



Pupil Premium Strategy Statement 2021-2024

Website Summary

(Updated September 2023)



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 2021-2022

Detail	Data
School name	Cherry Tree Academy
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	43% (112 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	James Grayston
Pupil premium lead	James Grayston
Governor / Trustee lead	Sharon Maiden

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,960 (PP plus recovery spend)

School overview 2022-2023

Detail	Data
School name	Cherry Tree Academy
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	49% (125 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	James Grayston
Pupil premium lead	James Grayston
Governor / Trustee lead	Sharon Maiden

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£152,350
Recovery premium funding allocation this academic year	£16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,735

School overview 2023-2024

Detail	Data
School name	Cherry Tree Academy
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	52% (138 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2022 <i>(updated in September 2023 due to change in Headteacher).</i>
Date on which it will be reviewed	January 2023 <i>(updated in September 2023 due to change in Headteacher).</i>
Statement authorised by	Adam Dawson <i>(from March 2023)</i>
Pupil premium lead	Adam Dawson <i>(from March 2023)</i>
Governor / Trustee lead	Bryany Gales

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£175,328
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175,328

Part A: Pupil premium strategy plan

Statement of intent

At Cherry Tree Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

From September 2021, leaders have created a three-year improvement plan where all key priorities are designed to address the challenges disadvantaged children face at our school. Therefore, our three-year pupil premium strategy is an integral part of school improvement rather than a separate plan.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker or those with special educational needs and disabilities and provide a clear pastoral offer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery including the targeted support offered through the continued use of the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils.

We also continue to adapt our curriculum to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. A broad and balanced curriculum is vital for all our pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

- 52% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.
- The 2021/22 IDSR reflected that: 44% of pupils are FSM is which is 'well above average' national; 23% of pupils who required SEND support is 'well above average'.
- The overall crime rate in Pontefract in 2022 was 146 crimes per 1,000 people. The crime rate in the locality is 77% higher than the national figure and 35% higher than the regional figure.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	High expectations need to be consistent, 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	Internal and external (where available) assessment indicate children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.
6	The consistent and positive ethos and culture which has been established requires deepening.
7	Pupils' wider experiences from their home life are limited for some children. The school's demographic of white British limits their understanding of key themes i.e. equality, diversity etc.
8	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
9	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 (July 2024)**, 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 continue to be strong and phonetic knowledge will lead to greater fluency and comprehension.	<ul style="list-style-type: none"> Reading deep dives will show impact. RWI development days will show impact and improvement. Outcomes in phonics screening will maintain their high standard. Fewer children will enter KS2 without core phonic skills needed to be independent readers. Fluency will show improvement across school beyond the Phonics scheme.

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"> • 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: £ 87,055

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 (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>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, 3, 6, 9</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>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3</p>

<p>Collaboration across phases and with staff who have strengths in practice will 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, 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>CPD identified staff will receive RWI training and ongoing training pathways throughout the year.</p> <p>Staff will collaborate 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>

<p>modelled lessons to share good practice.</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, 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>CPD will be given to all staff around effective behaviour management and the consolidation of improvements made last year.</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>	MAT guides developed with the latest research including EEF research.	5, 6
<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>	MAT guides developed with the latest research including EEF research.	6, 7
<p>CPD for staff to ensure they are aware of the benefits of the enhancement activities and these are planned into the curriculum (eg visits).</p>	MAT guides developed with the latest	9

Collaboration 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.	
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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.

<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>