



Pupil premium strategy statement – Cherry Tree Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 Academy
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 update (3 year plan/actions)
Date this statement was published	October 2023
Date on which it will be reviewed	Summer term 2024
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	£71295
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	£ 71295



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	<p>Many of our disadvantaged cohort require support for social, emotional, mental health needs (SEMH). They can find it challenging to form and maintain positive relationships with peers and often suffer from low self-esteem and confidence. This impacts their ability to work collaboratively when learning and can result in friendship fall outs and behaviour incidents during social times of the day.</p> <p>Some of our disadvantaged children with social and emotional difficulties require support to regulate their emotions and develop good behaviours for learning.</p> <p>Transition from home to school can be difficult for some of our pupils on a daily basis.</p>
2	<p>A significant number of our disadvantaged pupils have poorer learning behaviours and attitudes towards learning. This is evident in problem solving activities where pupils lack the resilience in identifying starting points and persevering when faced with challenges.</p> <p>A number of pupils are disengaged with reading and writing, meaning that they do not make the progress expected of them.</p>
3	<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.</p> <p>This directly impacts pupil's achievement in phonics, reading and writing and limits to thrive in other areas of the curriculum.</p>
4	<p>Some of our disadvantaged pupils experience a lack of parental support at home or struggle to engage with learning at home due to a variety of factors.</p>
5	<p>Many of our PPG pupils have limited experiences outside of school. This hinders their knowledge and understanding of the world around them and limits opportunities to draw on experiences from or apply their learning to different contexts.</p>
6	<p>The attendance of our disadvantaged group is lower than the whole school.</p> <p>Punctuality is a concern for a large proportion of our PPG pupils.</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 improve social and emotional skills and wellbeing, removing related barriers to learning and supporting pupils to be 'ready' for the classroom and learning.</p>	<ul style="list-style-type: none"> - Behaviour data for targeted pupils will improve - An increase in participation in enrichment activities. - Lego Therapy assessments show improvement for targeted pupils. - Pupil perceptions reflect improved attitudes to learning and enjoyment of school. - Pupils are ready to learn and enter the classroom at the start of the day. They have the correct equipment. Transition from home to school is smooth.
<p>To develop Oracy and language skills for all pupils, particularly the disadvantaged.</p>	<ul style="list-style-type: none"> - Whole school Oracy audit will show improvement from the baseline each term. - Lesson observations and discussions will show pupils will make strong progress in using the discussion guidelines, sentence stems - Pupils will be able to articulate their learning more confidently and accurately. - NELI data shows PPG pupils make strong progress. - EYFS pupils meet the expected standard in communication. - KS1 phonics screening results show pupils make strong progress from starting points. - Book scrutiny will indicate improved use of language in pupils' writing.
<p>To improve engagement with Reading and writing for disadvantaged pupils to enable them to make better progress in these areas.</p>	<ul style="list-style-type: none"> - AR reports show improved level of engagement with reading through quizzing. Star reports and teacher assessments show pupils are making greater progress from their starting points. - Pupil perceptions reflect improved attitudes in these curriculum areas. - Learning observations show increase in pupils' engagement. - Book scrutiny shows improved outcomes for disadvantaged pupils. They make strong progress over time. - Progress and attainment data show the attainment gap closing. - PPG children meet national standard at end of KS2.
<p>To improve learning behaviours, resilience and problem solving.</p>	<ul style="list-style-type: none"> - 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.



	<ul style="list-style-type: none">- Pupils improve maths reasoning and problem-solving skills, increasing overall attainment.
To achieve and sustain improved attendance and punctuality for all pupils, particularly those identified as disadvantaged.	<ul style="list-style-type: none">- The gap between PPG and Non-PPG will narrow- Attendance percentages of identified pupils will improve.- Early identification and support remove barriers to improve attendance and punctuality of pupils. This in turn will improve pupils' outcomes.- The number of persistent absentees reduces
To develop an increased partnership between home and school in order to support pupil's achievement.	<ul style="list-style-type: none">- Home school diaries show an increase in the amount of parent/carer engagement.- Increase in attendance by parents/carers at school-based workshops and events- Parents consultations show good level of engagement.- Parent surveys, including OFSTED Parent View shows positive responses- Increase in pupils completing homework.



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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff to develop Oracy Oracy to remain a key driver throughout the curriculum	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 Toolkit Strand Education Endowment Foundation EEF	3, 1
CPD to develop our Maths strategy Mastery maths approach using White Rose Maths HUB/Power Maths	A mastery approach adds on average 5 months' progress. Data from the EEF shows mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. Power Maths is an approved DfE scheme. Reasoning and sense making are vital in mathematical learning because pupils who can make sense of mathematical ideas can apply them in problem solving and unfamiliar situations and can use them as a basis for future learning. It helps to develop more critical thinking, deepens understanding and helps in having a wider perspective to logical statements. The mastery approaches draw upon the following evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) EEF guidance: Improving Mathematics in Key Stages 2 and 3 Mastery Learning (+5months impact)	1,2,3
Phonics and reading - Interventions - Renaissance reading resource	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.	2,3,5



<ul style="list-style-type: none"> - Tiered approach to hearing individual readers - Song of Sounds/Phonics training and purchase resources - Purchase books to match phonics progression and AR quizzable books. - Phonics workshop for parents and share resources 	<p>http://www.renlearn.co.uk/success-story/stjoesohs-primary/</p> <p>EEF states phonics approaches are high impact for low cost and is based on very extensive evidence (+5 months on average)</p> <p>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</p>	
<p>LSAs and teachers to provide high-quality feedback and interventions for pupils, developing metacognition.</p>	<p>EEF states that ‘different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Extensive 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: Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme –</p> <p>We will aim to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3,</p>
<p>Year 6 SATs Tuition</p>	<p>Data and research shows that tuition sessions set over a time period of 6-12 weeks have</p>	<p>1,2,3,4</p>



