

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Garden School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22/23, 23/24, 24/25
Date this statement was published	September 22
Last reviewed	December 2023
Date on which it will next be reviewed	September 24
Statement authorised by	Kelly Hawker Headteacher
Pupil premium lead	Simon Wright Assistant Headteacher
Governor / Trustee lead	Felicia Hughes – Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,110
Recovery premium funding allocation this academic year	£16,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim and commitment is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We recognise that socio-economic circumstances can pose an additional disadvantage to our pupils, however this is not is not primary challenge our pupils face. It is evident that there is a variation of pupil outcomes across our school, but all pupils have, and continue to make outstanding progress from their starting points.

Research demonstrates that pupils entitled to free school meals are 1:8 times more likely to be diagnosed with speech language and communication needs (Reference: Number CDP-0163, 2 July 2018 Speech, language and communication support for children By Robert Long Alex Bate Alexander Bellis <https://researchbriefings.files.parliament.uk/documents/CDP-2018-0163/CDP-2018-0163.pdf>). However, all our pupils at Cherry Garden School have a range of complex learning needs and their speech, language and communication needs are part of this diagnosis.

Due to the nature of our pupils needs we use our Pupil Premium to support all pupils at Cherry Garden School. Our key focus for this support is communication and independence, which is the fundamental school ethos. Communication for our pupils is very individual and our commitment is to strive to ensure that all pupils are effective communicators in whatever form this is. We recognise that this is a skill for life long learning and pupils need to be able to use their communication methods in a range settings e.g., school, home, community. We also recognise the importance of physical development and movement, we strive to ensure that all pupils skills in this are maximised. Physical development at Cherry Garden School encompasses all aspects of moving and handling, health and self-care.

At the heart of our approach is high-quality teaching that embeds communication and movement through every learning opportunities.

Our strategy is integral to wider school development plan and for education recovery, this is through engagement with the School-Led tutoring programme.

Our strategy is bespoke to pupils needs, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for lifelong learning.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils that attend Cherry Garden School have an Education Health Care Plan (EHCP) and have complex learning needs, including speech, language and communication needs.
2	Housing remains an ongoing changing for many of families, resulting in limited space and often no outside space. Due to pupils complex need many typical outside community spaces may not be suitable for our pupils.
3	Phonics and application of reading skills has not always been consistent. This presents a long-term challenge to many of our pupils.
4	During periods of partial closure and during ongoing periods of absence related to Covid, children were exposed to less physical teaching resources which has impacted on learning of early Maths skills.
5	An increasing number of pupils cause ongoing concern with their weight. This has risen post-pandemic and there is a need for increased offer of physical activity to combat this.
6	Many of our pupils' health needs impact directly on their school attendance, which in turn impacts negatively on parent/carer and wider family wellbeing.
7	Many children have limited access to their local community due to access, health or behaviour needs. This means that they lack opportunities to explore their wider environment and engage in learning about the world around them.
8	There is an increasing number of children on roll who have physical needs, which impacts independence

## 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
All pupils continue to develop their bespoke communication systems .	Branch maps Assessments, progress in JAM goals.
All pupils increase their ability to generalise their communication skills	Feedback from parents/carers.

across school environments, at home and in the community.	<p>Access to the community and using communication in daily living tasks.</p> <p>Assessments of EHCP outcomes.</p>
All pupils will have access to high quality Phonics across the curriculum with bespoke support and training offered to staff.	<p>Phonics training from Reading lead</p> <p>Branch Map assessments (Phonics map in place)</p> <p>Assessment of JAM and EHCP outcomes.</p>
Increase the range of additional extra curricular activities to further support and develop pupils level of engagement, with a focus on communication and movement.	<p>Branch maps Assessments, progress in JAM goals.</p> <p>Feedback from parents/carers.</p> <p>Assessments of EHCP outcomes.</p>
<p>Increase in physical activity to promote all aspects of health and wellbeing.</p> <p>Children with physical needs will access bespoke programmes to support development of head control, sitting, standing, transferring and walking.</p>	<p>Sports Premium funding statement outcomes</p> <p>Assessments of EHCP outcomes</p> <p>Increase in timetabled physical activity</p> <p>Increase in MOVE programme motor milestones achieved</p>
Children will have access to a range of community visits and/or external visitors to school that can develop their understanding of their community.	Children experience a range of high-quality experiences and events related to curriculum areas both from the local community and from professionals in the specialist disciplines which enables them to generalise understanding and provides opportunities to develop practical skills.
Children who have had their face to face learning time disrupted by Covid will access bespoke small group sessions.	

## 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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swimming training for teaching staff	All pupils access a weekly hydrotherapy or swimming session, led by the class teacher and/or PE coach. We recognise that this is a specific teaching area where staff may not feel as confident to deliver high quality support.	5
Bespoke MOVE support for staff team.	All classes have a child with physical needs and therefore are a MOVE programme user. MOVE trainer can offer in-class support and training to develop ability to understand and enhance provision for children with a physical need	8
Ongoing SSP (Phonics) training for staff	Reading progress has improved from the implementation of reading scheme and the appointment of a middle leader responsible for reading. It will be important to continue a rolling programme of training for staff to ensure high quality teaching remains in place.	3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Service level agreement for 2 days	All our pupils require a level of speech and language therapy. We recognise that the most effective	1

of Speech, Language Therapist	model is when our staff are trained to ensure programmes are imbedded all day every day.	
MOVE Trainer support for classes	Around 30% of our pupils have a physical need and the MOVE programme is an approach which supports these children, with obvious health, social and physical benefits.	8
Covid 'Catch Up' Groups	Children who have missed out on face to face learning or opportunities to access the community have had their curriculum disrupted in the last two years. Targeted intervention groups will address this, as well as being a development opportunity for teachers to work with different key stages or with a wider range of pupils.	4, 6
Enrich children's learning through community visits and specialist days in school	Participation in community visits can have a positive impact on learning outcomes and consolidate skills taught in school	7

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime clubs aimed to support children who need additional support in targeted areas (swimming, PE, Art)	Access to additional, small group teaching can develop play-skills and ensure children consolidate learning across a range of activities.	4, 5
Support for parents/carers to access services available to them	Parent Support Advisor has been able to research and make several referrals to appropriate schemes, support networks.	2

**Total budgeted cost: £**

## 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.

The impact of additional SALT support was positive and outcomes were good. 'Catch Up' groups were beneficial for both children in terms of accessing opportunities they may have missed out on during periods of partial closure and were positive for developing teaching staff confidence in developing new ideas for their teaching practice.

Support for pupils around physical activity has seen a general increase in opportunities across the school day, both as part of regular timetabled activities and as part of targeted interventions supported by the above funding.

### 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*