



# Pupil Premium Strategy Statement 2025-26

3-year plan 2025-28

## 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
Cherry Orchard Primary School	
Number of pupils in school	556 in total 504 in YR-6 52 in Preschool
Proportion (%) of pupil premium eligible pupils	15.11% (84 children in total, 82 in YR-6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Karen Banford
Pupil premium lead	Caro Jaynes
Governor / Trustee lead	Richard Kieran

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 135,815
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 135,815

# Part A: Pupil premium strategy plan

## Statement of intent

### **Vision and mission**

Through an extraordinary education, we empower pupils to be life-long learners who recognise their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish as extraordinary people. Together, we spark aspiration and drive achievement so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

### **Extraordinary Education**

An extraordinary education ensures that:

- All pupils experience great teaching and develop the skills to know how to learn, enabling them to reach their true potential.
- Every pupil has access to an equitable education entitlement that extends beyond academic success to the deep development of character, interests, talents and aspirations.

### **Our strategic priorities**

To realise this vision for disadvantaged pupils, our strategy is anchored in three Trust-wide priorities:

1. **Excellent teaching and provision**  
High-quality teaching, inclusive classroom practice and carefully designed provision ensure that disadvantaged pupils access ambitious learning experiences and achieve strong outcomes.
2. **High-quality support for vulnerable pupils**  
Targeted academic, pastoral and wellbeing support removes barriers to learning and enables pupils to engage fully, attend regularly and make sustained progress.
3. **Exceptional enrichment**  
Enrichment opportunities broaden horizons, raise aspirations and develop confidence, cultural capital and character, ensuring disadvantaged pupils flourish beyond the classroom.

## **Strategic aims for disadvantaged pupils**

### **1. Outcomes and progress**

- To ensure disadvantaged pupils achieve strong attainment in reading, writing and mathematics.
- To narrow and close gaps between disadvantaged pupils and their peers within the Trust and nationally.
- To ensure disadvantaged pupils make at least good progress from their starting points.

### **2. Quality of teaching and learning**

- To ensure disadvantaged pupils consistently experience high-quality, inclusive teaching across all subjects.
- To embed evidence-informed strategies that meet the needs of disadvantaged pupils, including those with SEND.

### **3. Attendance and engagement**

- To improve attendance for disadvantaged pupils so that it is strong and sustained.
- To reduce persistent absence through early identification, family engagement and targeted support.
- To strengthen pupils' engagement in learning through positive relationships and high expectations.

### **4. Wellbeing and mental health**

- To ensure disadvantaged pupils have timely access to appropriate mental health and well-being support.
- To support pupils to develop resilience, emotional regulation and a positive sense of self, enabling them to engage confidently in learning.

### **5. Communication and language**

- To identify and address language and communication barriers early and swiftly, particularly for younger pupils and pupils with EAL.
- To ensure disadvantaged pupils develop strong oracy, vocabulary and communication skills across the curriculum.

### **6. Enrichment, aspiration and character**

- To ensure disadvantaged pupils fully access enrichment opportunities that develop talents, interests and cultural capital.

- To raise aspirations and support pupils to see themselves as successful learners with ambitious future pathways.

**Our Aims:**

- To improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in RWM combined in all year groups at key school points (GLD, Year 1 Phonics Check, Year 4 Multiplication Check, Year 6 SATs) compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- By 2030, 95% of pupils pass their Year 1 Phonics Check.
- By 2030, 75% of Key Stage 2 pupils achieve RWM combined.
- To improve attendance for all disadvantaged pupils so that figures compare favourably to non-disadvantaged pupils both in school and nationally.
- 100% of pupils experience a wide range of enrichment activities during their school journey at Cherry Orchard Primary School so that they gain positive life experiences.

## 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><b>Attainment</b></p> <p><u>Early Years attainment:</u></p> <ul style="list-style-type: none"> <li>At the end of Reception, 28% of PP pupils achieved GLD compared to 82% of non-PP pupils. Word Reading (ELG 9) and Writing (ELG 10) are areas for development.</li> </ul> <p><u>All years' attainment:</u></p> <ul style="list-style-type: none"> <li>There are still gaps between PP and non-PP attainment in Reading, Writing and Maths in years 1-5. The largest differences in Reading are in current Year 5; Writing are in current Year 5; Maths are in current Year 4.</li> </ul> <p><u>End of Year 6 attainment:</u></p> <ul style="list-style-type: none"> <li>At the end of Key Stage 2, 37% of PP pupils achieved expected in RWM combined compared to 70% of non-PP pupils.</li> <li>At the end of Key Stage 2, 68% of PP pupils achieved expected in Reading compared to 80% of non-PP pupils.</li> <li>At the end of Key Stage 2, 58% of PP pupils achieved expected in Maths compared to 80% of non-PP pupils.</li> </ul>
2	<p><b>Attendance.</b></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"> <li>The attendance gap between PP and non-PP pupils was 2.8% at the end of last year.</li> <li>PA of PP pupils was 25% at the end of last year.</li> <li>Over a quarter of PP pupils fell in the PA category at the end of last year compared to less than 15% of non-PP pupils.</li> </ul>
3	<p><b>Oral language skills.</b></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"> <li>Our Language Link screening identifies 28% of pupils entered EY with poor language acquisition this year.</li> <li>SALT are currently working with staff to support 22 pupils with lower levels of language across the school.</li> </ul>
4	<p><b>Mental health and wellbeing.</b></p> <p>Almost 10% of our PP pupils have SEMH needs which are impacting their engagement and learning. Many of our disadvantaged pupils have poor mental health due to challenging home lives and some suffer high anxiety. This is</p>

