

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	606
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
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	£ 368,675
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£ 368,675

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 2025 has increased by 11% 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"> 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.
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"> Pupils will be more confident to challenge, add or oppose oral statements in classroom discussions. Teachers will have a clearer understanding of the Oracy framework and how strategies can be used across all subjects.
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"> Achieve above national average progress scores in KS2 Reading/ Writing/ Maths. Teachers are confident to live model and use writer talk to edit and improve work, especially writing. Targeted pupils receive additional, high quality speech and language therapy and intervention.

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

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: £238,529.62

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"> - Evidence for Learning - 16 hours of organising staff CPD - 22 staff meetings dedicated to Teaching and Learning - Teaching and Learning support sessions as drop ins. - Creation and delivery of a teaching toolkit - 2 INSET days (equivalent) dedicated to upskilling staff on researched informed practice. <p>£151,972.47</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>	<p>All</p>
<p>Embed Oracy practices throughout school to support the personal, social and emotional wellbeing of pupils, as well as using talk as a driver for the curriculum</p> <ul style="list-style-type: none"> - Four hours on embedding oracy practices within the wider curriculum with teaching staff - Oracy lead monitoring of sentence stem uses and that pupils are using them - Embedding Oracy framework into other elements of the school day e.g. social times. 	<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) <p>Menu approach – High Quality teaching & Mentoring and Coaching</p>	<p>All</p>

<p>£44,204.42</p> <p>Using data to inform planning and delivery of the curriculum with a focus on next steps.</p> <ul style="list-style-type: none"> - Data analysis at least termly with foci and next steps added for use in core group meetings - Drop in sessions for staff to share learning and build on their knowledge - Work with staff on identifying pupils and building action plans - Bespoke work for teachers & Teaching and Learning lead to adapt planning and better suit the needs of the pupils. - Half termly core group meetings to identify pupils progress with precision, adapting teaching to close identified gaps. <p>£7217.18</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 – High Quality teaching</p>	<p>All</p>
<p>Use of 'Self- Led' staff meetings to improve teacher knowledge of mastery teaching/ use of new approaches across school e.g. retrieval skills</p> <ul style="list-style-type: none"> - Availability of Teaching and Learning team for supports x 30 hours - Release time for Teaching and Learning Leader - Platforms such as Hubs to challenge thinking and implement new strategies - Pedagogy books to support development (Walk-thru & craft of teaching) <p>£10,521.40</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Maximising Learning. 2. High-quality teaching EEF (educationendowmentfoundation.org.uk) <p>Menu approach – High Quality teaching</p>	<p>All</p>
<p>Recruitment of a Behaviour Support practitioner</p> <ul style="list-style-type: none"> - Better support identified pupils to get them ready to learn faster. - Regular check-ins with pupils to support self-regulation practices 	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Maximising Learning. 3. High-quality teaching EEF (educationendowmentfoundation.org.uk) <p>Menu approach – High Quality teaching</p>	<p>All</p>

£10,817.82		
<p>External CPD opportunities to focus school's attention to widen knowledge bases to improve teaching and learning</p> <ul style="list-style-type: none"> - PIXL conferences and networking - Inclusive attendance Programme (CPD & maintenance) <p>£5283.23</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Maximising Learning. 4. High-quality teaching EEF (educationendowmentfoundation.org.uk) <p>Menu approach – High Quality teaching</p>	All
<p>Prioritising Oracy in the Early Years</p> <ul style="list-style-type: none"> - Staff CPD on supporting Oracy in provision. - Building the timetable around quality time in provision. - Leader capacity to monitor and support staff to plan in key vocabulary. - Early Years Exchange meetings to share good practice. <p>£5,813.10</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Oral language interventions. Oral language interventions EEF <p>Menu approach – High Quality teaching</p>	All
<p>Data analysis for each year group, based on the disadvantaged gap and how to narrow it.</p> <ul style="list-style-type: none"> - Pupil data meetings for all staff every six weeks - CPD for staff around data analysis and tracking progress. - Meetings with Teaching and Learning leader to maximise learning and narrowing of gaps. <p>£2700</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Interpreting data Understanding challenges and interpreting... Research Schools Network <p>Menu approach – High Quality teaching</p>	All

