



**Pupil Premium  
Strategy  
Statement  
2021-2024**

*Website Summary*

(Updated December 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 ( <b>3 year plans are recommended</b> )	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
<b>Total budget for this academic year</b> 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 ( <b>3 year plans are recommended</b> )	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
<b>Total budget for this academic year</b> 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 ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	September 2022 <i>(updated in September 2023 due to change in Headteacher). Further updated in December 23.</i>
Date on which it will be reviewed	January 2023 <i>(updated in September 2023 due to change in Headteacher) Further updated in December 23.</i>
Statement authorised by	Adam Dawson <i>(from March 2023)</i>
Pupil premium lead	Paddy Wright <i>(from December 23)</i>
Governor / Trustee lead	Sharon Maiden

## 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
<b>Total budget for this academic year</b> 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

### OUR PHILOSOPHY

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.

At Cherry Tree Academy we believe that the quality of teaching received will have the greatest impact on disadvantaged children and allow them to fulfil their potential. We therefore use a weighted three-tiered approach in school when allocating our pupil premium spending.

Tier 1 strategies improve outcomes through improving the quality of provision for disadvantaged pupils across the curriculum.

Tier 2 strategies are targeted academic support to help individuals or small groups of disadvantaged children make progress towards individual targets in order to narrow the gap.

Tier 3 strategies are designed to support children's wider needs including their social, emotional and mental health. Tier 3 strategies also incorporate strategies to engage and support disadvantaged family's wider needs.

### ***What are the key principles of our strategy plan?***

#### **High quality teaching for all**

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- All staff are committed to successfully engage with the disadvantaged pupils who are less successful learners.

- Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.
- When necessary targeted interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement in these interventions.

### **Whole-school ethos of attainment for all**

- There is a culture of high expectations for all with a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy.

### **Meeting individual learning needs**

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning skills that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented both across phase and in preparation for KS3.

### **Data-driven**

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

### **Clear, responsive leadership**

- Leaders including governors, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.

### **Deploying staff effectively**

- Highly skilled and effective staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement based on their starting points.
- Ongoing CPD is provided for all staff through peer-peer coaching.

### **Addressing attendance and supporting families**

- Attendance is rigorously monitored in order to intervene early to support pupils and families. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged.

### ***What are our ultimate objectives for our disadvantaged pupils?***

- To remove the barriers to learning created by poverty, family circumstance and background.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils when compared to their peers both locally and nationally.
- For all disadvantaged pupils in school to make better rates of progress in order to reach their full potential at the end of Year 6 and therefore be prepared for the next stage of their education and preparation for adult life. Our strategy also aims
- To develop pupils confidence in their ability to communicate effectively in a wide range of contexts; enabling them 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.

### ***How does our current pupil premium strategy plan work towards achieving those objectives?***

We believe that the priorities identified for this academic year meet the needs of the children based on their current position. They build on the strengths of last year's strategy while incorporating the evolving needs of our community.

These Activities include (but are not exclusive to):

- 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.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Aspiration and ambition</b> - many of our disadvantaged pupils have low aspirations of themselves both in the short and long term. Some pupils struggle to retain and reuse prior knowledge leading to lower outcomes than their peers. Many do not see a link between work and learning in school and their futures beyond school.
2	<b>Academic Confidence, resilience and Emotional Wellbeing</b> - many of our disadvantaged pupils demonstrate they do not have the emotional intelligence or confidence to remain resilient when they make mistakes or find work sufficiently challenging. This has a negative impact on their progress and wellbeing.
3	<b>Pupils personal development</b> Pupils' wider experiences within and beyond their home life are limited for many of our disadvantaged children. The school's demographic of being prominently white British limits their understanding of key themes i.e. equality, diversity etc.
4	<b>Receptive language and Fluency</b> - our disadvantaged pupils have a lower receptive language age leading to a barrier to access teaching materials both verbal and written. This then impacts on their progress across the curriculum and in particular in reading and writing. Internal and external (where available) assessment indicate children's fluency/decoding and comprehension skills to support stamina and understanding for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.
5	<b>Attendance and Punctuality</b> - .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.



