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 Orchard Primary School
Number of pupils in school	171 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	43% (75 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	04/11/2024
Date on which it will be reviewed	September 2027
Statement authorised by	Maria Hill (Executive Head)
Pupil premium lead	Sey Hassan
Governor / Trustee lead	Harvey McEnroe

Funding overview

	Amount we receive for Pupil Premium
Pupil premium funding allocation for this academic year (financial year 2026-2027)	£114 700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 114 700

Part A: Pupil premium strategy plan Statement of intent

Cherry Orchard Primary School aims to embed a number of key principles and practices to target improvements for pupils from disadvantaged backgrounds. Our ultimate aim for our disadvantaged pupils is equal opportunity within all aspects of education and school life. We want our disadvantaged pupils to be motivated to learn, aspirational for their own futures and to have equity in progress and attainment to that of their non-disadvantaged peers. This is an ongoing process and we continue to use the government provided funding to address underlying inequalities and aim to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieve the best support possible as we identify and review barriers, implement strategies to combat these and improve practice for all.

We are a school that values research and professional development within education to inform our own school improvement, teaching and learning and to strengthen professional reflective practice in order to continually evaluate and improve. We use both internal school action based research, (as part of staff professional development system) as well as local and national based research to inform practice and school improvement, such as that on offer from the EEF teaching and learning toolkit.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning toolkit

Our pupil premium strategy focuses primarily on the quality of teaching and learning, staff professional development based on evidence based research, equality of opportunity for our disadvantaged and most vulnerable pupils and targeted research and intervention based on pupil outcomes from internal and national data.

In its first year of implementation, our current strategy builds upon some of the practices and developments already underway in school, however due to a dip in phonics data, we continue to focus on improving progress and attainment in reading across the school and in phonics. This is a key priority for this coming 3 year period. We aim to do this through:

- the development of an aspirational, high quality and relevant curriculum - improving and continually increasing pupil independence in learning, utilising metacognition and reading comprehension and fluency
- further improving pupils' attitude to their education so that they are highly motivated, study effectively and are resilient to setbacks.

In the academic year 2023-24, we are pleased that our PP children achieved broadly in line with non-PP national and borough average for Reading, Writing and Maths combined (RWM) at KS2 and PP children outperforming the national average for PP for RWM combined at KS2. However, whilst the attainment gap between PP and non PP children closes across the school, we are aware that due to our vulnerability factors, we will always need to be mindful of this challenge.

Cherry Orchard continues to be committed to tackling early inequalities.

Challenges

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

Challenge number	Detail of challenge
1	Oral communication skills are low for many children who enter EYFS, especially for those in receipt of Pupil Premium funding. This language deficit and low starting point slows early progress. Also high numbers of EAL children and SEND within EYFS who are in receipt of Pupil Premium.
2	A lack of early exposure to rich and varied language slows down progress in English for children eligible for Pupil Premium funding across the school, especially of boys, in Reading (and consequently in Writing). This is seen from the low baseline scores.
3	Children's progress in phonics knowledge and the application of this to reading skills is variable.
4	A significant number of children who fall within the PP and PP/SEND group have difficulties with readiness to learn because of sensory processing and attentional focus difficulties. This limits their capacity to focus and engage in lessons.
5	A number of children entitled to Pupil Premium have social, emotional and behavioural and/or SEND barriers that have a detrimental impact on their academic progress. Progress for these pupils, including pupils within the White British ethnic group, tends to be slower than that of their peers across the school. Learning walks and progress meetings with teachers identified pupils who generally present with insecure attachment which can have a negative effect on their dispositions for learning and engagement in lessons- this is more prevalent in children who are in receipt of Pupil Premium funding, particularly in KS2.

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
Challenge 1: EYFS focus: Improvement in communication and language results for PP groups Pupils identified with specific speech and language difficulty receive targeted or specialist intervention to meet their individual needs.	Pupils within EYFS requiring targeted speech and language therapy support are identified, assessed and in receipt of appropriate support by the end of Reception. Talk Boost and Early Talk programmes (targeted language support to ensure fundamental foundations needed for good language and social and emotional development) outcomes show all pupils who received intervention make progress, and move to QFT, unless requiring a referral for specialist assessment. 100% of identified PP children with a language programme reach their personalised communication and language targets.