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

Budgeted cost: £ 109,774.02

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"> - Core group meetings to plan and measure impact of interventions. - Pastoral Lead time for key individuals for at least 25 hours a week. <p>£10,572.28</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>	<p>2, 3, 4</p>
<p>Additional support for children requiring intervention (1:1 and small group support).</p> <ul style="list-style-type: none"> - Fluid interventions led by 13 Teaching assistants - Maths and Reading interventions led by Teaching assistants and Teachers x2.5h per week - Extra reads led by Middays and Teaching Assistants <p>£92,724.19</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 – Targeted interventions to support language development, literacy and numeracy.</p>	<p>3, 4</p>
<p>Interventions set up for social and emotional regulation.</p> <ul style="list-style-type: none"> - Pastoral Lead support for at least 2.5 hours a week - PSHE leads support planning throughout the year for 3 hours - Leaders fortnightly EIF meetings to target support for those pupils who need support. <p>£6477.55</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) <p>Menu approach – Teaching assistant deployment and interventions & SEND activities and resources</p>	<p>2, 3, 4</p>

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

Budgeted cost: £43,419.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with specific outside agencies to support families e.g. EHA</p> <ul style="list-style-type: none"> - EHA support with parents at least 4 hours a week or equivalent - Monthly attendance sessions with the LA & Attendance Lead - Safeguarding team support to parents at least 4 hours a week. <p>£10,392.98</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>Processes to monitor attendance are embedded to highlight absences to parents.</p> <ul style="list-style-type: none"> - Regular monitoring of attendance by lead. - Conversations/ challenge parents on attendance during meetings with attendance team - Check-ins with persistent absentee families to signpost support. - Introduction of a new attendance initiative for all staff <p>£5219.21</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>Creation of a Behaviour Lead role to support co-regulation and self-regulation to get pupils into class faster.</p> <ul style="list-style-type: none"> - Behaviour lead to meet to discuss support for individual pupils 1h weekly. - Work with identified pupils on self-esteem and strategies to regulate. - Training for behaviour lead to support with the relational approach. 	<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 – Supporting pupils' social, emotional and behavioural needs</p>	2, 3, 4

<ul style="list-style-type: none"> - Training delivered by the city around the development of 'circles' to develop attitudes for learning. (20hours approx for DHT & BL) - Teaching assistants availability for soft landings every morning. <p>£21,982.40</p>		
<p>Getting pupils ready to learn and into class as soon as possible to maximise class time.</p> <ul style="list-style-type: none"> - Teaching assistants 2.5h a week to support soft landings for identified pupils - Pastoral & Behaviour team available for parents and pupils before and after school to share information with parents and pupils <p>£3721.63</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 – Supporting pupils' social, emotional and behavioural needs</p>	All
<p>Offer of experiences and opportunities that improve wellbeing and interests.</p> <ul style="list-style-type: none"> - Staff led after-school clubs linked to particular interests and the development of skills e.g. chess. - Hook lessons that are planned half termly that bring learning to life. - Maintenance of areas such as wildlife areas that support wellbeing, growing club etc. <p>£2,103.76</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) • Menu approach – Extracurricular activities including sports, outdoor activities, arts and trips 	2, 3, 4

Total budgeted cost: £ 391,723.62

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.

2024 - 2025

This year, we had three core priorities, designed to drive meaningful improvement to education for pupils in receipt of Pupil Premium.

Our Pastoral team focused on building strong, trust-based relationships with families to support and improve pupil attendance, creating resources such as reward systems to help parents to get their children into school on time, leading discussions about potential barriers, including anxiety, and strategies to overcome them and building professional relationships with external bodies to support families to get pupils into school. This allowed for individual pupils to improve on their attendance and also their overall educational outcomes. Home visits made to families has also helped to strengthen the home/ school relationship and has meant that pupils feel more comfortable to talk about their concerns and reluctance to come to school, which has meant that strategies like 'soft landings' have encouraged pupils to come to school before their educational day begins.

We embedded Oracy practices throughout the curriculum to elevate standards by strengthening pupils' confidence, communication, and critical thinking. Both pupils and staff feel confident that opportunities for speaking and listening are linked to improved confidence in writing, with a 8% increase of pupils attaining the expected standard or greater in writing from the previous year. Pupils have reported that they feel more confident to talk in larger groups, and most quoted that nesting their ideas to themselves before speaking them aloud has also had an impact on their confidence in the classroom.

Teaching staff have used data analysis intelligently to lead timely, targeted interventions, ensuring that identified pupil received the support that they needed, swiftly and with key knowledge in mind. PiXL interventions and core group meetings have meant that staff have had a sharp focus on next steps and have used time to pre-teach new concepts for pupils who would benefit. These interventions and meetings have had a positive impact on pupil outcomes, which is also reflected in internal data.