

Pupil Premium Strategy Statement – Cherry Tree Academy



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Charlotte Newley
Pupil premium lead	Charlotte Newley
Governor / Trustee lead	Barry Collyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,720

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Cherry Tree is for all learners needs to be understood and met despite their backgrounds; that all staff are champions of the disadvantaged; and that every pupil receives high-quality teaching and learning in order to reach their full potential.

As a school, we will consider the challenges faced by our vulnerable pupils, such as those with social workers, regardless of whether they are classed as disadvantaged, and support such pupils with the strategies outlines.

Our ultimate objective is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils at the end of each Key Stage, and for pupils to reach age related expectations. At the centre of our approach, is ensuring high-quality teaching for pupils. This is proven to have the greatest impact on closing the disadvantaged attainment gap and will also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for recovery, in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected. This includes disadvantaged and non -disadvantaged pupils.

Strategies used at Cherry Tree are based on the following key areas that we have identified as the main barriers for children in our school who are determined as disadvantaged:

1. SEMH
2. Learning behaviours and attitudes
3. Language development
4. Parental support/engagement
5. Life experiences
6. Attendance and punctuality

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with pupils and families show that children struggle with emotional regulation, social interactions and mental well-being. Areas of concern include experiencing anxiety, low self-esteem or difficulties forming relationships which can impact on their ability to focus and engage fully with their learning. These challenges may stem from past trauma, instability at home or unmet emotional needs. Referrals for support remain high to external
2	Linked to the challenges faced with SEMH, many PPG children face difficulties in developing positive learning behaviours, such as resilience, independence, and motivation. They can struggle with concentration, following instructions, or persisting through challenges. A lack of confidence or fear of failure can lead to disengagement from learning activities. This has been evident in problem-solving activities and pupils not making the progress expected due to poor attitude.
3	Through assessments, observations and discussions with pupils, it is identified that many of our disadvantaged pupils have under developed speech, language and communication skills throughout the school. This directly impacts pupil's achievement in phonics, reading and writing and limits to thrive in other areas of the curriculum. PPG

	children may have limited vocabulary and weaker communication skills compared to their peers. Language gaps can result from limited exposure to rich conversations, books, or early literacy activities at home.
4	Some PPG pupils have less parental involvement in their education due to factors such as work commitments, lack of confidence in supporting learning, or language barriers. This can mean fewer opportunities for reading at home, completing homework, or engaging in school activities, which can hinder academic progress.
5	PPG pupils may have fewer enriching life experiences, such as visits to museums, travel, or extracurricular activities. These experiences help build cultural capital, background knowledge, and social skills. Limited exposure can make it harder for them to relate to learning content and develop aspirations for the future.
6	Our attendance data indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. The percentage of persistent absentees is higher for disadvantaged pupils in comparison to their peers, our assessments and observations indicate that absenteeism is negatively impacting pupils' progress as they are unable to consistently attend class and interventions put in place. For some pupils, poor attendance contributes further to poor learning attitudes, behaviour and overall SEMH.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by demonstrated by: <ul style="list-style-type: none"> . Qualitative data from pupil voice, pupil and parent surveys and teacher observations. . a reduction in referrals for external support linked to SEMH and reduction in number of incidents linked to SEMH Bullying, lunchtime behaviour incidents etc. . a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve learning behaviours and attitudes to learning – including pupils' resilience and problem-solving	Lesson observations show that children are more resilient and use a range of strategies when presented with a challenge - Pupil perceptions show an improved attitude towards learning. - Behaviour records show decrease in number of time outs. - Intervention records and assessments show targeted pupils make strong progress.
To improve oral language skills and vocabulary of pupils, particularly disadvantaged pupils. To improve Phonics and reading progress and attainment at all key stages.	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 and ongoing formative assessment. Gap between PPG and non-PPG pupils % of pupils meeting the expected standard in phonics and reading reduces.
To develop an increased partnership between home and school in order to support pupil's achievement.	Good levels of parental engagement and involvement overtime. Regular, clear 2-way communication between school staff and parents. Positive feedback from parents about communication. Parents views show that they are consulted and views are valued. Measurable increase in attendance at school events and parent consultations/one planning to set joint goals. Early identification and intervention for pupils who need additional support.

