



Pupil Premium Strategy Statement 2023-24

3-year plan 2022-25

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
Cherry Orchard Primary School	
Number of pupils in school	595 (with 71 Rec) + 43 Little Cherries
Proportion (%) of pupil premium eligible pupils	15.29% (91 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25 Year 2 of 3
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Karen Banford
Pupil premium lead	Caro Jaynes
Governor / Trustee lead	Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 125,130
Recovery premium funding allocation this academic year	£ 13,195
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	£138,325

Part A: Pupil premium strategy plan

Statement of intent (MAT and school)

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2023-24.

Aims:

To improve outcomes for all disadvantaged pupils so that:

- the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally
- the increased gap between disadvantaged and non-disadvantaged pupils significantly closes in reading, writing and mathematics

To improve attendance for all disadvantaged pupils across the MAT so that:

- overall attendance improves and is, at least, in line with the national figure for all pupils.
- persistent absence is significantly reduced.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- they engage in their learning and as a result attainment improves and they make at least good progress.

To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

CHERRY ORCHARD PRIMARY SCHOOL INTENT:

At Cherry Orchard Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who face hardships at home. The activity we outline in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a result of a varying number of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent, and as a result additional interventions are often personalised. The percentage value of a single disadvantaged pupil at Cherry Orchard Primary School can vary between 25% (4/76) in Year 1 to 5% (20/90) in Year 5, so caution must be exercised when comparing data to the national figures whether they be for disadvantaged pupils or non-disadvantaged pupils.

Our Aims:

To ensure that by July 2025:

- ✓ Outcomes for disadvantaged pupil improve so that the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- ✓ The proportion of persistent absence is reduced for disadvantaged pupils.
- ✓ Attendance for all disadvantaged pupils improves so figures compare favourably to non-disadvantages pupils both in school and nationally.
- ✓ Disadvantaged pupils are equipped with the knowledge and cultural capital they need in order to engage positively in their learning and so that they gain positive life experiences.

Key principles of our strategy plan:

We will:

1. Promote our whole MAT drivers KNOWLEDGE, EQUALITY, INNOVATION, LEGACY, PARTNERSHIP and SUSTAINABILITY with all pupils but, in particular, disadvantaged pupils
2. Continually assess the needs of all disadvantaged pupils
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this
4. Ensure that the most vulnerable are our priority
5. Ensure that we provide a broad and balanced curriculum, with appropriate challenge and support, that can be accessed by all pupils
6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately
7. Build in pastoral packages that ensure that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised
8. Provide mentoring support for all pupils to help them develop strong life-long learning behaviours
9. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG
10. Utilise staff strengths so that planned action has the biggest impact
11. Rigorously and frequently track their progress
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at Cherry Orchard Primary School.

Challenge number	Detail of challenge
1	<p>Attendance.</p> <p>The number of PP pupils with poor attendance is higher than that of non-PP pupils:</p> <ul style="list-style-type: none"> • Almost one quarter of PP children fall into the PA category compared to 10% of non-PP pupils. • The attendance gap between non-PP and PP pupils was 1.95%% in 2021-22.
2	<p>Oral language skills.</p> <p>Assessments, observations and pupil voice indicate underdeveloped language skills and vocabulary gaps amongst many of our disadvantaged pupils, from Reception to KS2.</p> <ul style="list-style-type: none"> • Our Language Link screening identifies 38% of pupils entered EY with poor language acquisition this year. • SALT are currently working with staff to support 9 pupils with lower levels of language
3	<p>Attainment.</p> <p>Assessments have demonstrated that:</p> <ul style="list-style-type: none"> • The gap between non-PP and PP in all core subjects is greatest in Y2 (Y3 in 2023-24) R 77% v 40% W 73% v 20% M 82% v 40%) • across the school, the gap between PP and non-PP is greatest in maths. (56% v 80%) • writing attainment is below that of R and M in most year groups for all groups of pupils
4	<p>Mental well-being.</p> <p>Some of our disadvantaged pupils have lower self-esteem and have a lower sense of self-worth/aspiration. Pupil voice and observations have identified social and emotional issues for many pupils resulting in lower progress and attainment in all subjects.</p> <p>Currently:</p> <ul style="list-style-type: none"> • one child is children are on a part-time timetable due to their heightened stress levels. • five families are accessing counselling sessions • three children are accessing nurture support regularly due to their emotional needs
5	<p>The wider curriculum/cultural capital.</p> <p>Some of our disadvantaged pupils do not have access to wider experiences such as clubs and travel opportunities.</p> <ul style="list-style-type: none"> • Non-PP pupils access more clubs than PP pupils (85 % v 15%) • There is a higher percentage of non-PP pupils going on residential.

