendance and punctuality statistics for some of our disadvantaged pupils is below the norm for our school. Lower attendance affects attainment as it is more difficult to address any gaps in learning. Children with poor attendance also are impacted negatively in terms of their social, emotional and mental health.</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
For all pupils to make good or better progress in reading, writing and maths .	<p>Reception Baseline completed</p> <p>Early identification and intervention</p> <p>KS1 and KS2 reading, writing and maths outcomes show that a higher proportion of the PP children are meeting the expected standard.</p>
For all children to achieve national expected standard in the Y1 Phonics Screening Check	<p>Reading books are phonically decodable and match phonics teaching</p> <p>Additional phonics lessons in Foundation Stage and Year 1</p> <p>Phonics workshop for parents</p> <p>A higher proportion of the PP children are meeting the expected standard in Phonics.</p>
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>
To achieve and sustain improved SEMH and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of social, emotional, mental health and wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Ensure attendance and punctuality of disadvantaged pupils' remains in-line with the school target and with non-disadvantaged pupils.	<ul style="list-style-type: none"> • Reintroduce attendance monitoring paused during the pandemic • Buy into the LA Attendance service and deploy the support of the attendance officer • Regular review meetings and action plans in place for disadvantaged children

1.3 Activity in 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all disadvantaged pupils have appropriate access to digital technologies to allow them to engage in effective homework / home learning (as necessary) in line with COVID risk assessment.	<p>Equality Act 2010</p> <p>Quality First Teaching occurs when children have the tools to access the curriculum.</p> <p>Provide each pupil premium child with a Chromebook for use at home- this will allow them reliable and individual access to the internet including google classroom where weekly homework is posted.</p>	1, 2, 3
Additional daily reads and reading comprehension activities for disadvantaged children.	<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.</p> <p>Approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils’ spoken vocabulary. Children benefit socially and academically.</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better. (School-Led Tutoring Guidance.)</p> <p>Reading comprehension activities have very high impact for very low cost based on extensive EEF research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Introduction of the NELI programme to the Reception cohort of children to ensure the speech and language gap between disadvantaged and</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on a child’s vocabulary and oral language:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3

<p>non-disadvantaged is closed.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stage 2</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Training from a children’s counsellor, via Warrington safeguarding team.</p> <p>SEND training on ASD and Quality First Teaching links to SEMH.</p> <p>External visitors invited to deliver workshops to support SEMH.</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(educationendowmentfoundation.org.uk)</p>	4 but also applicable to all areas of a child’s development and therefore 1, 2, 3

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

Budgeted cost: **£17,390**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement School Led Tutoring (SLT) (Spring 1 onwards)</p> <p>SLT to take place for 15 hours per identified children, within a small group as per the guidance.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p>	1
<p>Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Implement research-based intervention strategies to enable disadvantaged pupils to achieve age-related expectations.</p>	<p>Assessments and observations clearly identify the target group of children. Careful, planning and provision is bespoke to the needs of the identified children who are having additional targeted support.</p> <p>NFER educational research indicates that successful schools 'aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.'</p>	1, 2, 3, 4

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

Budgeted cost: **£7015**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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>5</p>
<p>Reintroduce wide variety of after school activities to boost pupils' self-esteem; emotional health and well-being and resilience following a period of enforced school closure.</p>	<p>SEMH is vital for all pupils' to improve their interaction with others and self-regulation of emotions. Investing some of the PP funding into whole school development will support PP pupils and non PP pupils. EEF research suggests that 'Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p> <p>Good attendance is crucial to good attainment- when children enjoy coming to school there is attendance is higher.</p>	<p>1, 3, 4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £27,930

Part 2: Review of outcomes in the previous academic year (2020-21)

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was similar to in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were achieved.

However, our assessments and observations indicated that the social emotional mental health of our disadvantaged children was impacted by the lockdown and the disruption brought about by Covid-19. This was also evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from extra-curricular clubs and social activities with their peers. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, and to deliver mental health activities as part of our remote learning. Remote intervention activities and 1-2-1 support was given to targeted children via Google classroom during lockdown. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Although overall attendance in 2020/21 was 95%. This is lower than our pre-pandemic average, however it was higher than the national average for this year.

Year Group	Number of Pupil Premium Children	Outcome Based on Teacher Assessment
FS	0	N/A
Y1	5	Three achieved ARE in R, W and M
Y2	2	One achieved ARE in R,W,M
Y3	3	Two achieved ARE in R,W,M
Y4	3	Two achieved ARE in R,W,M
Y5	3	All three achieved ARE in R and M One achieved ARE in W
Y6	2	Both achieved ARE in W,M 1 of these achieved ARE in R

2.1 Externally provided programmes

Programme	Provider
Social Stories Group 1 x with Y6 and 1x with Y5	Kate Caldwell

Further information (optional)

3.1 Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported financially to participate.
- Offering holiday camp provision to enable children to participate in fun, physically active engaging activities to enhance wellbeing, fitness and social skills.

3.2 Planning, implementation, and evaluation

During the planning process for our 2021-2022 Pupil Premium Strategy, we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.