

# 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  | 452                        |
| Proportion (%) of pupil premium eligible pupils                         | 22.8%                      |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024                  |
| Date this statement was published                                       | December 2023              |
| Date on which it will be reviewed                                       | July 2024                  |
| 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                                    | £113,490           |
| Recovery premium funding allocation this academic year                                 | £5,996.25          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                 |
| <b>Total budget for this academic year</b>   | <b>£119,486.25</b> |

# 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.

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 a CPD programme that ensures quality first teaching happens consistently throughout the school, supported by collaborative team planning, instructional coaching, observation and constructive feedback.

We use a variety of tools to assess secure learning, including commercially bought packages, such as Wellcomm, RWI Phonics, and Rising Stars NTS tests. These enable staff to know what has been retained and can be applied by our pupils. Specific interventions are then chosen to address and close any gaps.

We also value partnership/school-improvement work with organisations such as The Central Maths Hub, Ruth Miskin Phonics 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   |
|------------------|---|
| 1                | Below average baseline in Reception for Communication and Language.   |
| 2                | Reception baseline assessment data indicates that 40% of disadvantaged pupils are predicted to achieve GLD compared to 50% of non-disadvantaged pupils. |

|                   |  |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
|-------------------|--|--------------------|--------------------|--------------------|---------------|-------|-------|-------------------|-------|-------|-----|-------|-------|
| 3                 | <p>Regular assessments and observations suggest that disadvantaged pupils have greater difficulties with phonics than non-disadvantaged pupils. This negatively impacts their development as readers.</p> <p>Assessments in November 2023 show that 71% of all pupils are on track to pass the Y1 Phonics Check. However, only 62% of disadvantaged pupils are on track to pass (46% of whom are SEND), and 72% non-disadvantaged (24% of whom are SEND).</p>  |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
| 4                 | <p>Reading attainment of disadvantaged pupils in Year 3, 5 and 6 is below that of non-disadvantaged pupils.</p>  |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
| 5                 | <p>Writing attainment of disadvantaged pupils in Year 5 and 6 is below that of non-disadvantaged pupils, and in Year 3 it's slightly below.</p>  |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
| 6                 | <p>In maths, the attainment gap between disadvantaged and non-disadvantaged pupils is closing in Year 5 but widening in Years 3 and 6.</p>   |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
| 7                 | <p>The attendance of disadvantaged pupils at Cherry Orchard is better than national and the gap is smaller than national. The gap between the attendance of disadvantaged and non-disadvantaged pupils has remained the same when comparing Autumn 2023 with the same period last year, however, the attendance of both groups has improved by almost 1%.</p> <table><tr><td></td><td>End of Autumn 2022</td><td>End of Autumn 2023</td></tr><tr><td>Disadvantaged</td><td>93.6%</td><td>94.5%</td></tr><tr><td>Non-disadvantaged</td><td>94.2%</td><td>95.1%</td></tr><tr><td>Gap</td><td>-0.6%</td><td>-0.6%</td></tr></table> <p>The percentage of disadvantaged pupils at Cherry Orchard is lower than nation and the gap is also smaller than national. However, 18.9% of disadvantaged pupils were persistently absent in Autumn 2023 compared to 11.4% of non-disadvantaged pupils.</p> |                    | End of Autumn 2022 | End of Autumn 2023 | Disadvantaged | 93.6% | 94.5% | Non-disadvantaged | 94.2% | 95.1% | Gap | -0.6% | -0.6% |
|                   | End of Autumn 2022   | End of Autumn 2023 |                    |                    |               |       |       |                   |       |       |     |       |       |
| Disadvantaged     | 93.6%  | 94.5%              |                    |                    |               |       |       |                   |       |       |     |       |       |
| Non-disadvantaged | 94.2%  | 95.1%              |                    |                    |               |       |       |                   |       |       |     |       |       |
| Gap               | -0.6%  | -0.6%              |                    |                    |               |       |       |                   |       |       |     |       |       |
| 8                 | <p>Some pupils and their families need additional Early Help support to ensure the pupils are able to focus on their learning in school and reach their end of year targets.</p>   |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
| 9                 | <p>Many of the disadvantaged pupils do not have access to appropriate devices at home to complete homework or access remote learning when necessary.</p>   |                    |                    |                    |               |       |       |                   |       |       |     |       |       |
| 10                | <p>Many disadvantaged pupils do not attend extra-curricular provision outside of school.</p>   |                    |                    |                    |               |       |       |                   |       |       |     |       |       |

