

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	Cedar Children's Academy
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026, 2027/2028, 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tracey Baillie
Pupil premium lead	Stephanie Taylor
Governor / Trustee lead	Simon Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,560 (from latest figures)
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254,560 (from latest figures)

Part A: Pupil premium strategy plan

Statement of intent

At Cedar Children's Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and underachievement. Ultimately, we want our children from disadvantaged backgrounds to fulfil their potential. We want our PP pupils to be able to leave our school ready for secondary school and to have the required standard in English and maths, so that they can access the secondary school curriculum and extra curriculum opportunities. Our pupils who are from disadvantaged backgrounds should have the same opportunities as children who are not from disadvantaged backgrounds so that they can realise their potential. However, we recognise that in order for this to be achieved that a considerable amount of strategic planning and ways of working will need to be used. Therefore, our ultimate objectives for our disadvantaged pupils could be summarised as:

- For PP pupils to achieve and progress in line with their non PP peers across the curriculum.
- For a larger amount of our PP pupils to work at a level of Greater Depth across subjects or working closer to a level of Greater Depth across subjects.
- For PP pupils to attend school in line with their non-PP peers

Our current pupil premium strategy plan works towards achieving the objectives in different ways. In order to try to ensure that our PP pupils achieve and progress in line with their non-PP peers we have planned to use a range of different targeted academic support approaches. In our use of targeted academic interventions, we follow the recommendations for effective use of TAs as set out in the research evidence report "Making the best use of Teaching Assistants".

In order to reach our ultimate objective of PP pupils having access to the same opportunities as their non-PP peers and to have a wide range of high aspirations for themselves we are using a range of approaches. This includes use of breakfast club, our attendance officer, subsidised trips and residential trips, after school clubs, use of our ELSA and play therapist.

The approaches that we are taking through our teaching approaches including CPD are aimed at ensuring that children who attract PP funding achieve and progress in line with their non-PP peers.

The key guiding principles of our strategy plan are:

We will provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop positive dispositions towards learning
- We transform life chances, to actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better.

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Ensuring pace and challenge within lessons
- Addressing any within-school variance
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation
- Providing wider opportunities such as University visits, trips and residential.

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- We use research (such as the EEF) to support us in determining the strategies that will be most effective

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that attainment among PP pupils is below that of non-PP pupils.
2	Statutory assessments in KS1 and KS2 indicate that the number of PP children achieving greater depth is below that of non-PP pupils.
3	Attendance for some PP pupils is significantly below non-PP Peers. In Term 6 2023/24, the gap for attendance was 3.1% and for persistent absence it was 11.3% between PP and that of non-PP pupils.

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
The gap between attendance of pp VS non pp will reduce.	Attendance monitoring will show the gap between PP and non-PP consistently reducing across the school year. Leaders will also be able to show rigorous actions taken to promote and target attendance.
An increase in the number of PP pupils working at or closer to a level of Greater Depth across subjects.	PP children who could be targeted for Greater Depth specifically identified across all subject areas. Tracking shows similar rates of progress of PP children in comparison to their non-PP peers with similar starting points. Tracking shows a small rise in numbers of PP children working at a level of Greater Depth.
The gap between attainment of PP VS non PP will reduce.	Tracking shows similar rates of progress of PP children in comparison to their non-PP peers with similar starting points. Attainment monitoring will show the gap between PP and non-PP consistently reducing across the school year.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching and support staff understand the challenges of educational disadvantage and how to meet them in their role. Training will support all staff to understand the challenges and the school's strategy.	Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.	1,2,3

