

## Pupil premium strategy statement – Cherry Willingham Primary Academy

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	31/12/2025
Date on which it will be reviewed	31/12/2026
Statement authorised by	Mrs G Curtis
Pupil premium leads	Mrs G Curtis/Mr D Thursby
Governor / Trustee lead	Mr L Durate

### Funding overview

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

## 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 Trustwide 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 Learning Strategy 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	Over the past two years, assessments and internal observations have shown that many pupils start school without meeting expected milestones for language development. This affects their ability to communicate effectively in a range of social situations and is particularly evident among disadvantaged pupils. There is also a clear correlation between these language challenges and disadvantaged pupils not achieving the expected standard in reading.
2	Assessments, observations, and pupil discussions indicate that disadvantaged pupils often experience greater challenges in acquiring phonics compared to their peers. This difficulty directly impacts their progression as confident and fluent readers across all key stages.
3	Internal and statutory data shows that the attainment of disadvantaged pupils in mathematics is below that of their peers. Further analysis of units and internal assessments highlights gaps in mathematical fluency—particularly in recall and automaticity, procedural fluency, and flexibility and adaptability. These gaps limit pupils' ability to apply knowledge confidently and independently.
4	Assessments and observations indicate that disadvantaged pupils face greater difficulties with writing compared to their peers. This gap emerges in the early years and continues throughout primary education. In 2024/25, 67% (2 out of 3) of disadvantaged pupils did not achieve the Early Learning Goal (ELG) in writing. By the end of the year, 53% of disadvantaged pupils were working below age-related expectations in writing across the school. Although the gap narrows by the end of KS2, it remains significant in other year groups.
5	Observations and discussions with pupils and families have identified significant social and emotional challenges for many pupils, which particularly affect disadvantaged pupils and can impact their attainment. Teacher referrals for support remain high, with 50 pupils currently requiring additional social and emotional support. Of these 61% (38 pupils) are receiving targeted small-group or ELSA interventions to address needs such as emotional regulation, resilience, and peer relationships.
6	Attendance of disadvantaged pupils remains a long-term priority for the academy. Analysis and monitoring through VYED reports indicate that attendance for disadvantaged pupils continues to be lower than that of their peers. Furthermore, the proportion of disadvantaged pupils who are persistently absent is significantly higher compared to non-disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment and observations (including book scrutiny, pupil voice, and ongoing assessment) demonstrate significant improvement in disadvantaged pupils' achievement and progress in core areas. The implementation of WELCOMM across the school leads to measurable gains in language and communication skills. Reading comprehension outcomes for disadvantaged pupils improve, closing the gap with their peers.
Improved phonics outcomes among disadvantaged pupils	By 2026, KS1 phonics outcomes show that at least 80% of disadvantaged pupils meet the expected standard, reducing the gap with their peers and ensuring strong foundations for reading.
Improved mathematical fluency	By 2026, KS2 mathematics outcomes show that at least 80% of disadvantaged pupils meet the expected standard, with a minimum of 20% achieving the greater depth standard. Pupils demonstrate improved mathematical fluency, including recall and automaticity, procedural fluency, flexibility, and adaptability, enabling them to apply knowledge confidently and solve problems effectively.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2026 show that attainment in writing for disadvantaged pupils is in line with their non-disadvantaged peers and at least in line with the national average.
Improved emotional literacy and wellbeing amongst disadvantaged pupils.	Observations and evidence from ELSA and pastoral teams demonstrate improved levels of social and emotional development among disadvantaged pupils. A strong sense of belonging, supported by restorative practice, leads to a reduction in behaviour incidents for all pupils, including those from disadvantaged backgrounds.
Sustained improved attendance for all pupils, particularly our disadvantaged pupils	By 2026, sustained high attendance is achieved, demonstrated by: <ul style="list-style-type: none"> <li>The percentage of all pupils who are persistently absent being below 10%, with the figure for disadvantaged pupils no more than 5% lower than their peers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Overall attendance of disadvantaged pupils is in line with that of non-disadvantaged peers.</li> <li>• In line with our school's indicative ABIE target, overall attendance for the 2025–2026 academic year is at least 94.7%, representing an increase of 0.5 percentage points compared to 2024–2025.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pedagogy through use of the walkthrus and the Great Teaching Toolkit – <i>staff CPD focusing on quality first teaching</i>	Further develop pedagogy through use of the walkthrus and the Great Teaching Toolkit – staff CPD focusing on quality first teaching.	1,2,3,4
Develop the skills and expertise of staff by engaging them in the Trust Professional Learning Programme, ensuring high-quality teaching and targeted support for disadvantaged pupils. This will build capacity across the school and strengthen the implementation of evidence-based strategies.	Our Trust's professional learning, delivered through the Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment, and Behaviour—all areas with a strong evidence base for improving outcomes for disadvantaged pupils. The Trust has reviewed current educational research and developed operational frameworks to enable effective implementation of these strategies in schools. These frameworks ensure consistency, fidelity, and impact across teaching and learning.	1,2,3,4,5,6
Monitor the implementation of Literacy Tree writing curriculum that embeds modelling and practice of skills as integral	There is a strong evidence base that teaching writing composition strategies through modelling and supported practice has a high impact on writing outcomes. This approach is endorsed by the DfE's Writing	4

