

Cedars' 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
Name of School	Cedars Primary School
Number of pupils in school	263 (excluding 22 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	17% (46/263)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	31 st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Munday (Headteacher)
Pupil premium lead	Claire McGarragh (Deputy Head)
Governor / Trustee lead	Julie Eldridge (Pupils Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56, 749
Recovery premium funding allocation this academic year	£14, 885
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	£71, 634

Part A: Pupil premium strategy plan

Statement of intent

At Cedars Primary School we believe that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. Our strategy considers the challenges our disadvantaged pupils face including those children who have or have had a social worker or act as a young carer.

High-quality teaching is at the heart of our school's approach and evidence shows that this has the greatest impact on closing the disadvantage attainment gap as well as benefiting the non-disadvantaged pupils. Our strategy will focus on the areas of support that we have identified for our disadvantaged pupils; with the intention that they will make improved progress from their individual starting points. Based on range of evidence (for example robust diagnostic assessments, learning walks, discussions with teachers) our strategy will be flexible and responsive to individual pupil's needs and common challenges our pupils experience. Our strategy is part of the school's wider plans for education recovery due to the recent pandemic.

At Cedars Primary School, all staff take responsibility for disadvantaged pupils' outcomes and are committed to raising disadvantaged pupils' expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils have indicated that some of our disadvantaged children have under- developed oral language skills and vocabulary.
2	Assessments and observations have shown that some of our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
3	Assessments and observations indicate that reading attainment for some of our disadvantaged pupils is below that of non-disadvantaged pupils. This is cohort driven. This has a negative impact on their development as a reader.

4	Internal assessments indicate that writing attainment for some of our disadvantaged pupils is below that of non-disadvantaged pupils. This has a negative impact on their development as a writer.
5	Assessments and observations indicate that maths attainment for some of disadvantaged pupils is below that of non-disadvantaged pupils. This has a negative impact on their development as a mathematician.
6	<p>Some of our pupils have a complexity of need and face multi-barriers to their learning. For example, some pupils are LAC and SEND or are SEND and EAL. This has an impact on their progress.</p> <p>11% of our Pupil Premium children are looked after 6% have EAL 26% are SEND</p> <p>A small proportion our disadvantaged pupils have complex medical needs and their absence has had an impact on their attendance.</p>
7	Our assessments, observations of pupils and discussions with pupils and their families have identified that some of our pupils are experiencing social and emotional issues . For some pupils this is as a result of the school closures or related to other barriers e.g. SEND, LAC etc. This can have a negative impact on their behaviour and affect their learning.
8	<p>Our observations and data show that the education and well-being of many of our disadvantaged pupils have been impacted by the school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations.</p> <p>Some of our families are experiencing financial difficulties and are unable to provide school uniform for their children. This affects their self-esteem and confidence.</p>
9	Our attendance data 2020-2021 indicates that attendance amongst our disadvantaged pupils is lower than our non-disadvantaged pupils. This has had an impact on their progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Engagement in lessons, progression through external programmes, book scrutiny and ongoing formative assessment will be used to measure impact.
Improve reading attainment among disadvantaged pupils.	EYFS data outcomes show in 2021-2022 75% of disadvantaged pupils achieve the Early Learning Goal in Reading - 4 pupils in total. KS1 reading outcomes show in 2021-2022 60% of disadvantaged pupils met the expected standard - 5 pupils in total. KS2 reading outcomes show in 2021-2022 that 62% of disadvantaged pupils met the expected standard - 8 pupils in total.
Improve writing attainment among disadvantaged pupils.	EYFS data outcomes show in 2021-2022 50% of disadvantaged pupils achieve the Early Learning Goal in Writing - 4 Pupils in total. KS1 writing outcomes show in 2021-2022 60% of disadvantaged pupils met the expected standard -5 pupils in total. KS2 writing outcomes show in 2021-2022 that 50% of disadvantaged pupils met the expected standard – 8 pupils in total.
Improve maths attainment among disadvantaged pupils.	EYFS data outcomes show in 2021-2022 75% of disadvantaged pupils achieve the Early Learning Goal in maths - 4 Pupils in total. KS1 maths outcomes show in 2021-2022 60% of disadvantaged pupils met the expected standard -5 pupils in total. KS2 maths outcomes show in 2021-2022 that 62% of disadvantaged pupils met the expected standard - 8 pupils in total.
To achieve and sustain improved well-being for all pupils, particularly disadvantaged pupils.	High levels of well-being demonstrated by: <ul style="list-style-type: none"> • Pupil voice • Parent surveys • Pupils wearing the correct school uniform. • An increase in pupils' participation in enrichment activities • arts participation

	<ul style="list-style-type: none"> • pupils attending off site trips • pupils participating in after school clubs
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	Attendance rates of children who are eligible for PP will be at least in line with attendance of whole school average for 2021-22.