	<p>affecting their regulation and behaviour for learning as well as their attendance.</p> <ul style="list-style-type: none"> <li>• 12 pupils are accessing nurture support regularly due their emotional needs</li> <li>• 4 pupils are currently accessing AP as well as school due to their emotional needs</li> <li>• 36 families are currently being supported within our Early Help offer</li> </ul>
5	<p><b>Enrichment.</b></p> <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 beyond their local area.</p>

## 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
<p>To close the gap between PP and non-PP GLD outcomes in EYFS.</p> <p>To close the gap between PP and non-PP pupils across the school.</p> <p>To close the gap between PP and non-PP pupils in KS2 RWM combined.</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils make at least Good progress from their starting points.</li> <li>• Disadvantaged pupils consistently experience high-quality, inclusive teaching.</li> <li>• Evidence-informed strategies are embedded across the school.</li> </ul>	<p>The percentage of PP pupils who achieve GLD will be in line with non-PP peers.</p> <p>Gaps between PP and non-PP pupils in core subjects will be narrowed to below 20%.</p> <p>The percentage of PP pupils who attain ARE in RWM at the end of KS2 will be above national and closer to national non-PP figures.</p> <p>Progress measures for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
<p>To achieve higher attendance for all pupils in our school, particularly our PP pupils.</p>	<p>Attendance of disadvantaged pupils moves closer to national levels (&gt;95%).</p> <p>The gap between PP and non-PP pupils attendance will be &lt;2%.</p> <p>Reduction in number of disadvantaged pupils classed as persistently absent.</p>

<p>To improve the level of language skills and vocabulary among PP pupils.</p> <ul style="list-style-type: none"> <li>• Language and communication needs are identified early.</li> <li>• Pupils' oracy skills are promoted across the school.</li> </ul>	<p>SALT reports evidence less pupils requiring support.</p> <p>Assessments and observations, when triangulated with book scrutinies and formative assessment, indicate significantly improved oral language among disadvantaged pupils.</p> <p>On leaving Reception year, the number of pupils being identified as having a language concern is reduced to &lt;20%.</p>
<p>To achieve improved well-being for all pupils in our school, particularly our PP pupils.</p>	<p>Data collected from pupil voice, parent surveys and teacher observations demonstrates all pupils are happy at school.</p> <p>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.</p> <p>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.</p>
<p>To widen the life experiences of all pupils at our school, particularly PP pupils.</p> <ul style="list-style-type: none"> <li>• CO experiences trail</li> <li>• MEE</li> <li>• Lyfta</li> <li>• Extra-curricular clubs</li> </ul>	<p>100% of children experience 20 special events through their primary school journey.</p> <p>A significant increase in participation in extra-curricular activities, particularly among PP pupils to at least 20%.</p> <p>A higher percentage of PP pupils attending trips, particularly residential trips (in Y4 and Y6).</p> <p>Pupil voice demonstrates higher pupil confidence and aspirations.</p>

## Activity in this academic year

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

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching and Learning:</b> High-quality CPL for ALL staff</p> <p>Develop Teaching and Learning across the school based on Teaching and Learning Principles (research-led and based on inclusive and SEMH-informed practice).</p> <p>All staff trained on inclusive classroom strategies, including direct instruction, worked examples, modelling and metacognition.</p> <p>Ongoing coaching and mentoring and peer observations (through TRG) to embed best practice.</p> <p>Leaders at all levels to undertake National Professional Qualifications to support implementation of whole-school initiatives.</p> <p>Use of technology (iPads) to support teaching (modelling and direct instruction) and learning (pupil practises, assessments, feedback etc).</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Gaps between PP and non-PP attainment in all year groups.</p> <p><b>Research evidence that supports approach:</b></p> <p>Evidence indicates that high-quality teaching is the most powerful way for school to improve attainment, particularly for disadvantaged pupils.</p> <p>EEF Toolkit: High-quality teaching EEF Toolkit: Feedback +6 EEF Toolkit: Mastering learning +5 EEF Toolkit: Mentoring +2 EEF Toolkit: Metacognition and Self-Regulation + 8</p>	<p>1, 2, 4</p>
<p><b>Early Years:</b> Early Years environment is planned and resourced with Early</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Gaps between PP and non-PP attainment in GLD at end of Reception.</p>	<p>1</p>

