

Cedars Primary School Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Cedars Primary School
Pupils in school	278 (301 including Nursery)
Proportion of disadvantaged pupils	13% (35/277) excluding Nursery 12% (35/300) including nursery
Pupil premium allocation this academic year	£57, 213
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	February 2021 (half year internal review) July 2021
Statement authorised by	Lisa Munday
Pupil premium lead	Claire McGarragh
Governor lead	Julie Eldridge

Disadvantaged pupil progress scores for the last academic year

Measure	Score
Reading	KS2 SATS 2019 (4 children) +0.01 KS2 SATs were suspended in 2020 due to COVID-19
Writing	KS2 SATS 2019 (4 children) - 4.02 KS2 SATs were suspended in 2020 due to COVID-19
Maths	KS2 SATS 2019 (4 children) +1.09 KS2 SATs were suspended in 2020 due to COVID-19

Disadvantaged pupil attainment overview for the last academic year

Measure	Score
Meeting expected standard in KS2 in Reading, Writing and Maths	KS2 SATS 2019 (4 children) 50% National (2019) 71% KS2 SATs were suspended in 2020 due to COVID-19
Meeting high standard at KS2 in Reading, Writing and Maths	KS2 SATS 2019 (4 children) 0% National (2019) 13% KS2 SATs were suspended in 2020 due to COVID-19

Whole School Teaching priorities for the current academic year

Priority	Barriers to learning	Target	Target Date
Progress in Reading	<p>Some pupils have not made expected progress with their reading due to the COVID-19 school closure.</p> <p>Some disadvantaged with low starting points are making progress but not making the necessary gains to close the gap significantly to reach the expected standard.</p> <p>Some disadvantage pupils have not made expected progress with their reading due to the COVID-19 school closure.</p> <p>Developing staff's pedagogical knowledge to identify and deliver focused reading support.</p>	<p>To deliver a reading recovery curriculum to close the gap created by COVID-19.</p> <p>To increase the number of Pupil Premium children meeting the expected standard in each year group.</p> <p>To achieve the national average progress reading scores in KS2 Reading.</p>	<p>Autumn 2020</p> <p>July 2021</p>
Progress in Writing	<p>Some pupils have not made expected progress with their writing due to the COVID-19 school closure.</p> <p>Some disadvantaged pupils have poor vocabulary which has an</p>	<p>Deliver a writing recovery curriculum to close the gap created by COVID-19.</p> <p>To increase the number of Pupil Premium children meeting the expected standard in each year group.</p> <p>To achieve the national average progress writing scores in KS2 writing.</p>	<p>Autumn 2020</p> <p>July 2021</p>

	<p>impact on the content of their writing and progress.</p> <p>Develop staff's practice in providing effective feedback to children when writing – encouraging children to take ownership of their learning.</p>		
Progress in Mathematics	<p>Some pupils have not made expected progress with their maths due to the COVID-19 school closure.</p> <p>Some disadvantages pupils have not made expected progress with their maths due to the COVID-19 school closure.</p> <p>Developing staff's pedagogical knowledge and confidence in this subject – to further develop children's problem solving and reasoning skills.</p>	<p>Delivery of maths recovery curriculum to close the gap created by COVID-19.</p> <p>To increase the number of Pupil Premium children meeting the expected standard in each year group.</p> <p>To achieve the national average progress maths scores in KS2 maths.</p>	<p>Autumn 2020</p> <p>July 2021</p>
Phonics	<p>Some pupils have not made expected progress with their phonics due to the COVID-19 school closure.</p> <p>Some disadvantage pupils have not made expected progress with their phonics due to the COVID-19 school closure.</p>	<p>Year 2 pupils to pass the delayed phonics screening test in Autumn 2020. Those who do not pass to re-sit and pass in July 2021.</p> <p>Pupils to pass the Year 1 phonics screening test in June 2021.</p>	<p>July 2021</p>