## 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.<br>More Reception children achieve the ELG in Communication and Language. | <p>Wellcomm and 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.</p> <p>Pupils' vocabulary is broadened through the robust teaching of a wide range of vocabulary across the curriculum.</p> |

|   |   |
|---|---|
| Improved phonics attainment among disadvantaged pupils.                                       | Year 1 phonics screening check outcomes show that at least 80% of disadvantaged pupils met the expected standard in 2024.   |
| Improved reading attainment among disadvantaged pupils.                                       | Disadvantaged pupils meet their end of year targets 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 meet their end of year targets 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 meet their end of year targets 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. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged and non-disadvantaged pupils is closed.</li> <li>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.</li> </ul> |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £5500**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of Rising Stars standardised diagnostic assessments for reading and grammar.</p> <p>Training of staff to ensure assessments are administered correctly and interpreted accurately.</p> | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | <p>4, 5, 6</p> <p>£1800</p>   |
| Phonics lead teacher release for coaching and monitoring during phonics lessons to ensure effective delivery.  | Recommended by RWI Phonics consultant following last year's updated training and support.  | <p>3, 4</p> <p>£0</p>         |

|  |   |                             |
|--|---|-----------------------------|
| <p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The Writing Revolution training for English leaders (9 modules) and teaching resources.</p> <p>English leader release time to improve long-term planning and resources, deliver CPD and monitor impact.</p> | <p>Ofsted Research Review Series: English – updated July 2022</p>   | <p>6</p> <p>£2600</p>       |
| <p>3-year subscription to Walkthrus training materials for all teaching staff and cover supervisors. Materials to support robust cycle of training, monitoring and coaching based on specific areas identified for improvement or consistency across the school.</p>   | <p>Improving the consistency of quality first teaching in whole-class settings has a positive impact on pupils' learning.</p> | <p>4, 5, 6</p> <p>£1100</p> |

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

**Budgeted cost: £66,763**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellcomm delivery in Nursery and Reception  | <p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1, 5                          |
| Speech and Language Link delivery in KS1 and KS2  |   |                               |
| Pre-tutoring of topic related reading and vocabulary.   | 'Closing The Vocabulary Gap' by Alex Quigley.   |                               |
| Small group daily phonics/RWI Spelling sessions for KS2 pupils in addition to existing reading provision. | <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><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 3, 4                          |

|   |   |         |
|---|---|---------|
| Herts for Learning Reading Fluency Intervention Y2  | 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:  | 4       |
| Success@Arithmetic delivery in Year 3, 4, 5, 6<br>1stclass@numbersense in Year 1 and 2    | <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>         | 6       |
| 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 |

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

**Budgeted cost: £41,260**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed                     |
|--|---|---|
| School promotes good attendance.<br>Pastoral department addresses individual issues with attendance 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.<br>Uniform vouchers provided when starting school to encourage sense of belonging and promote good attendance. | Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 7<br>Pastoral staff<br>£8292<br>Vouchers<br>£1940 |
| 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<br>£1680  |

|  |  |   |
|--|--|---|
| <p>Pastoral department targeted support using SEL programmes such as Fun Friends and Friends for Life.</p> <p>Also support families where needed through the Early Help process.</p> <p>Learning mentors to complete ELSA interventions to support work with pupils on emotional literacy.</p> | <p>Targeted support programmes outlined in the EEF guidance document below are used to support small group SEL activities.</p> <p>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).</p> <p><a href="#">EEF Social and Emotional Learning Evidence Review</a></p> | <p>8</p> <p>£19,348</p>   |
| <p>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.</p>   | <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>   | <p>8, 9</p> <p>Peripatetic music = £5000</p> <p>Ed visits &amp; extra-curricular activities = £5000</p> |

**Total budgeted cost: £113,523 for 2023-24**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022-23

| Intended outcome  | Success criteria   | Actual outcome 22-23   |
|---|--|--|
| Improved oral language skills and wider vocabulary knowledge.<br>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.<br>Pupils' vocabulary is broadened through the robust teaching of a wide range of vocabulary across the curriculum. | In 2022-23, only 1 of the 5 FSM pupils achieved the ELG for CLL and GLD overall. The 4 FSM pupils who didn't achieve this target also have SEND.<br><br>All EYFS pupils showed progress from the Wellcomm and NELI baseline assessments to the post-intervention assessments.<br><br>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.   | There were 11 disadvantaged pupils in year 1 in 2022-23. 7/11 (64%) of the disadvantaged pupils passed, compared to 69% of non-disadvantaged pupils.   |
| 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.   | Progress of disadvantaged pupils in Years 3, 5 and 6 was in line with expectations and in line with or better than the progress of non-disadvantaged pupils.<br>Progress was slower in Years 1, 2 and 4 for disadvantaged pupils and below the 3 points expected.  |
| 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.   | Progress of disadvantaged pupils in Years 1, 3 and 6 was in line with expectations and in line with or better than the progress of non-disadvantaged pupils.<br>Progress was slower in Years 2, 4 and 5 for disadvantaged  |



|   |  |   |
|---|--|---|
|   |  | pupils and below the 3 points expected.   |
| 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.  | Progress of disadvantaged pupils in Years 3, 5 and 6 was in line with expectations and better than non-disadvantaged pupils.<br>Progress was slower in Years 1, 2 and 4 for disadvantaged pupils and below the 3 points expected. |
| 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"> <li>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged and non-disadvantaged pupils is closed.</li> <li>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.</li> </ul> | There is a gap of around 1% between the attendance of disadvantaged and non-disadvantaged pupils.<br>The proportion of disadvantaged pupils that were persistently absent is lower compared to non-disadvantaged pupils.          |
| All disadvantaged pupils reach their end of year targets.                                     | 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.   | 74% disadvantaged pupils met or exceeded their end of year targets.   |

## 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     |