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: £39934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff on metacognition and self-regulation.</p> <p>Using EEF guidance, we will provide on-going CPD related to metacognition.</p>	Explicit teaching of metacognitive and self-regulatory strategies can encourage pupils to practise and use these skills. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. EEF evidence is that it can lead to learning gains of +7 months over the course of a year.	3 4 5
<p>Enhance our teaching of phonics.</p> <p>We will continue to purchase additional reading resources and provide regular CPD for staff regarding the delivery of Read Write Inc.</p>	Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading. Data from the Progress in International Reading Literacy Study (2016) showed a significant improvement in the reading performance of boys in England (reducing the gap between boys and girls by 11 points since 2011). Consensus is growing on the best reading instruction for children with SEND is also Systematic	2

	<p>Synthetic Phonics (SSP), taught by direct instruction (Sermier, 2021)</p> <p>We use a SSP approach.</p>	
<p>Enhancement of our Literacy teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance documents.</p> <p>There will be CPD related to writing and reading comprehension (VIPERS).</p>	<p>The EEF guidance documents: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	<p>3 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance documents in school and participate in a Maths Hub project related to our school strategic plan. We will continue CPD related to Teaching for Mastery.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The following EEF guidance has been referred to: Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>
<p>Embedding effective practice around verbal and written feedback.</p> <p>Staff will continue to receive CPD related to this.</p>	<p>EEF evidence demonstrates this feedback has positive effects across all age groups and all pupils. It particularly benefits disadvantaged pupils and had a positive impact on average of +6 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>3 4 5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>We will purchase resources and train staff on the Zones of Regulation.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. SEL needs to be taught explicitly and reinforced through whole school ethos and activities.</p>	<p>1 7 8</p>

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

Budgeted cost: £23800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Read Write Inc phonics sessions targeted at disadvantaged pupils.	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of +5 months' progress. The EEF has commissioned an independent evaluation of the approach Read Write Inc use and will report it in 2023.</p> <p>Based on our school's previous data, the Read write Inc approach has led to pupils' attainment being broadly in line or above national.</p>	1 2 3
Targeted school led tutoring or small group tuition for Reading, Writing or Maths for disadvantaged pupils.	<p>Small group tuition has an average impact of the small group tuition is four additional months' progress (EEF evidence). It is effective when the work is closely matched to learners' needs (Elbaum, Vaughn, Hughes, & Moody, 1999; Swanson, 1999).</p> <p>One to one tuition is very effective at improving pupil outcomes. It can provide targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF evidence says it can make learning gains of + 5 months progress (Bloom, 1984; Jenkins, Mayhall, Peschka, & Jenkins, 1974; Juel, 1991; Wasik & Slavin, 1993).</p>	3 4 5 6
Oral Language Interventions (Beanstalk, NELI, SALT, PALS, Time to Talk, Lego Club).	<p>Studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts of learning gains up to +6 months.</p>	1 3 4 7

	Coram Beanstalk's one-to-one reading support (Story Starters and 321 reading programme) is proven to help improve the reading attainment, self-confidence, and enjoyment of reading of children who are struggling or reluctant readers.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop pupils' well-being.</p> <p>This can be achieved by providing pupils with school uniform. Some disadvantaged pupils may be restricted in their ability to participate in extra-curricular activities due to financial difficulties. The school will ensure school day trips, residential visits 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).</p> <p>The school will offer a wide range of high-quality extracurricular activities with the aim of boosting wellbeing,</p>	<p>There is insufficient EEF evidence to quantify the impact of purchasing school uniform. But as a school we believe this promotes social equality and raises the children's self-esteem.</p> <p>Arts participation can have a gains impact of +3 months (EEF evidence).</p> <p>The impact of Outdoor Adventure Learning (EEF evidence) is unclear but as a school we believe these opportunities help encourage children to be fit and active and develop socially and emotionally.</p> <p>Physical Activity can have a gains impact of +1 month (EEF) on pupils' health, wellbeing and physical development.</p>	<p>6 7 8</p>

