



**Pupil Premium
Strategy Statement
2024-2027**



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 2024-2025

Detail	Data
School name	Cherry Tree Academy
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 – 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Adam Dawson
Pupil premium lead	Stacey Cannon
Governor / Trustee lead	Becky Cook

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£185,000
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	£185,000

Part A: Pupil premium strategy plan

Statement of intent

At Cherry Tree Academy, our intention is that all pupils, irrespective of their background, needs, or challenges, are supported to make good progress across the curriculum. We recognise that disadvantaged children can face a wide range of barriers that may impact their learning and wellbeing, and we are committed to ensuring that these barriers are identified, addressed, and overcome. Through dedicated support, high-quality teaching, tailored interventions, and a nurturing environment, we aim to empower every pupil to flourish academically, emotionally, and socially.

We strategically use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education, enabling them to become active, socially responsible citizens of the future. We want all pupils to attend school, strive to be their best, and succeed as lifelong learners. The focus of our Pupil Premium strategy is to support disadvantaged pupils in achieving these goals and to provide them with a range of opportunities that prepare them for the next stage of their education.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This approach has been proven to have the greatest impact on closing the attainment gap for disadvantaged pupils while also benefiting their non-disadvantaged peers. Implicit in the intended outcomes detailed below is the goal of sustaining and improving the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

Our aim at Cherry Tree Academy is for all pupils, regardless of background or barriers to learning, to experience an inclusive and supportive educational journey that enables them to reach their full potential. Our approach is responsive to both common challenges and individual needs, based on formal and informal assessments rather than assumptions or labels. We believe these approaches will help ensure that all our pupils leave Cherry Tree Academy as fulfilled, healthy individuals who are equipped to contribute positively to society, both now and in the future.

Our objectives are to:

- Raise attendance levels and improve punctuality across the school.
- Support pupils in maintaining their social and emotional well-being while building resilience.
- Develop an efficient assessment system for non-core subjects to quickly identify and address learning gaps.
- Build pupils' confidence in their ability to communicate effectively across various contexts.
- Provide access to a wide range of opportunities that not only enhance their knowledge and understanding of the world but also increase their aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality: Attendance data indicates that a 40% of disadvantaged pupils are classified as persistent absentees, which hinders their full engagement with school life. This lack of engagement negatively impacts their social and emotional development as well as their academic progress.
2	Social, Emotional, and Mental Health: Observations and discussions with pupils and their families have highlighted significant social and emotional challenges faced by many of our pupils, particularly those who are disadvantaged. These challenges, often exacerbated by levels of deprivation, negatively impact both their attainment and overall well-being. Additionally, many disadvantaged pupils lack the emotional intelligence and confidence needed to remain resilient when they encounter difficulties or make mistakes, further hindering their academic progress and emotional well-being.
3	Aspiration and Ambition: Many of our disadvantaged pupils have low aspirations for themselves, both in the short and long term. Some struggle to retain and apply prior knowledge, resulting in lower outcomes compared to their peers. Additionally, many do not perceive a connection between their work and learning in school and their futures beyond school.
4	Receptive Language and Fluency: Our disadvantaged pupils often have a lower receptive language age, which creates a barrier to accessing both verbal and written teaching materials. This impacts their progress across the curriculum, particularly in reading and writing. Internal and external assessments (where available) indicate significant weaknesses and gaps in their fluency, decoding, and comprehension skills, which are essential for stamina and understanding in reading. As a result, they struggle to read with sufficient fluency.
5	Attainment in core subjects: Many of our disadvantaged pupils demonstrate gaps in learning for reasons highlighted above. This can limit their progress as the move throughout school.
6	Parental Engagement: Current participation in curriculum-based events indicates a low level of involvement, which can negatively affect pupils' learning and progress. Encouraging active parental engagement is essential for creating a supportive home environment that reinforces the importance of education. By building stronger partnerships with parents, we aim to enhance their involvement in their children's academic journey, ultimately improving outcomes and fostering a positive attitude toward learning.