<p>Excellence models in mind, ensuring provision is progressive and appropriate to age and stage.</p> <p>All staff are trained in high-quality interactions with children through play-based learning and short bursts of direct adult instruction (the ShREC approach).</p> <p>Work with Early Years experts across the MAT to provide high-quality professional development for all EYFS staff.</p> <p>Leaders engage in high-quality analysis of outcomes (<i>Best Start in Life</i>) and teachers regularly assess children in the prime areas.</p>	<p><b>Research evidence that supports approach:</b></p> <p>DfE's <a href="#">Giving every child the best start in life</a></p> <p>EEF Using evidence-informed strategies to develop everyday practice <a href="#">High-quality interactions   EEF</a></p>	
<p><b>Oral language interventions:</b></p> <p>Speech and Language service to support teachers with QFT through consistency with programmes such as Word Aware, visual timetables and bespoke CPD.</p> <p>All staff to be trained and follow the Rivers Language Acquisition Strategy:</p> <p>Voice 21 approach</p> <p>Word Aware</p> <p>Colourful Semantics</p> <p>ShREC approach in EFYS</p> <p>Early Years staff to complete Baselines and Language Link</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Gaps between PP and non-PP children at the end of Reception</p> <p>Large numbers requiring SALT support</p> <p><b>Research evidence that supports approach:</b></p> <p>EEF: Oral language interventions +6</p>	3
<p><b>Reading into Writing:</b></p> <p>Introduction of structured spelling programme to improve spelling from Years 2-6.</p> <p>RWI programme training for all staff.</p> <p>Resourced for Years 2-6.</p>	<p><b>In-house evidence that supports the need for action:</b></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>	1, 3

	<p><b>Research evidence that supports approach:</b></p> <p>EEF: Phonics +5</p> <p>EEF: Reading comprehension strategies +7</p>	
<p><b>Maths:</b></p> <p>Introduction of Mastering Number to Year 3 so all year groups are accessing the resource.</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Gap between PP and non-PP pupils in all years and at the end of KS2.</p> <p>Currently, Year 3 have a 21% gap between PP and non-PP pupils in maths.</p> <p><b>Research evidence that supports approach:</b></p> <p>EEF: Mastering learning +5</p>	1, 4

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

Budgeted cost: £45,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted reading interventions:</b></p> <p>Structured phonics interventions</p> <p>RWI Fresh Start</p> <p>Fluency Project</p> <p>1:1 and small group reading where required</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Gap between PP and non-PP pupils in all years and at the end of KS2 in reading and writing.</p> <p><b>Research evidence that supports approach:</b></p> <p>EEF Toolkit: Phonics +5</p> <p>EEF Toolkit: One to one tuition +5</p> <p>EEF Toolkit: Reading comprehension strategies +7</p> <p>EEF Toolkit: Small group tuition +4</p>	1

<p><b>Targeted maths interventions:</b></p> <p>Success At Arithmetic – training for staff to deliver to Year 5 pupils</p> <p>Maths Whizz – purchased to provide extra support for pupils in Years 5 and 6</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Gap between PP and non-PP pupils in all years and at the end of KS2.</p> <p>Currently, Year 5 have a 18% gap between PP and non-PP pupils in maths.</p> <p><b>Research evidence that supports approach:</b></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>EEF Toolkit: One to one tuition +5</p> <p>EEF Toolkit: Small group tuition +4</p> <p>EEF Toolkit: TA interventions +4</p>	<p>1</p>
<p><b>Oral language interventions:</b></p> <p>SALT work to support individualised speech and language/communication programmes across the school.</p> <p>In addition to NHS support, two SALT staff 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.</p> <p>Daily intervention to identified children delivered by support staff under the guidance of SALT.</p> <p>Fluency project when children are heard read every day by an adult.</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Almost one third of Reception pupils entered the year with below levels of language.</p> <p>22 pupils across the school are needing support for S&amp;L.</p> <p><b>Research evidence that supports approach:</b></p> <p>Good language skills are linked to achievement and life chances. A child starting school with poor language skills 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>EEF toolkit: 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</p>	<p>3</p>

	than their more privileged counterparts.	
<p><b>Year 6 booster clubs.</b> Provide weekly out-of-school tuition to a selected group of Y6 pupils.</p>	<p><b>In-house evidence that supports the need for action:</b> Gap between PP and non-PP pupils at the end of Year 5.</p> <p><b>Research evidence that supports approach:</b> 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>EEF Toolkit: small group tuition +4</p>	1