<p><i>Focussed sessions to fill gaps in learning identified from formative and summative assessment.</i></p> <p><i>CGP resources to also be purchased for home/school learning</i></p>	<p>maximum impact. Tuition provides an increase in learning time, which may be used for practice and engaging activities that expand on classroom work.</p> <p>Internal records and assessments show that learning is transferred from tuition to 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>Speech and Language sessions</p> <p>-NELI intervention</p> <p>- 1:1 and small group sessions with speech therapist.</p> <p>-Elklan training for teaching 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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Phonics and Reading interventions</p> <p>Additional sessions targeted at disadvantaged pupils who require further support.</p> <p>Purchase of AR reading books for lower level readers. 1-1 readers for PPG</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>Writing interventions</p> <p>1st class@piratecrew and 1st class@ Dragon Hunters interventions</p>	<p>Every Child Counts states: Impact on Achievement Over 3,000 pupils in Years 2 to 6 have been supported by 1stClass@Writing in 800 schools</p> <ul style="list-style-type: none"> • 87% of them became more confident and motivated to write. • 81% made more progress than their teachers had expected. • 94% of them improved their spelling scores. <p>1stClass@Writing - Every Child Counts (edgehill.ac.uk)</p> <p>EEF-</p> <p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, writing or Maths to help pupils make improved progress and to raise their standards of achievement. Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding provided through the Class Teachers, SENCo, trained LSA's and external agencies. Pupils receive high quality teaching from a range of members of staff</p>	3, 2



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Inclusion team: FLO, Behaviour Lead, SENCo and Headteacher</p> <ul style="list-style-type: none"> - Interventions for pupils - Support for families - Monitoring 	<p>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.</p> <p>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 – EFF</p>	All
<p>Whole staff training on Behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Lego Therapy sessions – to support children's emotional development and working</p> <p>Zones of Regulation intervention group</p> <p>Talk for drawing intervention</p>	<p>Lego based therapy is an evidence-based approach that aims to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>Research into the benefits of Lego therapy have shown it can help develop the following skills:</p> <ul style="list-style-type: none"> - Visual perception - Language concepts - Descriptive language - Positional language - Sequencing and planning - Flexibility - Patience - Empathy <p>Building with Lego bricks has also been shown to reduce stress and improve pupil's wellbeing</p>	1,2,3,6



<p>Music Nurture sessions and Song Writing for Wellbeing sessions</p> <p>10x 30 min sessions for 12 pupils from Essex Music Services</p> <p>Targeting EYFS/Ks1 and a KS2 group</p>	<p>Through learning a new skill, they may not be able to afford and having the individual attention they may not be able to get in a regular lesson, Musical Nurture Groups can have a profound impact on the wellbeing of a vulnerable young person, encourage resilience and development of transferable learning skills.</p> <p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5, 6</p>
<p>Access to trips/experiences –</p> <p><i>Ensure all children are able to attend</i></p>	<p>School trips and visits enhance the curriculum and it is vital that all attend to support their learning and understanding of the world.</p>	<p>5,6</p>
<p>Parental engagement sessions</p> <ul style="list-style-type: none"> - 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.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 1, 2, 6</p>
<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>	<p>All</p>

Total budgeted cost: £ 71295





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 in the 2022 to 2023 academic year.

End of Academic Year 2022-23 Attainment of PPG pupils.

Year	Reading Attainment	Writing Attainment	Maths Attainment
Year 6	0% ARE + 50% ARE	0% ARE+ 75% ARE	0% ARE+ 88% ARE
Year 5	ARE+ 40% ARE 100%	ARE+ 20% ARE 100%	ARE+ 40% ARE 100%
Year 4	13% ARE+ 63% ARE	13% ARE+ 50% ARE	13% ARE+ 75% ARE
Year 3	30% ARE+ 60% ARE	20% ARE + 50% ARE	20% ARE 50% ARE
Year 2	0% ARE + 43% ARE	0% ARE+ 43% ARE	20% ARE+ 57% ARE
Year 1	67% ARE+ 100% ARE	67% ARE+ 100% ARE	67% ARE+ 67% ARE
EYFS	50 % GLD	50% GLD	33% GLD

- Successful strategies included weekly SATs tuition and use of CGP resources to support homework.
- Timely, effective support from Inclusion Team and the Family Liaison Officer/DSL meant that pupils were well supported with their SEMH needs and external support was sourced where necessary. This meant barriers to attendance and learning were reduced for identified pupils. Next steps for next academic year will be to look at our whole school approach to SEMH and access the Mental Health Lead training funding from the DFE to support our universal offer.

Attendance for Summer term 2023:

- Whole school Summer term 2023: 92.8%
- PPG Summer term 2023: 90.4% Non-PPG:93.99%

Academic year 2022-23:

- Whole school year to date: 92.3%
- PPG year to date- 87.73% Versus 94.59% non-PPG

Attendance for PPG pupils as a cohort is still below the whole school figures but the gap narrowed in the Summer term. Improvement can be seen in many individual cases however this remains a focus.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Song of Sounds Phonics Scheme	Song of Sounds DFE Validated Summer 2022
Accelerated Reader and MyOn	Renaissance Reader
IDL	IDL/Ascentis
ELKLAN speech and language training, NELI,	ELKLAN