

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
School name	Cherry Trees
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 25
Statement authorised by	Alison Garrett
Pupil premium lead	David Murphy
Governor / Trustee lead	Denis Cody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£42,180

Part A: Pupil premium strategy plan

Statement of intent

There are now 59 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.

- 46% 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	12
Moderate learning Difficulty	2
Physical Difficulty	1
Profound and Multiple Learning Difficulty	2
Speech and Language Communication Difficulty	37
Severe Learning Difficulty	1
Medical	1
Social, Emotional Mental health Difficulty	2
Specific Learning Difficulty	2
Other Difficulty	1
HI/VI	0
No specialist Assessment	0
TOTAL	59

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. There is a need to implement SCERTS within school. SCERTS communication system has become a popular provision written within the EHCP's and therefore needs to feature within our school offer. 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, attendance 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 programme and phonic approach 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. – supporting parents to use online resources including BugClub and Purple Mash
To improve outdoor learning opportunities for all pupils	To further extend our learning offer to include enhanced outside provision being in line with indoor/class teaching practice.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training	Makaton https://makaton.org/TMC/TMC/About_Makaton/Research.aspx Member of staff identified to become qualified trainer and upskill staff to level 1 and level 2	1
Sensory integration training	Whole school training - Sensory Spaces Sensory Integration Training https://www.sensoryintegrationeducation.com/pages/sensory-research#evidencebase	2/3
Emotion Coaching	Emotion Coaching https://www.europeanpublisher.com/en/article/10.15405/ejsbs.159	2
Therapeutic Intervention	Lego therapy – Play therapy – Nurture group, Music therapy https://www.ucl.ac.uk/educationalpsychology/resources/CS1Songara16-19.pdf Holistic therapy for children with special educational needs (SEND) can help improve a child's overall well-being by addressing their physical, emotional,	4/5

	<p>social, and cognitive development. Some benefits of holistic therapy include: • Improved mental health • Holistic therapy can help prevent and eliminate poor mental health, and improve mood, focus, and attention. • Better physical health • Holistic therapy can help improve physical fitness, and regular physical activity can reduce stress. • Improved social skills • Holistic therapy can help children develop problem-solving and team-building skills, and create close friendships. • Improved cognitive function • Holistic therapy can help improve cognitive functions such as memory, attention span, and focus. • Improved emotional intelligence • Holistic therapy can help children develop emotional intelligence and healthy expression of feelings. • Improved quality of life Holistic therapy can help improve the quality of life for children with SEND</p>	
Nurture Group	<p>https://www.nurtureuk.org/research-evidence/ Nurture is a tried and tested way of relating to children that helps them develop vital social skills, confidence and self-esteem, and become ready to learn.</p> <p>The concept of nurture highlights the importance of social environments – who you are with and not who you are born to – and its significant influence on social and emotional skills, wellbeing and behaviour.</p> <p>The nurturing approach to education offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, and to develop their resilience and self-confidence. It encourages pupils to take pride in achieving - addressing the social and emotional needs that can hamper learning.</p>	2/4
SCERTS	<p>What is SCERTS? SCERTS® is a comprehensive intervention model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum who are developing social communication and emotional regulation skills. SCERTS provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviours. SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.</p> <p>The acronym “SCERTS” refers to the focus on: “SC” - Social Communication – the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults. “ER” - Emotional Regulation – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting. “TS” – Transactional Support – the development and implementation of supports to help partners respond to the person’s needs and interests, modify the environment, and provide tools to enhance learning. Specific plans are developed to provide educational and emotional support to families, and to foster teamwork among professionals.</p>	1/4

	The SCERTS® Model	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to One interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
<i>Speech and Language</i>	PEC's (https://pecs-unitedkingdom.com/research/) Makaton	1/2
<i>Reading /Writing</i>	Bug Club (https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/english-literacy/bug-club)	1/2/5
<i>Therapeutic Support</i>	Holistic therapy, Music therapy Lego Therapy, Nurture group , play Therapy Holistic therapy and Music therapy A type of therapy that uses music to help improve a person's overall health and well-being. It may include creating, singing, moving, listening, and/or relaxing to music. Music therapy may be used to help relieve stress, pain, anxiety, and depression. Music therapy sessions support the development of skills such as: <ul style="list-style-type: none"> • release and exploration of emotions. • listening. • non-verbal and verbal communication. • use of both gross and fine motor movements. • sequential memory and recall of information. • self-management of behaviour. • verbal discussion. https://www.bamt.org/music-therapy/what-is-musictherapy/learning-disabilitie https://www.ucl.ac.uk/educationalpsychology/resources/CS1Songara16-19.pdf	3/4

	https://www.nurtureuk.org/research-evidence/ https://www.bamt.org/music-therapy/what-is-music-therapy/learning-disabilitie	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,140