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

Budgeted cost: £55,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance:</b> 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>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><b>In-house evidence that supports the need for action:</b> Gap between the attendance levels of PP and non-PP pupils.</p> <p>Greater percentage of PP pupils are PA than non-PP.</p> <p><b>Research evidence that supports approach:</b> EEF Toolkit: 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> <a href="https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures">(<a href="https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures">https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</a>)</a></p>	1, 2

<p>Pastoral support in place for families that need it.</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>Inclusive Attendance project</p>	
<p><b>Enrichment:</b></p> <p>Carefully plan series of trips, experiences, opportunities, activities across all year groups so that they are progressive, inclusive and underpin learning.</p> <p>Partially fund the cost of educational visits and residential for all disadvantaged pupils.</p> <p>Use MEE app to track enrichment opportunities across time in primary school.</p> <p>e.g. Residential in Y3, Y4 and Y6</p> <p>Class trips (local and in the wider area)</p> <p>Workshops in-school (eg theatre groups, sports challenges)</p> <p>Clubs</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>A higher percentage of non-PP pupils took part in the Y6 residential trip last year.</p> <p>Some PP pupils are not sent to school on trip days as they cannot afford the cost.</p> <p>These experiences will provide pupils with the knowledge and cultural capital to succeed in life.</p> <p><b>Research evidence that supports approach:</b></p> <p>EEF Toolkit: Arts participation +3</p> <p>EEF Toolkit: Aspiration interventions</p> <p>EEF Toolkit: Collaborative learning experiences +5</p> <p>EEF Toolkit : Outdoor adventure learning</p> <p><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> <p>EEF Toolkit: Physical activity +2</p>	<p>1, 2, 4, 5</p>
<p><b>Support wellbeing:</b></p> <p>In-school nurture rooms, permanently staffed and able to be accessed by all.</p> <p>Alternative curriculum staffed for small group of</p>	<p><b>In-house evidence that supports the need for action:</b></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>1, 3, 4</p>

<p>SEMH pupils that cannot access main classrooms.</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>CAMHS-WEST</p> <p>Play Therapy</p>	<p><b>Research evidence that supports approach:</b></p> <p>EEF Toolkit: Aspiration interventions</p> <p>EEF Toolkit: Behaviour interventions +3</p> <p>EEF Toolkit: Metacognition and Self-Regulation + 8</p> <p>EEF Toolkit: Social and emotional learning +3</p>	
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**Total budgeted cost: £135,815**

## 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 2024 to 2025 academic year.

Intended outcome	
Outcomes in Attainment:	<p>38% of PP pupils achieved GLD at the end of Reception, below the National average of 51%. This is a continued outcome for our next strategy.</p> <p>90% of Year 1 PP pupils passed their Phonics Check compared with 92% of non-PP pupils, closing the gap by 10% on the previous year and up 23% on the National figure of 67%.</p> <p>All years (1-5) PP figures: All subjects improved on the previous year with the gap closing between PP and non-PP in RWM by 4%. However the gaps are still significant with the largest gap in writing (PP 69% and non-PP 90% at ARE).</p> <p>37% of PP pupils achieved RWM combined at KS2. Outcomes for disadvantaged pupils: Reading: 68% (up 9% on 2024-25) Writing: 53% (down 15% on 2024-25) Maths: 58% (up 8% on 2024-25) This is a continued outcome for our next strategy, with writing being a focus.</p>
Outcomes in attendance:	<p>Whole school attendance improved to be above national level at 95.5%.</p> <p>PP/non-PP attendance gap was 2.8% growing by 0.5% on the previous year.</p> <p>PP PA was higher by 4 pupils.</p> <p>Improving attendance is a continued priority with the absence of a few specific PP pupils being the required area of focus.</p>
Outcomes in language skills:	<p>Number of pupils being supported by SALT reduced from 32 to 9.</p> <p>Of the 5 PP children assessed as having a language concern (using Language Link), 3 no longer need extra support.</p>
Outcomes in mental health and wellbeing:	<p>Pupil voice demonstrated that 98% of children feel safe at school. 96% enjoy school.</p> <p>Number of children on PSPs reduced.</p>

	<p>70% of those accessing Creative Therapy were PP children all of whom demonstrated improvements in academic results as a result of a happier mind.</p> <p>Nurture room set up to support those who find learning in a large setting hard. Accessed regularly by 10 children.</p> <p>Lunchtime nurture club continued to reduce incidents of dysregulation on the playground.</p> <p>Behaviour instances involving PP pupils reduced as we moved through the year by over 15%.</p>
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