

Pupil premium strategy statement

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

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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Cherry Orchard Primary
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Alison Taylor, headteacher
Pupil premium lead	Alison Taylor, headteacher
Governor / Trustee lead	Deborah Bonnique, chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,110
Recovery premium funding allocation this academic year	£13,799
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132,909

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of any barriers they face, make at least expected progress from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to make the levels of progress necessary to reach at least age-related expectations across all subject areas, and to ensure that higher attaining disadvantaged pupils are challenged appropriately. At Cherry Orchard, we recognise that high quality teaching is the most important lever that schools have to improve outcomes for all pupils, with a focus on areas where the attainment gap is the most significant following the disruption caused by the pandemic.

Our pupil premium strategy also sits alongside our whole school plans for education recovery, such as the use of the National Tutoring Programme for additional reading and maths tuition, and the use of the School Led Funding for additional writing tuition, predominantly targeted at disadvantaged pupils but including non-disadvantaged pupils whose progress was worst affected by the school closures.

Our leadership team evaluates progress through ongoing and supportive monitoring, termly diagnostic assessment and quality assurance to ensure that common challenges and individual needs are identified and early intervention takes place where necessary. Time is devoted to collaborative team planning, teaching and modelling in classrooms to provide on the spot coaching, training and immediate feedback to develop practice.

We use a variety of tools to assess secure learning, from commercially bought packages, such as Language Screen from NELI and Rising Stars NTS tests. These enable staff to know what has been retained and can be applied by our pupils.

We also value partnership/school-improvement work with organisations such as The Central Maths Hub and the EEF Research School Network. It means quality assurance is transparent and focussed on improving quality first teaching and ensures the use of proven additional interventions.

Challenges

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

Challenge number	Detail of challenge
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1	Below average baseline in Reception for Communication and Language.
2	Reception baseline assessment data indicates that the attainment of disadvantaged pupils (13% of year group) in reading, writing and maths is significantly below that of non-disadvantaged pupils.
3	Regular assessments and observations suggest that disadvantaged pupils have greater difficulties with phonics than non-disadvantaged pupils. This negatively impacts their development as readers.
4	Reading attainment of disadvantaged pupils in Year 2 and Year 4 is below that of non-disadvantaged pupils and there is a small gap in Year 5.
5	Writing attainment of disadvantaged pupils in Year 2, 4 and 5 is below that of non-disadvantaged pupils.
6	Maths attainment of disadvantaged pupils in Year 2 and 4 is significantly below that of non-disadvantaged pupils.
7	Overall absence for pupils in receipt of free school meals (6.2%) was in the lowest 20% of all schools in 2021/22 (see IDSR 2022). There is a gap in attendance between disadvantaged and non-disadvantaged of around 1%. However, the proportion of disadvantaged pupils that have been persistently absent is lower compared to non-disadvantaged pupils.
8	Some pupils and their families need additional support to ensure the pupils are able to focus on their learning in school and reach their end of year targets.
9	Many of the disadvantaged pupils do not have access to appropriate devices at home to complete homework or access remote learning when necessary. Many do not attend extra-curricular provision outside of 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
Improved oral language skills and wider vocabulary knowledge. More Reception children achieve the ELG in Communication and Language.	Wellcomm, NELI Speech and Language Link assessments and observations indicate improved oral language skills and at least 80% of disadvantaged pupils meet the expected standard by the end of KS1. Pupils' vocabulary is broadened through the robust teaching of a wide range of vocabulary across the curriculum.
Improved phonics attainment among disadvantaged pupils.	Year 1 phonics screening check outcomes show that at least 75% of disadvantaged pupils met the expected standard in 2022 and at least 80-85% in the following years.
Improved reading attainment among disadvantaged pupils.	Disadvantaged pupils in Years 2, 4 and 5 make greater progress in reading so that the attainment gap closes and the percentage of disadvantaged pupils achieving the expected standard is in line with non-disadvantaged pupils nationally by 2024/25.
Improved writing attainment among disadvantaged pupils.	Disadvantaged pupils in Years 2, 4 and 5 make greater progress in writing so that the attainment gap closes and the percentage