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
<i>Attendance Welfare Officer</i>	To provide support to families to improve attendance https://www.school-attendance.org.uk/545/case-studies	5
<i>Access to breakfast club and after school club</i>	https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools To support Parents and carers to access afterschool clubs	5
<i>Providing wider opportunities to attend cultural capital</i>	Enrichment opportunities have ensured that pupils are accessing a broad and balanced experience in school, not just focused on academic attainment. Enrichment is a key part of the offer at Cherry Trees and disadvantaged pupils engage to the same level as their non-disadvantaged peers https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/	2/5
<i>Music tuition</i>	All year 6 pupils receive music tuition delivered through Entrust Music Education Services. https://assets.publishing.service.gov.uk/media/62b9bc998fa8f5720761bd38/National_plan_for_music_education_case_studies.pdf	2/5

Total budgeted cost: £42,140

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 2022 to 2023 academic year.

At School we measure progress of all children on a regular basis, we then take a termly snapshot to help us plan our learning intentions in a targeted way. This report talks about the progress using three terms: W = Working towards their target – not yet achieving where we would plan – these children will be considered for intervention programmes. M = Meeting their target – these children are on track to achieving their planned target – these children will be monitored and delivered new learning. E = Exceeding their target – these children are progressing more rapidly than we would have predicted, they will have their targets reviewed and stretched to ensure this rapid progress remains. Throughout the year, all identified targets through monitoring are collated and fed back to all staff – these targets are closely monitored to ensure planned learning addresses these – enabling adapted teaching to improve outcomes.

- Pupil Premium pupils and Non-Pupil Premium pupils make broadly the same levels of progress across the curriculum

Year Group	Pupil Premium			Non-Pupil Premium		
	Girls	Boys	Total	Girls	Boys	Total
No. Children						
Year 1 10 children	2	4	6	1	3	4
Year 2 5 children	1	2	3	1	1	2
Year 3 9 children	2	4	6	1	2	3
Year 4 4 children	0	2	2	0	2	2
Year 5 6 children	0	1	1	1	4	5
Year 6 13 children	3	0	3	3	7	10
Total 47 children						

PERCENTAGE OF PUPILS WORKING TOWARDS, MEETING AND EXCEEDING THE SET TARGETS

Reading Attainment

	GIRLS			BOYS			PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)			PUPILS ELIGIBLE FOR PUPIL PREMIUM			PUPILS NOT IN RECEIPT OF PUPIL PREMIUM		
	W	M	E	W	M	E	W	M	E	W	M	E	W	M	E
Year 1 10 children	0%	0%	100%	0%	0%	100%				0%	0%	100%	0%	0%	100%
Year 2 7 children	0%	0%	100%	0%	20%	80%				0%	0%	100%	0%	20%	80%
Year 3 9 children	50%	0%	50%	0%	0%	100%	0%	0%	100%	33%	0%	67%	13%	49%	38%
Year 4 4 children	0%	0%	0%	10%	60%	30%				0%	67%	33%	10%	60%	30%
Year 5 6 children	0%	0%	100%	40%	60%	0%				100%	0%	0%	33%	50%	17%
Year 6 13 children	17%	17%	66%	50%	25%	25%	0%	100%	0%	50%	25%	25%	35%	21%	44%

Communication, Spelling, Punctuation and Grammar Attainment

	GIRLS			BOYS			PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)			PUPILS ELIGIBLE FOR PUPIL PREMIUM			PUPILS NOT IN RECEIPT OF PUPIL PREMIUM		
	W	M	E	W	M	E	W	M	E	W	M	E	W	M	E

Year 1 10 children	50 %	50 %	0%	0%	75 %	25 %				16%	67%	17%	0%	100%	0%
Year 2 7 children	0%	0%	100 %	25 %	0%	10 0%				0%	0%	10%	20%	0%	80%
Year 3 9 children	33%	34%	33 %	0%	60 %	40 %	0%	0%	100%	50%	0%	50%	25%	0%	75%
Year 4 4 children	0%	0%	0 %	20 %	80 %	0%				0%	100 %	0%	20%	80%	0%
Year 5 6 children	0%	0%	10 0 %	40 %	20%	40 %				0%	100 %	0%	33 %	17 %	50 %
Year 6 13 children	50 %	17%	33 %	63 %	0%	37 %	0%	100 %	0%	50 %	17%	33%	50%	0%	50%

