



## **Cherry Tree Primary School**

### **2016/17 Pupil Premium Review**

At Cherry Tree there are a large number of pupils who were in receipt of Pupil Premium, in January 2017; 190 pupils received Pupil Premium Grant, 12 Pupils were looked after, 2 were post-looked after, 2 were service pupils and 173 qualified under EVER6 Criteria.

Of these pupils 28% have Additional Needs, 30% of these pupils have attended more than 2 schools in their education, and 8% have EAL.

Cherry Tree Primary identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Weak Language and communication skills
  - Access to books
  - Oral Language development and vocabulary
- Level of Community aspiration
- Lack of support at home
  - Lower parental engagement with school
  - attendance at information and workshop evenings and support for homework
  - especially regarding understanding the new curriculum/ expectations
  - importance of good attendance
- Less Access to enrichment activities - educational experiences such as trips, music lessons and participation in physical activities
- Low Attendance and punctuality
- The number of pupils who are especially vulnerable receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

NB. It must not be assumed that the above issues are the case for a pupil simply as a result of them being in receipt of Pupil Premium.

In allocating the budget we receive for Pupil Premium we have:

- Analysed the individual needs of each child and identified his/her barriers to learning
- Ensured that support staff and class teachers are highly trained and skilled
- Focused time and resources efforts on the identified strategies.

Area	Actions	Expected outcomes for PPG Pupils	Evaluation of impact
HLTA Programme Consultants- 0.5x14	<ul style="list-style-type: none"> <li>• New roles for HLTAs as consultants for key areas. From PPM children identified for focused work each half term. Half termly PPM including the Consultants with a focus on progress and attainment</li> </ul>	Greater focus on individual pupil progress – improving basic skills and attainment.	<p>“Gaps between disadvantaged children and others are narrowing because intervention is of a high quality and the progress of vulnerable children is tracked methodically and regularly.”</p> <p>From LA review June 2017 p3</p>
Teacher Leaders	Four members of teaching staff to undertake the Teaching Leaders course – school and personal goals to feed into distributed leadership and other school key priority on writing.	Improved understanding of pupil learning need.	<p>Improvement in middle leadership evidenced in LA reviews. Areas of focus identified within SDP</p> <p>“Teaching is becoming more consistently personalised – staff display a detailed awareness of the needs of pupils within their classrooms, with specific support strategies in place to promote the progress of vulnerable pupils.</p>
ELKLAN Training	Fourteen members of support staff trained in delivering targeted speech and language programs	Improved speech, language and communication levels	Progress in Literacy levels across school have improved There has been a significant reduction in the attainment gap between PPG pupils and non PPG pupils in Writing Y6, Y4.Y3 and Reception, whilst the gap has significantly reduced in In Reading in Rec, Y1/Y2,Y3,Y4 (See Table 2)

Coaching	Improving the quality of teaching and learning Via focused observation	Improved quality of teaching and learning	commented that: - “The current evidence of children’s progress in lessons and workbooks in KS1 and 2 is much better than that reflected in historic data because (amongst many factors) teaching is quickly becoming consistently good and subjects/phase leaders are helping staff develop expertise in the delivery of Maths and English” <i>LA Review March 2017</i>
Children and Families Staff- 1.5	Supporting parental engagement and specific case work with pupils wit social/emotional barriers to learning	Removing barriers to learning for vulnerable pupils	Case studies identify work of the Children and Families team  Several observations of PPG funded activity showed extremely positive impact for pupils.
Nurture groups 1:1 Support	Direct intervention session with targeted pupils- e.g. Lego-therapy	Improved social skills, ability to interact when learning with others	“Staff displaying excellent patience, sensitivity and understanding of the complex and varied needs of individual assessment.....similarly, <i>LA Review March 2017</i>
Behaviour Support	Providing support for pupils with social emotional barriers and enabling all pupils to engage	Ensuring all pupils can access learning and pupils with specific behaviour needs are targeted for support	“... Also, some of the personalised support provided for the most vulnerable and needy pupils is exceptionally good – staff display tremendous patience, insight and skills to help troubled pupils cope with conflict, build confidence, relationships and resilience throughout the school day and during specifically targeted activities. <i>LA Review July 2017</i>
Funding for lessons/clubs	Additional resources- games, chess, Lego etc.	Maximising engagement of pupils in school & their learning	“The dinnertime Lego Therapy session for selected vulnerable pupils did much to enhance their self-confidence, self-esteem, resilience, communication and social skills,  <i>LA Review July 2017</i>
Funding for school trips and residential trips	Improving learning opportunities and Supporting social development within year groups	Ensuring more first-hand Learning opportunities are offered beyond the	Pupils able to participate in whole class visits and residential activities supported by PPG funding
Library Community Initiative	Enabling the Library to be accessed by the local community out of hours	Engaging more pupils/families with reading/books	“A Saturday morning ‘community library’ facility for these and other pupils, displays an outstanding commitment to ‘go the extra mile’ to help these children achieve well and make a difference to their lives”

