

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 pupils in school	583
Proportion (%) of pupil premium eligible pupils	35.2%
Academic year/years that our current pupil premium strategy plan covers	2021–22 to 2023-24 *Last reviewed in Sept 2023
Date this statement was published	September 2023
Date on which it will be reviewed	October 2024
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	£298,275.00
Recovery premium funding allocation this academic year	£27,695
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	£ 298,275

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 (35.2%) is significantly higher than the national average (23.8%*) for primary schools. 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.

**Figures from DfE January 2023*

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance of Pupil premium children, including persistent absentees.
2	Limited opportunities/ life experiences beyond their home and immediate community.
3	Recovery of Reading for Pupil premium children (after COVID). This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
4	Some pupils who are in receipt of Pupil Premium funding show weaknesses in learning behaviours. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.

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"> Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). 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.
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<ul style="list-style-type: none"> The curriculum will provide pupils with and exciting, varied curriculum. Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Home learning is organised in a project-based menu to support the links between home and school to enrich the children's learning experiences more.

<p>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.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<ul style="list-style-type: none"> • Achieve above national average progress scores in KS2 Reading/ Writing/ Maths. • All pupils are exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum. • Targeted pupils receive additional, high quality speech and language therapy and intervention. • Parents are engaged in the development of their child's speech and language. • Consistent implementation of excellent practice and high expectations across the school for reading.
<p>All pupils can demonstrate learning behaviours under our 'Be a Learner' such as resilience and determination. They will be able to work with confidence.</p>	<ul style="list-style-type: none"> • Children are aware of the school's 3 Bs and will be able to model these behaviours around school and at home. • Child discussions as part of monitoring will demonstrate that pupils have determination and resilience and know ways to manage their learning so that they are successful. • Teachers model mistakes frequently and pupils understand that mistakes lead to learning. Teachers use strategies such as 'book talking aloud' to model resilience to pupils. • Hook events, alongside the curriculum have frequent opportunities to develop the three Bs, especially 'Be a Learner' behaviours.

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.

***All bold are new activities for 2022-23**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £125,788.57

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 & Learning team.</p> <ul style="list-style-type: none"> - Metacognition & Memory staff meetings with all staff - 16 hours of organising staff meetings - 24 staff meetings dedicated to Teaching and Learning - Subject monitoring for all subject leaders and non-contact time - DPD embedded in the school by leaders - Teaching and Learning support sessions as drop ins. - Employment of one full time Teaching and Learning support teacher to embed Quality First Teaching. <p>£79,233.93</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning • Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) <p>Menu approach – High Quality teaching</p>	All
<p>Disseminating CPD from Network meetings etc, giving Subject Leaders deep subject knowledge and the tools to support teachers to plan 'hook' lessons in all subjects.</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021 The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk) 	All

<ul style="list-style-type: none"> - Behaviour training for teachers and leaders - Coaching training for Teaching and Learning team and supply cover - Attachment training for all staff - Phonics training - Diversity & Equality network meetings and supply cover - 2 INSET days dedicated to sharing good practice and information from Network meetings - Materials for hook sessions - Team meetings for embedding and sharing practice <p>£41,480.56</p>	<p style="text-align: center;">Menu approach – High Quality teaching & Mentoring and Coaching</p>	
<p>Role of the Pupil Premium Lead, monitoring and supporting staff.</p> <ul style="list-style-type: none"> - Data analysis at least termly with foci and next steps added - Drop in sessions for staff to share learning and build on their knowledge - Work with staff on identifying pupils and building action plans <p>£1374.30</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk) <p style="text-align: center;">Menu approach – High Quality teaching</p>	<p style="text-align: center;">All</p>
<p>Use of National College in order to gain CPD knowledge for all staff for 6 hours</p> <ul style="list-style-type: none"> - Narrowing the Gap in Educational Attainment: Effective Classroom Practice - Overcoming Language Barriers & Addressing additional Needs - Bridging the Gap: Improving Pupil Outcomes <p>£3699.78</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Remote Professional Development Rapid Evidence Assessment Summary RPD.pdf (d2tic4wvo1iusb.cloudfront.net) <p style="text-align: center;">Menu approach – High Quality teaching</p>	<p style="text-align: center;">All</p>

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

Budgeted cost: £ 145,101.93

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"> - Pastoral Lead time for key individuals for at least 25 hours a week. - Pupil data meetings for all staff 3 times a year - Leaders to support with individual targets - Pastoral Lead support for identified pupils <p>£34,790.69</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) <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"> - SENCo support for teachers 4 days per week - Fluid interventions led by 16 Teaching assistants - Lego therapy led by 12 Teaching assistants - Maths and Reading interventions led by Teaching assistants and Teachers - Frequent readers led by Middays and Teaching Assistants - Language support for small groups led by Teaching assistants and training supplied by Assistant Head teacher - Employment of an intervention staff in KS2 for one term. <p>£67,033.29</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) Small group tuition EEF (educationendowmentfoundation.org.uk) <p>Menu approach – Teaching assistant deployment and interventions</p>	3, 4
<p>Provide a range of frequent opportunities to support pupil's through Jigsaw, Nurture and less formal programmes such as mindfulness.</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 	2, 3, 4

<ul style="list-style-type: none"> - Fluid intervention groups throughout the year - Pastoral Lead support for at least 2.5 hours a week and as part of breakfast club - SENCo support for Nurture training for 2 hours. - PSHE leads support planning throughout the year for 3 hours <p>£23,895.53</p>	<p>Menu approach – Teaching assistant deployment and interventions & SEND activities and resources</p>	
<p>Speech and Language interventions for targeted pupils.</p> <ul style="list-style-type: none"> - Communication Friendly training for all staff in EYFS - SALT support for staff through SENCo time 3 times a week - 3 equivalent Teaching Assistants support of Speech and Language targets for 25 hours a week <p>£19382.42</p>	<ul style="list-style-type: none"> • Evidence from NELI and Education Endowment Foundation – NELI Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk) <p>Menu approach – Teaching assistant deployment and interventions & Interventions that support literacy and language</p>	<p>3, 4</p>

