

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	203
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025 (reviewed annually)
Statement authorised by	Mrs G Curtis
Pupil premium lead	Mr D Thursby
Governor / Trustee lead	Mr P Armstrong

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
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	£41012 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 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 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	On entry 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. Vocabulary development and phonological awareness is more limited than their peers.
2	Fluency in reading: 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. 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.
3	Development of writing: 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.
4	Development of maths skills : 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.
5	General development through positive experiences: Ensuring that our disadvantaged children have full access to experiences, such as school trips., that build upon cultural capital. Supporting parents with the challenge of paying for extra curricular activities will be the main priority.
6	Attendance and punctuality : 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 outcomes	Success criteria.
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<i>That the vast majority of children within the lowest 20% have developed the ability to read with confidence and fluency.</i>	Assessments indicate that majority of pupils in receipt of reading support and intervention regarding phonics and fluency have met the expected standard.
<i>That the majority of pupil premium children will have made good progress in writing over the course of a year.</i>	School assessment and tracking show that the majority of pupils have made good progress each term in writing, and spelling. This will be monitored by the PP lead.
<i>That the majority of pupil premium children will have made good progress in maths over the course of a year.</i>	School assessment and tracking show that the majority of pupils have made good progress each term. This will be monitored by the PP lead.
That the vast majority of pupils have access to opportunities that are good for their general development and cultural capital. They will have improved access to enrichment activities in order to support personal development.	The vast majority of should have the opportunity to participate in any activity that encourages and develops them as human beings.(Cultural capital). These include the ability to access school trips, music lessons, extra curricular activities and sporting events. Children will be able to use their experiences to further develop core skills in reading and writing.
<i>Attendance is in line with whole school and government data.</i>	Sustained high attendance from 2023/25 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: £21012

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To purchase Literacy tree and active spelling related materials to support the development of reading writing.	EEF, KS1 and KS2 Literacy guidance.	1,3
Purchase white rose premium resources to support the curriculum and teaching of maths.	NCETM	4
Purchase reading resources for phonics (RWI) and fluency (H4L)	EEF Literacy guidance for KS1 and KS2	1,2
Purchase PD resources to implement the Great Teaching Toolkit linked to the teaching framework and provide coaching for staff.	Coe/Kime evidence based education.	1,2,3,4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide Read Write Inc targeted phonics support</i>	Targeted academic support (EEF PP guidance) Effectively implement a systematic phonics programme EEF Improving literacy guidance KS1	1,2
<i>To provide reading fluency on a 1-1 level. (Hearts 4 Learning)</i>	Continue to develop 'catch up' intervention for children to develop their reading fluency skills. EEF Improving Literacy	1,2

<i>Provide 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)	4
<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	1,2
<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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide support from the attendance officer 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>Provide mental health and wellbeing support recommended programmes.</i>	Support for the youngest children in KS1 is our priority. This is designed to develop early support processes.	6
<i>Provide CPD to staff on issues affecting the health and wellbeing of pupils.</i>	Anna Freud WTT NHS mental health ELSA	All areas.

<i>To subsidise the cost of trips and other cultural activities including musical tuition.</i>	Belonging schools – inclusion focus.	5
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Total budgeted cost: £ 41012

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 2023/2024 academic year.

During the 2023/24 academic year, the number of children in receipt of pupil premium was 22% of the school population.

KS2 Data 23/24

Curriculum Area	CWPA	National Average	CWPA PP
R	73%	74%	70%
W	75%	72%	50%
M	73%	73%	50%
GAPS	79%	72%	60%

In KS2 the performance of disadvantaged pupils was above national in reading and broadly inline with national for maths and writing.

Phonics

The ongoing teaching of the SSP system, RWInc, has been highly successful. Considerable time and focus by the academy and supported by the Trust and the RWInc consultant has ensured that phonics and reading is systematically taught, provides children with the skills and knowledge to develop their fluency and understanding and also identifies those pupils who require more. 83% of Year 1 pupils and 96% of Year 2 pupils attained the phonics pass mark. There is no evidence that the children in receipt of pupil premium performed differently to their peers with 100% of Y2 children achieving the pass mark.

Attendance and Pastoral

Pastoral and family support remained a focus last year. Cases were supported often individually as well as patterns of absence tracked. Attendance of pupils in receipt of pupil premium continues to be slightly below the whole school attendance data. To support this the school's Learning Mentor works as Attendance Lead to support the families in addressing attendance issues quickly.

Review of the 2023/2024 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.
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.
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.
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 continues to be maintained and 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 90.91% whereas the whole school was 94.47%. In 2024 - 2025 we will continue to monitor attendance and aim to narrow the gap further. Attendance of PP children is below where we would like to be and maintaining strategies to improve this will be a priority next year.

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

Service pupil premium funding (optional)

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

Measure	Details

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.⁸