Accountability of Pupil Premium children	Teaching and Academic support may not show success and secure value for money.	Teachers and Teaching Assistants know who the Pupil Premium children are in their classes. Pupil Progress discussions will focus on Pupil Premium children, identify gaps in their learning which need to be closed or how successful attainment can be extended.	September 2020 Autumn 2020 Spring 2021 Summer 2021
Remote learning	Ensuring pupils have access to a curriculum that is sequential and progressive if/when they are required to work at home or within school using it.	Pupils to have access to sequential and progressive work and their learning can be tracked robustly. Increase pupils motivation and ability to complete their learning in a variety of ways.	October 2020

Strategy aims for disadvantaged pupils

Measure	Activity
Progress in Reading	Staff to receive training and use the Simple View of Reading to identify and close the gap in reading for all pupils. Staff training regarding the use of Salford, YARC reading materials to identify gaps and deliver focused interventions.
Progress in Writing	Review the school's marking policy so that feedback can be timely and have an impact on the progress pupils' make. Staff to receive training on developing children's metacognition Staff to receive Writing CPD in Key Stage 1 to develop children' early writing. Staff in Key Stage 2 to receive writing CPD.
Progress in Maths	Continue staff training to embed teaching for mastery for all. Purchasing resources required for pupils' specific needs.
Phonics	Refresher phonics training (all staff). All staff delivering phonics are consistent in their delivery of the Read Write Inc approach. All children in Reception, Year 1 and 2 baselined in September so that targeted support can be implemented.
Accountability of Pupil Premium children	Purchase Blue Hill Software so that spending against impact reported accurately to Governors. Pupil Premium Lead to work closely with Sports Premium Lead and SENCo to evaluate the cost effectiveness of additional provision.
Remote learning	To research and buy into a learning platform provider so all the school's remote learning is in one place.

	Staff to receive training regarding the chosen learning platform. They will confidently use it to plan, set and assess remote learning e.g. homework or in the case of a lockdown.
Projected spending	£12,623

Targeted academic support for current academic year

Priority	Barriers to learning	Target	Cost
Small group and 1:1 intervention for phonics	Due to COVID-19 pupils have not made expected progress in phonics.	Pupils meet the expected standard in phonics.	£4500
Reading resources to support lower performing children in key stages 1 and 2	Reading rate and comprehension rate differ and so targeted support is required.	Additional Reading books purchased and accessible for all. Continue to prioritise reading - raising the profile of reading and develop children's confidence when reading. Beanstalk used to target Year 6 pupils and develop their confidence and ability to discuss their reading. Story Starters to develop pupils' vocabulary and support them with their reading so they read more confidence and fluency.	£2060
Small group interventions for reading, writing and maths linked to classroom teaching.	Some pupils have gaps in their educational learning due to the COVID-19 lockdown (not all pupils returned to school in June 2020 – pupils who were in Years 2, 3, 4 and 5 missed a term's learning) Some pupils have misconceptions that need unpicking and are hindering their progress.	The gap between disadvantaged pupils and their peers is reduced and pupils make at least expected progress at the end of Key Stage 1 and 2.	£25000

1:1 small group tuition for PP/SEND children	Some Pupil Premium who have additional SEND needs find it difficult to make end of Key Stage expectations.	To ensure pupils make at least expected progress in reading, writing and maths.	£2800
Developing the speech and language skills of pupils	Evidence of PP children in Reception and KS1 having weaker oral skills which has an impact on their learning.	HLTA to support children with their pronunciation, vocabulary, and verbal sentence structures.	£1000
1:1 or small group work with Learning Mentor.	Some disadvantaged pupils have emotional needs which have an impact on their ability to learn.	Pupils who receive this support will have support with their emotional needs so their learning is not compromised.	£1200
Social and Communication Skills provision	Some PP children have reduced levels of engagement and resilience in social and academic contexts which has an impact on their learning.	The children will increase their Boxall profile scores e.g. increase emotion well-being and resilience	£1500

Wider strategies for current academic year

Priority	Barriers to learning	Target	Cost
Homework Club	Some disadvantaged pupils have limited support to complete their homework successfully at home.	To ensure pupils receive effective support to complete their homework to a good standard. This will help them to develop their organisational skills and receive accurate modelling and feedback. This can then be shared with the teachers.	£1000