Challenge 2: Increased access to rich and varied contexts, texts, educational visits and experiences raises pupil engagement and expectations. Raised reading profile around the school to increase exposure to quality books and create an enthusiastic reading culture within the school.	At the end of KS2 children entitled to Pupil Premium, reach at least national data as a result of making rapid progress in reading and writing. Increased engagement in reading across school; both reading for pleasure and improved reading skills shown through accelerated progress and a consistent teaching approach embedded across the school through VIPERS and higher challenge questions, including strategies to enable all learners to access higher challenges. Rapid- Catch Up sessions in Little Wandle across the school also contribute to this.
Challenge 3: All children will have access to a high quality systematic synthetic phonics (SSP- Little Wandle) approach and materials which supports them to make very good progress in reading particularly considering the interrupted nature of remote and face to face teaching and for the last 2 years for this group of early readers.	Teachers are confident in delivering a high quality SSP approach to the teaching of phonics. This means that children learn to identify phonemes, associate them with graphemes and to blend and segment these to acquire text-based literacy skills. *Little Wandle Letters and Sounds* (DFE validated SSP programme) is adopted and embedded within practice across EYFS and KS1 (as well as appropriate learners within KS2) making a significant impact to improve outcomes for disadvantaged pupils.
Challenge 4: Children will be well regulated and ready to learn, resulting in improved engagement in lessons, impacting on outcomes over time.	Through regular access to sensory processing input and interventions, children's readiness to learn, focus and attention will develop. Adults will support, and children will learn, strategies to regulate their sensory systems which positively impact on their behaviour and access to learning. A whole school approach to Zones of Regulation and regular well-being checks, as well as the use of our calming trolley as per our Behaviour Policy.
Challenge 5: Pupils within the focus group (WBri PP children) demonstrate an increase in emotional literacy that improves their behaviours for learning. Children, especially those in receipt of Pupil Premium funding, will develop	Social, behavioural or emotional issues are resolved or minimised and children and families feel supported to address issues so that learning takes place. Identified children participate in ELSA sessions to support their emotional literacy and mental health.

secure learning behaviours and dispositions for learning that support them to make good progress, including home learning. Early interventions identify and successfully support vulnerable children and families to access learning successfully. Pupils within the focus group (WBri PP children) voice an improved perception of learning behaviours in class.	Our school dog, Cooper, also works with children to support their mental health and well-being. Children will have learning behaviours that enable them to sustain independent learning and make better than expected progress to reach or exceed national expectations at the end of Year 6. Social, behavioural or emotional issues are resolved or minimised and children and families feel supported to address issues so that learning takes place. There are fewer behavioural incidents recorded for these children through restorative justice and a positive behaviour policy. Pupil voice survey (school council based) is mostly positive and demonstrates an improvement in attitude to learning.

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: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update training for all staff on Little Wandle. Use planning consistently, ensure all staff use agreed resources and terminology	*Little Wandle* is a SSP that is validated by the DfE. Delivery of the programme is best placed to improve outcomes for our disadvantaged pupils, which over time should influence greater depth reading outcomes by the end of KS1 and KS2, as well as support children accessing the broad and balanced curriculum as a whole.	1, 2, 3

Inclusive curriculum focus on equality of opportunities to access all areas of the curriculum for disadvantaged pupils with SEND. SENCo to meet with curriculum leaders to discuss QFT within their subjects. Subject specific tech that will support teaching and learning as well as appropriate support via the 5 techniques highlighted.	Five evidence-based strategies to support high-quality teaching for pupils with SEND- EEF The above evidence-based blog research demonstrates that the following 5 techniques contribute to QFT inclusive practice across all areas: 1. Scaffolding 2. Explicit instruction 3. Cognitive and metacognitive strategies 4. Flexible grouping 5. Technology use – to include assistive technologies and alternative ways of recording and evidencing learning Engagement 4 Learning - The Engagement Model - Professor Barry Carpenter Professor Carpenter's Engagement for Learning Framework and research blog offers educators the resources to construct personalised learning pathways, the flexibility to adjust and optimise them, and an effective means to evidence children's progress. The Engagement Model guidance - DfE The engagement model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 20111. The engagement model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018. As a school we aim to ensure that we have "high quality teaching, pedagogy and appropriate special educational needs provision in place" for pupils (DfE).	1,4,5