Develop metacognitive and self-regulation skills in all students, both in and out of lessons.	The EEF toolkit shows that metacognitive and self-regulation skills have a high impact with low cost with extensive evidence into this area.	1, 2
NACE membership and CPD training for teaching staff to understand how to challenge the more able and ensure lessons teach to the top helping to improve progress of greater depth pupils.	The EEF toolkit shows that mastery learning approaches have high impact for low cost.	1, 2
Enhancement of our phonics teaching and curriculum to ensure a consistent approach throughout the school.	The EEF toolkit shows that phonics has high impact for very low cost based on extensive evidence.	1,2
Improve the teaching of writing composition through introducing 'Ready, Steady, Write' a new writing scheme.	Improving writing composition is recommended within Literacy guidance by EEF.	1,2
Coaching of middle leaders to support in leading their year groups and subject responsibility.	Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact.	1,2
Make better use of assessment so we can identify issues early. Training will be provided on how to interpret assessment data, and systems improved to ensure regular reviews of progress.	The EEF toolkit states standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2
Improve the use of scaffolding so it becomes a fundamental part of high-quality teaching.	The EEF recommends teachers use scaffolding as part of the 'Five a day' evidence-informed approaches to support all pupils, including those with SEND.	1,2
RWI CPD programme to support the teaching of phonics.	The EEF toolkit shows that phonics has a high impact for very low cost based on very extensive evidence.	1,2

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

Budgeted cost: £ 107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy	The online programme is approved by the British Dyslexia Association	1
Language Link	Infant Language Link was developed by Speech and Language Therapists and had initial development support from the Psychometrics Centre at the University of Cambridge.	1
Phonics and reading Intervention	Use of a structured synthetic phonics teaching programme is recognised as the main approach in helping children to learn how to read. To ensure no children are left behind, phonics tutoring is used for children at risk of falling behind their peers and for those children who did not pass phonics screening in Year 1. The EEF shows that using phonics as an approach to helping children read has high positive impacts on their progress.	1
Pegs to paper handwriting intervention for Early years	Structured targeted interventions carried out by TAs, in line with recommendations from the “Making Best Use of Teaching Assistants” research. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1
Group tuition for children in Years 6 in reading and maths carried out by qualified teachers and HLTA	The EEF shows an evidence base which shows has a moderate impact.	1,2
1:1 Tuition for the lowest 20% of children in Years 6 carried out by qualified teachers	The EEF shows an evidence base which shows that 1:1 tuition has moderate impact.	1

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

Budgeted cost: £ 37,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club - free for PP pupils</i>	Research evidence has shown that not having eaten breakfast can have a major impact upon children's learning.	1,2, 3
<i>Attendance officer</i>	Wider research indicates that children who have lower levels of attendance achieve and progress less well at school.	3
<i>Subsidised trips and residentials</i>	Giving children a range of experiences can give children "cultural capital", which is important for success across the national curriculum.	3
<i>Play therapist half a day a week</i>	Play therapy is a recognised approach to helping those who are having difficulty with mental health and wellbeing.	3
<i>Emotional Literacy Support Assistant</i>	Evidence based approach delivered by a trained TA. TA trained by EPs.	3
School uniform	Wearing the proper school uniform will give children a sense of belonging to the school community and enable them to take part fully in the school day.	3
<i>After school clubs</i>	The EEF shows moderate impact of arts and sports clubs. Pupil surveys show the majority of PP children are not accessing clubs outside school.	3

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 2024 to 2025 academic year.

We have analysed the performance of our school’s PP pupils during the 2024/25 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

100% of PP children passed the phonics screening check in Year 2. There was a disparity of 23% between the number of children passing the Phonics screening check in Year 1 between PP and their non-PP peers. However, 5 out of the 7 PP children who did not pass the check in Year 1 are also on the SEND register.

In the KS1 performance data, PP children were behind their non-PP peers in reading and writing. There was also a disparity between the number of children achieving greater depth in reading. In the KS2 SATS, PP children were behind their non-PP peers in reading, writing and maths. There was also a disparity between the number of children achieving greater depth in reading and maths. Therefore, attainment remains a focus within this year’s Pupil Premium Strategy.

Attendance remains a target with a particular focus on pupils that are persistently absent. Last academic year (2024 -2025) the gap between PP and their non-PP peers that were persistently absent during July was 22.6%.

We have seen continued success with our ELSA therapist supporting our children with social, emotional and behavioural needs. This is why this will continue to be a part of this year’s Pupil Premium Strategy and due to the high level of need in the school we have decided to continue the therapist’s timetable to full days.

Breakfast club is well attended with 28% attending most days. This provides children with a good start to the day and will continue to be part of this year’s Pupil Premium Strategy in addition to additional enrichment opportunities including after school clubs at no additional costs to parents.

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

Service pupil premium funding (optional)- Not applicable

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)