To ensure all pupils are given equal opportunities and a wide range of experiences	Curriculum designed to be fully inclusive, reflecting the diverse backgrounds and needs of all pupils. A wide range of extracurricular activities are offered with equal opportunities for all pupils. Increase participation at clubs from disadvantaged pupils – they are equally represented. All pupils have access to the necessary resources and support to succeed. Targeted support ensures SEND, EAL and PPG are able to thrive. Provision of financial assistance for pupils who need it ensure they access school trips.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: Reduction in percentage of PA and SA pupils, particularly those with PPG. To achieve green rating by being above the Essex local authority average figures and broadly inline or above national average.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Early reading. Ongoing CPD provided by English HUB. Introduction of new SSP scheme 'Little Wandle' including rigorous assessments, intervention plans, training for all staff, ongoing visits from English Hub. Purchase of all new books. Phonics workshop and reading cafes to	Research shows that attainment in reading can rise as a result of Renaissance Reading. It motivates boys' reading due to the quizzes which give instant feedback. Diagnostic tools and reports assist in the identification of pupils who require interventions and also is used to measure progress. http://www.renlearn.co.uk/success-story/stjoesohs-primary/ EEF states phonics approaches are high impact for low cost and is based on very extensive evidence (+5 months on average) 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
LSAs and teachers to provide high-quality feedback and	EEF states that 'different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Extensive	1,2,3

<p>interventions for pupils, developing metacognition.</p>	<p>Studies of verbal feedback show that it is a very high impact strategy.</p> <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils’ to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. 8 months for primary schools : Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding Oracy activities across the school curriculum. Support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is strong evidence to suggest oral language interventions including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Enhancement of our maths and English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) and access the English HUB training and showcases.</p>	<p>Cascading training for all staff to improve subject knowledge and pedagogy will positively impact all pupils through focusing on Quality First Teaching.</p>	3
<p>Improve the quality of SEMH learning. Thrive approaches will be embedded into our culture and routine. Training for LSA to become Childhood Licensed Practitioner. Ongoing CPD and subscription to Thrive Online</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): Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 2, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 SATs tuition/ Booster groups</p> <p>Focussed sessions to fill gaps in learning identified from formative and summative assessment. CGP resources to also be purchased for home/school learning</p>	<p>Data and research show that tuition sessions set over a time period of 6-12 weeks have maximum impact. Tuition provides an increase in learning time, which may be used for practice and engaging activities that expand on classroom work. Internal records and assessments show that learning is transferred from tuition to the classroom and children build their self-confidence.</p> <p>Homework – EEF research shows high impact for low cost. Where engagement is good it can add +4months.</p> <p>Homework club in school targets those who do not engage with it at home</p>	2,3,4,
<p>Speech and Language sessions – intervention</p> <p>- 1:1 and small group sessions with speech therapist or Lead teacher</p> <p>-Elklan training for teaching staff and support staff</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 reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Phonics and reading interventions – Little Wandle and precision teaching</p> <p>Additional sessions targeted for disadvantaged pupils who require further support to keep up. Purchase resources and of AR books for lower level readers also</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers master the basics of reading, with an average impact of an additional 4 months progress. Research suggests that phonics is particularly beneficial for younger learners (4- 7yr olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p>	3,2
<p>Targeted LSA interventions and small group tuition with teacher – Conferencing training, working on targets.</p>	<p>The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of the evidence relates to reading and other aspects of literacy. Impact is</p>	1,2,3

	lower for mathematics in primary schools (+ 3 months). Teaching Assistant Interventions EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from Inclusion team: FLO, SENCo and Headteacher - Interventions for pupils - Support for families - Monitoring - Attendance meetings and interventions	Attendance and progress data – data shows that pupils with the highest attendance make, on average, more progress. This is due to a variety of factors including being able to build upon learning, greater opportunity to practise skills and access to interventions. Providing effective support for parents will also support and maintain good attendance. On average, Social and emotional 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. Behaviour interventions can have a positive effect of +3 months on average – EEF	1, 2, 6
Thrive training and implementation	Impact: Evidence states impact for children: <ul style="list-style-type: none"> - Secure sense of belonging - Improved emotional resilience - Better access to and engagement in learning - Fewer exclusions/suspensions - Improved educational attainment - Reduced self-harming - Improved mental health and relationships Impact and Evidence The Thrive Approach	1, 2, 5
<i>Therapeutic approaches and interventions to target key learning skills and</i>	SEL interventions can add up to 4 months progress.	1,2,6

<p><i>improve SEMH including:</i></p> <ul style="list-style-type: none"> -Forest school sessions -Friendship formula BMBM intervention Talk for drawing intervention -staff training costs 	<p>Learning outdoors can improve wellbeing and have a positive impact on attendance also.</p> <p>Social and emotional learning EEF</p>	
<p>Access to trips/experiences – Ensure all pupils are supported to attend. Wide variety of clubs offered.</p>	<p>School trips and visits enhance the curriculum and it is vital that all pupils are given equal opportunity to attend to support their knowledge.</p> <p>Pupil voice to inform club choice.</p>	5, 6
<p>Parental engagement sessions:</p> <ul style="list-style-type: none"> -Parent anxiety workshop - Reading cafes - Stay and Play - SATs workshops - Phonics work shops - Open classrooms - Class Assemblies - Parent lesson and lunch (spring term) 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	4,1,2,6
<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>	All

Total budgeted cost: £ £85,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-24

End of Key stage 2 outcomes were strong for our disadvantage pupils. See below for our Year 6 SATs data.

