

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Hill Primary School
Number of primary pupils in school	580
Proportion (%) of pupil premium eligible pupils	37.8%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	P Appleton
Pupil premium lead	E Maskell
Governor / Trustee lead	C Farris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£324,120

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium from 2021 to 2024 has increased by 7% and rises throughout the year. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent as Cherry Tree Hill Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

All members of staff and the governing body at Cherry Tree Hill Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At Cherry Tree Hill Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2	Confidence and skill in spoken language which is affecting both academic progress, as well as social progress.
3	Teacher assessments and national assessments indicate that there are attainment gaps between disadvantaged pupils and non disadvantaged pupils, especially in writing.
4	Some pupil's emotional well-being, social and behavioural needs are affecting them being in a position to able to make progress and their readiness to learn.

## 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
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>Monitoring of attendance by Assistant Head teachers and Pastoral lead, communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.</li> </ul>
All <u>pupils will have strategies and tools to develop and improve confident in Oracy skills within the classroom and socially.</u>	<ul style="list-style-type: none"> <li>Pupils will be more confident to challenge, add or oppose oral statements in classroom discussions.</li> <li>Teachers will have a clearer understanding of the Oracy framework and how strategies can be used across all subjects.</li> </ul>
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. <u>To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school</u>	<ul style="list-style-type: none"> <li>Achieve above national average progress scores in KS2 Reading/ Writing/ Maths.</li> <li>Teachers are confident to live model and use writer talk to edit and improve work, especially writing.</li> <li>Targeted pupils receive additional, high quality speech and language therapy and intervention.</li> </ul>

<p><u>across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</u></p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<ul style="list-style-type: none"> <li>• Parents are engaged in the development of their child's speech and language.</li> <li>• <u>Core group meetings are effective in identifying groups and teaching to gaps.</u></li> <li>• Consistent implementation of excellent practice and high expectations across the school for all core subjects.</li> </ul>
<p>Embedding of systems and processes across school to ensure that pupils are ready to learn.</p>	<ul style="list-style-type: none"> <li>• Systems such as referrals are clear for the Pastoral lead and families to get support for pupils in need.</li> <li>• Attachment and Trauma training is disseminated to all staff so that they can support pupils effectively.</li> <li>• Internal processes such as breakfast clubs, group activities and nurture groups are embedded for identified pupils.</li> <li>• Changes to social times to be improved for all pupils.</li> </ul>

## 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: £85,264.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching &amp; Learning team.</p> <ul style="list-style-type: none"> <li>- Evidence for Learning</li> <li>- 16 hours of organising staff CPD</li> <li>- 22 staff meetings dedicated to Teaching and Learning</li> <li>- Subject monitoring for all subject leaders and non-contact time</li> <li>- Teaching and Learning support sessions as drop ins.</li> </ul> <p>£44,903.09</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>• Evidence from Education Endowment Foundation – Maximising Learning. 1. <a href="https://educationendowmentfoundation.org.uk/high-quality-teaching">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – High Quality teaching</p>	<p>All</p>
<p>Disseminating CPD from Network meetings etc, giving Subject Leaders deep subject knowledge and the tools to support teachers embed Oracy/ writer talk etc.</p> <ul style="list-style-type: none"> <li>- Courses including supporting Attachment &amp; Trauma, English Hub tier 2 Oracy, Leaders CPD.</li> <li>- Phonics Support by Lead &amp; Writer</li> <li>- 2 INSET days dedicated to sharing good practice and information from Network meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021 <a href="https://educationendowmentfoundation.org.uk/the-eef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – High Quality teaching &amp; Mentoring and Coaching</p>	<p>All</p>

<ul style="list-style-type: none"> <li>- Team meetings for embedding and sharing practice</li> <li>- CPD lead to organise dissemination of learning.</li> </ul> <p>£34,344.19</p>		
<p><b>Role of the Pupil Premium Lead, monitoring and supporting staff.</b></p> <ul style="list-style-type: none"> <li>- Data analysis at least termly with foci and next steps added</li> <li>- Drop in sessions for staff to share learning and build on their knowledge</li> <li>- Work with staff on identifying pupils and building action plans</li> </ul> <p>£4017.18</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending <a href="http://educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – High Quality teaching</p>	All
<p><b>Use of 'Self- Led' staff meetings to improve teacher knowledge of mastery teaching/ use of new approaches across school e.g. writer talk.</b></p> <ul style="list-style-type: none"> <li>- Availability of Teaching and Learning team for conversations x 20 hours</li> <li>- National College to further CPD</li> <li>- Pedagogy books to support development</li> </ul> <p>£2000.40</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Maximising Learning. 2. <a href="http://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – High Quality teaching</p>	All

