**Pupil Premium Strategy Statement Cherry Tree Academy**

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| **Summary information** | | | | | |
| **School** | Cherry Tree Academy | | | | |
| **Academic Year** | 2020 - 21 | **Total PP budget** | £160,055 | **Date of most recent PP Review** | June 2019 |
| **Total number of pupils** | 311 | **Number of pupils eligible for PP** | 119 | **Date for next internal review of this strategy** | Dec 2020 |

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| **School context** | | | | | |
| Cherry Tree Academy became an Academy sponsored by Waterton Academy Trust in April 2017. The predecessor school had been placed in special measures by Ofsted in November 2016. Attainment outcomes have begun to improve in EYFS and KS1 but are slower to rise in KS2. The attainment of children eligible for disadvantaged subsidy funding has also remained below National expectations.  In November 2019 a new, experienced head of school and executive headteacher were appointed with support from Waterton Academy Trust. In early March 2020 Ofsted graded the school as Requires Improvement.  The academy has a higher than average proportion of children with SEND at 17.1% and the proportion with EHCP is also higher than average at 4.2%. | | | | | |
| **Current attainment EYFS (data from 2019 due to no assessments during summer 2020)** | | | | | |
| **Total number of pupils** | 41 | **Number of pupils eligible for PP** | 11 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving GLD** | | | | 27% | 71% |
| **% achieving all learning goals** | | | | 27% | 71% |
| **% achieving all prime areas of learning** | | | | 45% | 71% |
| **% achieving all specific areas of learning** | | | | 27% | 77% |

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| **Current % achieving the expected standard in phonics at KS1 (data from 2019 due to no assessments during summer 2020)** | | | | | |
| **% achieving the expected standard at Y1** | | | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **Total number of pupils** | 41 | **Number of pupils eligible for PP** | 14 | 71% | 82% |
| **% achieving the expected standard at the end of KS1** | | | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **Total number of pupils** | **45** | **Number of pupils eligible for PP** | **14** | 86% | 92% |

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| **Current attainment KS1 (data from 2019 due to no assessments during summer 2020)** | | | |
| **Total number of pupils 45** | **Number of pupils eligible for PP 14** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | 71% | 65% |

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| **Current attainment KS2 (data from 2019 due to no assessments during summer 2020)** | | | |
| **Total number of pupils 44** | **Number of pupils eligible for PP 24** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | 29% | 65% |
| **Progress score in reading** | | -1.5 | 0 |
| **Progress score in writing** | | -2.4 | 0 |
| **Progress score in maths** | | -2.2 | 0 |

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| **Quality First Teaching** *(Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **A** | Behaviour for learning strategies need improvement and all teachers need to take full accountability for this. This will improve the learning opportunities for all children | All staff led by SLT | £60,055 for staffing, training and resources |
| **B** | The teaching of phonics and early reading requires further improvement to ensure that children are not leaving KS1 without the decoding skills necessary to access the full KS2 curriculum. This will include collaboration across schools within the trust. | NW with ST and support from AMD | £16,000 for further resources, full staff training and cover / support staffing costs. |
| **C** | Use of support staff within classes to challenge, extend and support teaching and learning requires improvement. This is particularly the case in KS1 and so will be targeted in this phase of school. | SLT | £22,000 for staffing |
| **Targeted Academic Support** *(Structured interventions - small group tuition, one-to-one support)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **D** | Groups of children with significant social, emotional and behavioural needs require bespoke and targeted intervention to support them with understanding and controlling their emotions. This will help to remove the barriers to learning for these children and will also ensure that learning is not disturbed for other children in class. | JL, JS and pastoral team | £26,000 for staffing and resources |
| **E** | Interventions, particularly (but not exclusively) for language development and early reading, are required to fill gaps for groups of children and enable them to fully access class based teaching. | JL | £14,000 for staffing and resources |
| **Wider Strategies** *(issues which also require action such as low attendance, behaviour, parental engagement)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **F** | Children have limited opportunities to engage more fully in the world around them and to enhance their cultural capital. Support with funding for visits and visitors and improving relationships with parents will improve this. | SLT and EVC | £6,000 to support with attendance at visits. |