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
To achieve higher attendance for all pupils in our school, particularly our PP pupils.	Sustained high attendance for the year 2023-24 with: <ul style="list-style-type: none"> • attendance for all pupils above 96% • the attendance gap between non-PP and PP pupils being reduced from 2% to less than 1.5% • the amount of PA absence for PP children being reduced from 19% to below 15% so that pupils will be in school more often.
To improve the level of language skills and vocabulary among PP pupils.	SALT reports evidence less pupils requiring support. Assessments and observations, when triangulated with book scrutinies and formative assessment, indicate significantly improved oral language among disadvantaged pupils. On leaving Reception year, the number of pupils being identified (using Language Link) as having a language concern is reduced from 38% to <20%.
To close the gap between non-PP and PP pupils in all core subjects in Years 3 & 4.	EOY outcomes for R,W and M in Y3 for PP pupils show that the gaps have closed by at least: <ul style="list-style-type: none"> • 10% in reading (previous gap 37%) • 15% in writing (previous gap 53%) • 15% in maths (previous gap 42%)
To close the gap between non-PP and PP pupils in maths across the school.	KS2 maths outcomes (along with in-school data) show that the gap between PP and non-PP has closed in maths to <20%.
To achieve improved well-being for all pupils in our school, particularly our PP pupils.	Data collected from pupil voice, parent surveys and teacher observations demonstrates all pupils are happy at school. Anxiety is reduced amongst all pupils and particularly PP pupils demonstrated by less pupils requiring behaviour intervention and less need for pupils to be on part-time timetables. A higher number of pupils are able to access forms of counselling allowing them to reduce their stress levels and participate more fully in learning.
To widen the life experiences of all pupils at our school, particularly PP pupils.	A significant increase in participation in extra-curricular activities, particularly among PP pupils to at least 20%. A higher percentage of PP pupils attending trips, particularly residential trips (in Y4 and Y6).

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: £78,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language interventions: Speech and Language service to support teachers with QFT through consistency with programmes such as Word Aware, visual timetables and bespoke CPD.</p> <p>SALT SLA support given to staff in order for them to support pupils</p> <p>Oracy project</p>	<p>In-house evidence that supports the need for action: End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for vast majority of PP pupils, especially in KS2.</p> <p>Research evidence that supports approach: EEF: Oral language interventions +6</p>	2
<p>Class teachers will target and prioritise PP pupils through QFT paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress.</p> <p>Staff training using Walk Thrus (questioning and feedback). School marking procedure. Time given to pupil conferencing. Monitoring by SLT. Use of 1:1 devices to support learning</p>	<p>In-house evidence that supports the need for action: End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for vast majority of PP pupils, especially in KS2.</p> <p>Research evidence that supports approach: EEF: Feedback +6</p>	3
<p>Staff CPD (teachers and learning assistants) to improve the quality of teaching, in particular for most disadvantaged pupils, with a focus on questioning and feedback.</p> <p>Staff meetings (in-school and with MAT) and training sessions</p>	<p>In-house evidence that supports the need for action:</p> <p>Research evidence that supports approach: EEF: Feedback +6</p>	3

