

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	302
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Jan 2022 and termly from then onwards
Statement authorised by	S Thompson
Pupil premium lead	J Grayston
Governor / Trustee lead	S Nunns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,055
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£175,135

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Expectations need to be consistent and high for all groups of children in all classes.
2	Quality first teaching requires further improvement across school.
3	The implementation of the curriculum requires further embedding.
4	The teaching of phonics and early reading requires further embedding and development.
5	The establishment of a consistent and positive ethos and culture is required.
6	The further embedding of nurture provision to support social and emotional need is required.
7	A range of increased opportunities for enrichment requires development.

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
Quality first teaching will be improved across all classes.	<ul style="list-style-type: none">• Teaching will be graded as good in the majority of classes with no inadequate teaching.• Outcomes at all year groups will show improvements from previous years.

Engagement of children will be improved.	<ul style="list-style-type: none"> Numbers of children requiring pastoral team support and intervention during core teaching will be significantly reduced.
A wide and varied curriculum will be taught which enables all children to develop knowledge and skills.	<ul style="list-style-type: none"> Subject leader monitoring of coverage and progression will show improvements in delivery and recording.
Children's early reading skills will be strong and phonetic knowledge will be embedded.	<ul style="list-style-type: none"> Reading deep dives will show impact. RWI development days will show impact and improvement. English hub support days will show development and improvement. Outcomes in phonics screening will show improvement. Fewer children will enter KS2 without core phonic skills needed to be independent readers.
A positive and calm culture and ethos will be apparent across school leading to improved teaching, learning and behaviour.	<ul style="list-style-type: none"> The culture will be evident at all times. Children will be calm, positive and on task.
The social, emotional and behavioural needs of individual children will be met leading to greater progress and attainment and improved behaviour.	<ul style="list-style-type: none"> Nurture groups will show progress from entry and exit assessments. Fewer incidents which require external SEMH support will occur.
A range of enrichment activities will be in place and attendance at these will be good for children from all groups across school.	<ul style="list-style-type: none"> Activities will be in place and attendance will be good.

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: £ 86,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD will be given to all staff around expectations and how to maintain and achieve these. Further CPD will be given to support staff to ensure that they model and expect positive behaviours and attitudes towards learning.</p> <p>Collaboration opportunities will be made available so that staff can observe good practice. Staff meetings sessions to share good practice in books from within our school and across the academy trust will take place regularly.</p> <p>Communication will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2</p>
<p>CPD will be given to all staff to remind them of expectations around all QFT and to ensure that they are fully aware of the needs of individuals and groups as a result of Covid 19</p> <p>CPD in the form of team teaching and coaching will be implemented where needed.</p> <p>Collaboration across phases and with staff who have strengths in practice will</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2</p>

<p>take place to ensure that support is effective.</p> <p>Challenge for individual staff members will be applied where more formalised methods of support have not shown expected outcomes in terms of improvement.</p>		
<p>CPD led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.</p> <p>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.</p> <p>Follow up support from subject leaders and from the trust school improvement team.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>2, 3</p>

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD all staff will attend RWI phonics training and the phonics lead will support staff with implementation and subject knowledge.</p> <p>Staff will collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>4</p>

<p>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.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>		
<p>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.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support from SENCO, phonics lead and EYFS lead as required.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>4</p>

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

Budgeted cost: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD will be given to all staff around effective behaviour management and the new policy.</p> <p>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. Pastoral team will lead on this and develop individualised support as needed.</p> <p>Formal communication will take place through staff meetings, EFs and non negotiables. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by SLT as required.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>5, 6</p>
<p>CPD for staff working with these groups and individuals.</p> <p>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/</p> <p>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.</p> <p>Collaborate with other schools who have shown progress and improvements in this area of work.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>6</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Objective	Review
To improve behaviour for learning.	Actions for this priority began but were impacted on by further Covid lockdowns. This remains a priority for school moving forward and is addressed further in the current strategy.
To improve the teaching of phonics and early reading.	The RWI scheme was introduced and key staff received training. This is being developed further during this year including full training for all staff and full development of interventions.
To ensure that support staff are used effectively within classes to support teaching and learning.	The allocation and use of support staff improved during last year and this is continuing.
To improve the support and targeted intervention for children with social and emotional needs.	A pastoral team was established and nurture provisions began but greater need was identified as a result of lockdowns etc and so this is being further developed this year.
To enhance visits and visitors to enrich the cultural capital of the children.	These were unable to fully take place due to covid restrictions and this priority will be established further in line with the enrichment priority on this year's plan.
To improve systems and procedures around attendance.	Systems have been refined and improved and support from the trust has increased. Further monitoring of these systems and judgment of impact will be possible now that Covid lockdowns are not in place. The enrichment priority will also further address attendance this year.

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