

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cherry Trees
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	1/11/21
Date on which it will be reviewed	1/6/22
Statement authorised by	Laura Slinn
Pupil premium lead	David Murphy
Governor / Trustee lead	Denis Cody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,140
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,090

Part A: Pupil premium strategy plan

Statement of intent

There are now 55 children on roll at the primary school and. All of the children from Reception to Year 6 have an EHCP to outline their Special Educational Needs.

The school is a generic special school with provision for pupils with a wide and diverse range of special educational needs. The majority of pupils are from Staffordshire and the surrounding district, but a number of neighbouring Local Authorities do place pupils at the school.

The catchment area of the school is predominantly white, British and this is reflective of the pupil population.

- 28% of pupils receive free school meals (reception to Yr6) and the pupil premium grant at the school.
- The range of needs within the school is wide and the pupil's abilities range from 1 to 14 in our Endeavour assessment continuum, in all subject areas.
- Pupils are recorded as having 1 or multiple areas of need and this is how the population is represented by primary area of need:

Autism Spectrum Condition	19
Moderate learning Difficulty	3
Physical Difficulty	0
Profound and Multiple Learning Difficulty	1
Speech and Language Communication Difficulty	16
Severe Learning Difficulty	3
Social, Emotional Mental health Difficulty	6
Specific Learning Difficulty	4
Other Difficulty	2
HI/VI	1
No specialist Assessment	0
TOTAL	56

Ultimate Objectives

- For pupils at Cherry Trees to attain as well as their peers.
- For all pupils have equal opportunity and access to a rich curriculum
- For pupils to feel safe and nurtured to be in the best mental health

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils at Cherry Trees.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Timetabling restrictions means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of: -

- Ensuring all teaching is outstanding or good thus ensuring that the quality of teaching experienced by all children is maintained.
- To provide a bespoke curriculum in line with Government expectations but pertinent to the pupils at Cherry Trees.
- Additional teaching and learning opportunities provided through external agencies.
- All work through the pupil premium will be aimed at giving all pupils the opportunity to learn and progress to the best of their ability.
- Pupil premium resources are to be used to target children on Free School Meals to achieve the same as their peers.
- Enhanced adult support.
- Additional support through a therapeutic curriculum. This includes speech and language, occupational therapy and physiotherapy.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through liaison with PROACT SCIP and staff training.
- Pastoral support for the school community including staff training, parent workshops and safeguarding training to promote good mental health, wellbeing and safety of all.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction - PECs and Makaton need to be embedded within school. Create a robust cycle of training and support to develop quality assured practice in communication.
2	Cognition and Learning - to ensure a robust plan, do and review approach to the curriculum meeting the needs of the school population and the ever-changing demographics of the school.
3	Physical and Sensory - to continue to embed a physical and sensory approach to curriculum delivery. Sensory diets and therapeutic support will become the foundation of learning on which the curriculum will be built.
4	Social, Emotional and Mental Health - to continue and further enhance the capacity to deliver therapeutic intervention to support positive wellbeing and mental health. Readiness to learn with take priority which in turn will lead to improved outcomes.
5	Socio and Economic factors – limited opportunity our to lack of financial resource. Heightened isolation. Parental support will be the forefront of the pastoral team’s agenda. Parents will receive support to help with mental health, behaviour, sleep, and be signposting to services where appropriate. Parents will receive targeted workshops to help support their understanding of subjects taught in school. This will also include behaviour strategy support and speech and language support.

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 provide all pupils with targeted support and intervention to improve speech and language skills	<ul style="list-style-type: none"> • To work alongside professionals to provide a robust package of support for all pupils. • To provide staff training to improve knowledge and understanding of speech and language. • To monitor and report the use of technics within lessons. • To offer parent workshops.
To assess reading skills of all pupils. To implement a targeted approach to reading	<ul style="list-style-type: none"> • To collate and analysis reading data. • To embed reading programmes to support pupil development. • To offer parent workshops.

