

## 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	181
Proportion (%) of pupil premium eligible pupils	40% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2025</b> 2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Charlotte Newley
Pupil premium lead	Rory Bullivant/ Charlotte Newley
Governor / Trustee lead	Amanda Dove

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,620 (58 PPG 1 service)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£89,620

## 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. 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 SEMH	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 agencies

<p>2 Learning Behaviours and Attitudes</p>	<p>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.</p>
<p>3 Language Development</p>	<p>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 3 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.</p>
<p>4 Parental Support and Engagement</p>	<p>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.</p>
<p>5 Life Experiences</p>	<p>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.</p>
<p>6 Attendance and Punctuality</p>	<p>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.</p>

## 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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by demonstrated by: . Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>

	<ul style="list-style-type: none"> <li>. a reduction in referrals for external support linked to SEMH and reduction in number of incidents linked to SEMH</li> <li>Bullying, lunchtime behaviour incidents etc.</li> <li>. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To improve learning behaviours and attitudes to learning – including pupils’ resilience and problem-solving	<p>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.</p>
<p>To improve oral language skills and vocabulary of pupils, particularly disadvantaged pupils. To improve Phonics and reading progress and attainment at all key stages.</p> <p>To raise attainment of writing across the school.</p>	<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 and ongoing formative assessment. Gap between PPG and non-PPG pupils % of pupils meeting the expected standard in phonics and reading reduces. Writing attainment increases, with pupils reducing the attainment gap to their peers.</p>
To develop an increased partnership between home and school in order to support pupil’s achievement.	<p>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</p>
To ensure all pupils are given equal opportunities and a wide range of experiences	<p>Curriculum designed/adapted 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</p>

	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 in line 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	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. <a href="http://www.renlearn.co.uk/success-story/stjoesoys-primary/">http://www.renlearn.co.uk/success-story/stjoesoys-primary/</a>  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	2, 3, 4

## Pupil premium strategy statement –

### Cherry Tree Academy



<p>reading cafes to engage parents.</p>	<p>strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Teaching and learning staff to provide high-quality feedback and interventions for pupils, developing metacognition.</p>	<p>EFF states that ‘different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Extensive 1,2,3 5 interventions for pupils, developing metacognition. Studies of verbal feedback show that it is a very high impact strategy. 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 : <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 3</p>
<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</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>	

## Pupil premium strategy statement –

### Cherry Tree Academy



English HUB training and showcases.		
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	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	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
Year 6 SATs tuition/ Booster groups Focussed sessions to fill gaps in learning identified from formative and summative assessment. CGP resources to also be purchased for home/school learning	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. Homework – EEF research shows high impact for low cost. Where engagement is good it can add +4months. Homework club in school targets those who do not engage with it at home	2,3,4
Speech and Language sessions – intervention - 1:1 and small group sessions with speech therapist or Lead teacher - Elklan training for	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)	3

## Pupil premium strategy statement –

### Cherry Tree Academy



teaching staff and support staff		
Phonics and reading interventions – Little Wandle and precision teaching Additional sessions targeted for disadvantaged pupils who require further support to keep up. Purchase resources and of AR books for lower-level readers also	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)	3, 2
Targeted LSA interventions and small group tuition with teacher – Conferencing training, working on targets.	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 1,2,3 7 lower for mathematics in primary schools (+ 3 months). <a href="#">Teaching Assistant Interventions   EEF</a>	1,2,3

### 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 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	1,2,6

<p>- Attendance meetings and interventions</p>	<p>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</p>	
<p>Thrive training and implementation</p>	<p>Impact: Evidence states impact for children: - 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 <a href="#">Impact and Evidence   The Thrive Approach</a></p>	<p>1, 2, 5</p>
<p>Therapeutic approaches and interventions to target key learning skills and improve SEMH including: -Forest school sessions -Friendship formula -Bright Minds Bright Moods intervention -Staff training costs/release</p>	<p>SEL interventions can add up to 3 -4 months progress. Learning outdoors can improve wellbeing and have a positive impact on attendance also. <a href="#">Social and emotional learning   EEF</a></p>	<p>1,2, 6</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. Pupil voice to inform club choice.</p>	<p>3,5, 6</p>
<p>Parental engagement sessions: Parent coffee mornings, feedback meetings Stay and play Reading cafes Workshops – phonics, SATs Class assemblies Parent lesson and lunch</p>	<p>The average impact of the Parental engagement approaches is about an additional 4 months progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 1, 2, 6</p>

## Pupil premium strategy statement –

### Cherry Tree Academy



Contingency fund for acute issues	Based on our experiences and those of similar school to ours, we have identified a need to set a small amount aside to respond quickly to needs that have not yet been identified. This could be equipment, uniform, emergency family support etc.	All
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**Total budgeted cost: £ 89,620**