| **G** | Continuation and further development of the already detailed attendance procedures in order to ensure that families at risk of PA are supported and challenged with improvements noticed and rewarded. | SW and MS | £11,000 for staffing and family support |
| **H** | Teaching across all curriculum areas requires further depth and development to ensure that high levels of knowledge and understanding are attained by all children in all subjects. | All staff, subject leads, SF | £5,000 for staffing release for collaborationand resources |

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| 1. **Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Behaviour is not managed effectively at low levels as well as high. A positive behaviour policy has been introduced but staff need significant support and CPD in order to implement this effectively.  **Staff** Require CPD and support to implement the policy consistently and effectively.  Senior staff will be pivotal in modelling this.  **Pupils** do not all behave in an appropriate manner which would support effective learning.  Some **Pupils** do not understand how to manage their own behaviour and emotions. EEF research shows at least 3 months added impact when behaviour improvements are effective. | **Active Ingredient 1-** Behaviour policy will be discussed and further reviewed.  **Active Ingredient 2-** Consistent approaches will be agreed and expected from all staff and children.  **Active Ingredient 3-** Staff will promote and model positive behaviour and engagement at all times.  **Active Ingredient 4-** Pupils will be given regular opportunities to demonstrate positive behaviours.  **Active Ingredient 5-** Sanctions, where needed, will be proportionate, consistent and allied to individual circumstances. | | **CPD** will be given to all staff around effective behaviour management and the new policy.  Opportunities for staff to **collaborate**, watch and share practice and develop behaviour management will be planned into the timetable. Group sharing of good practice and evaluation of developments will form a regular part of staff meetings.  Formal **communication** will take place through staff meetings, EFs and non negotiables. Staff will be encouraged to communicate informally to maintain momentum.  **Follow up support** in terms of coaching will be provided by SLT as required. | | **Short term:**  **Fidelity:** All staff are able to clearly articulate the principles of effective positive behaviour management and the active ingredients. Staff are incorporating positive relationships and reinforcement into their pedagogy.  **Acceptability:** The majority of staff experience a growing confidence in delivering positive behaviour strategies and staff feedback is positive.  **Medium term**  **Fidelity:** There is a body of evidence in terms of records of rewards and sanctions that show the improvements in behaviour and ethos across school.  Pupils and staff are clearly able to articulate the pedagogy of positive behaviour management to others.  **Reach:**  All Staff and pupils are confident in terms promoting and maintaining positive behaviour. | | **Short term**.  Staff will gain a greater understanding of the effectiveness of positive reinforcement. Children will engage with the new policy.  **Medium term-** The quality of pupil’s work will improve as a result of improved teaching through better classroom management. Instances of exclusion will decrease.  **Long term-** Outcomes for pupils will increase as calm and positive learning behaviours become the norm. |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
| Positive improvement seen in terms of engagement, reduction in incidents and reductions in exclusions. This work is ongoing in response to further closedowns. | |  | | | |  | |

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| Teaching of early reading and phonics is not fully consistent or as robust as it could be to ensure that all children enter KS2 able to fully access the curriculum.  **Staff** teach phonics daily but their in depth understanding of the most effective methods for this is variable and requires development.  **Pupils** a good number of pupils reach the necessary standard to pass the phonics screening check and this is improving however, this alone does not enable full access to the range of reading within the KS2 curriculum.  Some **pupils** don’t reach the phonics screening standard by the end of Y2 or the KS1 expectations for reading and so are disadvantaged when entering KS2.  A significant number of **Pupils:** often, but not always, those from disadvantaged backgrounds, enter school with lower literacy levels and so require additional support. EEF toolkit has a positive impact of +4 months. | | | | | **Active ingredient 1 –** The system and expectations for phonics teaching from N to Y2 will be further clarified.  **Active ingredient 2 –** further resources will be purchased to ensure delivery of the improved lessons.  **Active ingredient 3 –** phonics sessions will continue to be delivered daily in addition to other reading activities and will follow the new strategy.  **Active ingredient 4 –** one to one and small group intervention will be delivered to those children at risk of not attaining as required.  **Active ingredient 5 –** parents will be informed about the changes through letters and meetings and given access to the online support materials. | | | | **CPD** all staff will attend RWI phonics training and the phonics lead will support staff with implementation and subject knowledge.  