Accelerated Reading	A programme to encourage reading both within school and at home	Motivating pupils to reads and families to read with their children.	“.....children described the effective and rewarding reading support they regularly receive at school. This, and the good quality, motivating texts they have access to, is enabling them to accelerate their progress and develop a real enthusiasm for reading.”
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Please see tables 1 and 2 which show the achievement of PPG pupils/Non PPG pupils

## 2016/17 Pupil Premium Review-

### Table 1: Pupil progress

Progress Points system: 12pt Scale 6 points expected in a year, 2 per term

Significant difference	Small difference	Gap closed
<-1	>-1	0 to +

### Reading

Year	Number	Gap 2017	Gap 2016
Year 1	19	+0.8	1.0
Year 2	23	0.3	0.2
Year 3	30	0.3	0.8
Year 4	32	+0.1	0.3

Year 5	32	+0.2	+0.2
Year 6	32	+0.2	+0.2

*Gap has remained closed between PPG pupils and non PPG pupils in Year 5 and 6.*

*Gap has closed between PPG pupils and non PPG pupils in Year 4.*

*Further work needed to narrow and close the gap between PPG pupils and non PPG pupils in Year 2&3.*

### Writing

Year	Number	Gap 2017	Gap 2016
Year 1	19	+0.3	1.5
Year 2	23	0.1	0.5
Year 3	30	0.1	+0.2
Year 4	32	+0.1	+0.3
Year 5	32	1.0	0.8
Year 6	32	0.7	0.7

*Gap has remained closed between PPG pupils and non PPG pupils in Year 4*

*Gap has narrowed between PPG pupils and non PPG pupils in Year 1, 2 and 3.*

*Further work needed to narrow and close the gap between PPG pupils and non PPG pupils in Year 5 and 6*

## Maths

Year	Number	Difference 2017	Difference 2016
Year 1	19	+2.3	0.9
Year 2	23	0.1	0.9
Year 3	30	0.1	0.8
Year 4	32	0.2	0
Year 5	32	0.6	0.2
Year 6	32	0	-0.6

*Gap is closed between PPG pupils and non PPG pupils in Year 3, 4 and 6.*

*Further work needed to narrow and close the gap between PPG pupils and non PPG pupils in Year 1, 2 and 5.*

## Cherry Tree Primary Pupil Premium Review

**Table 2**

**Attainment Gap between disadvantaged and non-disadvantaged pupils at Age Expectation (%pts)**

Year 6 (27)	At ARE	Gap	Year 5 (32)	At ARE	Gap
Reading	35	15	Reading	40	31
Writing	73	+2	Writing	28	22

Maths	43	27		Maths	50	18
Combined	15	26		Combined	28	18

<b>Year 4</b>		
Reading	53	1
Writing	38	+2
eMaths	65	13
Combined	31	5
<b>Year 2</b>		
Reading	63	7
Writing	50	18
Maths	54	22
Combined	38	18
<b>Reception</b>		
Reading	60	+2
Writing	60	+4
Maths	60	6
GLD	60	+4

<b>Year 3</b>		
Reading	67	8
Writing	40	5
Maths	47	14
Combined	37	8
<b>Year 1</b>		
Reading	70	9
Writing	47	21
Maths	65	11
Combined	42	20

Key

Gap over 20%
Gap Between 10% and 20%
Gap between 10% and 0
Positive Gap