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

Budgeted cost: £ *84,045*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Precision teaching in Reading to enable children to access higher level text and inference questions which results in more children reaching the GDS.	Precision Teaching (PT) is **an evidence-based intervention**; a timed assessment that evidence that fluency improved as well as accuracy. What is the aim of precision teaching? Precision Teaching aims for **students to acquire the skills of mastery, maintenance and generalisation** (Binder, 1988) within a particular curricular area, highlighting the importance of students becoming fluent in a particular domain, for example word reading or multiplication Use of Precision Teaching with identified children to improve word reading fluency.	3,4
Support children to develop play skills and learning through access to a play based approach to outdoor learning and focus on play in the curriculum	Play based learning - EEF Play-based learning may overlap with self regulation approaches or social and emotional learning strategies. On average, studies of play suggest that play-based learning approaches improve learning outcomes by approximately 5 additional months.	1,5

Assessment analysis and progress meetings to target specific PP pupils who have a widening gap between progress and attainment scores at expected and greater depth for reading in year 5 & 6. Internal targeted group support to deliver small group intervention on a 1:1 or small group 1:4 maximum level as well as carefully planned team teaching. TA in Year trained in targeted maths interventions to work across Year5&6 identified groups.	*The EEF Teaching and Learning Toolkit* states that "the average impact of the small group tuition is four additional months' progress, on average, over the course of a year." Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months).	2,4,5

Whole school approach to implement progressive skills in reading fluency, reading and comprehension and small group taught sessions in all year groups.	READING COMPREHENSION STRATEGIES EEF 6 months+ impact. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Adoption of Reading VIPERS initiative through *The Literacy Shed.* This is going to be part of whole class and small group teaching offer for our disadvantaged pupils (although not exclusively PP children, as it is to be provided on priority of need and outcomes from teacher AFL). Whole class planning in the teaching of specific reading skills (VIPERS) will deliver a systematic and progressive skills and knowledge led approach that will be explicitly taught within the teaching timetable, linking where appropriate to high quality writing outcomes. **V**ocabulary **I**nference **P**rediction **E**xplanation **R**etrieval **S**equence or **S**ummarise The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Beyond QFT within the whole class, smaller group teaching of reading will be offered to identified pupils who require support as a result of missed learning or disengagement during the COVID Pandemic remote learning. Children will be targeted via QFT and in house intervention, with class teacher's identifying pupils who may require booster sessions due to the impact of COVID on outcomes. There will be additional before and after school boosters over the Spring term after data and progress analysis.	1,2,3,5