<p>behaviour, attendance, and aspiration. Activities will focus on developing confidence, resilience, socialising and problem solving. Disadvantaged pupils will be encouraged and supported to participate.</p>		
<p>To improve pupils' decision-making skills, interaction with others and self-manage emotions. This will involve the Learning Mentor, Therapy Dog, Positive Behaviour Support, Socially speaking, PALS, Time to Talk, Lego Club, SALT, NELI).</p>	<p>EEF evidence shows that Learning Mentor support can have a gains impact of 2+ months for disadvantaged pupils. Improvements can be in areas that have an impact on academic attainment.</p> <p>Support with social and emotional learning and behaviour interventions can have a gains impact of +4 months (EEF evidence)</p>	<p>6 7 8</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>9</p>
<p>Contingency fund for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £71,634

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Between January 4th and March 8th 2021 Cedars Primary School closed due to COVID-19. The Pupil Premium strategy, which had been set in September 2020, continued. Outcomes below are judged on the progress pupils made from September 2020 to July 2021.

Year Group	Number of Children
Reception	5
Year 1	5
Year 2	6
Year 3	11
Year 4	8
Year 5	8
Year 6	9

52 Pupil Premium children (5 LAC)

Priority	Outcomes
Progress in Reading	<p>KS1 and 2 SATs were suspended 2021 due to COVID-19. There is no national average progress reading score to compare the pupils to.</p> <p>Pupils made accelerated progress in Years 1, 4, 5 and 6.</p> <p>Pupils made expected progress in Year 2.</p> <p>46% of children in Year 3 made at least expected progress. These pupils will continue to receive small group and 1:1 intervention next year.</p> <p>40% of Reception pupils are working at the expected standard.</p> <p>100% of Year 1 pupils are working below the expected standard.</p> <p>67% of Year 2 pupils were working at or above the expected standard.</p> <p>18% of Year 3 pupils are working at or above the expected standard.</p> <p>88% of Year 4 pupils are working at or above the expected standard.</p> <p>37% of Year 5 pupils are working at or above the expected standard.</p> <p>55% of Year 6 pupils are working at or above the expected standard.</p> <p>Reading was evaluated as 'strong' by Ofsted, May 2021.</p>

<p>Progress in Writing</p>	<p>KS1 and 2 SATs were suspended 2021 due to COVID-19. There is no national average progress writing score to compare the pupils to.</p> <p>Pupils made accelerated progress in Reception and Years 1, 4 and 6. Pupils made expected progress in Year 2. Pupils did not make expected progress in Years 3 and 5.</p> <p>60% of Reception pupils are working at the expected standard. 100% of Year 1 pupils are working below the expected standard. 17% of Year 2 pupils were working at the expected standard. 18% of Year 3 pupils are working at or above the expected standard. 25% of Year 4 pupils are working at the expected standard. 12% of Year 5 pupils are working above the expected standard the rest are working below. 100% of Year 6 pupils are working below the expected standard.</p>
<p>Progress in Maths</p>	<p>KS1 and 2 SATs were suspended 2021 due to COVID-19. There is no national average progress maths score to compare the pupils to.</p> <p>Pupils made accelerated progress in Reception, Years 4 and 6. Pupils made expected progress in Years 1, 2 and 5. Pupils did not make expected progress in Year 3.</p> <p>60% of Reception pupils are working at the expected standard. 100% of Year 1 pupils are working below the expected standard. 50% of Year 2 pupils were working at the expected standard. 9% of Year 3 pupils are working above the expected standard the rest are working below. 75% of Year 4 pupils are working at or above the expected standard. 37% of Year 5 pupils are working at or above the expected standard. 55% of Year 6 pupils are working at or above the expected standard.</p> <p>Maths was evaluated as 'strong' by Ofsted in May 2021.</p>
<p>Phonics</p>	<p>Baselining in September and regular phonics assessments have meant that pupils have received targeted support. As a result, 80% of Year 1 Pupils Premium pupils are predicted to pass the delayed Year 1 Phonics Check in Autumn 2021 term. One pupil will receive 1:1 phonics intervention to help them make accelerated progress.</p> <p>In Year 2, 83% passed the delayed 2020 Phonics Check. In May 2021, Ofsted stated that: 'Staff follow the phonics programme with fidelity, ensuring that pupils read books that they can decode so that they become confident, fluent readers. Those who need more support are given it quickly and effectively.'</p>