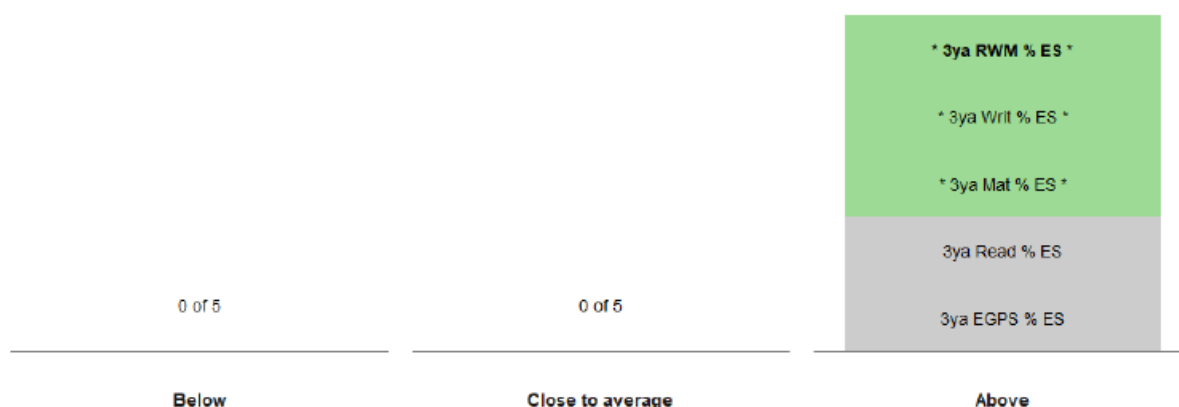
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### IDSr – KS2 Outcomes

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

This shows that the disadvantaged group have performed above the national performance of PPG over the past 3 years for the individual areas of Reading, writing, maths, GPS as well as the percentage of pupils achieving combined RWM at the expected standard.



#### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	89%	60%	Above (sig+)	80%	10	Not applicable	Not applicable
2025	12	92%	61%	Above (sig+)	81%	11	Positive gap	Low - Stability
2024	6	100%	59%	Above (sig+)	79%	21	Positive gap	Low - Stability
2023	10	80%	59%	Above (non-sig)	79%	1	Positive gap	Low - Stability

- Table shows disadvantaged group at Cherry Tree are outperforming the national average.

- Use of after school tuition to target pupils has been a successful strategy to raise attainment. We continue to use this strategy.

**Disadvantaged pupils - Writing expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	82%	59%	Above (sig+)	78%	4	Not applicable	Not applicable
2025	12	83%	59%	Above (non-sig)	78%	5	Positive gap	Low - Stability
2024	6	100%	58%	Above (sig+)	78%	22	Positive gap	Low - Stability
2023	10	70%	58%	Close to average (non-sig)	77%	-7	Not available	Low - Stability

- Table shows disadvantaged group at Cherry Tree are outperforming the national average.

**Disadvantaged pupils - Reading expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	71%	62%	Above (non-sig)	80%	-8	Not applicable	Not applicable
2025	12	83%	63%	Above (non-sig)	81%	3	Positive gap	Low - Stability
2024	6	100%	62%	Above (non-sig)	80%	20	Positive gap	Low - Stability
2023	10	40%	60%	Below (non-sig)	78%	-38	Not available	Low - Stability

- Table shows disadvantaged group at Cherry Tree outperformed the national average for Reading at the expected standard for the previous 2 years.

**Disadvantaged pupils - EGPS expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	28	71%	59%	Above (non-sig)	78%	-7	Not applicable	Not applicable
2025	12	58%	60%	Close to average (non-sig)	79%	-20	Widening	Low - Stability
2024	6	100%	59%	Above (sig+)	78%	22	Positive gap	Low - Stability
2023	10	70%	59%	Close to average (non-sig)	78%	-8	Not available	Low - Stability

**End of Key Stage 2 SATs 2025: Disadvantaged group outperformed non-PPG with 90% achieving expected standard in EYFS.**

Group	% Expected+ (RWM)
Pupil Premium (9/10 pupils)	90%
Non-Pupil Premium (14/19 pupils)	74%

### Internal data – All year groups

Attainment of Year 1-6 PPG pupils

	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading	11.5% (6)	21.2% (11)	67.3% (35)	44.2% (23)	9.6% (5)
Writing	11.5% (6)	28.8% (15)	59.6% (31)	30.8% (16)	5.8% (3)
Mathematics	5.8% (3)	21.2% (11)	73.1% (38)	46.2% (24)	15.4% (8)
	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	11.5% (6)	38.5% (20)	53.8% (28)	28.8% (15)	5.8% (3)