Increase opportunities for experiences both within and outside school	Pupils might be restricted in their ability to participate in extra-curricular activities due to financial difficulties.	To ensure school day trips, residential visits, clubs and music instrumental tuition is accessible to all (children who are in receipt of FSM to have a 50% remission for all trips and music lessons). To encourage pupils to be fit and active. Increase the number of Pupil Premium children attending at least one club per term.	£880
Uniform	Due to financial difficulties some disadvantaged children do not have the correct uniform.	To maintain high self-esteem and ensure uniform is accessible to all.	£500
Breakfast Club/School Lunches	Some disadvantaged pupils have been identified at risk of being late to school in the mornings and may not have a lunch which is balanced or sufficient.	Children will have the opportunity to attend funded Breakfast Club care provision and receive a breakfast so they are ready for morning learning. Children, who are Pupil Premium but are not entitled to free school meals, will have the opportunity to receive a nutritious lunch meal and be ready for afternoon learning.	£3800
Attendance	Some disadvantaged children's attendance is below the Government target of 97% and this reduces the amount of learning time they have at school and could lead to poor progress and attainment.	To engage with families and disadvantaged learners to successfully overcome their specific barriers. Attendance to increase and be at least in line with the whole school average and government expectations: 97% (100% is Cedars aspirational aim).	£350
Projected Spending	£44590		

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is provided throughout the year for staff's professional development.	Use of INSET days, Staff Meetings and additional cover provided by Senior Leadership Team.
Targeted support	Ensuring specific intervention groups run regularly.	Head Teacher, Deputy Head, Key Stage Leaders, to lead small groups. HLTAs time to work with pupils timetabled and protected.
Wider strategies	Parents unaware of the support Pupil Premium families can receive from the school. Maintaining and developing positive relationships with families.	Raise the profile of Pupil Premium support available e.g. newsletters, web-page, subsidies mentioned on letters etc. Pupil Premium pupils invited to attend clubs etc.

Review: last year's aims and outcomes

On March 20th 2020 Cedars Primary School closed due to COVID-19. The Pupil Premium strategy, which had been set in September 2019, was not completed. Outcomes below are judged on the progress pupils made from September 2019 to March 2020.

Year Group	Number of Children
Reception	2
Year 1	4
Year 2	7
Year 3	8

Year 4	7
Year 5	8
Year 6	10

Priority	Outcome
Progress in Reading	Pupils in Years 3, 4 and 6 had made expected progress. Pupils in Year 1 were on track to make expected progress. Pupils in Reception, Years 2 and 5 had not made expected progress.
Progress in Writing	Pupils in Years 1 and 4 made expected progress. Pupils in Reception, Years 2, 3, 5 and 6 had not made expected progress.
Progress in Maths	Pupils in Years 4 and 6 had made expected progress. Pupils in Year 3 were on track to make expected progress. Pupils in Reception, Years 1, 2 and 5 had not made expected progress.
Social and Communication Skills provision	Pupils who received this support made progress with their Boxall scores.
Learning Mentor - provide appropriate timely emotional support to children	Six pupils received this support. This provided them with emotional support which enabled them to build relationships with their peers and some improvement in their self-esteem and confidence.
Partly funded extended school's provision, including visits and trips	Six pupils who attended the Years 3, 4, and 5 residential had the opportunity to develop their life-skills. The Years 6 residential was cancelled but three Pupil Premium children were going to attend this.
Optional extra-curricular activities	Three Pupil Premium received a financial contribution towards their music lessons. This enabled them to learn how to play a musical instrument. Eight Key Stage 2 Pupil Premium children attended an after-school club and meant they could be active. Thirteen pupils, who had not attended a club, were targeted for All Kids Active Club during lunchtimes. These pupils developed their fitness and communication skills.

Attendance	23 children's attendance was in line with whole school average. 8 out of the 31 children had attendance below the whole school average due to illness. Of those 8 children, 4 children were persistently absent due to illness and lateness.
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This strategy statement contains projected spends. As a school we reserve the right to amend plans as the year progresses according to needs identified.