<p>components and uses high-quality stimulus materials to engage and motivate pupils to write. Fund teacher release time to monitor implementation and impact, and deliver CPD sessions for teaching assistants on effective strategies to support pupil progress in writing.</p>	<p>Framework and the EEF guidance reports on <i>Improving Literacy in KS1</i> and <i>Improving Literacy in KS2</i>. Additionally, the EEF report on the deployment of teaching assistants recommends using TAs to scaffold learning and develop pupils' independence, ensuring they are well-trained to support learners effectively in the classroom. These evidence-based strategies underpin our approach to improving writing outcomes for disadvantaged pupils.</p> <p>There is a strong evidence base that teaching writing composition strategies through modelling and supported practice has a high impact on writing outcomes. This approach is endorsed by the DfE's Writing Framework and the EEF guidance reports on <i>Improving Literacy in KS1</i> and <i>Improving Literacy in KS2</i>. Additionally, the EEF report on the deployment of teaching assistants recommends using TAs to scaffold learning and develop pupils' independence, ensuring they are well-trained to support learners effectively in the classroom. These evidence-based strategies underpin our approach to improving writing outcomes for disadvantaged pupils.</p> <p><a href="#">Writing Framework</a>  <a href="#">KS1 improving Literacy Report</a>  <a href="#">Improving Literacy KS2 Report</a>  <a href="#">Deployment of Teaching Assistants</a></p>	
<p>Purchase of a handwriting scheme to support with transcription skills, reducing cognitive load to enable pupils to compose creatively.</p>	<p><a href="#">DfE's writing framework</a> and <a href="#">EEF Improving Literacy in KS1</a> place emphasis on promoting fluent written transcription skills by encouraging extensive and purposeful practice. (Recommendation 6 in EEF report)</p>	4
<p>Purchase White Rose premium resources to support the curriculum and teaching of maths.</p>	<p>NCETM</p>	3
<p>Purchase reading resources for phonics (RWI) and fluency (H4L)</p>	<p>EEF Literacy guidance for KS1 and KS2  <a href="#">KS1 improving Literacy Report</a>  <a href="#">Improving Literacy KS2 Report</a>  <a href="#">EEF Phonics</a></p>	2

Engagement with the English Hub 'Early Language Development' programme covering the cost of release time for EY teacher to attend all sessions.	English Hub 'Supporting Early Language Development' has been developed by the DfE English Hubs and Voice 21  <a href="#">EEF Early Language Development</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide phonics intervention to ensure all children become successful readers. (RWI 1:1 Tutoring)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.  <a href="#">Phonics   EEF</a>	2
Provide fluency intervention for the first 20% of readers in KS2 (HfL)	Use high quality interventions  <a href="#">EEF Improving Literacy guidance</a>  <a href="#">Fluency   EEF</a>	1,2 (is this one ok?)
Provide small group writing tuition in KS1 and KS2 for pupils identified as needing additional support. This intervention will be delivered in addition to, and closely linked with, normal classroom lessons to reinforce core writing skills and accelerate progress	Targeted Academic Support – EEF PP guidance  <a href="#">Small group tuition   EEF</a>	4
Provide small group WEL-COMM sessions in KS1 and KS2 for pupils identified as needing additional support	Targeted Academic Support – EEF PP guidance	1