TA-led Rapid- Catch Up (Little Wandle) and reading fluency/comprehension in small groups for identified pupils who did not pass the phonics test in year 1 or 2; or who have been identified by their class teachers as requiring additional tutor support.	Whole school using the synthetics phonics training programme within their year groups. In addition, there will be TA-led based phonics sessions to help pupils with slow processing or who have a specific difficulty keeping up with the phonics in class. As the *EEF Teaching and Learning Toolkit highlights* "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning."	3
Targeted Dyslexic and low attaining literacy programmes for disadvantaged pupils. Using STEP assessed, monitored and reviewed programmes, these take place with identified children on a 1:1 basis 3 x week 20-30 minutes. We employ a HLTA - our specialist link TAs who has had extensive training to reassess pupils who reach the end of a programme. They also support, model and train other TAs who are carrying out the programmes, and focus on ensuring skills taught in intervention are also being carried over into the classroom and class work. She also works closely with our STEPS Outreach support worker to review children accessing the programmes and supports parents through the dyslexia assessment process. The SENCo workS with our specialist link TAs, TAs and teachers to ensure continuity of skills practice in the classroom.	STEPS –RBG service that can be commissioned as well as part of the core offer to schools. Research-based dyslexia support and literacy programme cumulative intervention to support pupils with specific learning difficulties. We commission further services such as dyslexia assessments from the STEPS service and have a long running relationship with this service, and year on year proven positive impact for pupils with specific literacy difficulties. The reports and programmes devised are of high quality, tracked, monitored and reviewed regularly. Class teachers are responsible for ensuring any intervention target is also a focus in class, as well as personalised learning targets in these more specialist sessions spilling over into class with success of intervention. Recommendations: *"Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction"* and *"Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions"* are an area of focus within the school's inclusion plan this academic year. The programmes being devised by the STEPS service, needs are being addressed straight away. Research highlights the importance of this approach, with clear feedback between TA and Class Teacher of paramount importance to the sounds of the week, or cue cards on desks etc. Our link STEPS TA who completes screening assessments for the programme also produces a 'gap filling' programme for class teams so that in the interim of assessment and programmes being devised by the STEPS service, needs are being addressed straight away. Research highlights the importance of this approach, with clear feedback between TA and Class Teacher of paramount importance to the success of intervention. Recommendations: "Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction" and "Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions" are an area of focus within the school's inclusion plan this academic year. The SENCo workS with our specialist link TAs, TAs and teachers to ensure continuity of skills practice in the classroom.	3,4

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

Budgeted cost: £30, 655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with identified sensory processing issues or dysregulation access provision coordinated through the SENCO with input from ASD Outreach, Waterside, Sensory Service and OT, which support and address these.	Behaviour Interventions- EEF Behaviour interventions have an impact through increasing the time that pupils have for learning. The average impact of behaviour interventions is four additional months' progress over the course of a year.	4,5
Children have access to appropriate high-quality therapeutic interventions where there are concerns about their mental health and wellbeing there are concerns about their mental health and wellbeing	Social and emotional learning | EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Social and emotional learning interventions seek to improve pupils decision making skills, interaction with others and their self-management of emotions.	5

ELSA trained TA with ongoing supervision with EPS.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, which will indirectly impact on the cognitive elements of learning. We focus on the ways in which students work with (and alongside) their peers, teachers, family or community. ● *School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;* *Our school ethos that runs throughout the school and promotes access and aspirational goals for all learners.* ● Universal programmes which generally take place in the classroom with the whole class *Implementation of whole school PSHE approach - use of Jigsaw curriculum and resources* ● More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. *ELSA* - The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational	5

Extend The Zones of Regulation Framework to whole class - use of shared Zones visuals and extend training from selected TAs who currently deliver the sessions to whole staff training	psychologists across Britain. Cherry Orchard put forward a TA for ELSA training last academic year and as part of its wider offer to schools, stipulates ongoing ½ termly supervision to support ELSAs and their work which will continue over the projected PP strategy plan to support the expertise within school to support vital SEMH and Mental Health support for disadvantaged and vulnerable students. *Zones of Regulation Framework*- The Zones is a systematic, cognitive behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. We use this system with the support of SALT and ASD Outreach with identified pupils. We have extended the visual framework to the wider class group to support emotional regulation and increase social and emotional engagement.	5

Total budgeted cost: £114, 700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Context:

Total number of all children on roll: 171

Number of children receiving funding through the Pupil Premium Grant (PPG) on roll: 75

Whole school:43%

This report will summarise progress towards targets on the previous 3 year PP strategy plan. When looking at the data and information below it is important to keep in mind the context of our pupils who qualify for the Pupil Premium Grant.

43% of PP children have special educational needs.

5% of PP children have English as an additional language.

