

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£102,220
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,820

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	Reception pupils have been assessed using NELI. 25% of disadvantaged pupils will start the intervention in January along with 18% of non-disadvantaged pupils. In Year 1, 20% of disadvantaged pupils are receiving the WellComm speech and language intervention along with 18% of non-disadvantaged pupils.
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 Reception and Year 3 is significantly below that of non-disadvantaged pupils, and there is a small gap in Year 1 and Year 6 (less than a term).
5	Writing attainment of disadvantaged pupils in Reception and Year 3 is significantly below that of non-disadvantaged pupils, and there is a small gap in Year 1, Year 5 and Year 6 (less than a term).
6	Maths attainment of disadvantaged pupils in Reception and Year 3 is significantly below that of non-disadvantaged pupils, and there is a small gap in Year 4 (one term).
7	Attendance of disadvantaged pupils over the last term has been 93.9% compared with 94.8% for non-disadvantaged pupils. Whilst both groups are above the national average, there is a gap. However, the proportion of disadvantaged pupils that have been persistently absent is lower compared to non-disadvantaged pupils.
8	All children's social and emotional wellbeing is monitored and our pastoral members of staff support pupils to develop their learning behaviours and also target pupils with social and emotional needs.
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 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.

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 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 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 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.

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: £67,548 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in the use of Rosenshine's Principles of Instruction and generative learning activities throughout the curriculum.	https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf	1, 2, 3, 4, 5, 6 £60
Additional teacher - Y6	An additional teacher will allow class sizes of 20 to increase interactions between teachers and pupils and improve pupil behaviour and attitudes.	1, 4, 5, 6 £38523
Purchase of Rising Stars standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	4, 5, 6 £2925

<p>Training of staff to ensure assessments are administered correctly and interpreted accurately.</p>	<p>additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>6</p> <p>Cover for Sharon to complete training £400</p>
<p>Senior leaders attend St Matthew's EEF Research School training on Improving Outcomes for Disadvantaged Pupils and Metacognition and Self-Regulation.</p>	<p>EEF states that the average impact of metacognition and self-regulation strategies is an additional 7 months' progress over the course of a year.</p> <p>Professional development can be used initially to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	<p>4, 5, 6, 7</p> <p>£700</p> <p>training cost</p> <p>£1500 cover costs</p>
<p>Whole staff training on guided reading and reading for pleasure by Sonia Thompson, head teacher of St Matthews Research School.</p> <p>Introduce class libraries in every KS2 classroom to support reading for pleasure.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p><i>'Schools need to implement a reading promotion programme that will make reading an experience that is actively sought out by children'.</i></p>	<p>2, 3, 4</p> <p>£300</p> <p>£20,000</p> <p>class library furniture and books</p>
<p>Enhancement of our vocabulary teaching through the use of the Opening Worlds materials for history, geography and RE.</p>	<p>Curriculum development training from Christine Counsell and Steve Mastin via St. Matthew's Research School and Harringey LA..</p>	<p>1, 4, 5</p> <p>£540 for booklets & £1500 for subscription</p> <p>£1100 cover for training & preparation</p>
<p>Enhancement of our science curriculum planning and teaching to ensure lessons are practical and allow for high quality observation and vocabulary acquisition through discussion.</p>	<p>Thinking, Doing, Talking Science EEF research project (second re-grant).</p>	<p>1</p>

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

Budgeted cost: £50,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm delivery in Nursery	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 £12,000
NELI training and delivery in Reception		1 £2,925
Speech Link training and delivery in KS1 & KS2		1 £2,925
Pre-tutoring of topic related reading and vocabulary.	'Closing The Vocabulary Gap' by Alex Quigley.	1, 5 £2900
Small group daily phonics 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 £3900
ProjectXCode training and delivery in Years 3, 4 and 5		3, 4 £2300 cost for training £4368 for TA time
Targeted support for maths in Y5 – 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6 £1500
Herts for Learning Reading Fluency Intervention training programme for Y2, 3, 4, 5 and RB2.		4 £232 initial training £990 training course and YARK assessments. £3840 for 8 groups of 6 pupils
Success@Arithmetic training and delivery in Year 4, 5, 6		6 £2300 cost for training £6162 for TA time.
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for		4, 6 22 groups @ £367.50 per group = £8085

pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.		
25% costs of tuition (other 75% met by School Led Funding) to support disadvantaged pupils to develop their writing skills in after-school booster sessions delivered to groups of 3 by their class teachers.		5 £3037
Peer tutoring: Teacher as peer tutor trainer. Y5 and Y6 pupils trained to support Y2 and Y3 pupils in reading.	EEF Peer Tutoring	4 £1595 lead practitioner training and pupil training inc. 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 £436 for subscription £1950 TA costs

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

Budgeted cost: £57,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
School promotes good attendance. 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 is monitored and BCC Fast Track to Attendance procedures will also be followed where necessary.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7 Pastoral = £24,500

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 TBC
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.	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). EEF Social and Emotional Learning Evidence Review	8 £26,300
Trial introduction of Zones of Regulation in Year 4.		8 £135 for resources
Extra-curricular trips, clubs 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 Multi-sports club = £2268 Peripatetic music = £1650 Trips = £3000 approximately

Total budgeted cost: £176,045 per annum

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 2020 to 2021 academic year.

Reading average point scores								
			End of Autumn 2020		End of Summer 2021		Progress (2 terms)	
Year	No of PP	No of NPP	PP	NPP	PP	NPP	PP	NPP
1	14	48	20.3	21.9	23.5	23.4	3.2	1.5
2	12	47	21	25.8	24.8	27.6	3.8	1.8
3	14	52	26.9	27	29.2	28.8	2.3	1.8
4	15	46	30.1	29.5	31.8	31.4	1.7	1.9
5	13	47	33.5	33.6	35.5	35.4	2	1.8
6	14	49	35.8	37.1	38.6	39.2	2.8	2.1

Writing average point scores								
			End of Autumn 2020		End of Summer 2021		Progress (2 terms)	
Year	No of PP	No of NPP	PP	NPP	PP	NPP	PP	NPP
1	14	48	20.1	21.6	23.1	23.3	3	1.7
2	12	47	20.7	25.6	24.5	27.4	3.8	1.8
3	14	52	26.5	26.8	27.8	27.9	1.3	1.1
4	15	46	30.3	29.1	30.3	30.7	0	1.6
5	13	47	33.1	33.2	33.6	33.4	0.5	0.2
6	14	49	34.9	36.2	38.3	39.2	3.4	3

Maths average point scores								
			End of Autumn 2020		End of Summer 2021		Progress (2 terms)	
Year	No of PP	No of NPP	PP	NPP	PP	NPP	PP	NPP
1	14	48	20.4	21.8	23.4	23.4	3	1.6
2	12	47	22.9	25.9	25.1	27.6	2.2	1.7
3	14	52	27.2	26.7	29.9	29	2.7	2.3
4	15	46	30.3	29.7	32.3	31.8	2	2.1
5	13	47	33.8	33.9	36.1	35.7	2.3	1.8
6	14	49	36.4	37.4	38.9	39.3	2.5	1.9

With reference to the data above, under normal circumstances the expected progress over two terms would be 2 points. However, the two terms in this case included 8 weeks of remote learning following the second closure of schools due to the pandemic.

Despite this, the results at the end of the 2020/21 academic year show that disadvantaged pupils in all year groups except Y4 (current Y5 2021/22) made better progress than non-disadvantaged pupils in reading, writing and maths. It is important to note that this is because disadvantaged pupils made better than expected progress in the majority of cases while non-disadvantaged pupils made expected progress in the majority of cases when taking into account the disruption suffered during this period.

It is clear that our intended outcomes have been met overall and our previous strategy was successful. Therefore, we will continue funding many of the same strategies going forward, with some alterations and additions based on the latest research findings and our developing practices as a school.

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