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>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, as well as improving the percentage of pupils arriving for school on time.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced with the aim of being broadly in-line with their peers. • The percentage of all pupils who are persistently absent being below national average and reducing throughout the year. • Action plans in place for all pupils who are regularly late.
<p>To establish improved wellbeing and academic progress of those receiving support for social/emotional difficulties</p>	<p>Sustained high levels of well-being and improved academic progress will be evident through:</p> <ul style="list-style-type: none"> • Qualitative data from student feedback, pupil progress meetings and teacher observations. • Strong relationships between the pastoral team and a diverse range of pupils and families across the school. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • The social, emotional and behavioural needs of individual children will be met leading to greater progress and attainment and improved behaviour. • Fewer incidents which require external SEMH support will occur. • The number of children requiring pastoral team support and intervention during core teaching will be significantly reduced. • A positive and calm culture and ethos will be apparent throughout the school, leading to improved teaching, learning, and behaviour.
<p>To broaden pupils' life experiences and cultural capital to become educated citizens of the world.</p>	<ul style="list-style-type: none"> • Pupils have raised their ambitions and link these to both short- and long-term educational outcomes. They have access to meeting a wide range of professionals to inspire future career paths. • Pupil surveys show more positive attitudes towards learning. • Pupils develop their own leadership skills through the opportunities provided to them. • The core and wider curriculum will be enhanced with a planned calendar of enrichment experiences that all pupils will access. • 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>To improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Disadvantaged pupils make accelerated progress to narrow the gap to their peers.</p>	<ul style="list-style-type: none"> • Outcomes at end of phase key assessments are in line with their peers nationally. • The gap between disadvantaged pupils and their peers narrows at each internal collection point. • Internal and external review of provision will indicate teaching is consistently good over time. • Impact of targeted support can be identified within children's retention of new knowledge across the curriculum • Families are assisted in supporting learning at home • Fewer children will enter KS2 without core phonic skills needed to be independent readers. • Fluency and comprehension will show improvement across school beyond the Phonics scheme.
<p>To improve parental engagement.</p>	<ul style="list-style-type: none"> • Increased attendance at school events. • Addressed any home/school barriers as identified by parents themselves. • Parents are engaged with their child's learning by supporting with homework, sharing a book or listening to them read.

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.

Tier 1 – High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting early language acquisition in EYFS.</p> <p>Purchasing WellComm resources to support and enhance the assessment and development of early language skills.</p>	<p>Our baseline assessments for pupils entering Reception class reveal that many arrive with underdeveloped speech, language, and communication skills. The majority of our disadvantaged pupils begin school below age-related expectations, with a lower starting point compared to their peers. This highlights the need for early intervention to support these crucial skills from the outset.</p> <p>To address this, we are investing in resources that will enable staff to effectively model speech and language skills to our youngest pupils. Through learning and play, staff will introduce and reinforce essential vocabulary, which is vital for developing strong communication abilities at Cherry Tree Academy.</p> <p>Additionally, we are implementing the WellComm program, which assesses young children’s communication skills and provides targeted interventions for individuals or small groups. All EYFS practitioners will be trained in using this program to help close the gaps in communication and language development.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4,5</p>
<p>NFER assessments to identify learning gaps.</p>	<p>Using the NFER assessment packages as part of our assessment cycle will ensure that progress is accurately measured and interventions are appropriately targeted to promote accelerated progress. These assessments will complement teacher evaluations and provide valuable insights during pupil progress meetings, particularly regarding any gaps in the progress and achievement of our disadvantaged pupils. This then allows accurate feedback to pupils and can shape future learning.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>
<p>ELSA training</p>	<p>Given that SEMH is one of our primary barriers to learning,</p>	<p>1,2,3,6</p>

	<p>the ELSA methodology and related interventions are crucial in addressing and removing emotional obstacles to learning. To effectively implement this approach across the school and support all pupils, additional capacity is needed. Training our teaching assistants as ELSA practitioners will expand the Inclusion team's ability to assist children facing SEMH challenges.</p> <p>About ELSA – ELSA Network Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Annual subscription to FLICK enabling staff to partake in high quality CPD	<p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first-tier approach.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4,5,6
Provide high-quality professional development for teachers on evidence-based approaches to improving attendance and punctuality.	<p>All staff to be trained on the Team Teach approach, positive behaviour management techniques, early intervention strategies, and effective communication with families.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,2,6
Metacognitive and self-regulation training	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,5
Improve the quality of social and emotional (SEL) learning.	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. An SEMH lead will be appointed – there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5
Staff CPD linked to SDP priorities		

Tier 2 - Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 'surgery style' interventions and pre-teaching.	<p>Teaching Assistants and HLTAs will deliver targeted short-term interventions aimed at closing learning gaps. By providing pre-teaching of key concepts before they are introduced in class, pupils gain the confidence needed to actively participate in lessons, which in turn enhances engagement, improves behaviour for learning, and boosts overall attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4,5
Extended school day provision to target specific needs of individuals and groups of learners.	<p>After school curriculum-focused booster clubs in place across school with a clear structure and well-qualified staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Well-structured extra-curricular enhancement clubs can support with SEMH, relationship building, access to wider experiences and provide a sense of self and purpose.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,2,3
Pastoral support worker	<p>To support with attendance, attitude to school, behaviour for learning and SEMH support during both structured and unstructured times.</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build</p>	1,2,5

	<p>confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
Access to music lessons	<p>All pupils access one full year of music lessons funded by school. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	