<p>Accountability of Pupil Premium Children</p>	<p>All teaching and support staff know who the Pupil Premium children are within their year groups. Each term they are given an updated list of pupils who are eligible for Pupil Premium funding.</p> <p>Pupil Premium children have been tracked closely. They have been a focus at Pupil Progress discussions and if necessary targeted through interventions and Catch-Up. This monitoring and regular reviewing has led to the majority of pupils making strong progress.</p>
<p>Remote Learning</p>	<p>The learning platform (Purple Mash) enabled pupils to learn successfully with a curriculum that was broad and balanced and sequential. Pupil Premium children were well supported during the lockdown. Their engagement with their learning was monitored and appropriate action was taken to support these pupils and their families. The majority of Pupil Premium children engaged with their remote learning: they logged on to Purple Mash and completed and handed in some of the tasks.</p> <p>Pupils who required a device were provided with one and this meant they could continue their learning during the lockdown and when isolating (throughout the year).</p>
<p>1:1 small group tuition for PP/SEND children</p>	<p>5 pupils were targeted in Key Stage 2. All made progress in reading, writing and maths.</p>
<p>Developing speech and language skills of pupils</p>	<p>Three pupils have received extensive speech and language support on a weekly basis. They have all improved in their ability and confidence in hearing and acting on verbal instructions, turn taking during conversation skills and their ability to respond appropriately to questions.</p>
<p>Learning Mentor</p>	<p>This provision has been highly personalised to meet the emotional needs of three pupils who have received this support.</p> <p>One pupil has developed their communication and friendship skills. Another child has shown an improvement in their confidence and self-esteem within the classroom. The last child has begun to talk more freely about their feelings.</p>
<p>Social and Communication Skills provision</p>	<p>6 pupils have received this support and it has been personalised to meet their needs.</p> <p>Pupils who attended a Socially Speaking group can now offer their thoughts and feelings. Those who attended Time to Talk are able to express their emotions verbally.</p> <p>A pupil who attended Lego Club can now take turns and follow instructions from their peers more successfully.</p>
<p>Homework Club</p>	<p>A homework club was run by two teachers for UKS2 pupils during the Autumn and Summer Term. 9/17 Pupil Premium children regularly attended these sessions and received support with their learning and organisational skills.</p>

Increased opportunities for experiences within and outside of school	Partial funding has enabled two pupils to learn a musical instrument. 15 pupils have been able to develop their personal and social skills by attending a partially funded school trip. Due to COVID-19 a limited number of clubs have run. Pupil Premium children have been encouraged to attend these.
Uniform	Most pupils who attend school have the correct uniform. Three families (6 children in total) have received financial support with purchasing their children's school uniform. This has allowed the children to attend school with the appropriate uniform and maintain their self-esteem.
Breakfast Club/School Lunches	1 mobile child attended funded Breakfast Club care during the Summer Term. As a result, they could have breakfast at school and were ready for their learning.
Attendance	14 Pupil Premium children's attendance has been a concern and their families received letters. For 12 children their attendance improved. The school continues to work closely with the families whose attendance is below 97%.

Externally provided programmes

Programme	Provider
Story Starters and 321 Readers	Coram Beanstalk
York Assessment for Reading Comprehension (YARC)	GL Assessment

Service pupil premium funding (optional)

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offering Homework clubs. Disadvantaged pupils will be encouraged to attend so they can complete learning related to what they have been doing in class and receive instant feedback. EEF research shows this has on average a positive impact of + 5 months additional progress.
- Developing Parental engagement has a positive impact on average of 4 months' additional progress (EEF evidence). We will provide practical strategies with tips, support, and resources to assist learning at home.

Planning, implementation, and evaluation

We have used the [EEF's implementation guidance](#) to help us develop our strategy. We will regularly review the activities and approaches we are using as well as specific pupil needs and adjust our plan over time to secure better outcomes for pupils.