

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 Willingham Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs G Curtis
Pupil premium lead	Mr D Thursby
Governor / Trustee lead	Mr G Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41012
Recovery premium funding allocation this academic year	£4676.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45688.25
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development Programme is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

At Cherry Willingham Primary Academy all members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our key principles are to support their wellbeing and academic ability through a balanced, supportive curriculum that is delivered by a staff who really care about each individual child. Also, to foster a love for learning within each child and help them to acquire skills and abilities that ensure they fulfil their potential, both in our school, and in their future endeavours. Our strategy plan is designed to ensure that all children have equal access to our curriculum, and that the funding is used effectively to ensure we meet their needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils identify that disadvantaged pupils often have greater difficulty developing fluency skills in reading than their peers. This correlates with their development from their phonics acquisition.
2	Assessment, observation and discussions with pupils and professionals identify that pupils often display vocabulary, and grammar gaps along with stamina for writing. This is more prevalent in disadvantaged students. This is evident throughout the academy and can be more complex with pupils who are disadvantaged as a high percentage have additional needs. This is evident in both their reading and writing attainment.
3	Internal data indicates that maths attainment of disadvantaged pupils is below that of their peers. This is supported by national surveys. Internal data and unit analysis supports the lack of mathematical fluency particularly with higher attainers. The partial closures inhibited the opportunities for pupils to think more deeply in a structured and progressive environment.
4	Through assessments and observations, it has been noted that a high proportion of the children identified as being the lowest 20% are our disadvantaged children compared to non-disadvantaged pupils.
5	Assessments have shown that the pupils within the academy have gaps within their spelling patterns. Disadvantaged pupils show further gaps than their peers from the use of internal data.
6	Attendance of pupils who are disadvantaged has been a long-term focus of the academy. Monitoring and supporting families who struggle to ensure that their child attends regularly has indicated that disadvantaged pupils' attendance remains below that of their peers. The percentage of disadvantaged pupils who are persistently absent is higher than that of their peers.

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
<i>That the majority of pupil premium children will have made 6 points of good progress in reading over the course of a year.</i>	School assessment and tracking shows good progress each term. This will be monitored by the PP lead.

<i>That the majority of pupil premium children will have made 6 points of good progress in writing over the course of a year.</i>	School assessment and tracking shows good progress each term. This will be monitored by the PP lead.
<i>That the majority of pupil premium children will have made 6 points of good progress in maths over the course of a year.</i>	School assessment and tracking shows good progress each term. This will be monitored by the PP lead.
<i>That the majority of children within the bottom 20% have developed the ability to read with confidence and fluency.</i>	Through viewing assessments from the staff who are leading intervention, it will be evident that children have improved. Children may be able to move out of the intervention group if progress has been good.
<i>That spelling of common words and patterns has significantly improved.</i>	Through monitoring and writing moderation, it will be evident that children's spelling has improved. Higher percentage of accuracy within independent work.
<i>Attendance is at least close to whole school and government data.</i>	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.	1,2,3,5

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

Budgeted cost: £ 37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
securing basic arithmetic skills and to develop fluency in mathematics. 1:3 pupil.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF To enable children to catch up with the mathematical fluency after COVID disruption, we are utilising national funding to enable us to support children through 'School led tuition.'	3
<i>Read Write Inc targeted phonics support</i>	Targeted academic support (EEF PP guidance) Effectively implement a systematic phonics programme EEF Improving literacy guidance KS1	2, 3, 4
<i>To develop reading fluency on a 1-1 level.</i>	Continue to develop 'catch up' intervention for children to develop their reading fluency skills. EEF Improving Literacy	1,4
<i>Develop the 'Sum dog' programme in small groups to secure number fluency.</i>	Following success using this in the last academic year, we intend to continue to use his programme to strengthen and secure basic number skills. Proven to accelerate progress and demonstrate impact on learning. (sumdog.com)	3
<i>Maintain the use of 'Nessy' to support literacy skills on a 1-1 level.</i>	Children who are struggling with basic spelling and reading skills need a personalised programme to target these specific areas. Nessy Research	1,5

<i>Further develop the use of 'booster interventions' to secure children at expected level in all areas. (Year 2 during school and year 6 both during and after school).</i>	Target the children who are borderline expected or GD. Provide targeted, academic support in order to secure at least an 'expected' level. Completed in small groups.	1,2,3,4,5,6

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to work with parents to establish positive attitudes towards engagement and attendance.</i>	We have found that personal contact with our Attendance officer and a supportive approach work well with the families at our school alongside regular meetings to review improvements. We aim to continue this positive work. Improving School Attendance	6
<i>Support mental health and wellbeing through 'lego' therapy in KS1 and 2</i>	Support for the youngest children in KS1 is our priority. This is designed to develop early support processes.	6
<i>Use of external agencies to work with vulnerable children.</i>	In an effort to foster inclusion and ensure all children are getting a full education, we need to employ strategies suggested by external agencies such as BOSS, to help deal with their SEMH needs.	All areas.

Total budgeted cost: £ 43660

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 2021 to 2022 academic year.

Disadvantaged pupil progress scores for last academic year

Measure	Score	End of KS1 scores	End of KS2 scores
Reading	SATs data 2022	29% expected	100% expected +
Writing	SATs data 2022	29% expected	75% expected +
Maths	SATs data 2022	29% expected	100% +
GPS	SATs data 2022	No data	100% +
Science	Teacher assessment	No data	75% expected +
In KS2, 75% of children achieved expected + in the combined areas of reading, writing and maths.			

Review of the 2021/2022 strategy outcomes.

Aim	Outcome
Progress in Reading - Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	In school assessment and tracking shows that the gap in reading is narrowing and attainment of PP children is improving in line with end of KS expectations. This is especially evident in KS2. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured.
Progress in Writing - Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	In school assessment and tracking shows that the gap in writing is narrowing and attainment of PP children is improving in line with end of KS expectations. This is especially evident in KS2. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured.
Progress in Mathematics - Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	In school assessment and tracking shows that the gap in maths is narrowing and attainment of PP children is improving in line with end of KS expectations. This is especially evident in KS2. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured.
Progress in reading fluency – bottom 20% of children.	Data and feedback from TA intervention leaders is positive and points towards a narrowing of the gap between the bottom 20% of readers and their peers. When reading aloud, children are more fluent and confident but this strategy needs to continue into the coming year to ensure reading continues to move forwards in our school.
Progress in spelling	The active spelling strategy has certainly made a positive impact in school. Writing in books shows a marked improvement in children's ability to spell accurately. The strategy needs to be

	maintained and developed next year. A measurable way to ascertain progress will also need to be developed.
Other - Attendance of disadvantaged children is in line with those that are not disadvantaged	The end of year attendance of Pupil premium children worked out at 91.40% whereas the whole school was 92.81%. This is 1.41% less than whole school data. In 2022/23 we will continue to monitor attendance and aim to narrow the gap further. Attendance of PP children is increasing and we will intend to continue our current strategies to ensure this continues to be the case.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The majority of this was spent on the salary of a dedicated member of our team whose role was to support service children and parents.
What was the impact of that spending on service pupil premium eligible pupils?	The impact was very positive and involved regular meetings with pupils, workshops and activities which promoted pupil voice and mental wellbeing. There was an open forum to discuss feelings and an emphasis on positive mental health. There was a definite appreciation from parents that this had a positive impact on their children and general family/school life.

Further information.

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.