	of disadvantaged pupils achieving the expected standard is in line with non-disadvantaged pupils nationally by 2024/25.
Improved maths attainment among disadvantaged pupils.	Disadvantaged pupils in Years 2 and 4 make greater progress in maths so that the attainment gap closes and the percentage of disadvantaged pupils achieving the expected standard is in line with non-disadvantaged pupils nationally by 2024/25.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged and non-disadvantaged pupils is closed. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils is no lower than non-disadvantaged pupils.
All pupils reach their end of year targets.	All pupils know their learning targets and are motivated to achieve them. They are able to self-regulate and know how best to achieve their goals. Pupils and families who need additional help are supported by the Early Help process.

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: £21,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Rising Stars standardised diagnostic assessments. Training of staff to ensure assessments are administered correctly and interpreted accurately.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4, 5, 6 £2100
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund maths leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	6 £3478

	Improving Mathematics in Key Stages 2 and 3	
Senior leaders attend St Matthew's EEF Research School training on Oracy (HT & EYFS lead)	EEF states that the average impact of metacognition and self-regulation strategies is an additional 7 months' progress over the course of a year. Professional development can be used initially to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	4, 5, 6, 7 Training cost £350
Further develop class libraries in every classroom to support reading for pleasure.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf <i>'Schools need to implement a reading promotion programme that will make reading an experience that is actively sought out by children'.</i>	2, 3, 4 £8000 for books and seating and display unit (£4000 2022-23, £4000 2023-24)
RWI whole school training package	Approved synthetic phonics scheme. Refresher recommended following a reading audit.	2, 3, 4 £3700
Enhancement of our vocabulary teaching through the use of the Opening Worlds materials for history, geography and RE.	Curriculum development training from Christine Counsell and Steve Mastin via St. Matthew's Research School and Harringey LA..	1, 4, 5 £2220 for booklets & £1500 for subscription

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

Budgeted cost: £81,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm delivery in Nursery and Reception	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 £6000 £7678
NELI delivery in Reception		1 £11,102
Speech and Language Link delivery in KS1 and KS2		1 £6631 £6793 £3478

Pre-tutoring of topic related reading and vocabulary.	'Closing The Vocabulary Gap' by Alex Quigley.	1, 5 £2541
Small group daily phonics/RWI Spelling sessions for KS2 pupils in addition to existing reading provision.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4 £3044
Targeted support for maths in KS2 – after school boosters.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	6 £1522
Herts for Learning Reading Fluency Intervention Y2	One to one tuition EEF (educationendowmentfoundation.org.uk)	4 £7,678
Success@Arithmetic delivery in Year 3, 4, 5, 6 1stclass@numbersense in Year 1 and 2	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6 £14,241
Writing booster groups after school, delivered by class teachers.		5 £7440
Peer tutoring: Teacher as peer tutor trainer. Y5 and Y6 pupils trained to support Y2 and Y3 pupils in reading.	EEF Peer Tutoring	4 £400 pupil training cover costs.
Flash Academy used as a daily intervention to support newly-arrived pupils learn English.	Evidence states that pupils learn an additional language best if they are immersed in it in class for the majority of the time with reasonable adjustments and supported by regular direct language teaching.	1, 4, 5 £2717

