

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cedar Children's Academy
Number of pupils in school	644
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire McNally
Pupil premium lead	Claire McNally/Barbara Langiano
Governor / Trustee lead	Nathan Holloway

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,000 (from latest figures)
Recovery premium funding allocation this academic year	£23,200
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	£238,200

# 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.
- To increase the engagement of parent of PP pupils in order to support their child's learning thus aiding achievement and progress.

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. This includes use of approaches that have a national research evidence base i.e. NELI (Nuffield Early Language Intervention), or that are approved by national organisations as being effective i.e. Nessy being approved by The British Dyslexia Association. In our use of other 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 and 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	<i>High level of additional needs within PP pupils in particular speech and language (24.5% of PP pupils are identified as SEN). 18 PP children are</i>

	<i>currently receiving speech and language support which is 11% of total PP children</i>
2	Poor vocabulary development amongst PP pupils (often due to lack of real life experiences and a word gap from early childhood). Early Years entry data shows listening, attention and understanding alongside speaking as low areas on entry.
3	Although typically attendance for PP at Cedar is above attendance for PP nationally, attendance for some PP pupils is significantly below non-PP Peers. In Term 1 2021/22, the gap was 2.75%. 45% of children with persistent absence are PP pupils.
4	Lack of engagement during remote learning and the impact of this; this was particularly the case for PP vs non PP peers in current Y1, Y4 and Y5. This has meant that some of our pupils have considerable learning gaps
5	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
<i>The gap between attendance of pp VS non pp will reduce and will be above non PP nationally.</i>	Attendance monitoring will show the gap between PP and non PP consistently reducing across the school year. The % attendance of PP pupils will be higher than PP pupils nationally.
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 caused by lockdowns and remote learning is reduced and teaching and interventions are clearly targeted to plug gaps	The gap in progress and attainment between PP pupils and non PP pupils, in English and maths, will be decreasing/narrowing/closing term on term over the 2021/22 academic year
Pupils with speech and language needs are swiftly identified, targeted support and provision in in place. This has measurable outcomes.	PP pupils with speech and language needs have a plan with targets to work towards, being covered in targeted sessions. PP pupils with speech and language needs will achieve at least 1 of their speech and language targets at each review.

Pupils will use and understand a wider range of vocabulary both verbally and written.	PP pupils will be able to use a vocabulary both verbally and in written work that is in line with that of their non PP peers and is ambitious.
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## 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: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>More able pupils- CPD/NACE membership to raise the number of our pupils who achieve greater depth</i>	The EEF toolkit shows that mastery learning approaches have high impact for low cost.	5
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.	2, 4
Investment in reading for pleasure- purchasing texts, CPD	Evidence from the EEF shows that children who are from disadvantaged groups e.g. PP, who may be having extra support with learning to read, will only make the positive progress identified if such support takes place within a rich literary environment.	2, 4
Core expert groups	Through a peer tutoring/mentoring approach, which the EEF toolkit shows has a high impact.	2, 4
ECTs- developing their practice through talk for teaching	Through a peer tutoring/mentoring approach, which the EEF toolkit shows has a high impact.	1, 2, 4
Thinking schools accreditation- release time 6 days	The EEF toolkit shows that developing approaches to megacognition has very impact for low cost.	2, 4

YGLS release- ensure high expectations for PP and subject leaders release time (6 days across the year)	Through a peer tutoring/mentoring approach, which the EEF toolkit shows has a high impact.	2, 4, 5
Development of Spelling programmes throughout the school to raise the children's level of achievement with regard to spelling, through a mastery approach.	The EEF toolkit shows that mastery learning approaches have high impact for low cost.	2, 4
Contingency fund for acute staffing issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Budgeted cost: £ 90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nessy</i>	The online programme is approved by the British Dyslexia Association	1,4
<i>Nuffield Early Language Intervention</i>	Extensive research evidence base, supported by the EEF, showing additional months of progress through following the programme	1, 2
<i>Phonics and reading Intervention</i>	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, 2, 4
<i>On Track maths/ On Track Reading comprehension/On</i>	Structured targeted interventions carried out by TAs, in line with recommendations from the "Making Best Use of Teaching Assistants" research.	1, 2, 4

<i>Track Writing and Grammar</i>	The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	
<i>1<sup>st</sup> class @ number 1 and 2 maths intervention</i>	Structured targeted interventions carried out by trained 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, 4
<i>1:1 Tuition for the lowest 20% of children in years 4, 5 and 6 carried out by qualified teachers</i>	The EEF shows an evidence base which shows that 1:1 tuition has moderate impact.	1, 2, 4
<i>Speech and language support provided by specialist TA working closely with Private/NHS speech and language therapist</i>	TA works under guidance of private and NHS Speech therapist which use evidence based practice.	1
Contingency fund for emerging needs	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Budgeted cost: £71,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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 (some 45% of children who are persistently absent are PP children)</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	3

	attendance achieve and progress less well at school.	
<i>Subsidised trips and residentials</i> (Marchants Hill residential for yr 6)	Giving children a range of experiences can give children “cultural capital”, which is important for success across the national curriculum.	2, 5
<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.	5
<i>Emotional Literacy Support Assistant</i>	Evidence based approach delivered by a trained TA. TA trained by EPs.	5
A range of after school clubs and lunch time clubs- including sports and arts (including time paid back in lieu for staff)	Providing children with a range of opportunities to have extra curricula activities will support the development of interests and talents. This can help children to be more resilient and confident about themselves and their abilities.	5
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, 5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 238,200**

## 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 2020 to 2021 academic year.

Our internal assessments (phonics screening results, Target Tracker levels, Pixl tests) during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite there being evidence that the gap between PP and non PP that the gap was narrowing in the academic year 2018/19, the gap in attainment between PP and non PP pupils had again widened by the end of the 2020/21 academic year.

A major factor in the reasons for this is the disruption to learning caused by the Covid-19 pandemic. This has been evidence across the whole country and in particular it has been widely acknowledged that the closure of schools had the greatest impact upon pupils from disadvantaged backgrounds. This meant that planned support and interventions for this group of pupils could not go ahead in the way we had planned. Due to particularly high Covid levels in our part of the country from September to December 2020, when all children were in school, there was significant disruption caused to year groups through closure of “bubbles”.

We attempted to lessen the impact of the situation through our use of high quality digital learning, where all children were able to receive live lessons at points throughout the day from teachers and TAs. Our use of the online learning platform “Seesaw” meant that our children were able to have constant ongoing feedback for work they submitted electronically.

Although overall attendance in 2020/21 was lower than in the preceding years but it was higher than the national average. At times when all pupils were expected to attend school, the gap in absence among disadvantaged pupils compared to their non PP peers was 1.88% and 45% of persistent absence is from PP pupils. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Data from our fixed term exclusions rate shows there was a marked increase during the academic year 2020/21. There seems to have been an impact on pupil behaviour, due to Covid-19 related issues. Our observations and anecdotal evidence also showed that pupil wellbeing was impacted, again partly due to Covid-19, with some of our pupils showing higher levels of anxiety. This has meant that our Emotional Literacy Support Assistant has had to increase the number of children that she currently sees. We are using some of the pupil premium funding to continue with this

approach. The plan also builds on the use of other types of mental health and wellbeing support as we continue to see the impact of Covid-19 on these areas.

## 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