<p>for all learning assistants using Walk Thrus.</p> <p>Oracy Project</p> <p>NPQH (course and release cover time)</p> <p>Digital Champions training (course and release cover time)</p> <p>Digital Innovators training (course and release cover time)</p>		
<p>Introduction of structured literacy program linking reading, writing, spelling and spoken language for all year groups.</p> <p>Oracy project (cover for release of lead during training; delivering CPD to all staff; implementing changes to curriculum; monitoring impact)</p> <p>Fluency project</p> <p>Letterjoin handwriting program</p> <p>RWI</p> <p>Staff CPD for spelling program</p>	<p>In-house evidence that supports the need for action:</p> <p>Lower levels of attainment for writing across all year groups for both non-PP and disadvantaged pupils as compared to maths and reading.</p> <p>Book scrutinies show poor levels of spelling across the school.</p> <p>Research evidence that supports approach:</p> <p>EEF: Phonics +5</p> <p>EEF: Reading comprehension strategies +6</p> <p>EEF: Teaching assistant interventions +4</p>	<p>2, 3</p>
<p>Whole staff training on the TISUK approach to ensure all staff can relate to, engage and support pupils through a consistent and nurturing approach</p> <p>Trauma informed training delivered by trained SENCo during whole staff CPD sessions</p> <p>Use of webinars from <u>Schools / Organisations (traumainformedschools.co.uk)</u></p> <p>Staff meet and greet each morning.</p>	<p>Research evidence that supports approach:</p> <p>EEF: Social and Emotional Learning</p> <p>TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.</p> <p><u>Mental health and behaviour in schools (publishing.service.gov.uk)</u></p> <p>There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>The Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision, " There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching</p>	<p>4</p>

	<p>assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)'</p> <p>Trauma Informed Schools UK</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implement maths intervention materials (Numberstacks and Whizz Maths) to identify gaps in pupils' knowledge and provide targeted teaching.</p>	<p>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 and in small groups.</p> <p>Research evidence that supports approach: EEF: small group tuition +4 EEF: one to one tuition +5</p>	3, 4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Maths boosters Reading boosters Whizz maths Booster groups in Y6</p>	<p>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 and in small groups.</p> <p>Tuition targeted in small groups at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Research evidence that supports approach: EEF: small group tuition +4 EEF: one to one tuition +5</p>	3, 4
<p>Oral language interventions / SALT work to support individualised</p>	<p>Good language skills are linked to achievement and life chances. A child starting school with poor language skills</p>	2

<p>speech and language/communication programmes across the school.</p> <p>In addition to NHS support, Sarah Smith (SALT) employed for one full day a week to assess and monitor pupils and support staff delivering individual programs.</p> <p>Early identification of children with Speech, Language and Communication (SLCN) needs through use of Language Link in Reception. Daily intervention to identified children delivered by support staff under the guidance of SALT. Fluency project when children are heard read every day by an adult Oracy Project implemented across the school to improve speaking levels</p>	<p>faces an uphill struggle to catch up. Unsupported language delays affect attainment, learning, literacy, social relationships, behaviour, mental health and ultimately employment and social mobility.</p> <p>Research evidence that supports approach: EEF: oral language interventions +6</p> <p>Words Heard: by the age of 3 children growing up from lower income families may hear up to 30 million fewer words than their more privileged counterparts.</p>	
<p>Motional Assessments used to carry out assessments on all disadvantaged pupils.</p> <p>Whole class assessments to pinpoint support areas. Teachers and TAs to be aware of the outcomes of the assessments and what this means for the child. Areas of concern are identified and strategies for support implemented.</p>	<p>Research evidence that supports approach: EE: Social and Emotional Learning</p> <p>Motional is an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing</p>	4, 3, 2