In the last academic year, 205-26, we have also had a higher number of pupils coming through the Fair Access Panel process- this can be due to a breakdown in relationship with their previous school, behavioural difficulties with managed moves, or special needs that have not yet had support from the SEND assessment service. A fair access protocol exists to ensure that children without a school place, especially the most vulnerable, are offered a place at an appropriate school as quickly as possible. The fair access panel meets fortnightly and it includes representatives from Royal Greenwich schools, the local authority and other agencies. The panel considers all the information available and the child's individual circumstances to make a decision about what school would best meet the child's needs. Children admitted through the fair access panel get priority over children who wish to transfer to another school and those who are waiting for an appeal.

SLT were highly effective in targeting those families of children eligible for Pupil Premium while providing support for families across the school.

	Barriers to attainment for all pupils with PP	Success criteria	How it will be measured

A	Low attainment on entry to Foundation Stage	Children have targeted support for language, access to sensory room for self regulation and real-life experiences (theatre visits to school) Other external agencies continued to be commissioned and to continue in to next academic year are: Social Communication Project We worked closely with EPS to review the high level of need within EYFS which reflected a higher number of EHCP applications. The same amount of increased EP time will continue over the next academic year so that the significant backlog of pupils (some of which are PP children) who require EP involvement but have not yet received it will have their needs met. To meet this increasing need we have increased our EPS allocation from 6 hours per term to 9. Children have targeted support for language, access to sensory room / pod for self-regulation and also real-life experiences. Many of our pupils are supported through additional funding secured from Early Years Inclusion Funding. This has allowed for specialist equipment and additional staff resourcing. After 3 terms if needed this funding transfers to an application for an EHCP. SALT provision equates to a speech and language therapist commissioned for EHCP children ½ day a week and an additional SALT for the universal and targeted pupils. Other external agencies continued to be commissioned and to continue in to next academic year are: Social Communication Project - a full day provision once a week for the whole school.	Accelerated progress in EYFS data

		Educational Psychology Service commission considerably. The EPS allocation is 12 hours per term. School Mentor dog, Cooper, visits to support with social, emotional and mental health.	

B	To continue to close the gap between PP and non PP by end of KS2	One HLTA now provides ELSA and STEPS interventions to those children who require this. TAs work across each phase group within the main school in order to increase QFT and address needs of identified small group work to bridge learning gaps across the core subjects. Learning toolkits are in every class to support learning and contain manipulatives, word banks, dyslexia friendly resources, visual checklists, visual symbols etc. Real life experiences and enrichment activities are being promoted to increase the pupils' learning culture.	Decrease the gap between PP and non-PP

C	To ensure all children are in school on time and ready for learning	Subsidised breakfast club to named children ensure that children are in school having had breakfast and are 'brain awake' All children greeted by their teacher at school when they arrive. Cooper, the school Mentor dog, visits all classrooms regularly.	Reduction in lateness to school

D	Improved attendance for PP children	Regular meetings with staff to enable good attendance and support parenting. Learning mentor able to collect children from home when deemed necessary	Increase in attendance data
E	All PP making expected and/or accelerated attainment	Additional interventions/pre-learning groups/homework clubs to enable learning. Before school and after school booster groups in KS2. Lego therapy delivered to enable problem-solving, communication, and engagement. A home-from-home room, Rainbow Room, was devised so that children with complex needs can learn. The room is zoned into kitchen / lounge / learning space and sensory play. Children who are on the pathway to specialist provision are taught in this room which is low arousal, calm and staffed well. These children are often non-verbal and require specialist interventions such as Attention Bucket, PECS, sensory circuits, sensory play. Other children dip in and out of the room for these interventions where needed. Additional interventions / pre learning groups / homework clubs continue to enable learning. Before school and after school booster groups in KS2. Lego therapy and Language for Thinking sessions delivered to enable problem-solving, communication, and engagement.	PP and England non-PP

F	Children coming back to school after holidays hungry	Provide holiday healthy cookery club in conjunction with local housing association. Children attend three times a week and learn how to cook nutritious meals, feeding the children attending the sports club on site and taking home food and a recipe card. We also signpost families to the food pantry run by Charlton Triangle homes.	Enable children to make healthier choices and a place to eat a cooked meal