

# Pupil premium strategy statement – Cherry Garden School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	57.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kelly Hawker, Headteacher
Pupil premium lead	Simon Wright, Deputy Headteacher
Governor / Trustee lead	Felicia Hughes, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,750
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	£ 75,750
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# 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 the 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 lifelong learning and pupils need to be able to use their communication methods in a range of 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 opportunity.

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 challenge 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	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.
4	Many of our pupils' health needs impact directly on their school attendance, which in turn impacts negatively on parent/carer and wider family wellbeing.
5	Around 35% of the school cohort have an identified physical disability, which impacts directly on learning and 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 have an identified and bespoke communication system, which is developed in line with their progress.	Pupils have systems in place and embedded across their whole day, including home and community use.
All pupils have opportunities to generalise communication skills at home, across school and in the community.	Pupils have their voice heard and understood by the school community.
Attendance gap to national averages narrows, considering health needs of pupils	Attendance across school is more in line with national averages for SEN settings (88%)
Increase in physical activity to promote all aspects of health and wellbeing.	Sports Premium funding statement outcomes

Children with physical needs will access bespoke programmes to support development of head control, sitting, standing, transferring and walking.	Assessments of EHCP outcomes  Increase in timetabled physical activity Increase in MOVE programme motor milestones achieved
--	--

## Activity in this academic year

This details how we intend to spend our pupil 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
Specialist teaching sessions	The teaching of specialist sessions such as Yoga or Dance has multiple benefits for pupils, including increased physical activity, enhanced pupil wellbeing and opportunities to develop staff understanding of how best to support these practices.	3, 4

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

Budgeted cost: £ 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Work	Parent Support Advisor has been able to research and make several referrals to appropriate schemes, support networks.  Family Support sessions/coffee mornings empower and upskill families to advocate for themselves more frequently	1, 2, 4

Service level agreement for 2 days of Speech, Language Therapist (44 days)	All our pupils require a level of speech and language therapy. We recognise that the most effective model is when our staff are trained to ensure programmes are imbedded all day every day.	1
Service level agreement for 1 day of Occupational Therapy (35 days)	All our pupils require a level of occupational therapy. We recognise that the most effective model is when our staff are trained to ensure programmes are imbedded all day every day.	1, 2
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.	5

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

Budgeted cost: £2750

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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.	1
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.	4,
Urban Health Project	Access to early intervention around mental health and wellbeing as significant positive impact on pupil's long term progress.	1, 3, 4

**Total budgeted cost: £ 75, 750**