# Pupil Premium Strategy Statement

# Cherrywood Community Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Cherrywood Community Primary School |
| Number of pupils in school | 179 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Kirsty Lewis - Headteacher |
| Pupil premium lead | Kirsty Lewis |
| Governor / Trustee lead | Betty Read<br>Dianne Pickford<br>Louise Humphreys |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £115,810 |
| Recovery premium funding allocation this academic year | £24,780 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £140,590 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Staff and Governors of Cherrywood believe that every child, whatever their start in life, is entitled to learn in a safe, nurturing and caring environment, where they are given every opportunity to develop academically, socially, culturally, morally and spiritually to become happy, ambitious, resourceful, resilient and responsible members of the wider community.

We recognise that some children and families need bespoke support to ensure that all pupils make good progress, achieve to the best of their abilities and reach this goal. As such our Pupil Premium Strategy is designed to support all disadvantaged children, including for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been shown to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils at Cherrywood. This approach will be applied across all subject areas; it is recognised that children will have different areas of strength and enthusiasm across the curriculum which we will strive to nurture and develop.

The Covid Pandemic and subsequent cost of living crises has had an impact on all groups of children at school. A number of factors have influenced this impact including financial difficulties, mental health and wellbeing, physical health, nutritional needs and disrupted access to learning, wider school life and experiences. We are still seeing this impact within our families in particular with aspects of mental health, financial management and children's school readiness. Our strategy is integral in supporting our wider plans for educational recovery including targeted support through the National Tutoring programme for children whose education has been worst affected, including non-disadvantaged children.

Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is based upon strategic reflection of the impact of previous provision. It will be responsive to the common challenges faced as well as individual need following appropriate assessment. Staff are committed in their aspirations for children and therefore do not make assumptions about the impact of disadvantage.

The various aspects of our approach complement each other to succeed. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified.
- Maintain a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Our assessments and observations indicate very low baseline entry levels in language development, which impacts reading and writing skill progress in future years, which can affect pupils' ability to access the curriculum as well as communicate with others. |
| 2 | Our assessments and observations show an inconsistent ability of pupils to recall and retrieve prior learning and subsequently build upon this. |
| 3 | Our observations have highlighted poor interpersonal skills among disadvantaged pupils in particular, making effective interactions with peers challenging. |
| 4 | Our assessments and observations have shown an increase in the number of pupils displaying a lack of resilience and self-regulation when dealing with conflict and challenge. |
| 5 | Pupil conferencing has highlighted that many pupils have limited opportunities in life experiences, including a lack of positive role models, resulting in low educational and career aspirations. |
| 6 | Analysis of data has shown a strong correlation between pupil progress and the gaps in learning created as a result of attendance issues including punctuality and school refusal. |
| 7 | Feedback from parents and pupils alongside data analysis has indicated that low levels of parental involvement in their child's learning experiences, as well as a lack of awareness of contributing factors, negatively influences their the progress of all groups of children. |

## 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 |
|---|---|
| Children are able to keep up with the demands of the curriculum through improved understanding of topic specific vocabulary.<br><br>*This will be measured through pupil conferencing, lesson observations and analysis of data.* | • Improvement noted in the quality and quantity of oral contributions across all year groups.<br>• Recorded outcomes, across all subjects, are grammatically accurate and demonstrate a strong understanding of the vocabulary learnt.<br>• Through improved fluency and vocabulary understanding all children make at least expected progress in reading, with 20% of PP children making accelerated progress.<br>• All children make at least expected progress in writing as a result of improved vocabulary choices and sentence structure, with 20% making accelerated progress. |

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| | • At least 80% of children are working at Age Related Expectation across all subject areas. |
| Children are able to recall and retrieve prior learning and –<br>• Build upon this<br>• Apply this to their current learning<br>• Consider its relevance to their current learning<br>• Use it as a comparison to their current learning<br>As appropriate.<br><br>*This will be measured through pupil conferencing, lesson observations, analysis of data.* | • All children can confidently discuss their current learning drawing upon prior learning and experiences that are relevant to this.<br>• All children are able to describe how their knowledge and skills have developed across different subjects.<br>• At least 80% of children are working at Age Relate Expectation across all subject areas. |
| Children are able to articulate themselves appropriate to context and communicate well with others as a result of strong levels of language skills and social confidence and ability.<br><br>*This will be measured through pupil conferencing and lesson observations.* | • All children can confidently talk about their learning across all subjects.<br>• All children can converse confidently and appropriately with peers and adults.<br>• Outcomes produced through collaborative work are of a high standard.<br>• There are high levels of pupil engagement in learning, from all groups of children, due to their skills and confidence to interact with their peers. |
| All children demonstrate positive learning behaviours as a result of increased self-awareness leading to greater resilience and independence.<br><br>*This will be measured through pupil conferencing, lesson observations and recorded outcomes.* | • All children demonstrate increased stamina and produce a greater quantity of written outcomes whilst maintaining the expected standard.<br>• All children have confidence to self-edit and improve their outcomes without prompting.<br>• Improved written and oral mathematical explanations and reasoning leading to all children making at least expected progress in maths with 15% accelerated progress.<br>• There is an increased reflective response to oral and written feedback from all children.<br>• All children are inquisitive about their learning, through an enhanced cultural capital, asking relevant and meaningful questions.<br>• All children can enthusiastically articulate their learning processes.<br>• Social issues are resolved effectively, reducing the impact on learning time for those involved and their peers. |
| Curriculum provision and enhancements motivate all children resulting in high levels of engagement and an interest in the wider world.<br><br>*This will be measured through pupil conferencing.* | • All children have an understanding of their educational journey through their current learning journey, across their year group and across the school.<br>• All children recognise the relevance that learning in school has on real life contexts e.g. their interactions with the wider world, running a household, their career choices. |