Writing

PERCENTAGE OF PUPILS WORKING TOWARDS, MEETING AND EXCEEDING EXPECTED STANDARD BY GROUP															
	G I R L S			B O Y S			PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)			PUPILS ELIGIBLE FOR PUPIL PREMIU M			PUPILS NOT IN RECEIPT OF PUPIL PREMIU M		
	W	M	E	W	M	E	W	M	E	W	M	E	W	M	E
Year 1 10 children	0%	100 %	0%	0%	0%	10 0 %				0 %	50 %	50 %	0%	50%	50%
Year 2 7 children	0 %	0%	10 0 %	25 %	0%	75 %				0 %	0%	10 0%	20 %	0%	80 %
Year 3 9 children	0%	33 %	67 %	20 %	40 %	40 %	0%	100 %	0%	0 %	0%	100%	13%	38%	49%
Year 4 4 children	0%	0%	0%	0%	80 %	20 %				0 %	67 %	33 %	0%	67 %	33 %
Year 5 6 children	0 %	0%	10 0 %	40 %	40 %	20 %				0%	0%	10 0%	33 %	34 %	33 %

Year 6 13 children	50%	17%	33%	75%	0%	25%	0%	100%	0%	33%	34%	33%	25%	75%	0%
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Number

PERCENTAGE OF PUPILS WORKING TOWARDS, MEETING AND EXCEEDING EXPECTED STANDARD BY GROUP																
	GIRLS			BOYS			PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)			PUPILS ELIGIBLE FOR PUPIL PREMIUM			PUPILS NOT IN RECEIPT OF PUPIL PREMIUM			
	W	M	E	W	M	E	W	M	E	W	M	E	W	M	E	
Year 1 10 children	100%	0%	0%	0%	0%	100%				0%	0%	100%	50%	0%	50%	
Year 2 7 children	100%	0%	0%	0%	25%	75%				0%	0%	100%	25%	25%	50%	
Year 3 9 children	33%	0%	67%	0%	60%	40%	0%	100%	0%	33%	34%	33%	13%	38%	49%	
Year 4 4 children	0%	0%	0%	0%	60%	40%	0%	0%	100%	0%	100%	0%	0%	50%	50%	
Year 5 6 children	100%	0%	0%	20%	20%	60%				0%	0%	100%	30%	40%	30%	
Year 6 13 children	34%	17%	49%	51%	36%	13%	0%	100%	0%	50%	50%	0%	38%	13%	19%	

Shape Space and Measure

PERCENTAGE OF PUPILS WORKING TOWARDS, MEETING AND EXCEEDING EXPECTED STANDARD BY GROUP															
	GIRLS			BOYS			PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)			PUPILS ELIGIBLE FOR PUPIL PREMIUM			PUPILS NOT IN RECEIPT OF PUPIL PREMIUM		
	W	M	E	W	M	E	W	M	E	W	M	E	W	M	E
Year 1 10 children	0%	0%	100%	0%	0%	100%				0%	0%	100%	0%	0%	100%
Year 2 7 children	100%	0%	0%	0%	25%	75%				0%	0%	100%	0%	25%	75%
Year 3 6 children	50%	0%	50%	0%	100%	0%	0%	100%	0%	33%	34%	33%	13%	62%	25%
Year 4 4 children	0%	0%	0%	20%	60%	20%				0%	67%	33%	20%	60%	20%
Year 5 6 children	0%	0%	100%	40%	40%	20%				100%	0%	0%	0%	50%	50%
Year 6 13 children	17%	17%	66%	62%	13%	25%	0%	0%	100%	40%	20%	40%	25%	50%	25%

Attendance 23/24

Attendance	2023-2024	National Average Special 2023-2024	Autumn 1 2024	National Average Special Autumn 1.
Whole School	89.9%	86.8%	89.5%	88.3% DfE
Boys			90.3%	
Girls			86.9%	
Pupil Premium	87.8%		86.7%	
Persistent Absence	2023-2024	National Average Special 2023-2024	Autumn 1 2024	National Average Special Autumn 1.
Whole School	34%	36.5%	32.7% (18/55)	41.3% (Arbor)
Boys	34%	33.3%	32.5% (13/40)	
Girls	35%	41.0%	33% (5/15)	
Pupil Premium	45%	34.4%	44% (12/27)	

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
Charanga Music	Charanga
Bug Club	Pearson Education
Bug Club Phonics	Pearson Education
Equals Schemes of Work	Equals
Purple Mash	2Simple
PE Planner	Purple Mash