with speech, language, and communication. These sessions will be delivered in addition to normal classroom provision and will be closely linked to classroom learning to accelerate progress in language development.	<a href="#">Small group tuition   EEF</a>	
Provide the 'Sum Dog' maths intervention programme in small groups to secure number fluency.	<p>Following success using this in the last academic year, we intend to continue to use this programme to strengthen and secure basic number skills.</p> <p><a href="#">Sumdog evidence-and-impact</a></p> <p><a href="#">(sumdog.com)</a></p>	3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils' social, emotional, and behavioural needs through pastoral interventions delivered by ELSA. These sessions will focus on developing emotional literacy, resilience, and positive relationships, reducing barriers to learning and improving overall wellbeing.	<p><a href="#">3. Wider strategies   EEF</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	5
Implement a behaviour curriculum that includes a rewards and recognition system linked to house points, fostering a strong sense of belonging and responsibility among pupils. Provide training for all staff on the principles of restorative practice to ensure	<p><a href="#">EEF Improving Behaviour in Schools</a></p> <p>There is a strong evidence base that teaching learning behaviours reduces the need to manage misbehaviour, as pupils develop self-regulation and positive habits for learning. Ensuring that every pupil has a supportive relationship with a member of school staff promotes wellbeing and engagement, which are key to improving outcomes. Additionally, reward systems are most effective</p>	5,6



consistent, positive behaviour management and relationship-building across the school.	when embedded within a broader classroom management strategy, reinforcing positive behaviour and fostering a sense of belonging.	
Monitor attendance closely and provide early support for families through the use of Learning Mentor. This proactive approach will address barriers to attendance at the earliest opportunity, ensuring disadvantaged pupils maintain high attendance and engagement with learning.	Communicate effectively with families.  <a href="#">Supporting attendance   EEF</a>  <a href="#">Working together to improve school attendance - GOV.UK</a>	6
Subsidise the cost of extra-curricular activities, residential trips, and music lessons by 20% for disadvantaged pupils. This will ensure equitable access to enrichment opportunities that support personal development, cultural capital, and engagement with school life.	<a href="#">3. Wider strategies   EEF</a>	5

**Total budgeted cost: £ 41012**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

KS2 Outcomes 2024/5	Number of pupils: 10		Number of pupils: 33	
	National %EXP (disadvantaged)	Academy %EXP (disadvantaged)	National %EXP ( <u>not known</u> to be disadvantaged)	School %EXP ( <u>not known</u> to be disadvantaged)
Reading	63%	80%	81%	78%
Writing	59%	60%	78%	74%
Maths	61%	70%	80%	74%
Combined	47%	60%	69%	52%

#### Phonics

In 2024/25, 87% of Year 1 pupils passed the Phonics Screening Check. Among the five pupils eligible for Pupil Premium, three passed (60%). In Year 2, 57% of pupils passed the screening, which is lower than the previous year. This highlights the continued need for phonics to remain a key focus within the Pupil Premium strategy.

#### Reading

End of KS2 reading outcomes were above national averages, with 80% of disadvantaged pupils achieving at least the expected standard and 20% achieving greater depth. This demonstrates that gaps between disadvantaged pupils and their peers are closing by the end of KS2, due to high-quality teaching and targeted interventions throughout the school.

#### Writing

60% of disadvantaged pupils achieved the expected standard in writing. While this is slightly above national averages, a gap remains compared to non-disadvantaged peers. This reinforces the need for additional writing support within the Pupil Premium strategy.

### Maths

70% of disadvantaged pupils achieved the expected standard in maths, which is above national averages. However, a gap persists compared to non-disadvantaged peers, indicating that further targeted support in maths is required.

### Attendance

Attendance for disadvantaged pupils in 2024/25 was 90.2%, a decrease from the previous year. Persistent absence among disadvantaged pupils was 23.6%, making attendance a high priority within the Pupil Premium strategy.

### Social and Emotional Support

Daily ELSA pastoral sessions continue to have a positive impact, supported by qualitative data from parent and pupil voice. 61% of disadvantaged pupils accessed support focused on areas such as anger management, peer negotiation, self-esteem, and anxiety.

### Oral Language and Vocabulary

In the EY cohort for 2024/25, 67% of disadvantaged pupils achieved the Reading ELG, and 100% achieved Speaking and Listening ELGs. However, across the whole school, only 54.88% (34/62) of disadvantaged pupils achieved expected or above in reading, highlighting the importance of maintaining oral language and vocabulary development as a strategic priority.

### Enrichment and Cultural Capital

94% of Year 6 pupils attended the residential trip, including 80% of disadvantaged pupils. Additionally, 66% of disadvantaged pupils participated in at least one extracurricular activity. All pupils benefited from planned enrichment experiences, including workshops, trips, and visitor-led sessions in school.