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| | • All children have a cultural capital that they are able to draw upon when communicating with others in formal and informal situations.<br>• All children are able to articulate their future educational and career aspirations.<br>• Children demonstrate enthusiasm for learning across the curriculum and can make links to their current and future lives. |
| Children will have access to the whole curriculum through Increased attendance rates and improved punctuality.<br><br>*This will be measured through attendance data analysis.* | • School attendance data will be in line with national.<br>• The number of persistent absentees among children eligible for PP will reduce to 10% or less.<br>• Targeted pupils will achieve their numerical targets due to a reduction in missed learning. |
| Parents are able to support their child's educational experience learning through an improved understanding of the factors that influence this.<br><br>*This is measured through parent feedback, pupil conferencing and analysis of data.* | • All parents demonstrate an interest in their child's learning e.g. through attendance at workshops, exhibitions and progress meetings.<br>• All parents are able to articulate their child's curriculum and learning experiences through improved access to and awareness of this information.<br>• Children reference family experiences when talking about their learning.<br>• Parents can articulate their improved resilience and skills in supporting their child's educational experience.<br>• Targeted children demonstrate increased levels of concentration through improved diet.<br>• Targeted children demonstrate increased levels of engagement through improved bedtime routines.<br>• All least 80% of children are working at Age Related expectations across the curriculum. |
| All children have successful transition into the school, across year groups and into their secondary provision.<br><br>*This is measured through pupil conferencing.* | • Parents report positively on the steps taken to support their child at transition points.<br>• All children can articulate how their transition is supported and display an eagerness for the next step of their educational journey.<br>• There is a reduction in the number of children reporting or displaying anxiety about transition.<br>• All staff are confident in the provision required by all pupils they are working with at the beginning of the autumn term enabling them to provide a curriculum that supports progresses.<br>• Staff and children have positive relationships that enable children to express their concerns so that these can be quickly resolved. |

## 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: £77,144

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Retention of Social, Emotional and mental Health Learning Support Assistant employed to support class based colleagues in developing interactions which result in improved engagement in learning and a reduction in time out | There is evidence within the school that targeted support/ interaction within the classroom rather than through interventions delivered outside of the class, leads to increased engagement and improved progress<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 3,4 |
| Delivery and implementation of bespoke CPD for groups and individuals focused on metacognition through:<br>• Coaching<br>• Plan-do-review<br>• Facilitated peer observations | Supporting high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantaged gap.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports<br>https://iammetacognition.wixsite.com/metacognition<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 1, 2, 3, 4 |
| Retention of family Support Worker to engage with parents who find it hard to access support to improve understanding of how to support their child's learning | Analysis of the impact of our Family Support Worker demonstrates that improved parental engagement significantly aids the progress of the predominantly disadvantaged families who find it difficult to access support.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 7 |
| Retention of Curriculum enhancements Leader and Cultural Ambassador to ensure the school's curriculum and enhanced | School analysis of pupil engagement shows that the inclusion of hands-on experiences and opportunities to increase their understanding of what the world offers, significantly improves the learning behaviours of | 5, 7 |

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| activities represents the cultural diversity of the school, provides positive role models and broadens the understanding of future choices and aspirations | children. This results in sustained concentration and improved recorded outcomes.<br>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment | |
| Retention of Cultural Ambassador to engage with EAL families in developing an improved understanding of how to support their child's learning | Analysis of the impact of our Family Support Worker shows that EAL parents have a committed attitude to supporting their child's development but a lack of understanding in how this is best achieved. A small amount of guidance can lead to significant change.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 5, 7 |
| Review and improvement of transition arrangements delivered by the Deputy Head/Inclusion Leader, Family Support Worker, SEMH Lead | Analysis of evidence across our local cluster of schools indicates that the effectiveness of transition points significantly impacts on children's engagement in learning and progress.<br>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 4 |