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

Budgeted cost: £ 210,936.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriately deploy staff to support Disadvantaged pupil's pastoral needs.</p> <ul style="list-style-type: none"> <li>- Pupil data meetings for all staff every six weeks</li> <li>- Leaders to analyse data and formulate intervention</li> <li>- Pastoral Lead time for key individuals for at least 25 hours a week.</li> <li>- Weekly Safeguarding attendance reviews to highlight support needed.</li> </ul> <p>£12,730.03</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) <a href="http://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – Teaching assistant deployment and interventions</p>	2, 3, 4
<p>Additional support for children requiring intervention (1:1 and small group support).</p> <ul style="list-style-type: none"> <li>- SENCo support for teaching assistants to lead therapies x5h per week</li> <li>- Fluid interventions led by 15 Teaching assistants</li> <li>- Maths and Reading interventions led by Teaching assistants and Teachers x2.5h per week</li> <li>- Extra reads led by Middays and Teaching Assistants</li> <li>- Use of Assistant Head to support KS2 writing conferences in Spring/ Summer term.</li> </ul> <p>£192,728.50</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – Targeted interventions to support language development, literacy and numeracy.</p>	3, 4
<p>Interventions set up for social and emotional regulation.</p> <ul style="list-style-type: none"> <li>- Pastoral Lead support for at least 2.5 hours a week</li> <li>- PSHE leads support planning throughout the year for 3 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Interventions <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	2, 3, 4

<ul style="list-style-type: none"> <li>- Leaders fortnightly EIF meetings to target support for those pupils who need support.</li> </ul> <p>£5477.55</p>	<p>Menu approach – Teaching assistant deployment and interventions &amp; SEND activities and resources</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,325.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with specific outside agencies to support families e.g. EWO &amp; EHA</p> <ul style="list-style-type: none"> <li>- EHA support with parents at least 3 hours a week or equivalent</li> <li>- Monthly EWO sessions with Attendance Lead</li> <li>- Safeguarding team support to parents at least 3 hours a week.</li> </ul> <p>£8735.26</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – Supporting Attendance</p>	1
<p>Processes to monitor attendance are embedded to highlight absences to parents.</p> <ul style="list-style-type: none"> <li>- Regular monitoring of attendance by lead.</li> <li>- Conversations/ challenge parents on attendance during meetings with attendance team</li> <li>- Check-ins with persistent absentee families to signpost support.</li> </ul> <p>£2487.88</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – Supporting Attendance</p>	1
<p>Improve lunchtime provision to encourage communication and social skills.</p> <ul style="list-style-type: none"> <li>- Creation of social groups for children.</li> <li>- Building of buddy system for older pupils to support younger children.</li> <li>- Assistant Head to plan and implement changes over lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending <a href="http://educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – Supporting pupils' social, emotional and behavioural needs</p>	2, 3, 4

<ul style="list-style-type: none"> <li>- Midday supervisors to be trained in 'house dining' system by Assistant Head.</li> </ul> <p>£2370.49</p>		
<p><b>Strengthening outdoor learning across the school</b></p> <ul style="list-style-type: none"> <li>- Leader of outdoor learning to support teachers in planning</li> <li>- Teachers released to plan activities together as a year group once per week.</li> <li>- Resources for support for outdoor learning (online and consumables)</li> </ul> <p>£45,731.50</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending  <a href="https://www.educationendowmentfoundation.org.uk/guide-to-the-pupil-premium/">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Menu approach – Extracurricular activities including sports, outdoor activities, arts and trips</p>	<p>2, 3, 4</p>

**Total budgeted cost: £ 355,526.07**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

2023 – 24

Embedding and refining was the priority this year, resulting in staff having time to reflect on CPD and working collaboratively to perfect the initiative. Internal data demonstrates that the actions specified on the plan under Teaching and Learning had a positive impact, with all subjects having more disadvantaged pupils achieving an age-related standard by Summer than the Autumn term. Reading remained a priority in CPD and this is supported by internal data which state that 12% more disadvantaged pupils achieving the age-related standard in Reading.

The use of data was a focus this year, alongside a new PIXL programme to help identify gaps and plan interventions for key pupil premium children that took place over the course of the week. Staff were very positive about these and evidence is seen in Core Group meeting notes.

Experiences for our disadvantaged pupils are now mapped and include a wide range of visits, hooks and visitors. Pupils have spoken positively about how hook lessons have impacted their understanding of topics to help them, especially with reading comprehension. Breakfast club has been a huge success this year in supporting pupils who are anxious about coming into school and has led to an improvement in some lateness marks for disadvantaged families.