## 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
<p>Disadvantaged pupils make accelerated progress to narrow the gap to their peers.</p>	<p>Outcomes at end of phase key assessments are in line with their peers nationally.</p> <p>The gap between disadvantaged pupils and their peers narrows at each internal collection point.</p> <p>Internal and external review of provision will indicate teaching is consistently good over time.</p> <p>Impact of targeted support can be identified within children's retention of new knowledge across the curriculum</p> <p>Families are assisted in supporting learning at home</p> <p>Fewer children will enter KS2 without core phonic skills needed to be independent readers.</p> <p>Fluency and comprehension will show improvement across school beyond the Phonics scheme.</p>
<p>Attendance and punctuality is above the local and national average.</p>	<p>Disadvantaged pupils attendance is above 96.5%</p> <p>Late marks are below their peers and reducing throughout the year.</p> <p>Persistent absenteeism is below national average and reducing throughout the year.</p>
<p>Improved learning behaviours</p>	<p>Pupils have raised ambitions and link these to short and long term educational outcomes.</p> <p>Increased resilience leads to increased outcomes</p> <p>Pupil surveys show increased attitudes to learning.</p> <p>Pupils develop own leadership skills through opportunities provided to them.</p>

	<p>Numbers of children requiring pastoral team support and intervention during core teaching will be significantly reduced.</p> <p>The social, emotional and behavioural needs of individual children will be met leading to greater progress and attainment and improved behaviour.</p> <p>A positive and calm culture and ethos will be apparent across school leading to improved teaching, learning and behaviour.</p> <p>The social, emotional and behavioural needs of individual children will be met leading to greater progress and attainment and improved behaviour.</p> <p>Fewer incidents which require external SEMH support will occur.</p>
<p>The curriculum and pupils' personal development will be supported through well planned and targeted enrichment and enhancement.</p>	<p>The core and wider curriculum will be enhanced with a planned calendar of enrichment experiences that all pupils will access.</p> <p>A wide range of extracurricular activities will be in place and attendance at these will be good for children from all groups across school.</p> <p>Pupils have access to meeting a wide range of professionals to inspire future career paths.</p>

## 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: £ 87,000

Activity	Evidence that supports this approach	Challenge number(s) ) addressed
<p>Improve the quality of teaching through peer mentoring CPD programme.</p>	<p>EEF Effective Professional Development  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>                      National Institute of teaching  <a href="https://gbr01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fniot.s3.amazonaws.com%2Fdocuments%2FNIOT_mentoring_and_coaching_-_Key_Takeaways.pdf&amp;data=05%7C01%7Ckate.burl%40eefoundation.org.uk%7Ca38f7b4fe14742da2d2808dbb3926fa6%7C9dd08368aa05422d811432d03c0f9273%7C0%7C0%7C638301213743332633%7CUnknown%7CTWFpbGZsb3d8eyJWIjoic4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&amp;sdata=sJmiM8HLhSQC%2F3uwVJRBCmCyWzF0%2F7HUXC7PqFZ4Q%3D&amp;reserved=0">https://gbr01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fniot.s3.amazonaws.com%2Fdocuments%2FNIOT_mentoring_and_coaching_-_Key_Takeaways.pdf&amp;data=05%7C01%7Ckate.burl%40eefoundation.org.uk%7Ca38f7b4fe14742da2d2808dbb3926fa6%7C9dd08368aa05422d811432d03c0f9273%7C0%7C0%7C638301213743332633%7CUnknown%7CTWFpbGZsb3d8eyJWIjoic4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&amp;sdata=sJmiM8HLhSQC%2F3uwVJRBCmCyWzF0%2F7HUXC7PqFZ4Q%3D&amp;reserved=0</a>  <a href="#">Waterton Research Equitable CPD for Tas</a></p>	<p>2, 4</p>
<p>Language Link training and CPD EYFS-Y6</p>	<p>EEF+6 months There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>                      Educational policy institute</p>	<p>1, 2, 4</p>

