



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	SEPTEMBER 2026
Date on which it will be reviewed	SEPTEMBER 2027
Statement authorised by	NICKY TRANTER
Pupil premium lead	SARAH DANIELS
Governor / Trustee lead	DALE LAWRENCE

Funding overview

Detail	Amount
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 294500

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	Poor attendance and persistent absence
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
1. Quality First Teaching monitored by the Senior Leaders and Teaching Consultants.	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 Teachers are prepared for the administration of tests and make accurate judgements through moderation.

2. A Higher Level Teaching Assistant trained in SEND interventions to support in Key Stage One & Two	Small group setting to enhance the achievement and rate of progress. Increased number of pupils reaching age related expectation for phonics- new KS2 phonic programme to boost those who did not achieve in KS1 Individualised programmes of work to target needs.
3. A well-staffed Pastoral Support and Welfare team who enhance services, alongside teachers.	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. Fewer incidents of poor behaviour-evident from Team Leader records. Improved attendance. Fewer pupils with persistent absence
4. Additional, highly trained, Learning Support Assistant in the EYFS.	Reception groups to start early development of social and academic skills. Interventions are targeted to groups. Disadvantaged pupils have access to educational and enrichment opportunities
5. Small group tuition for maximising pupil achievement in Year 6	More pupils will reach their challenging targets. Peer tutoring in reading is likely to have a 6 month progress improvement in their reading level. A higher number of pupils attaining the phonics test expected score. Raising aspirations to attend Grammar School.
6. Increased and collaborative Home School Links A dedicated Attendance officer. Parental workshops and events each half term.	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. To develop a sense of pride in pupil achievement and improvement.
7. To deliver Curriculum Enhancement that excites pupils and creates a balanced and linked curriculum.	Disadvantaged pupils have access to educational and enrichment opportunities- workshops/PGL subsidised.

	Years 2-6 MA pupils offered challenge workshops from curriculum coordinators. All pupils in Years 3-6 have an opportunity to have specialist music lessons and learn how to play an instrument. Recorder Pupils are prepared for the next stage of learning.
8. To improve pupils reading skills and develop a love of reading.	Library club at lunchtimes. Around 80% of pupils are reading more than twice per week out of school hours. Reading is high profile around school. Pupils develop a wider literary vocabulary and increase attainment in reading.

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: **£38,365**

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 -Very High Impact +7 months	4, 5
All teachers have My Mastery training (1 new ECT)	Mastery Learning - EEF-High Impact +5 months	4, 5
Learning Support Assistants trained in delivering reading and grammar interventions	Reading comprehension strategies - EEF-High Impact +6 months	2, 4, 5
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	2, 4,
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.	6

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

Budgeted cost: **£129, 430**

Action	Evidence that supports this approach	Challenge number(s) addressed
HLTA supporting Years 1-3 and KS2 phonic catch up interventions. SEND LSAs supporting in Reception with S & L and Attention Hillingdon	Teaching and Learning Toolkit from EEF, Reduced class sizes -Moderate Impact +3 months	2, 4
Booster tuition for pupils from the above groups- 1:1 and	Small group tuition -EEF-High Impact +4 months	2, 4

specific programmes of work. (SW)	Reading comprehension strategies - EEF-High Impact +6 months	
Pre-teaching groups for catch up purposes.	Individualised Instruction- LSA afternoon sessions - EEF-Moderate Impact +3 months	2, 5
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.	2, 4, 5
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.		5, 1

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 Behaviour interventions, Social and emotional learning -from EEF-High Impact +4 months	1, 3, 5, 6
Two Learning Mentors to support the emotional needs of pupils across the school. A play therapist who offers specific support to some pupils.		5, 1, 3
Additional LSAs will be used to provide support during Breakfast Club. There are less pupils persistently late than previous years.	Pupils settle in a more intimate environment prior to entering the school Improved attendance	3, 6
An attendance officer with the responsibility for improving attendance, who keeps a highly level of communication and support with targeted	A collaborative approach to improving pupil attendance in school. Less persistent absence. Improved attendance. Parents less likely to	3, 6, 1

families and Participation Team First day phone approach for persistent absentees.	keep children out of school for a short appointment.	
Open or coffee mornings to be resumed on Fridays with the Pastoral Support team and attendance officer. Mental Health Practitioner ran 3 sessions of coffee mornings with parents.	Parental Engagement EEF-Moderate Impact +3 months	1, 3, 5
Developing positive notices to parents to raise the aspiration of pupils, either with behaviour or academic improvement.		5, 1

Total budgeted cost: £294500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes- reviewed September 2027

This details the impact that our pupil premium activity had on pupils in the 2026 to 2027 academic year.

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Non-DfE programmes that are utilised in school

Programme	Provider
My Mastery	ARK
Neli	Nuffield
Literacy Tree	
GES Phonics	Raj Mehta
Doodle Learning	Discovery Learning
Dynamo Maths	