

# 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	657
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23, 2023/24, 2024/25
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Claire McNally
Pupil premium lead	Stephanie Taylor
Governor / Trustee lead	Nathan Holloway

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,796 (from latest figures)
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,186 (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. One of our overall objectives is for our pupils from disadvantaged backgrounds to have high aspirations for themselves and to know how they might go about achieving these aspirations. 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 PP pupils to have access to the same opportunities and wider curriculum activities as their non PP peers.
- For PP pupils to have a wide range of high aspirations for themselves, knowing the options that are available to them and how they might take steps to meet these aspirations.
- 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, lunch time 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 significantly below that of non-PP pupils.
2	Assessments, observations, and discussions with pupils suggest there is a lack of engagement of PP children in lessons.
3	Attendance for some PP pupils is significantly below non PP Peers. In Term 1 2022/23, the gap was 3.1%. 98% of children with persistent absence are PP pupils.
4	Our observations and discussions with pupils identify a lack of aspirations and confidence in their ability to realise their goals. Some PP pupils require broader opportunities and experiences to raise their aspirations through not having these opportunities at home.

## 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.
PP pupils will understand the range of options available to them in their education and future careers and be able to vocalise the high aspirations they have.	PP pupils will be able to talk about a range of career options that are available to them and be able to verbalise what area they might like to work in when older. PP pupils will be able to understand steps they might need to take in order to reach their likely future goals e.g. attendance at college/university.
The gap between attainment of PP VS non PP will reduce.	Attainment monitoring will show the gap between PP and non PP consistently reducing across the school year.
PP pupils will be engaged in lessons and will be expected to contribute the same as their non PP peers.	Engagement monitoring will show an increase in engagement of PP pupils in lessons.

## 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: 127,601

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	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.	1,2,3,4

challenges and the school's strategy.		
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, 4
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 maths teaching and curriculum to ensure a mastery approach securely embedded throughout the school.	The EEF toolkit shows that mastery learning approaches have high impact for low cost.	1,2
Improve the teaching of writing composition strategies through modelling and supported practice.	This 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
One to one devices used in UKS2 to support pupils within all lessons.	Although EEF research may be limited, Thinking Schools Academy Trust decided to invest in 1:1 to ensure pupils (including PP) are prepared for life outside of school and the use of technology within most work places. In addition, for pupils to have increased autonomy with their learning to ensure they reach their full potential.	1,2

Improve the provision of homework resources to ensure high engagement by all pupils.	Homework tool for KS2, which the EEF toolkit shows homework can have a high impact.	1,2
--	---	-----

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

Budgeted cost: £102,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy	The online programme is approved by the British Dyslexia Association	1
Nuffield Early Language Intervention	Extensive research evidence base, supported by the EEF, showing additional months of progress through following the programme	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. For those children who are at risk i.e. those children who do not pass phonics screening in year 1 extra sessions are taught. The EEF shows that using phonics as an approach to helping children read has high positive impacts on their progress.	1
On Track maths/ On Track Reading comprehension/On Track Writing and Grammar 1 <sup>st</sup> class @ number 1 and 2 maths intervention	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
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: £32,000

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, 3
<i>Attendance officer</i>	Our own school based evidence shows that having an attendance officer has increased our % attendance across the school. 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.	2, 3, 4
<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.	4
<i>Emotional Literacy Support Assistant</i>	Evidence based approach delivered by a trained TA. TA trained by EPs.	4
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, 4

## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, particularly the lack of engagement with remote learning.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

There was a slight reduction in the percentage of PP pupils absent in comparison to their non PP peers from 2019 – 2020 with 3.77% in comparison to 2021 – 2022 with 3.5%. Attendance remains a target with a particular focus on pupils that are persistently absent. This academic year (2022-2023) 98% of children that are persistently absent are PP.

There was a significant improvement in the number of children in Reception achieving expected in listening and understanding and speaking. At the start of the year, only 23% of PP children were expected compared to 77% in listening and understanding. In addition, 23% of PP were expected in speaking at the start of the year compared to 77% at the end of the academic year.

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

N/A