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

Budgeted cost: £22,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target parents of pupils whose attendance is below 95% and formulate action plans - school to agree level of support and parents to agree to the plan.</p> <p>Weekly attendance checks on all PP pupils.</p> <p>Monthly monitoring meetings (SLT and MAT attendance officer)</p> <p>Daily and weekly monitoring of attendance by DT.</p> <p>First day phone calls to all numbers associated with pupil.</p> <p>Work closely with parents to improve attendance.</p> <p>Regular conversations formally and informally with the pupil.</p> <p>Attendance display in the hall tracking class with highest weekly attendance.</p> <p>Termly attendance reward for class with greatest number of winning weeks.</p> <p>Updates on the newsletter.</p> <p>Request for Leave of Absence forms to be requested from the Headteacher and Deputy Headteacher.</p>	<p>In-house evidence that supports the need for action:</p> <p>2021-22 attendance for all: 93.78%</p> <p style="padding-left: 40px;">For Non-PP: 94.38%</p> <p style="padding-left: 40px;">For PP: 90.89%</p> <p>PA for all: 19.76%</p> <p style="padding-left: 40px;">For non-PP: 15.94%</p> <p style="padding-left: 40px;">For PP: 37.50%</p> <p>9.45% of PP pupils had less than 95% attendance in 2021-22.</p> <p>Research evidence that supports approach:</p> <p>EEF: Parental engagement +4</p> <p><i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i></p> <p>(https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures)</p>	1, 4
<p>Support families with a uniform grant so that children have the appropriate clothing for school in order to feel a full part of the school community.</p>	<p>Some disadvantaged children and their families at Cherry Orchard do not have the financial resources to buy the range of uniform required at one time (as in September).</p>	1,4

<p>PPG to fund; SBM to ensure families receive uniform grant. Access to uniform clothing bank all year around. Support from shopping vouchers as necessary.</p>	<p>EEF: School uniform (unknown impact) <i>There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</i> <i>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</i></p>	
<p>Partially fund the cost of educational visits and residential for all disadvantaged pupils. Residential in Y4 and Y6 Class trips (local and in the wider area) Workshops in-school (eg theatre groups, sports challenges)</p>	<p>In-house evidence that supports the need for action: A higher percentage of non-PP pupils took part in the Y6 residential trip last year. Some PP pupils are not sent to school on trip days as they cannot afford the cost. These experiences will provide pupils with the knowledge and cultural capital to succeed in life. Research evidence that supports approach: EEF: Arts participation +3 EEF: Aspiration interventions EEF: Outdoor adventure learning <i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p>	1, 4, 5 (3)
<p>Run a wider selection of extra-curricular clubs for all to attend and invite selected disadvantaged pupils to attend. Drama, cooking etc Pupil voice to discover which clubs appeal to the widest number of pupils. Attendance monitored</p>	<p>In-house evidence that supports the need for action: Only 15% of PP pupils attended at least one extra-curricular club last academic year compared to 85% of non-PP pupils. Pupil voice survey suggested that more non-sporting clubs would be attended by more PP pupils. Research evidence that supports approach: EEF: Arts participation +3</p>	1, 4, 5

<p>Admin costs paid (£1 per week for an after school club)</p>		
<p>Provide counselling and mentoring sessions for pupils with lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being.</p> <p>Play therapist, Motional assessment, in-house counsellor</p>	<p>In-house evidence that supports the need for action:</p> <p>Small group of pupils identified across the school who are unable to access full-time learning/class due to their mental health and low self-esteem. For some, this leads to poor behaviour and can result in suspension from school.</p> <p>Research evidence that supports approach:</p> <p>EEF: Aspiration intervention EEF: Arts participation +3 EEF: Behaviour interventions +4</p>	<p>1, 3, 4</p>
<p>Provide specialist support from the CAMHS WEST team for pupils and family members who need support with mental health and well-being.</p> <p>Weekly therapy sessions Training for individual staff Whole school training events</p>	<p>In-house evidence that supports the need for action:</p> <p>Small group of pupils identified across the school who are struggling with a variety of mental health issues. For some, this leads to poor behaviour and can result in suspension from school.</p> <p>Research evidence that supports approach:</p> <p>NHS national project being rolled out in schools in waves. EEF: Behaviour interventions +4</p>	<p>1, 3, 4</p>

Total budgeted cost: £138,247

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments (see below tables).