Attainment for NON-PPG Years 1 - 6

	No Assessment	Significantly Below	Below	Just At or higher	Securely At or higher	Above or higher
Reading	2.8% (3)	18.1% (19)	8.6% (9)	73.3% (77)	59.0% (62)	18.1% (19)
Writing	2.8% (3)	18.1% (19)	21.0% (22)	61.0% (64)	44.8% (47)	10.5% (11)
Mathematics	2.8% (3)	16.2% (17)	10.5% (11)	73.3% (77)	57.1% (60)	16.2% (17)
	No Assessment in one or more	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	2.8% (3)	19.0% (20)	22.9% (24)	60.0% (63)	41.9% (44)	9.5% (10)

- Attainment for PPG pupils is stronger in Maths, followed by reading across the school.
- Gap between PPG and Non-PPG maths is negligible (0.2%).
- Gap between PPG and Non- PPG writing is closing (1.4%)
- Gap between PPG and Non-PPG Reading is 6%.
- PPG pupils in Year 6 have shown excellent progress in their test scores and writing. 90% of PPG pupil achieved the expected standard for writing.
- PPG pupils in Year 4 have strong outcomes for Reading and maths – both 82% ARE.
- Pastoral support has been strong with many of our vulnerable pupils accessing interventions for their wellbeing and mental health (forest school, therapy dog, thrive). Staff have noticed improvements in their confidence, inter personal skills and attendance due to these interventions.

- *PPG pupils are accessing a wide range of clubs and pupil voice has confirmed the selection of clubs on offer is considered a strength.*
- *Significant number of pupils on the Safeguarding monitoring list are PPG/SEND and are supported through TAFs and external agencies. Support given to ensure pupils access school trips , have essential school equipment and food.*

#### Phonics

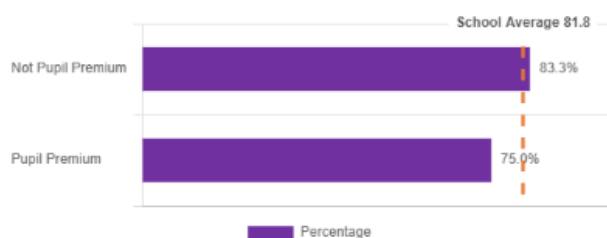
- *Introduction of the Little Wandle phonics scheme led to significant improvement in early reading outcomes for all pupils, with targeted interventions ensuring that disadvantaged pupils made accelerated progress from their starting point. Phonic Screening results are inline with national.*
- *Assessment is rigorous and catch-up interventions have had significant impact on the progress of the vast majority of pupils. A small group of identified pupils are not making expected progress. These pupils have significant and complex SEND needs.*

# Pupil premium strategy statement –

## Cherry Tree Academy



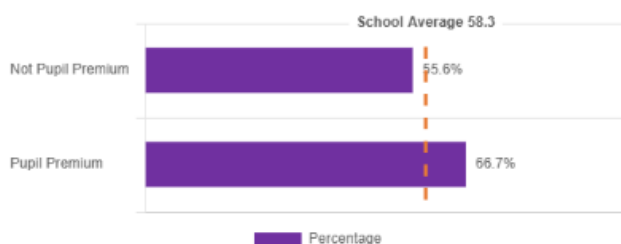
### Year One



#### ▼ Year One Data Table

Group	Percentage	Pupil Count
All Pupils	81.8%	18/22
Not Pupil Premium	83.3%	15/18
Pupil Premium	75%	3/4

### Year Two (retakes)



#### ▼ Year Two (retakes) Data Table

Group	Percentage	Pupil Count
All Pupils	58.3%	7/12
Not Pupil Premium	55.6%	5/9
Pupil Premium	66.7%	2/3

Year 2 includes dual registered pupil

### ATTENDANCE

- Attendance remains a key priority for PPG pupils, many of whom present with complex family circumstances that impact their ability to attend school consistently.
- Significant pastoral support is in place, with the FLO and SENCO working closely together to remove barriers, provide targeted family outreach, and liaise effectively with external agencies to improve attendance and engagement.

Group	Autumn Term '24	Spring Term '25	Summer Term '25	Year to Date
Whole School	94.3%	93.6%	93.14%	93.18%

## Pupil premium strategy statement –

### Cherry Tree Academy



PPG	93.03%	92.6%	93.40%	92.37%
Non-PPG	94.43%	93.6%	93.02%	93.61%

## 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	
Little Wandle phonics scheme	Wandle Learning Trust. Myland English HUB
AR reading	Renaissance Reading