

Pupil premium strategy statement



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 LANE PRIMARY
Number of pupils in school	662 incl nursery (604)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	SEPTEMBER 2021
Date on which it will be reviewed	SEPTEMBER 2022
Statement authorised by	NICKY TRANTER
Pupil premium lead	SARAH DANIELS
Governor / Trustee lead	PHIL HAIGH

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,755
Recovery premium funding allocation this academic year	£20,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,260
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	£290, 915

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.
- Offering enhanced learning and life experiences that our pupils may not have access to

Challenges

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

Challenge number	Detail of challenge
1	Engaging families in a partnership approach to education
2	Lower attaining pupils, particularly in KS2
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, summer born etc.</i>
5	Low aspirations and emotional challenges from home, carry into school
6	Low attendance and persistent attendance issues from some families

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	High quality lessons are delivered to meet the needs of all pupils. Pupils have ownership of their learning behaviours. Interventions are targeted to groups. Teachers are prepared for the administration of tests and make accurate judgements.
2. Provision of two additional part time teachers for Mathematics and Literacy.	An increase in attainment with measurable progress for pupils who experience smaller class sizes and targeted intervention.

<p>3. A Higher Level Teaching Assistant trained in SEND interventions to support in Key Stage One.</p>	<p>Small group setting to enhance the achievement and rate of progress.</p> <p>Increased number of pupils reaching age related expectation for phonics.</p> <p>Individualised programmes of work to target needs.</p>
<p>4. A well-staffed Pastoral Support and Welfare team.</p>	<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>Disadvantaged pupils in Reception classes all receive a uniform on entry to school to encourage a sense of belonging and mutual respect.</p> <p>Fewer incidents of poor behaviour-evident from Team Leader records.</p> <p>Improved attendance.</p>
<p>5. Additional Learning Support assistant in the EYFS</p>	<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>
<p>6. Small group tuition for maximising pupil achievement.</p>	<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>
<p>7. Specialist peripatetic teachers</p>	<p>Pupils will skills in the arts with disadvantaged pupils with a view to raising aspirations</p>
<p>8. Increased and collaborative Home School Links</p>	<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>

<p>9. To deliver Curriculum Enhancement that excites pupils and creates a balanced and linked curriculum.</p>	<p>Disadvantaged pupils have access to educational and enrichment opportunities.</p> <p>All pupils in Years 4-6 have an opportunity to have specialist music lessons and learn how to play an instrument.</p> <p>Opportunities offered to disadvantaged pupils to attend 'Challenge' days in collaboration with other local Primary Schools.</p> <p>An opportunity to develop important life skills.</p> <p>Pupils understand that there are many opportunities ahead of them and see possibilities for their future.</p>
<p>10. To improve pupils reading skills and develop a love of reading.</p>	<p>LSA to open library club at lunchtimes. Parents can join them in the library Wednesday after school.</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: £44,500

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 Maths Mastery training (2 new ECTs)	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
Additional support staff working in the afternoons hearing pupils read 1:1 (while LSAs deliver the above)	Teaching and Learning Toolkit from EEF-	2, 3
Highly trained specialist in delivering interventions such as Attention Hillingdon, PALs and Speech link. (RR)	Teaching and Learning Toolkit from EEF-High Impact +5 months	2, 3, 4,

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

Budgeted cost: £135,840

Action	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes through upper Key Stage Two for Maths and Literacy. (JT & KP)	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 specific programmes of work. (JT)	Small group tuition -EEF-High Impact +4 months Reading comprehension strategies - EEF-High Impact +6 months	2, 4

Pre-teaching groups for catch up purposes.	Individualised Instruction - 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, 3, 4, 5
Brunel Maths Enrichment course- Increased parental aspiration and knowledge in key maths skills.	Aspirational events -EEF low impact but our own events have led to more participation from parents Collaborative learning - EEF-High Impact +5 months	2, 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
Pupils will have access to trips, visits and workshops.		3
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. Some pupils complete exams and develop a lifelong skill.	3

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

Budgeted cost: £ 110,575

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, 5, 6
Two Learning Mentors, a Play Therapist and Counsellor to support the emotional needs of pupils across the school.		5, 1
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	6

pupils persistently late than previous years.		
High ratios of Lunchtime supervisors	Good relationships between pupils. Structured social interaction enables improved behaviour.	3, 5
A welfare officer with the responsibility for improving attendance, who keeps a highly level of communication and support with targeted families and Participation Team	A collaborative approach to improving pupil attendance in school. Less persistent absence.	6, 1
Multi-agency and first day phone approach for persistent absentees.	Improved attendance. Parents less likely to keep children out of school for a short appointment.	1, 6
Open mornings on Fridays with the Pastoral Support team.	Parental Engagement EEF-Moderate Impact +3 months	1, 5
Developing positive notices to parents to raise the aspiration of pupils, either with behaviour or academic improvement.		5, 1
Outdoor Adventure residential trip. Governors agreed to subsidise the 4 day trip to make it accessible for children from disadvantaged families.	Outdoor and adventurous learning EEF-High Impact +4 months	3, 4, 5

Total budgeted cost: £ [insert sum above]

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.

A small proportion of pupil premium funding (£6400) from last year was not spent due to covid disruption and the creation of bubbles. This funding has been allocated within the new plan.

EYFS- Despite the disruption brought about by the pandemic, some interventions did still take place in early years. GLD rose significantly (to 72%) from the dip we saw in 2020. Pals, speech link and Neli interventions from the highly trained additional LSA made an impact.

Key Stage One- Additional support within the afternoon sessions enabled more pupils to read more than three times a week. This is more than offered in previous years and although may not have immediate impact on results, it has prepared pupils for the next phase of learning after time off in lockdown.

Year 1 teachers did complete a phonic test from a previous year and 52 met the threshold pass mark. This cohort will be a focus in the next plan.

Key Stage Two- Interventions and tuition was used to catch up on learning. In year 6, 47% of the year group are eligible for PP. 52% of the pupils eligible for PP are on the SEND register. 7 diagnosis of ASD. Those PP without SEND are performing well at the expected level showing that the interventions went some way to close the gap.

With the creative methods facilitators have developed online to deliver training, many staff completed courses to broaden their knowledge of creating a challenging curriculum. 16 teachers took part in CPD to aid in quality first teaching to enhance their delivery.

Intervention staff were redeployed to ensure support could be offered, even when we worked in closed bubbles.

Peripatetic teachers also altered their schedules to cater for bubbles but have now returned to normal groups. Over 40 pupils attended music lessons. Only 2 had previously played an instrument and questionnaires from pupils reported that many would like to continue with the instrument.

30% of pupils in KS2 accessed support from the Learning Mentors and Councillors, during the summer term 2021. This came in the form of 1 to 1 sessions, small group

support groups and class yoga. Pupil well-being remains high priority and parents also took support from the team. This enabled a smooth transition back into school for anxious families.

Of the pupils who attended the 11+ lessons, 8 took the exam and 5 gained a place at Grammar school.

Externally provided programmes

Non-DfE programmes that are utilised in school

Programme	Provider
Maths Mastery	ARK
Neli	Nuffield
Read, Write Inc	Ruth Miskin
Talk For Writing	