Staff will **collaborate** with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.  **Communication** will take place through staff meetings, parents’ meetings, newsletters and emails. Informal discussions between staff in different classes will also be facilitated by the phonics lead.  **Follow up support** in terms of coaching and individual peer observation will be provided as needed. | | | | | | | **Short term:**  **Fidelity:** All staff follow the RWI format and teach the lessons as planned and as needed by their group  **Medium term**  **Fidelity:** All phonics sessions are delivered consistently and accurately with clear routines established.  Additional support and one to one catch up activities are in place.  **Reach:**  All staff are consistent in their teaching of phonics and early reading. | | | | | | | | **Short term** – pupils show more confidence when reading and blending sounds and show engagement with the system.  **Medium term** – Progress through the phonics stages is established and maintained with evidence of children applying these skills in reading and writing activities throughout the school day.  **Long term** – attainment at Y1 in the phonics screening check and at Y2 in reading continues to improve. Attainment and progress in KS2 across the curriculum continues to improve and children are more able to effectively access the curriculum leading to improved attainment in all subjects. | | | | |
| **Review Progress at the end of the autumn term** | | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | | |
| CPD has taken place and improved phonics teaching began within bubble constraints. Reading leads from both schools have accessed remote support from RWI. One to one phonics intervention is in place. | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | |
| 1. **Planned Expenditure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Support staff are not well used to engage and enhance learning opportunities for children particularly in KS1. This is a barrier which is part of quality first teaching because it is the way in which TAs are used by the teacher within whole class teaching that is to be developed here. Though EEF research identifies a gain of only +1 months for teaching assistant use the focus of this on early years intervention can add up to +8 months.  **Pupils** in this phase often have limited social and emotional development alongside poor language skills. The incorrect use of TAs here has led to either over dependence or resentment which has inflamed behaviour concerns.  **Teaching Staff** require training and support to lead and utilise the support staff effectively. **Support staff** require significant CPD, modelling and coaching to develop their understanding and skills. | | | | | **Active ingredient 1** – monitoring needs to be focused to ensure that support and CPD are directed and targeted.  **Active ingredient 2** – support staff will work with identified children and groups as directed by the class teacher under the strategic leadership of SLT. This will not be for large periods of time with groups of lower attaining children.  **Active ingredient 3** – Clear, honest communication is required between SLT and class teachers, class teachers and support staff, support staff and children and vice versa. | | | | **CPD** for teaching staff and support staff will be led. This will include modelling by effective practitioners.  **CPD** will also include developing understanding of the best use of teaching assistants using EEF research as a starting point. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>  **Collaboration** will take the form of the modelling above as well as coaching from more established practitioners. Visits to other schools where this is used extremely effectively will also be implemented to facilitate collaboration across the trust and to improve **communication.**  **Follow up support** from SLT as required. | | | | | | | **Short term**  **Fidelity:** Teachers and support staff demonstrate the expected behaviours and actively work to engage this group of children.  **Medium term:**  **Fidelity**: Practice becomes embedded and staff fully demonstrate expected behaviours at all times resulting in greater engagement, learning and progress. | | | | | | | | **Short term:** Pupils feel more valued and are able to focus on their learning with the effective support provided.  **Medium term:** Pupils make enhanced progress and teachers develop improved understanding of the effective use of support within their classrooms. Teaching becomes more effective as a result.  **Long term:** Pupils reach their full potential in terms of formal outcomes and informal monitoring. They develop greater self confidence. | | | | |
| **Review Progress at the end of the autumn term** | | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | | |
| Redistribution of support staff has occurred but this has not been fully monitored. To be further developed. | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | |
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| A significant number of children have social circumstances or emotional / behavioural needs which impact on their ability to attain their full potential. This includes some children with diagnosed communication and interaction conditions and low self confidence as well as those whose emotional and behavioural needs result from home circumstances.  **Staff** need support to raise the aspirations of these children and ensure that they account for these needs when planning and delivering teaching. **Teachers** will develop programmes to focus on specific need where applicable which will be led by **support staff**.  **Pupils** need to believe in themselves and develop strategies to manage their emotions, behaviour or confidence levels. EEF toolkit – social and emotional learning has an added impact of +4 months. | | | | | **Active ingredient 1 –** SLT to continue to review the needs of these groups of children and the delegation of staff within the safeguarding and pastoral team to ensure that these interventions can be effectively staffed and delivered.  **Active ingredient 2 –** staff need training in initiatives such as nurture and thrive to ensure that the needs of these children are met.  **Active ingredient 3 –** specific, focused, short term interventions need to be established according to need and to be followed up within class. These will happen at least once per week during afternoon sessions on the timetable and more frequently according to need. They will be delivered by trained support staff.  **Active ingredient 4 –** nurture and thrive type provision are required and will be led by the learning mentor and safeguarding team. | | | | **CPD** for staff working with these groups and individuals.  **CPD** will include the use of EEF research as a starting point for further development of the programme of support and of whole school actions. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>  **Collaboration** between these staff, SENCo and class teachers to ensure that the needs of these children are fully met. This includes support and coaching from SLT.  **Collaborate** with other schools who have shown progress and improvements in this area of work. | | | | | | | **Short term**  **Fidelity:** staff will ensure that the emotional needs of these children are considered and actively planned for.  Interventions, where needed, will be in place.  **Medium term**  **Fidelity:** All staff will demonstrate effective provision to cater for the emotional and behavioural needs of the children.  **Reach:** the number of children with these needs and from disadvantaged backgrounds reaching crisis points will reduce. | | | | | | | | **Short term**  Pupil self confidence and awareness will increase. They will respond positively to these interventions.  **Medium term**  Behaviour, confidence and self control will be managed individually with less need for intervention.  **Long term**  Positive impact on social and emotional welfare will be evident through improved outcomes.  Improved self esteem and confidence leading to improved academic outcomes and a greater ability to access secondary school provision effectively. Sanctions, including exclusion, will reduce as the needs of the children will be more effectively met within the classroom. | | | | |
| **Review Progress at the end of the autumn term** | | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | | |
| Nurture groups are in place and are beginning to show positive impact. The pastoral team have supported staff in class and with individual children. | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | |
| **E Planned expenditure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Barrier/Problem** | | | | **Intervention Description**  **(What are the active ingredients?)** | | | | | | **Implementation Activities** | | | | | | | **Implementation Outcomes** | | | | | | **Pupil Outcomes** | | | | | |
| One to one and small group support is required in EYFS for **pupils** who enter the school with language deficit, in Y1 for children at risk of not meeting the phonics screening threshold and in Y2 and KS2 for those who have gaps and barriers in their early reading skills.  **Staff** require training, support and resources to deliver this.  EEF toolkit – phonics has a positive impact of +4 months, small group tuition has a positive impact of +4 months and one to one tuition has a positive impact of +5 months. | | | | **Active ingredient 1** – one to one sessions will be delivered by trained staff.  **Active ingredient 2** – small group intervention sessions will be delivered during afternoons led by trained support staff. This will ensure high quality, targeted support built around the findings of EEF research. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/>  **Active ingredient 3 –** clear communication between the SLT, the class teacher and the intervention lead must be established and maintained. | | | | | | **CPD** for teaching staff and for the support staff leading the intervention. This will be delivered by the SLT as appropriate – initially and most significantly by the phonics lead and EYFS lead.  **Collaboration** between the staff working with these individuals in class, groups and individually leading to improved **communication.**  **Follow up support** from SENCO, phonics lead and EYFS lead as required. | | | | | | | **Short term**  **Fidelity:** teachers ensure that children are able to consistently attend the intervention sessions and relate the learning from these to class and group teaching.  **Medium term:**  **Fidelity**: All sessions are delivered and fully followed up by teaching staff. Children progress through the sessions and improve their language, phonics knowledge, reading abilities and understanding. | | | | | | **Short term:** Pupils feel more confident and more able to access whole class teaching.  **Medium term:** Pupils make sufficient progress to return to class teaching without the need for further intervention.  **Long term:** Pupils reach their full potential in terms of phonics and reading assessments and are able to fully access the KS2 curriculum. | | | | | |
