



**Cherry Lane Primary School**  
**Pupil Premium Provision and Impact**

**Provision of a highly trained Learning Support Assistant in the Foundation Stage.**

*This will support pupils in maximising their potential to meet or exceed national standards of progress as they approach the end of Key Stage 1 and 2.*

- Speech Link intervention in a small group setting.
- Attention Hillingdon programme.
- A positive attitude to learning as illustrated by 2Simple assessment records.

**Provision of an additional teacher in Key Stage One and a SEND specialist teacher in LKS2.**

- Reading intervention specialist.
- Phonic groups. Small group setting to enhance the achievement and rate of progress.
- Extra teachers to complete small group intervention work and specialised SEND programmes.

**Provision of two additional teachers to support the learning needs of Years 4, 5 and 6 in Mathematics and Literacy.**

- Smaller class sizes through Key Stage Two for Maths and Literacy, and additional support in small groups and 1:1 for Literacy.

**Pastoral Support and Welfare.**

*The team, led by the Pastoral Manager, will support a range of pupils who are having emotional difficulties that can impact on their learning.*

- Two Learning Mentors, a Pastoral Support Manager, a Play Therapist and 2 counsellors to support the emotional needs of pupils across the school.
- Nationally estimated to have a 4 month improvement on academic attainment.
- Limits exclusions and reduced number of seclusions.
- Fewer incidents of poor behaviour-evident from Team Leader records.
- Improved attendance.
- Support and guidance for those families experiencing difficulties including Social Service referrals.
- Additional LSAs will be used to provide support during Breakfast Club. There are less pupils persistently late than previous years.
- High ratios of Lunchtime supervisors support and encourage good social skills to ensure all pupils have a positive experience.
- Disadvantaged pupils in Nursery and Reception classes all receive a uniform on entry to school to encourage a sense of belonging and mutual respect

**Library Club.**

- Extension of opening hours with an LSA supporting children's choices and encouraging reading.
- Reading is high profile around school.
- Parents have daily opportunities to use the library with their children.
- Between 78% of pupils reading more than twice out of school hours

### **Small group tuition for maximising pupil achievement.**

- Identified pupils will receive additional tuition in Literacy and Mathematics to support them with reaching their challenging targets. Currently running after school with pupils in groups of 3 to 5
- Peer tutoring in reading is likely to have a 6 month progress improvement in their reading level.
- Specialist drama teachers developing speaking and listening skills with disadvantaged pupils at a lunch and after school club, with a view to narrow the gap in English.

### **Curriculum Enhancement.**

- Pupils will have the opportunity to develop important life skills through trips, visits and workshops. Many educational visits are subsidised to allow accessibility for disadvantaged pupils.
- Pupils in Year 4, 5 and 6 have an opportunity to have specialist music lessons and learn how to play an instrument.
- Brunel Maths Enrichment course- Increased parental aspiration and knowledge in key maths skills.
- Outdoor Adventure residential trip. Governors agreed to subsidise the 4 day trip.
- Opportunities offered to disadvantaged pupils to attend 'Challenge' days in collaboration with other local Primary Schools.

### **Measuring the Impact of Interventions.**

- In 2019 15% of the prior middle attainers achieved the higher standard in maths which is a significant increase as none did the previous year. In 2018 the number of pupils reaching the higher standard in maths had a -31% gap between them and pupils who were not disadvantaged. However in 2019 the gap was only -4%
- Although their progress measure gap was only 1% in 2019 boys' achievement at the higher standard should continue to be targeted as the attainment gap remains wide.
- We are narrowing the gap as the proportion of disadvantaged pupils who made at least expected progress is broadly in line with 'other' pupils in reading and maths.
- Curriculum enhancement impact was measured in questionnaires, attendance data, punctuality, focus and attention.
- Following attendance at music lessons, questionnaires revealed that some children had chosen to continue to pursue learning either keyboards or steel pans.
- Pupil Voice questionnaire at the end of the last academic year reported that 83% of pupils, enjoy coming to school most days.
- Of the 11 families who have had intensive support from the Pastoral Support Manager, all have good or improving attendance. 8 of the pupils involved are working with age related expectation and all but 1 pupil are making steady progress.
- The majority of children, who were on attendance plans during the last academic year, have increased their attendance between 2 and 5%.