

## **Pupil Premium Policy**

### **Aims**

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 and we are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will ensure Pupil Premium Funding is spent to maximum effect.

### **Background:**

The Pupil Premium is a government initiative that targets extra money for pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for school per pupil based on the number of pupils registered for FSM over a six year rolling period. At Cedar Children's Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

### **Context:**

When making decisions about using pupil premium funding, it is important to consider the context of the school and the barriers pupils may face. Common barriers for children entitled to pupil premium funding can be less support at home, weak language and communication skills, lack of confidence, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. Through pupil conferencing, data analysis and using teachers expertise, we aim to find out if a pupil has barriers affecting their learning and development and then this informs our support and approach.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Some pupils may be achieving well and are more able, but will be entitled to funding to enhance their future educational aspirations and achievements as these pupils are at most risk of under-performing.

### **Key principles:**

By following the key principles below, we believe that we can maximise the impact of our pupil premium spending.

### **Culture**

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

### **Identification of pupils**

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.

### **Day to day teaching**

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.

### **Monitoring and evaluation**

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

### **Individualising support**

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning

- Ensuring additional support staff and class teachers communicate regularly  
Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

## **Reporting**

Our use of pupil premium funding will be shown within the Pupil Premium Strategy which must be published by 31st December of each year. This will report on the use of recovery premium alongside pupil premium funding and will demonstrate how spending decisions are informed by a range of evidence

The Academy Advisory Board (AAB) and Senior Leadership team (SLT) will consider the information provided and will publish the strategy on the school website for all stakeholders. This task will be carried out in line with the requirements published by the Department for Education.

The DfE suggest the following considerations when devising an effective Pupil Premium strategy:

1. Identify the specific challenges faced by your disadvantaged and vulnerable pupils- this is the specific challenges in subjects alongside non academic barriers (i.e. attendance, mental health, behaviour and access to technology). In the 2021-22 academic year the specific challenges we have identified at Cedar are:

1	<i>High level of additional needs within PP pupils in particular speech and language (24.5% of PP pupils are identified as SEN).</i>
2	Poor vocabulary development amongst PP pupils (often due to lack of real life experiences and a word gap from early childhood)
3	Attendance for some PP pupils- 45% of children with persistent absence are PP pupils
4	Lack of engagement during remote learning and the impact of this, particularly during Covid meaning that some of our pupils have considerable learning gaps
5	Lack of aspirations and confidence in their ability to realise their goals

2. Create a strategy plan to address the key challenges (over 3 years) which show the controllable challenges that are having the most significant adverse impact on your disadvantaged pupils.

This is likely to centre around the following 3 tiers:

- High quality teaching- At Cedar this will include membership of NACE and CPD from them.

- Targeted academic support- At Cedar this will include use of Nessy online learning platform, carrying out the Nuffield Early Language Intervention in year R, Use of our phonics/reading teacher, Use of "On Track" intervention programme for maths, reading comprehension and writing and use of the "1<sup>st</sup> class @ number" intervention programme.

- Wider strategies- At Cedar this will include use of our breakfast club, attendance officer, subsidising trips and residential, lunch time and after school clubs, use of our Emotional Literacy support assistant and a play therapist.

3. Use evidence to assess the merit of any activity that you consider implementing. At Cedar we will use a range of evidence sources including EEF toolkits and other research available such as the "Maximising the Impact Teaching Assistants" research (MITA).

4. Implement the plan considering how activities will be integrated in curriculum, how staff will promote the principles in the strategy, professional development and how it will be monitored.

5. Evaluate the strategy (ongoing, implement a robust evaluation framework, measure success based on outcomes for pupils)

6. Sustain your strategy

This Pupil Premium policy will be reviewed by the AAB and the SLT every two years.

Set September 2021

Review September 2023