| **Review Progress at the end of the autumn term** | | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | | |
| One to one phonics sessions have begun and more work around speech and language development is continuing. | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | |
| **F Planned expenditure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Children don’t have a wide range of experiences outside of school and are socially and experientially disadvantaged as a result of this. This is detrimental to their accumulation of cultural capital as well as to their self confidence.  **Pupils** don’t access local resources consistently with parents (eg: libraries, Pontefract Castle etc.) and have limited experience of life outside of the immediate area.  **Staff** require guidance in establishing these experiences for children and support in leading these.  **Leadership staff** need to ensure that funding is delegated to enable full participation.  **Parents** need to be more fully engaged and amenable to their children accessing these experiences through school.  This will include elements of arts and sports participation both of which have impact of +2 months from EEF research, outdoor adventure learning which has impact of +4 months and parental engagement which has an impact of +3 months. | | | **Active ingredient 1 –** SLT need to review the provision on offer within school and develop a rolling programme of experiences.  **Active ingredient 2 –** staff need support to plan and deliver a range of meaningful activities.  **Active ingredient 3 –** funding will be delegated to ensure that cost is not a barrier to attendance.  **Active ingredient 4 –** parents will be consulted and engaged to maximise applications for PP funding and promote the benefits of these experiences. | | | | | | | | **CPD** for teaching staff will be led by SLT and the EVC. Staff will then plan at least one visit or visitor per term which will be linked to topics or social / cultural capital areas of need.  SLT will instigate a programme of extended and residential visits to happen at least once per year so that all KS2 children have the opportunity to attend these.  **Collaboration** will take the form of staff with greater experience working to support others. There will also be active **collaboration** with other schools where this is an active and effective part of provision.  **Follow up support** from SLT as required. | | | | | | | **Short term**  **Fidelity:** staff will ensure that initial visits or visitors are planned for and that costs are organised so that all children can attend.  **Medium term**  **Fidelity:** All staff will demonstrate engagement to this and this will become a regular, planned component of teaching and of the children’s experience at Cherry Tree Academy.  **Reach:** the number of children accessing these experiences will increase and parents will appreciate the key importance of these experiences. Parents may begin to develop the experiences they share with their child outside of school. | | | | | | **Short term:** Pupils are more engaged in learning due to the positive impact of focused visits and visitors on their understanding of the taught curriculum.  **Medium term:** Pupils engage fully with visits, showing expected behaviour during them and greater progress is beginning to be evident through monitoring of learning.  **Long term:** Pupils reach their full potential and develop greater confidence and cultural capital. | | | | |
| **Review Progress at the end of the autumn term** | | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | | |
| Due to Covid restrictions this has not yet been actioned. | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | |
| **G Planned expenditure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Attendance is below national averages and has declined over the past two years (though PA levels have improved). This has a significant impact on the attainment and progress of children.  **Some pupils** are reluctant to come to school but in the vast majority of cases poor attendance results from lack of parental understanding about the importance of good attendance at school.  **Staff** require guidance in engaging poor attenders and actively promoting attendance within classes.  **Pastoral staff** need to continue to monitor attendance and engage actively to support and challenge families where required.  **Parents** need to be more fully engaged and understanding of the importance of regular attendance. | | | **Active ingredient 1 –** SLT to continue to review the improved processes processes around attendance and promote and extend the already strong work in this area.  **Active ingredient 2 –** pastoral staff need to continue to analyse data and actively engage with families.  **Active ingredient 3 –** class teachers need to engage their children and actively promote attendance. Creating exciting and meaningful learning experiences within the positive school ethos to ensure that children want to come to school.  **Active ingredient 4 –** staff need to work together to review and extend the system of attendance incentives. | | | | | | | | | **CPD** for pastoral staff will be developed if needed.  **Collaboration** with the EWO and social care will be maintained and developed further.  **Collaborative** links with parents will be developed to improve and strengthen relationships which will leader to greater success.  **Follow up support** from SLT as required. | | | | | | | **Short term**  **Fidelity:** staff will ensure that all attendance concerns are followed up using the agreed trust policy with the support of MS.  **Medium term**  **Fidelity:** All staff will demonstrate engagement to this and this will become a regular, planned component of teaching and of the children’s experience at Cherry Tree Academy.  **Reach:** the number of children accessing these experiences will increase and parents will appreciate the key importance of these experiences. Parents may begin to develop the experiences they share with their child outside of school. | | | | | | **Short term:** Pupils are more engaged in school and more keen to attend regularly. Parents welcome the increased engagement from school staff.  **Medium term:** Pupils engage fully with attendance rewards and interventions. Parents are receptive and active partners in promoting improved attendance.  **Long term:** Attendance levels for all groups improve to national expectations. | | | |
| **Review Progress at the end of the autumn term** | | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | | |
| HoS now attends attendance review meetings and systems are developing. As yet there is not clear evidence of consistent improvement but this is prioritised. | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | |
| **H Planned expenditure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Barrier/Problem** | | **Intervention Description**  **(What are the active ingredients?)** | | | | | | | | | | | **Implementation Activities** | | | | | | | **Implementation Outcomes** | | | | | | **Pupil Outcomes** | | |
| Teaching of all subjects across the primary curriculum requires further depth and consolidation to ensure that standards attained in all subjects match those in the core subject areas.  **Pupils** require consistent depth in learning through well planned and structured activities.  **Staff** need to work together to share strengths in teaching pedagogy and subject knowledge and to develop consistent strong teaching in all subjects.  **Pupils** enjoy these lessons but don’t always accumulate knowledge at sufficient depth to enable them to apply this to new learning. | | **Active ingredient 1** The provision maps for learning expectations in all subjects will be completed, evaluated and improved.  **Active ingredient 2** Time will be given to subject leaders to support staff with following these maps.  **Active ingredient 3** Subject leaders will review the progression of their subject areas and the attainment and progress of children.  **Active ingredient 4** Class teachers will plan and implement the provision maps and ensure that high quality, consistent learning takes place. | | | | | | | | | | | **CPD** led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.  **Collaboration** between subject leaders and class teachers and between teachers in phase groups to ensure that strengths are shared and good practice is built upon.  **Follow up support** from subject leaders and from the trust school improvement team. | | | | | | | **Short term:**  **Fidelity:** All staff follow the provision maps and cover the key, sequential learning within the curriculum.  **Medium term**  **Fidelity:** Monitoring shows that coverage is clear with appropriate depth.  Review of assessments (quizzes) shows that knowledge is being retained.  **Reach:**  Monitoring shows that prior learning is being deepened and built upon subsequently. | | | | | | **Short term** Pupils will increase their awareness and basic knowledge of all subjects. Teacher subject knowledge will improve.  **Medium term** Pupils will begin to build links between knowledge gained and develop a deeper and wider field of knowledge and experience.  **Long term** Pupils will develop a love for learning in a range of subjects, achieve highly and be able to use this basis for more in depth study at higher levels of education. | | |
| **Review Progress at the end of the autumn term** | | | | | | | **Review Progress at the end of the spring term** | | | | | | | | | | | | | | | **Review Progress at the end of the summer term** | | | | | | |
| Documentation and CPD are in place but full review of this has not yet been possible due to Covid restrictions. | | | | | | |  | | | | | | | | | | | | | | |  | | | | | | |
| **Review of Expenditure** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Previous Academic Year** | | | | | | **2019-20** | | | | | | | | | | | | | | | | | | | | | |
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| **Problem** | **Chosen action/approach** | | | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | | | | | | **Lessons learned**  (and whether you will continue with this approach) | | | | | | | | | | | | | **Cost** |