	<a href="https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/">https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage/</a>	
Engagement with the NCETM Embedding Programme CPD	<p>EEF+ 5 months Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>The Essence of Mathematics teaching for Mastery.-  <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/the-essence-of-mathematics-teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/the-essence-of-mathematics-teaching-for-mastery/</a></p> <p>Waterton Delivering Excellence Guidance  <a href="#">Waterton Delivering Excellence in Maths</a></p>	1, 2, 4
Metacognitive and self regulation training	<p>EEF +7 months. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="#">Waterton CPD EEF metacognitive Guidance report</a></p>	1,2
Behaviour interventions and support	<p>EEF +4 months Both targeted and universal approaches have positive overall effects. Approaches that focus on self management have the highest impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>EEF Improving behaviours in schools report  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p>	1, 2, 4
Reading comprehension CPD and resourcing	<p>EEF + 6 months it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>TES and NFER research</p>	2, 4

	<p><a href="https://www.tes.com/magazine/news/primary/disadvantaged-pupils-reading-literacy-catch-up-funding">https://www.tes.com/magazine/news/primary/disadvantaged-pupils-reading-literacy-catch-up-funding</a></p> <p><a href="#">Waterton Excellence in reading Document</a></p>	
CPD to embed consistent phonics teaching and intervention through school	<p>EEF +5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="#">Waterton Excellence in reading Document</a></p>	1, 2, 4
EYFS adult interaction CPD	<p>EEF +6 month Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Waterton Delivering Excellence Guidance</p> <p><a href="#">Waterton Delivering Excellence in the early Years</a></p>	1, 2, 4
Incorporation of technologies to assess and deliver the full curriculum.	<p>EEF Using Digital technology to Improve Learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p> <p>DFE Reducing School Workload Collection</p> <p><a href="https://www.gov.uk/government/case-studies/using-technology-for-effective-change">https://www.gov.uk/government/case-studies/using-technology-for-effective-change</a></p>	1,2,3,4,5

## 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>Extended school day provision to target specific needs of individuals and groups of learners.</p>	<p>EEF +3 months Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>EEF+4 months Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF + 5 months Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>EEF Magic Breakfast +2 months</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>1, 2, 4</p>

<p>Support Staff feedback coaching CPD to develop targeted interventions.</p>	<p>EEF +6 months Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="#">Waterton Research Equitable CPD for Tas</a></p>	<p>1, 2, 4</p>
<p>Targeted same day intervention to ensure pupils keep up and do not fall further behind</p>	<p>EEF+4 months well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Closing%20the%20disadvantage%20gap&amp;text=However%2C%20well%2Devidenced%20teaching%20assistant,with%20previously%20higher%20attaining%20pupils">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Closing%20the%20disadvantage%20gap&amp;text=However%2C%20well%2Devidenced%20teaching%20assistant,with%20previously%20higher%20attaining%20pupils</a>.</p> <p>EEF+4 months Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention and support for pupils attendance and punctuality	<p>EEF Rapid Evidence Review  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1703769734">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1703769734</a></p> <p>EEF Working with Parents to Support Children's Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>DFE Research and Statistics  <a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></p>	1, 2, 5
Purchase targeted texts to engage disadvantaged pupils in home reading and comprehension strategies	<p>EEF + 6 months disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts..</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2, 4
Learning Mentor to support emotional and wellbeing needs	<p>EEF+ 4 months            Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Evidence%20suggests%20that%20children%20from,health%20and%20lower%20academic%20attainment.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Evidence%20suggests%20that%20children%20from,health%20and%20lower%20academic%20attainment.</a></p> <p>EEF +4 months Both targeted and universal approaches have positive overall effects. Approaches that focus on self</p>	1, 2, 3



	<p>management have the highest impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>          EEF Improving behaviours in schools report  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p>	
Parental workshops to support home learning and engagement	<p>EEF + 4 months By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>          EEF Working with Parents to Support Children’s Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3
Raise pupil participation in extra-curricular activities.	<p>EEF +1 month Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities with reduced charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>          EEF + 4 months Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>          EEF +3 months There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts</a></p>	1, 2, 3

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">n-evidence/teaching-learning-toolkit/arts-participation</a> EEF Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
Develop SEND provision to support disadvantaged pupils with SEND needs.	<p>EEF- Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	2, 4
Provide pupils to raise aspirations linked to further education and work	<p>NAHT Primary Futures</p> <p><a href="https://www.inspiringthefuture.org/primary-futures/">https://www.inspiringthefuture.org/primary-futures/</a></p>	1,3

**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>