To access remote learning opportunities – including homework.	<ul style="list-style-type: none"> • To provide staff training so that online resources can be merged with the online learning offer and opportunities for pupils to extend their learning beyond the school day. • To offer parent workshops.
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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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training	Makaton https://makaton.org/TMC/TMC/About_Makaton/Research.aspx	1
Emotion Coaching	Steve Brown - Emotion Coaching https://www.europeanpublisher.com/en/article/10.15405/ejsbs.159	2
Forest school training	https://www.forestschoolltraining.co.uk/forest-school/research/	3/4
Makaton Training	https://makaton.org/TMC/TMC/About_Makaton/Research.aspx	1
Therapeutic Intervention	Lego therapy – Play therapy – Nurture group, Music therapy https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	4/5

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

Budgeted cost £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language</i>	PEC's (https://pecs-unitedkingdom.com/research/)	1/2
<i>Reading</i>	See and Learn(https://www.seeandlearn.org/en-gb) Bug Club (https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club) Words First (Home - Speech And Language Therapy London Birmingham Words First)	1/2/5
<i>Therapeutic Support</i>	Holistic therapy, Music therapy Lego Therapy https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	3/4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lead Therapies Teacher</i>	To provide pastoral and therapeutic support to Cherry Trees children and families. Sleep Champion Training (Information & Support - The Sleep Charity)	4/5

Total budgeted cost: £35,090

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Pupils have been re-baselined in line with predicted learning development. This has created new information on which learning programmes will take place. These are individual and bespoke to each child. Targets are set through IEPs and monitored to ensure progress.

End of Key Stage 1 results:

Context	Total number in year: 5 Children 1 girl and 4 boys		Total number of pupil premium: 1 child 0 girls and 1 boy	
Subject	Total Girls On Target	Total Boys On Target	Girls who are Pupil Premium	Boys who are Pupil Premium
Sensory (P1 – P3ii)	NA	NA	NA	100%
Reading	100%	100%	NA	NA
Writing	100%	100%	NA	NA
S&L	100%	100%	NA	NA
Percentage of Literacy Targets achieved or bettered	100%	100%	NA	NA
Number	100%	100%	NA	NA
Measures	100%	100%	NA	NA
Statistics	100%	100%	NA	NA
Percentage of Numeracy Targets achieved or bettered	100%	100%	NA	NA

End of Key Stage 2 results:

Context	Total number in each year: 7 Children 0 girl and 7 boys		Total number of pupil premium: 4 children 0 girls and 4 boys	
Subject	Total Girls On Target	Total Boys On Target	Girls who are Pupil Premium	Boys who are Pupil Premium
Reading	NA	86%	NA	75%
Writing	NA	71%	NA	50%
S&L	NA	86%	NA	75%
Percentage of Literacy Targets achieved or bettered	NA	81%	NA	67%
Number	NA	57%	NA	50%
Measures	NA	71%	NA	50%
Statistics	NA	71%	NA	75%
Percentage of Numeracy Targets achieved or bettered	NA	66%	NA	58%

Phonics Screening:

Pupil Number	Pupil Year Group	Score	Pass/ Fail
1	2	D	NA
2	2	D	NA
3	2	D	NA
4	2	D	NA
5	2	37	PASS

Data report 2021:

<https://www.cherrytreesschool.co.uk/attachments/download.asp?file=188&type=pdf>

Occupational Therapy specialist assistance has created a robust plan of sensory support for identified pupils. Programmes have been integrated into daily routines. Pupils demonstrate improved resilience and sensory satisfaction creating a 'readiness' to learn. This is evident within the data analysis.

The continued roles of DSL and Lead Therapies Teacher have been invaluable to the school community. The impact of these roles has had a marked response. Families reporting this continual link has been crucial to their wellbeing. Families have been supported through telephone communication and doorstep visits ensuring safeguarding has been upheld throughout. Parents have reported that delivery of food parcels has been supported them through financial difficulty. The dissemination of information through the DSL attending SMT meetings has allowed the continual movement of information between families and staff. This has created a culture of safeguarding throughout the school community.

Externally provided programmes

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

Programme	Provider
TT Rockstars	Times tables Rockstars
Bug Club	Pearson Education
Words First	Words First
Equals Schemes of Work	Equals
Espresso	Discovery Education
Education City	Purple Mash