	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average
Reading	6									100.0% (6)	50.0% (3)	109.7
Writing TA / GPS Test						83.3% (5)	16.7% (1)			100.0% (6)	50.0% (3)	108.3
Mathematics	6									100.0% (6)	50.0% (3)	109.3
Science						100.0% (6)						

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Reading & Mathematics TA - Percentage not shown as TA only used for pupils working below the standard of national curriculum assessments

Below - Includes any Engagement Model or P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Expected Standard	Higher Standard
100.0% (6)	16.7% (1)

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as "working at the expected standard" or "working at greater depth in the expected standard".

Higher Standard - the percentage of pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have a "high scaled score" of 110 or more in reading and mathematics; and have been teacher assessed in writing as "working at greater depth".

- 100% PPG pupils met expected standard or greater depth, outperforming non-PPG pupils = 73% meeting EXS or GDS.
- 1/3 (33%) PPG met GLD in EYFS
- Tracking of PPG pupils progress and attainment is becoming easier using Sonar Assessment Tracker system.
- A forest school practitioner was sourced to run weekly sessions for a group of PPG and Refugee pupils to give them the opportunity to experience something they wouldn't usually have access too. The pupils have enjoyed learning outside and it has had a positive impact on their social skills and SEMH (pupil and staff perceptions). This has been observed in class and at lunchtimes as well as evidenced in a reduction of behaviour incidents.
- Club uptake for PPG pupils has increased. Pupils enjoy a variety of after school clubs including Lego and volleyball.
- Significant number of pupils on the Safeguarding monitoring list are PPG/SEND and are supported through TAFs and external agencies. Food bank vouchers and boxes have been issued and support given to ensure pupils access school trips.

ATTENDANCE

Group	Autumn Term	Spring Term	Summer Term	Academic Year to Date
Whole School	94.23 %	94.75 %	93.79 %	94.44 %
PPG	92.25 %	93.43 %	93.19 %	93.46 %
Non-PPG	94.99 %	95.51 %	94.11 %	94.99 %

- Attendance of our PPG pupils is currently above national and the gap between PPG and Non-PPG is negligible.

End of year Attainment in Reading, Writing and Maths for PPG pupils 2023-24 (Summer 2 data)

Year 1

	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading		66.7% (6)	33.3% (3)	33.3% (3)	22.2% (2)
Writing		77.8% (7)	22.2% (2)	22.2% (2)	22.2% (2)
Mathematics		55.6% (5)	44.4% (4)	22.2% (2)	11.1% (1)

	Significantly Below in one or more	Below in one or more	Just At or higher in all	Securely At or higher in all	Above or higher in all
Combined		77.8% (7)	22.2% (2)	22.2% (2)	11.1% (1)

Year 2

	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading		50.0% (3)	50.0% (3)	50.0% (3)	33.3% (2)
Writing		50.0% (3)	50.0% (3)	50.0% (3)	33.3% (2)
Mathematics		33.3% (2)	66.7% (4)	66.7% (4)	33.3% (2)

Year 3

	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading		30.0% (3)	70.0% (7)	70.0% (7)	
Writing		40.0% (4)	60.0% (6)	50.0% (5)	10.0% (1)
Mathematics	10.0% (1)		90.0% (9)	90.0% (9)	20.0% (2)

	Significantly Below in one or more	Below in one or more	Just At or higher in all	Securely At or higher in all	Above or higher in all
Combined	10.0% (1)	40.0% (4)	60.0% (6)	50.0% (5)	

Year 4

	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading		53.8% (7)	46.2% (6)	38.5% (5)	15.4% (2)
Writing		61.5% (8)	38.5% (5)	15.4% (2)	
Mathematics		46.2% (6)	53.8% (7)	30.8% (4)	7.7% (1)
	Significantly Below in one or more	Below in one or more	Just At or higher in all	Securely At or higher in all	Above or higher in all
Combined		61.5% (8)	38.5% (5)	15.4% (2)	

Year 5

	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading	20.0% (2)	10.0% (1)	70.0% (7)	40.0% (4)	10.0% (1)
Writing	20.0% (2)	30.0% (3)	50.0% (5)	30.0% (3)	10.0% (1)
Mathematics	20.0% (2)	20.0% (2)	60.0% (6)	20.0% (2)	10.0% (1)
	Significantly Below in one or more	Below in one or more	Just At or higher in all	Securely At or higher in all	Above or higher in all
Combined	20.0% (2)	50.0% (5)	30.0% (3)	10.0% (1)	10.0% (1)

Notes:

- Phonics scheme to be reviewed and new scheme implemented for next academic year.
- SEMH continues to be of concern. Interventions and strategies are supporting improvement – continue these. – Thrive training started.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Thrive	
Flash Academy	
Renaissance Reader	

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