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

Budgeted cost: £ 36,095.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with specific outside agencies to support families e.g. EWO & EHA</p> <ul style="list-style-type: none"> - EHA support with parents at least 3 hours a week or equivalent - Pastoral lead support for families for 10 hours a week - Monthly EWO sessions with Assistant Head teachers - Assistant Head (AHT) frequent support to parents at least 3 hours a week. <p>£24,097.11</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) Parental engagement EEF (educationendowmentfoundation.org.uk) <p>Menu approach – Supporting Attendance</p>	1
<p>Incentives worked into the policy which have been chosen alongside the pupils.</p> <ul style="list-style-type: none"> - Prizes selected with School Parliament - Pastoral Lead and one AHT analysing data for 1 hour a week - Positive communication with improved attendance from Pastoral Lead and one Assistant Headteacher for 1 hour a week. <p>£1956.40</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) <p>Menu approach – Supporting Attendance</p>	1, 2, 4
<p>Engage with external agencies to provide opportunities for in school and after school clubs e.g. Spaghetti Maths</p> <ul style="list-style-type: none"> - Club budget with outside agencies to run clubs all year round - Musical taster sessions e.g. Keystings and Hothouse at least once a year - Outdoor clubs e.g. gardening, nature, den 	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk) <p>Menu approach – Extracurricular activities including sports, outdoor activities, arts and trips</p>	2, 3, 4

<p>building by in house providers (teachers and teaching assistants once a week for a term)</p> <ul style="list-style-type: none"> - UPS staff time to manage clubs for at least one hour a week or equivalent <p>£4200</p>		
<p>Trips and visits – organise trips linked to curriculum & support financially if necessary</p> <ul style="list-style-type: none"> - Financial support for trips for pupil premium children (£10 each) - Curriculum led trips that are well planned for and 2x EVC leads to support this. - Subject guides support trips and visits written by all teachers - 2x Residentials that are organised and financial support is offered for key families <p>£3830</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk) <p>Menu approach – Extracurricular activities including sports, outdoor activities, arts and trips</p>	2, 3, 4
<p>Well established before-school support such as breakfast club for pupils.</p> <ul style="list-style-type: none"> - Pastoral Lead time to organise and lead the club for three hours a week - Established referral system for key pupils - Materials to provide a balanced breakfast <p>£2012.40</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) <p>Menu approach – Breakfast clubs and meal provisions</p>	All

Total budgeted cost: £ £306,986.41

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.

2020 – 21

During an unpredictable year, we ensured that pupil's wellbeing and social skills were at the forefront of our planning. Pupils were able to communicate in year group bubbles; collaborative working was prioritised and communication and language opportunities were built into the curriculum. Our holistic, three-phase approach to the curriculum allowed teachers to firstly prioritise physical activity, well-being and problem solving before moving through our 'bounce back' curriculum of growth mindset and learning behaviours. Pupils used these strategies and came in confidently and settled well into school.

Ensuring that pupil's and families were prepared for potential bubble closures as a result of COVID-19 was another priority of the year. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote learning was carefully planned with levels of support should pupils request it. As a result, all pupils had access to remote learning throughout bubble closures and therefore were able to continue to make progress against starting points. Targeted pupils also benefitted from additional pastoral support and interventions when back at school.

Gaps in learning were identified after National Lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning. Most Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

2021 – 22

With the identification of gaps and targeted interventions at the forefront of our minds this year, disadvantaged pupils achieved well overall. Leaders and staff were continually assessing interventions, achievements and next steps of pupil premium children through the use of termly data meetings, formative assessments in the classroom and SENDCo involvement with interventions.

Although attainment of disadvantaged pupils fell nationally this academic year, our KS2 results were significantly higher than national. 83% of disadvantaged pupils at Cherry Tree Hill Primary achieved the expected standard in Reading at the end of Year Six, compared to 62% of pupils nationally. A similar picture in Maths, with 88% of disadvantaged pupils achieving compared to 56% nationally. In writing, 70% achieved age related compared to 55% nationally.

Attendance has improved from last year, with the EWO involvement and proactive letters that celebrate improved attendance, as well as inviting parents and carers into school to talk about ways that school can support them further. The introduction of a breakfast club has also improved lateness as well as social and emotional areas of development for key individuals.

2022 – 23

Quality CPD remained a high priority this year and as a result, staff were more confident to plan and deliver lessons, especially in Maths and Reading. Internal data showed that 19% more disadvantaged pupils achieved the expected level in Reading than the Autumn term and 18% in Maths. In external assessments, the percentage of pupils in receipt of Pupil Premium who achieved the expected standard was in line or above the 2022 national data in EYFS, KS1 and KS2. This was down to tracking by leaders and diligent work from staff who could target key disadvantaged pupils within lessons.

Staff commented positively on training had this year in regards to Pupil Premium and supporting disadvantage in the classroom. Working parties identified strategies that included reading stories to identified pupils twice daily in order to narrow the word gap, working with pupils in short interventions to support with pre and post teaching and spending time on social skills on the playgrounds. This will continue into next year.

With a streamlined approach to experiences and trips, staff now feel more confident to take pupils out of school for activities including baking bread at Birds, visiting the local high street to look at architecture and posting letters at the post office. Pupils have commented how positive they have found these experiences and have worked with staff to include more into the curriculum for next year. Attendance systems continue to improve, with letters being sent to parents much earlier to share concerns with pupil attendance. This will continue next year too.