To help us gauge the performance of our disadvantaged pupils, we compare our results to those of disadvantaged and non-disadvantaged pupils at a national level (though these comparisons are to be considered with caution due to the varying numbers of PP pupils in each year group and considering the impact of COVID of the education system).

Data from tests and assessments suggest that the progress and attainment of the school disadvantaged pupils in 2022-23 demonstrated improvements on the previous year as we work towards our 2025 intended outcomes.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance (see below table), behaviour and wellbeing.

The data demonstrated that the attendance of our PP increased by over 2% from 2021 with the PA of PP pupils decreasing by half (to 18.68%) which is a significant improvement.

Intended outcome	
To achieve higher attendance for all pupils in our school, particularly our PP pupils. Met for 2022-23	<ul style="list-style-type: none">• Whole school attendance improved to be above national level.• PP attendance improved by nearly 2.5% (up to 93.11% from 90.68% the previous year), closing the gap between PP and non-PP pupils to under 2%• PP PA reduced by half to under 19%
To improve the level of language skills and vocabulary among PP pupils. Met for 2022-23	<ul style="list-style-type: none">• Number of pupils being supported by SALT reduced from 32 to 9.• Percentage of Reception children still being seen to have a language concern reduced by 17% from 29% to 12%.• Of the 3 PP children assessed as having a language concern (using Language Link), 1 no longer needs extra support.

<p>To close the gap between non-PP and PP pupils in all core subjects in Year 4.</p> <p>Partially met</p>	<ul style="list-style-type: none"> • Gap in reading closed by 5% • Gap in writing closed by 8% • Gap in maths closed to under 20% for end of year results.
<p>To close the gap between non-PP and PP pupils in maths across the school.</p> <p>Met for 2022-23</p>	<ul style="list-style-type: none"> • Gap less than previous year at 24% though still significant.
<p>To achieve improved well-being for all pupils in our school, particularly our PP pupils.</p> <p>Met for 2022-23</p>	<ul style="list-style-type: none"> • Pupil voice demonstrated that 98% of children feel safe at school. 96% enjoy school. • Number of children on PSPs reduced. • 70% of those accessing Creative Therapy were PP children all of whom demonstrated improvements in academic results as a result of a happier mind. • Nurture room set up to support those who find learning in a large setting hard. Accessed regularly by 10 children. • Behaviour incidents involving PP pupils reduced as we moved through the year by over 15%.
<p>To widen the life experiences of all pupils at our school, particularly PP pupils.</p> <p>Met for 2022-23</p>	<ul style="list-style-type: none"> • Number of PP pupils attending clubs rose by 11% to 17% at the end of the year. • 76% of the Y6 PP pupils went on their residential. • 63% of the Y4 PP pupils went on their residential. • All PP pupils accessed their educational trips.

Attendance 2022-23 (National figures are the most up-to-date released 2021-22)

		Whole School	PP	Non-PP
Attendance	National	94%	94.3%	96.3%
	Cherry Orchard	94.7%	93.1%	95.05%
Absence	National	6%	5.7%	3.7%
	Cherry Orchard	4.22%	5.82%	3.87%
Unauthorised Absence	National	1.7%	1.9%	0.9%
	Cherry Orchard	1.08%	1.08%	1.08%
Persistent Absence	National	17.2%	16.5%	5.8%
	Cherry Orchard	20.35%	18.68%	16.21%

Outcomes of KS1 phonics screening check in 2023:

- 90% of all Y1 pupils passed the phonics screening. This is up 8% from last year.
- 90% of PP pupils passed the phonics screening. This is up 40% from last year.
- National figure (for all pupils) in 2023 was 79%.

Outcomes of EYFS GLD in 2022:

- 78% of all pupils attained a good level of development. This is down 8% on last year.
- 62% of PP pupils attained a good level of development. This is up on 2021 by 2%.
- Last released National GLD (for all pupils) was 67% in 2023.

Based on these outcomes, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as demonstrated in the main strategy document.