

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 LANE PRIMARY |
| Number of pupils in school                                              | 505                 |
| Proportion (%) of pupil premium eligible pupils                         | 35%                 |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026           |
| Date this statement was published                                       | SEPTEMBER 2025      |
| Date on which it will be reviewed                                       | SEPTEMBER 2026      |
| Statement authorised by                                                 | NICKY TRANTER       |
| Pupil premium lead                                                      | SARAH DANIELS       |
| Governor / Trustee lead                                                 | PHIL HAIGH          |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £293,910 |

# Part A: Pupil premium strategy plan

## Statement of intent

**At Cherry Lane Primary our aim is to use pupil premium funding to support our goals of;**

- Raising the attainment of pupils eligible for Pupil Premium.
- Closing the attainment gap on those pupils against their peers who are not eligible.
- Developing the aspirations for pupils in an area of high deprivation.
- To improve attendance.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Disadvantaged pupils have lower attainment than their peers                                                                          |
| 2                | Engaging families in a partnership approach to education                                                                             |
| 3                | A lack of social or educational opportunities out of school                                                                          |
| 4                | Pupils eligible for PP are often from groups who have a statistical disadvantaged- <i>white British, boys, lower attendance etc.</i> |
| 5                | Low aspirations and emotional challenges from home, carry into 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                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Quality First Teaching monitored by the Senior Leaders and Teaching Consultants.</b> | High quality lessons are delivered to meet the needs of all pupils. Pupils have ownership of their learning behaviours. Interventions are targeted to groups with OAP opportunities in lessons<br><br>Teachers are prepared for the administration of tests and make accurate judgements through moderation. |
| <b>2. Provision of an additional teacher for Mathematics and Literacy in UKS2. NM</b>      | An increase in attainment with measurable progress for pupils who experience smaller class sizes and targeted intervention.                                                                                                                                                                                  |

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| <b>3. A Higher Level Teaching Assistant trained in SEND interventions to support in Key Stage One &amp; year 3 SW</b>                                             | <p>Small group setting to enhance the achievement and rate of progress.</p> <p>Increased number of pupils reaching age related expectation for phonics- new KS2 phonic programme</p> <p>Individualised programmes of work to target needs.</p>                                                                                                                                                                                       |
| <b>4. A well-staffed Pastoral Support and Welfare team who enhance services, alongside teachers.</b>                                                              | <p>Support and guidance for those families experiencing difficulties including Social Service referrals. A transition plan for local childcare providers, as their children enters school. Support and encourage good social skills to ensure all pupils have a positive experience.</p> <p>Fewer incidents of poor behaviour-evident from Team Leader records.</p> <p>Improved attendance. Fewer pupils with persistent absence</p> |
| <b>5. Additional, highly trained, Learning Support Assistant in the EYFS. CH</b>                                                                                  | <p>Reception groups to start early development of social and academic skills.</p> <p>Interventions are targeted to groups.</p> <p>Disadvantaged pupils have access to educational and enrichment opportunities</p>                                                                                                                                                                                                                   |
| <b>6. Small group tuition for maximising pupil achievement in Year 6</b>                                                                                          | <p>More pupils will reach their challenging targets.</p> <p>Peer tutoring in reading is likely to have a 6 month progress improvement in their reading level.</p> <p>A higher number of pupils attaining the phonics test expected score.</p> <p>Raising aspirations to attend Grammar School.</p>                                                                                                                                   |
| <b>7. Specialist peripatetic teachers</b><br><br><b>Recorder, Keyboard, Guitar, Violin.</b>                                                                       | <p>Pupils will skills in the arts with disadvantaged pupils with a view to raising aspirations</p>                                                                                                                                                                                                                                                                                                                                   |
| <b>8. Increased and collaborative Home School Links</b><br><br><b>A dedicated Attendance officer.</b><br><br><b>Parental workshops and events each half term.</b> | <p>To enhance good working relationships with parents and families. Development of a partnership culture with home/school all working together. Parents clear on how and why to support their children's learning.</p> <p>To develop a sense of pride in pupil achievement and improvement.</p>                                                                                                                                      |

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| <p><b>9. To deliver Curriculum Enhancement that excites pupils and creates a balanced and linked curriculum.</b></p> | <p>Disadvantaged pupils have access to educational and enrichment opportunities- workshops/PGL subsidised.</p> <p>Years 2-6 MA pupils offered challenge workshops from curriculum coordinators.</p> <p>All pupils in Years 3-6 have an opportunity to have specialist music lessons and learn how to play an instrument. Recorder</p> <p>Pupils are prepared for the next stage of learning.</p> |
| <p><b>10. To improve pupils reading skills and develop a love of reading.</b></p>                                    | <p>Mr McInroy opens the library club at lunchtimes.</p> <p>Around 80% of pupils are reading more than twice per week out of school hours.</p> <p>Reading is high profile around school.</p> <p>Pupils develop a wider literary vocabulary and increase attainment in reading.</p>                                                                                                                |

