

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

*The initial spend plan and allocation of the fund was set by the previous Headteacher.*

## School overview

| Detail  | Data  |
|---|---|
| School name   | Cherry Tree Academy                               |
| Number of pupils in school  | 257   |
| Proportion (%) of pupil premium eligible pupils   | 49%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2024   |
| Date this statement was published   | Sept 2022   |
| Date on which it will be reviewed   | Jan 2023 and termly from then onwards             |
| Statement authorised by   | J Grayston<br>A Dawson ( <i>from March 2023</i> ) |
| Pupil premium lead  | J Grayston<br>A Dawson ( <i>from March 2023</i> ) |
| Governor / Trustee lead   | S Maiden  |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £160,055 |
| Recovery premium funding allocation this academic year  | n/a      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £160,055 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Cherry Tree Academy we strive to provide the best possible education for all children regardless of disadvantage. To this end we have allied the priorities for this plan closely with our overall school development plan for 2022-23 and have included areas which have arisen as a result of Covid 19 lockdowns alongside this.

## 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 with improvements consolidated.              |
| 2                | Improvements in quality first teaching require further strengthening and consolidation.  |
| 3                | The implementation of the curriculum requires further embedding.   |
| 4                | Developments and improvements in the teaching of reading, writing and maths require further consolidation and embedding.           |
| 5                | The strengths in the teaching of phonics and early reading require further embedding and development including developing fluency. |
| 6                | The consistent and positive ethos and culture which has been established requires deepening.                                       |
| 7                | The range of increased opportunities for enrichment requires further extension and depth.  |
| 8                | The strengths that have become embedded within EYFS require further consolidation as they are shared across school.                |

## 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"><li>Teaching will be graded as good in the majority of classes with no inadequate teaching.</li></ul> |

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|   | <ul style="list-style-type: none"> <li>• Outcomes at all year groups will show improvements from previous years.</li> </ul>  |
| Engagement of children will be improved.  | <ul style="list-style-type: none"> <li>• Numbers of children requiring pastoral team support and intervention during core teaching will be significantly reduced.</li> </ul>   |
| A wide and varied curriculum will be taught which enables all children to develop knowledge and skills.   | <ul style="list-style-type: none"> <li>• Subject leader monitoring of coverage and progression will show improvements in delivery and recording.</li> </ul>  |
| Children's early reading skills will continue to be strong and phonetic knowledge will lead to greater fluency and comprehension.                 | <ul style="list-style-type: none"> <li>• Reading deep dives will show impact.</li> <li>• RWI development days will show impact and improvement.</li> <li>• Outcomes in phonics screening will maintain their high standard.</li> <li>• Fewer children will enter KS2 without core phonic skills needed to be independent readers.</li> <li>• Fluency will show improvement across school beyond the Phonics scheme.</li> </ul> |
| 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"> <li>• The culture will be evident at all times.</li> <li>• Children will be calm, positive and on task.</li> </ul>  |
| 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"> <li>• Fewer incidents which require external SEMH support will occur.</li> </ul>  |
| 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"> <li>• Activities will be in place and attendance will be good.</li> </ul>   |

## 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: £ 87,055

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>CPD</b> will be given to all staff around expectations and how to maintain and achieve these. Further <b>CPD</b> will be given to support staff to ensure that they model and expect positive behaviours and attitudes towards learning.</p> <p><b>Collaboration</b> opportunities will be made available so that staff can observe good practice (including the improved practice in EYFS and with phonics). Staff meetings sessions to share good practice in books from within our school and across the academy trust will take place regularly.</p> <p><b>Communication</b> will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p><b>Follow up support</b> 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, 3, 6, 9</p>          |
| <p><b>CPD</b> 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><b>CPD</b> in the form of team teaching and coaching will be implemented where needed.</p>   | <p>MAT guides developed with the latest research including EEF research.</p> | <p>1, 2, 3</p>                |