Tier 3 - Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>EEF Working with Parents to Support Children's Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,5,6</p>
<p>To raise attainment and aspirations through providing enriching experiences across the curriculum (visits and visitors, subsidised trips, extra-curricular clubs)</p>	<p>Research demonstrates that enriching experiences, such as exposure to diverse cultures and educational opportunities, effectively enhance cultural capital. These activities expand knowledge, refine social skills, and increase social mobility, making them essential for personal and professional growth.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3,5</p>
<p>Raise levels of pupil participation in extra-curricular sports activities</p>	<p>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.</p> <p>Participation in physical activity and extracurricular clubs has been shown to offer significant benefits, including improved health, enhanced teamwork, and leadership skills. Research indicates that these activities support personal development, academic success, and social integration, making them valuable for overall growth and well-being.</p>	<p>1,2,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Parental workshops to support home learning and engagement	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,5,6
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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,5,6
Parent communication methods. Additional events to engage parents in their child's education and break down barriers between home and school.	<p>Using Class Dojo, school communications will be tailored to encourage positive dialogue about learning. Evidence demonstrates that personalised messages linked to learning can promote positive interactions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	5,6
Offer funded breakfast club places	<p>A breakfast club supports improved school attendance by offering pupils a nutritious start to the day in a structured and supportive environment, promoting punctuality and readiness for learning.</p> <p>Stat guidance template (publishing.service.gov.uk)</p>	
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £185,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023/2024

2023/2024 – Intended Outcome 1

Disadvantaged pupils make accelerated progress to narrow the gap to their peers.

While disadvantaged pupils in Key Stage 1 have shown positive progress, with some making accelerated strides and others achieving steady progress throughout the year, there is still work to be done in Key Stage 2. In this phase, pupils are not yet making sufficient progress compared to their peers, and this remains a key area of focus for the school. We are committed to addressing these gaps and ensuring that all disadvantaged pupils receive the support they need to accelerate their progress in the coming year.

2023/2024 – Intended Outcome 2

Attendance and punctuality is above to local and national average.

Attendance remains a key focus for the academy, with notable improvements across various groups. Whole school attendance has increased, with positive gains seen among girls, non-disadvantaged pupils, those with EHCPs, non-SEND pupils, and mid-year transfers. However, attendance for boys, disadvantaged pupils, SEND K, and EAL pupils has seen a decline. Encouragingly, there has been a significant reduction in persistent absence (PA), decreasing by 1.6%, from 32.0% to 28.4%. Additionally, while overall attendance for disadvantaged pupils slightly decreased from 88.8% to 88.4%, leaders have worked diligently to ensure that expectations are clear to families, school policies are consistently followed, and appropriate support is provided when necessary. To date, this has resulted in the following actions: 27 PA warning letters, 68 school letters, 14 DNA letters, 33 Stage 1 meetings, 10 Stage 2 meetings, 1 Stage 3 meeting, 3 Attendance Plans, 2 Attendance Plan reviews, 37 penalty notices issued for unauthorised term-time leave, 273 home visits conducted by the Trust EWO, and 96 home visits carried out by school staff. These concerted efforts demonstrate the academy's commitment to improving attendance and reducing persistent absence.

Cherry Tree Academy's overall attendance stands at 91.4%, below both the national average of 94.5% and the local authority average of 94%. However, non-disadvantaged pupils at Cherry Tree Academy exceed the national average, achieving 94.9%. While this is a positive indicator, attendance for disadvantaged pupils remains lower at 88.4%, highlighting the need for continued focus on addressing barriers to attendance for this group. The academy is committed to working closely with families and providing targeted support to ensure further improvements in attendance, particularly for disadvantaged pupils.

2023/2024 – Intended Outcome 3

Improved learning behaviours.

Throughout the year, a new behaviour policy has been implemented across the school, showing positive early signs. Staff have played a key role in its design and are well-supported through ongoing training and professional development. Ofsted (January 2024) commended the school for its improvements, highlighting staff's pride and positivity towards the changes. The behaviour policy is simple, consistently applied, and regularly reviewed, ensuring high expectations for pupils' conduct. Observations show that pupils follow routines effectively, and behaviour does not disrupt

learning. Relationships between staff and parents are strong, enabling staff to proactively manage any potential behavioural concerns. The school is calm, safe, and inclusive, with bullying handled swiftly and effectively. A 'Behaviour Curriculum' has been devised collectively by all staff to ensure consistency in taught learning behaviours throughout school.

2023/2024 – Intended Outcome 4

The curriculum and pupils' personal development will be supported through well planned and targeted enrichment and enhancement.

The school has made significant strides in supporting the curriculum and pupils' personal development through well-planned and targeted enrichment activities. A variety of extra-curricular clubs were successfully led throughout the year, all of which were well-attended, reflecting pupils' enthusiasm and engagement. To further enhance aspirations, especially for upper Key Stage 2 (UKS2) pupils, strong links were established with the local college, providing opportunities for future educational pathways.

Despite a low level of parental contributions, the school ensured that all year groups benefited from trips, enriching pupils' learning experiences beyond the classroom. The school also participated in Trust sporting events and hosted a number of curriculum workshops, including a well-received science day that directly linked to in-class learning. Whenever possible, the local area was utilised to support these activities, creating strong community connections.

To further support pupils' social, emotional, and mental health (SEMH), two staff members were trained in Emotional Literacy Support (ELSA), and a full-time pastoral worker was employed. A dedicated member of staff was also appointed as the 'Irresistible Learning Lead', ensuring that enrichment and enhancement remain a key focus across the school. These efforts have greatly contributed to the holistic development of pupils, fostering both academic and personal growth.

Further Information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.