| Behaviour for learning strategies need improvement and all teachers need to take full accountability for this. This will improve the learning opportunities for all children | CPD and modelling | | | | | There were positive early signs of development and improvement but these were disrupted by Covid 19 lockdowns before they were fully embedded. | | | | | | | | Having returned from lockdown the need to secure consistent effective strategies is as great as it was last November and so this strategy will continue as planned last year. Additional funding for direct staffing has been included. | | | | | | | | | | | | | £53,474 |
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| The teaching of phonics and early reading requires further improvement to ensure that children are not leaving KS1 without the decoding skills necessary to access the full KS2 curriculum. This will include collaboration across schools within the trust. | CPD, modelling and resource development | | | | | The sounds write scheme that had been purchased last year was evaluated and found not to be fit for purpose for our children. Following evaluation of a range of resources some key resources for RWI were purchased and initial staff training had taken place before lockdown. This now needs to be built upon and strengthened to ensure that impact is seen. | | | | | | | | Further, wider targeted and in depth training is planned and further bespoke resources will be purchased to enable this strategy to be continued into the next year. | | | | | | | | | | | | | £16,596 |
| **Problem** | **Chosen action/approach** | | | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | | | | | | **Lessons learned**  (and whether you will continue with this approach) | | | | | | | | | | | | | **Cost** |
| Use of support staff within classes to challenge, extend and support teaching and learning requires improvement. This is particularly the case in KS1 and so will be targeted in this phase of school. | Staffing deployment and CPD | | | | | There was strong evidence of early impact of this during the time before lockdown. | | | | | | | | This still requires further embedding to ensure success and will be continued next year. | | | | | | | | | | | | | £21,201 |
| **Problem** | **Chosen action/approach** | | | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | | | | | | **Lessons learned**  (and whether you will continue with this approach) | | | | | | | | | | | | | **Cost** |
| Groups of children with significant social, emotional and behavioural needs require bespoke and targeted intervention to support them with understanding and controlling their emotions. This will help to remove the barriers to learning for these children and will also ensure that learning is not disturbed for other children in class. | Staff deployment, intervention programmes and CPD. | | | | | There was an initial strong positive impact from these however, lockdown and staffing changes during this have meant that further work is needed to maintain these systems and further develop their impact. | | | | | | | | The nurture interventions worked very well and were becoming established. More work to embed and establish these and develop new staff CPD will continue. | | | | | | | | | | | | | £25,527 |
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| Interventions, particularly (but not exclusively) for language development and early reading, are required to fill gaps for groups of children and enable them to fully access class based teaching. | CPD and intervention. | | | | | Some impact was seen during the initial implementation but further embedding and development are still required. | | | | | | | | Further development is required and the strategy will continue into the following year. | | | | | | | | | | | | | £14,628 |
| **Problem** | **Chosen action/approach** | | | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | | | | | | **Lessons learned**  (and whether you will continue with this approach) | | | | | | | | | | | | | **Cost** |
| Children have limited opportunities to engage more fully in the world around them and to enhance their cultural capital. Support with funding for visits and visitors and improving relationships with parents will improve this. | Funding and pastoral support. | | | | | This had begun to be implemented but impact had not yet been seen. | | | | | | | | This needs to continue this year to ensure that full impact is seen. | | | | | | | | | | | | | £6,000 |
| **Problem** | **Chosen action/approach** | | | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | | | | | | **Lessons learned**  (and whether you will continue with this approach) | | | | | | | | | | | | | **Cost** |
| Continuation and further development of the already detailed attendance procedures in order to ensure that families at risk of PA are supported and challenged with improvements noticed and rewarded. | Staffing | | | | | There was a clear improvement in attendance and punctuality during the initial stages of the application of this strategy as evidence by Ofsted during their visit in early March. | | | | | | | | This needs to be continued in order to ensure that it is fully embedded and that improvements which began can be fully consolidated. | | | | | | | | | | | | | £14,134 |

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| **Additional Information** |
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