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|---|--|-------------------|
| <p><b>Collaboration</b> across phases and with staff who have strengths in practice will take place to ensure that support is effective.</p> <p><b>Challenge</b> for individual staff members will be applied where more formalised methods of support have not shown expected outcomes in terms of improvement.</p>  |  |                   |
| <p><b>CPD</b> led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.</p> <p><b>Collaboration</b> 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><b>Follow up support</b> 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, 4, 5</p> |

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

Budgeted cost: £ 11,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>CPD</b> identified staff will receive RWI training and ongoing training pathways throughout the year.</p> <p>Staff will <b>collaborate</b> with planning and the preparation of resources as well as team teaching and</p> | <p>MAT guides developed with the latest research including EEF research.</p> | <p>4, 5</p>                   |

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| <p>modelled lessons to share good practice.</p> <p><b>Communication</b> 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><b>Follow up support</b> in terms of coaching and individual peer observation will be provided as needed.</p>  |  |             |
| <p><b>CPD</b> 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><b>Collaboration</b> between the staff working with these individuals in class, groups and individually leading to improved <b>communication</b>.</p> <p><b>Follow up support</b> from SENCO, phonics lead and EYFS lead as required.</p> | <p>MAT guides developed with the latest research including EEF research.</p> | <p>4, 5</p> |

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

Budgeted cost: £ 62,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>CPD</b> will be given to all staff around effective behaviour management and the consolidation of improvements made last year.</p> <p>Opportunities for staff to <b>collaborate</b>, 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 <b>communication</b> will take place through staff meetings, EFs and non negotiables. Staff will be encouraged to communicate informally to maintain momentum.</p> <p><b>Follow up support</b> 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><b>CPD</b> for staff working with these groups and individuals.</p> <p><b>CPD</b> will include the use of EEF research as a starting point for further development of the programme of support and of whole school actions.<br/> <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</a></p> <p><b>Collaboration</b> 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><b>Collaborate</b> 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, 7</p>                   |
| <p><b>CPD</b> for staff to ensure they are aware of the benefits of the enhancement activities and these are planned into the curriculum (eg visits).</p>   | <p>MAT guides developed with the latest</p>                                  | <p>9</p>                      |

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| <b>Collaboration</b> between class teachers and staff leading enhancements be they school staff or external providers to ensure that the individual needs of all children are taken into account. | research including EEF research. |  |
|---|----------------------------------|--|

**Total budgeted cost: £ 160,055**



## 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.

| Objective  | Review  |
|--|---|
| To ensure expectations are consistent and high for all groups of children in all classes.  | There was significant improvement in this area across the year resulting in improved outcomes at many key assessment points. Further embedding and consolidation is required as there have been further staffing changes during the year.                     |
| To ensure improvements in quality first teaching.  | There was significant improvement in this area across the year resulting in improved outcomes at many key assessment points. Further embedding and consolidation is required as there have been further staffing changes during the year.                     |
| To further develop curriculum implementation.  | This continues to develop and become more embedded. The further consolidation of this is ongoing as is work to support and further strengthen middle leadership.  |
| To further embed and develop the teaching of phonics and early reading.                    | This has been an area of great success through class teaching and intervention. Improved outcomes have been seen through formal assessment and ongoing monitoring. This now requires continued consolidation and embedding particularly to support new staff. |
| To ensure that the positive and consistent ethos and culture is established across school. | There have been significant improvements here which are evidenced by the decrease in exclusions during the year. This remains an area for ongoing evaluation and embedding.   |

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|---|--|
| <p>To further embed nurture provision to support social and emotional need.</p>   | <p>The support for individuals and groups has shown significant impact during the year with more children receiving tailored interventions and support (internally or externally) to ensure that their needs are met. Due to staffing changes further consolidation of this will continue next year.</p> |
| <p>To ensure a range of increased opportunities for enrichment are available.</p> | <p>These developed well last year, Further review and evaluation is required to ensure that attendance is good and that all groups of children have full access to these enhancements.</p>   |