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

Budgeted cost: £34,296 (based on one pastoral member of staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School promotes good attendance. Pastoral department addresses individual issues with attendance	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	7 Pastoral staff hours £13,173

and persistent absence through relationships with pupils and families, providing support through the Early Help process and referrals to the school nurse where necessary. Attendance and punctuality are monitored and BCC Fast Track to Attendance procedures are followed where appropriate.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Chromebooks loaned to disadvantaged pupils to remove the lack of technology as a barrier to their success.	Use of Google Classroom and computer assisted games for learning such as Manga High and TTRS for homework and for remote learning and feedback if necessary.	9 Annual cost approx. £1750
Pastoral department targeted support using SEL programmes such as Fun Friends and Friends for Life. Also support families where needed through the Early Help process. Learning mentors to complete ELSA training to support work with pupils on emotional literacy.	Targeted support programmes outlined in the EEF guidance document below are used to support small group SEL activities. Introduction of Zones of Regulation resources and whole class practice to support two of the five core SEL competences outlined in the EEF review below (self-awareness and self-management).	8 Pastoral staff hours £13,173 ELSA training for 2 members of staff = £1350
Whole school introduction of Zones of Regulation.	EEF Social and Emotional Learning Evidence Review	8 £200
Educational visits, extra-curricular activities and music lessons are fully funded for disadvantaged pupils, and pupils are encouraged to take part in extra-curricular activities.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	8, 9 Peripatetic music = £1650 Ed visits & extra-curricular activities = £3000 approx

Total budgeted cost: £132,909 for 2022-23

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-22

Intended outcome	Success criteria	Actual outcome 21-22
Improved oral language skills and vocabulary among disadvantaged pupils.	Wellcomm and NELI assessments and observations indicate improved oral language skills and at least 80% of disadvantaged pupils meet the expected standard by the end of KS1. Pupils' vocabulary is broadened through the robust teaching of a wide range of vocabulary across the curriculum, supported by the introduction of the Opening Worlds Humanities Curriculum materials in KS2. Pupils' understanding of scientific vocabulary is improved through a more practical, observation and discussion-based approach to the teaching of science.	All EYFS pupils showed progress from the Wellcomm and NELI baseline assessments to the post-intervention assessments, but not all achieved the ELG for Communication and Language. Curriculum development has widened KS2 pupils' knowledge of vocabulary, particularly in history, geography, RE and science.
Improved phonics attainment among disadvantaged pupils.	Year 1 phonics screening check outcomes show that at least 75% of disadvantaged pupils met the expected standard in 2022 and at least 80-85% in the following years.	Year 1 disadvantaged pupils 5/8 = 63% (nationally this was 63%)
Improved reading attainment among disadvantaged pupils.	Disadvantaged pupils make greater progress in reading so that the attainment gap closes and the percentage of disadvantaged pupils achieving the expected standard is in line with non-disadvantaged pupils nationally by 2024/25.	In all year groups apart from Year 4, progress was above 3 points expected. Greater progress seen in Year 3 and in line in Year 5. Attainment of disadvantaged pupils in Year 5 was higher than non-disadvantaged pupils within the school.
Improved writing attainment among disadvantaged pupils.	Disadvantaged pupils make greater progress in writing so that the attainment gap closes and the percentage of disadvantaged pupils achieving the expected standard is in line with non-disadvantaged pupils nationally by 2024/25.	In all year groups progress was above 3 points expected. Greater progress seen in Year 3 and Year 5 and in line in Year 2. Attainment of disadvantaged pupils in Year 5 was higher than non-disadvantaged pupils within the school.
Improved maths attainment among	Disadvantaged pupils make greater progress in maths so that the attainment gap closes and the percentage of disadvantaged pupils	Greater progress seen in Year 2 and Year 5 and in line in Year 3.

disadvantaged pupils.	achieving the expected standard is in line with non-disadvantaged pupils nationally by 2024/25.	Progress in Year 3 and 6 of disadvantaged pupils is lower than 3 points expected. Attainment of disadvantaged pupils in Year 2, 4 and 5 is higher than non-disadvantaged pupils within the school.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged and non-disadvantaged pupils is closed. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils is no lower than non-disadvantaged pupils. 	Overall absence for pupils in receipt of free school meals (6.2%) was in the lowest 20% of all schools in 2021/22 (see IDSR 2022). There is a gap of around 1% between the attendance of disadvantaged and non-disadvantaged pupils. The proportion of disadvantaged pupils that were persistently absent is lower compared to non-disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a