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

Budgeted cost: £51,454

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Employment of Aiming High Champion to work with higher attaining pupils and underperforming higher attainers leading to an improved understanding of educational and career choices and increased aspirations | Historically pupil conferencing has demonstrated that children do not have wide aspirations with regards to future education and career choices.<br>Children currently do not have real life context for speaking in front of an audience in a formal capacity.<br>Many children do not speak to their parents about their learning reflecting on achievements and challenges.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 3, 4, 5 |
| Retention of Speech and Language LSA to provide targeted intervention for groups and individuals making use of resources | There is a strong evidence base that suggests that oral language intervention, including activities such as high-quality classroom discussion, are inexpensive to implement with high levels of impact. | 1, 3 |

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| and interventions from NELI and Elklan training | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | |
| Purchase of language link subscription for diagnostic assessment to inform intervention | There is a strong evidence base that suggests that oral language intervention, including activities such as high-quality classroom discussion, are inexpensive to implement with high levels of impact.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback | 1, 3 |
| Retention of Learning Support Assistants to deliver pre-teach and re-teach interventions including phonics and number fluency | There is strong evidence both nationally and within the school historically that reducing the group size with bespoke focus on eliminating gaps with experienced professional improves the progress of all pupils including disadvantaged<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 2, 4 |
| Employment of School based tutors to deliver small group tuition programmes | There is strong evidence both nationally and within the school historically that reducing the group size with bespoke focus on eliminating gaps with experienced professional improves the progress of all pupils including disadvantaged<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2, 4 |

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

Budgeted cost: £32,798

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Retention of Family Support Worker to support families to support improved attendance | There is national evidence that improved attendance has a significant impact on pupil progress and attainment.<br>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment | 6 |
| Retention of Social, Emotional and Mental Health Learning Support Assistant employed to lead targeted intervention e.g. Lego Therapy, Drawing and Talking Therapy | Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 3, 4 |

| | | |
|---|---|---|
| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | |
| Retention of FSW and SEMH LSA to support families and children with challenges including mental health, behaviour difficulties, school refusal | Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges.<br>Historically the Family Support Worker has shown the greatest impact when children and parents from our most vulnerable families are both supported.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 4, 6, 7 |
| Retention of Play therapist / councillor employed to work with targeted children | Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Purchase of 'My Happy Mind' programme to teach children self-awareness and self-regulation supporting their ability to be resilient and cope with expectations of independence and challenge. | Pupil conferencing has shown that children have improved learning behaviours and resilience when they are able to recognise their reactions to challenge and can articulate their feelings.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Subsidising educational visits and visitors to improve cultural capital | Ensuring that all children, including our disadvantaged, are able to access a wide curriculum of enhanced experiences including visits and visitors is fundamental to our school vision. | 5 |
| Ensuring free breakfast club to support attendance and 'readiness' for learning | Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.<br>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023 | 4 |

## Total budgeted cost: £161,396

# 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 2021 to 2022 academic year.

Key end of year outcomes

| Disadvantaged Pupils - End of Year 2022 Attainment | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Reading | | Writing | | Maths | | RWM combined | |
| Year 1 | 30% | 10% | 40% | 0% | 50% | 0% | 30% | 0% |
| Year 2 | 75% | 17% | 50% | 0% | 67% | 8% | 42% | 0% |
| Year 3 | 36% | 0% | 9% | 0% | 36% | 0% | 9% | 0% |
| Year 4 | 55% | 0% | 27% | 0% | 36% | 0% | 27% | 0% |
| Year 5 | 64% | 21% | 29% | 0% | 57% | 7% | 29% | 0% |
| Year 6 | 63% | 38% | 50% | 6% | 63% | 13% | 38% | 6% |

| Disadvantaged Pupils Year 4 Multiplication Check – June 2022 | |
|---|---|
| Score of 25 | 18% |
| Score of 24 or more | 27% |
| Score of 23 or more | 45% |
| Average score | 19 |

| Disadvantaged Pupils Year 2 Phonics Check | | |
|---|---|---|
| Dec 2021 | Achieved score 32+ | 91% |
| | Average score | 35 |
| June 2022 | Achieved score 32+ | 50% |
| | Average score | 29 |
| Overall | Achieved score 32+ | 92% |

| Disadvantaged Pupils Year 1 Phonics Check – June 2022 | |
|---|---|
| Achieved score 32+ | 50% |
| Average score | 26 |

| Disadvantaged Pupils EYFS Attainment – End of Year 2022 | |
|---|---|
| Achieved GLD | 86% |
| Average Point Score | 33 |

## Externally provided programmes

*The school did not use any non DfE programmes*

| Programme | Provider |
|---|---|
| | |
| | |