## 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

Budgeted cost: **£38,361**

| Action                                                                                                               | Evidence that supports this approach                                                                               | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| SCERTS follow up training for teachers who are disseminating the practise through school.                            | Teaching and Learning Toolkit (Small group tuition) from EEF<br>-Very High Impact +7 months                        | <b>4, 5</b>                   |
| All teachers have My Mastery training (1 new ECT)                                                                    | Mastery Learning<br>- EEF-High Impact +5 months                                                                    | <b>4, 5</b>                   |
| Learning Support Assistants trained in delivering reading and grammar interventions                                  | Reading comprehension strategies<br>- EEF-High Impact +6 months                                                    | <b>2, 4, 5</b>                |
| Highly trained specialist in delivering interventions such as Attention Hillingdon, Box Clever and Speech link. (CH) | Teaching and Learning Toolkit from EEF-High Impact +5 months                                                       | <b>2, 3, 4,</b>               |
| G&T pupils on a register and catered for in a variety of ways.                                                       | Curriculum coordinators to run half day workshops for More Able pupils to challenge and extend classroom learning. | <b>6</b>                      |

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

Budgeted cost: **£130,024**

| Action                                                                                                                                             | Evidence that supports this approach                                                      | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------|
| Smaller class sizes through upper Key Stage Two for Maths and Literacy. (NM)<br><br>SW supporting Years 1-3 and KS2 phonic catch up interventions. | Teaching and Learning Toolkit from EEF, Reduced class sizes<br>-Moderate Impact +3 months | <b>2, 4</b>                   |

|                                                                                                                                                                                          |                                                                                                                                                                                          |                   |
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| Booster tuition for pupils from the above groups- 1:1 and specific programmes of work. (SW & NM)                                                                                         | Small group tuition<br>-EEF-High Impact +4 months<br>Reading comprehension strategies<br>- EEF-High Impact +6 months                                                                     | <b>2, 4</b>       |
| Pre-teaching groups for catch up purposes.                                                                                                                                               | Individualised Instruction- LSA afternoon sessions<br>- EEF-Moderate Impact +3 months                                                                                                    | <b>2, 5</b>       |
| Extension of Library opening hours with an LSA supporting children's choices of quality texts and encouraging reading.                                                                   | Low impact. However, it is another opportunity for parents to collaborate with school.                                                                                                   | <b>2, 3, 4, 5</b> |
| Enterprise week to be held in the summer term. Classes plan a business idea/items to sell and manage a budget. Pupils are then invited to showcase their products and sell for a profit. |                                                                                                                                                                                          | <b>5, 1</b>       |
| Peripatetic teachers reach a wide number of pupils.                                                                                                                                      | Questionnaires from pupils report high interest in continuing with playing instruments they previously had no access to.<br><br>Some pupils complete exams and develop a lifelong skill. | <b>3</b>          |

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

Budgeted cost: **£117195**

| Action                                                                                                                                         | Evidence that supports this approach                                                                                       | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| A Pastoral Manager leading a team that will support a range of pupils who are having emotional difficulties that can impact on their learning. | Teaching and Learning Toolkit<br>Behaviour interventions, Social and emotional learning<br>-from EEF-High Impact +4 months | <b>1, 5, 6</b>                |
| Two Learning Mentors, and Counsellor to support the emotional needs of pupils across the school.                                               |                                                                                                                            | <b>5, 1</b>                   |
| Additional LSAs will be used to provide support during Breakfast Club. There are less                                                          | Pupils settle in a more intimate environment prior to entering the school<br>Improved attendance                           | <b>6</b>                      |

|                                                                                                                                                                                                                                   |                                                                                                                                                                                                |                |
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| pupils persistently late than previous years.                                                                                                                                                                                     |                                                                                                                                                                                                |                |
| An attendance officer with the responsibility for improving attendance, who keeps a highly level of communication and support with targeted families and Participation Team<br>First day phone approach for persistent absentees. | A collaborative approach to improving pupil attendance in school.<br>Less persistent absence. Improved attendance. Parents less likely to keep children out of school for a short appointment. | <b>6, 1</b>    |
| Open or coffee mornings to be resumed on Fridays with the Pastoral Support team.<br><br>Mental Health Practitioner ran 3 sessions of coffee mornings with parents.                                                                | Parental Engagement<br>EEF-Moderate Impact +3 months                                                                                                                                           | <b>1, 5</b>    |
| Developing positive notices to parents to raise the aspiration of pupils, either with behaviour or academic improvement.                                                                                                          |                                                                                                                                                                                                | <b>5, 1</b>    |
| Outdoor Adventure residential trip. Governors agreed to subsidise the 3 day trip, for year 6 pupils, to make it accessible for children from disadvantaged families.                                                              | Outdoor and adventurous learning<br>EEF-High Impact +4 months                                                                                                                                  | <b>3, 4, 5</b> |

**Total budgeted cost: £293,910**

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

## Pupil premium strategy outcomes- reviewed September 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

### Non-DfE programmes that are utilised in school

| Programme       | Provider    |
|-----------------|-------------|
| My Mastery      | ARK         |
| Neli            | Nuffield    |
| Read, Write Inc | Ruth Miskin |
| Literacy Tree   |             |