# Pupil premium strategy statement Cedars Primary School and Nursery

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 236 (excluding 21 Nursery pupils) |
| Proportion (%) of pupil premium eligible pupils | 17% (40/236) |
| 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 | 15th November 2023 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Jo Goldsmith  (Headteacher) |
| Pupil premium lead | Claire McGarragh  (Deputy Head) |
| Governor / Trustee lead | James Etherton  (Pupil Premium Governor) |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £79,580  (£66,932 PP + £12,648 Post LAC) |
| Recovery premium funding allocation this academic year | £7395 |
| Pupil premium (and recovery 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* | £86,975 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Cedars Primary School and Nursery, 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 a range of evidence (for example from robust diagnostic assessments, learning walks, book looks, discussions with teachers and pupils) 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 and Nursery, 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.

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| 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 | When some of our mobile, disadvantaged pupils start at Cedars, they have undiagnosed special educational needs. They must be assessed and strategies put into place so that they can make progress from their low entry point.  Some of our disadvantaged pupils with low starting points have SEND and multi-barriers to their learning. Assessments and observations show they are making progress, but they are not making the necessary gains to close the gaps to reach ARE.  A small proportion of our disadvantaged pupils have complex medical needs and their absence has had an impact on their attainment. |
| 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, EAL etc. This can have a negative impact on their attitude and behaviour and affect their learning. |
| 8 | Our observations and data show that the education and well-being of many of our disadvantaged pupils have been impacted by the school closures from COVID-19. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations.  Some of our families are experiencing financial difficulties and are unable to provide school uniform for their children or enable them to attend extracurricular opportunities. This affects pupils’ self-esteem and confidence. |
| 9 | Our attendance data 2022-2023 indicates that attendance amongst some of our disadvantaged pupils is lower than our non-disadvantaged pupils. Some of these pupils have barriers which has an impact on their attendance and 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | An aspirational target of 100% of disadvantaged children meeting or making progress toward meeting any Speech, Language and communication targets set via SEND documentation or by Cedars’ SALT.  Increase engagement in lessons and learning attainment. |
| Improve reading attainment among disadvantaged pupils.  . | An aspirational target of 90% of disadvantaged pupils will make accelerated progress from their bespoke base line assessments in comparison with their non-disadvantaged peers. |
| Improve writing attainment among disadvantaged pupils. | An aspirational target of 90% of disadvantaged pupils will make accelerated progress from their bespoke base line assessments in comparison with their non-disadvantaged peers. |
| Improve maths attainment among disadvantaged pupils. | An aspirational target of 90% of disadvantaged pupils will make accelerated progress from their bespoke base line assessments in comparison with their non-disadvantaged peers. |
| To achieve and sustain improved well-being for all pupils, particularly disadvantaged pupils. | High levels of well-being demonstrated by:   * Positive pupil voice * An increase in pupils’ participation in enrichment activities * Pupils wearing the correct school uniform * Positive Parent voice |
| To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged. | Attendance rates of children who are eligible for pupil premium will be at least in line with attendance of whole school non-pupil premium average for 2023-24. |

## 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: £57,983

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To develop high quality teaching and assessment and a curriculum which responds to the needs of pupils.  Staff to receive CPD related to the Rosenshine’s Principles of Instruction. | Rosenshine formulated ten key principles, which he argued underpin any effective approach to instruction in lessons thus leading to effective learning.  Rosenshine’s Principles of Instruction come from three sources:  (a) research in cognitive science  (b) research on master teachers  (c) research on cognitive supports  *www.ibe.unesco.org/$leadmin/user\_upload/Publications/Educational\_Practices/EdPractices\_21.pdf* | 1  3  4  5  6 |
| Enhance our teaching of phonics.  We will continue to purchase additional reading resources and provide regular CPD for staff regarding the delivery of Read Write Inc. | 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 Synthetic Phonics (SSP), taught by direct instruction (Sermier, 2021)  We use a SSP approach. | 2 |
| Enhancement of our Literacy teaching and curriculum planning in line with DFE and EEF guidance.  We will fund teacher release time to embed key elements of the guidance documents.  There will be CPD related to writing and spelling. | The EEF guidance documents:  Preparing for Literacy: Seven recommendations to support improving early language and literacy  [Improving Literacy in Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  As a school we are using the following strategy for our spelling:  <https://missiebee1.wordpress.com/2021/04/07/teeching-speling-yousing-fonix-in-kee-stayj-too/>  We are using Grammasurus to sequence and structure the teaching of grammar and punctuation. Unit guides will inform planning, and raise the standards of teaching and learning. | 3  4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  CPD related to Maths Mastery through participation in Enigma Maths Hub projects: Sustaining Mastery and Mastering Number. | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The following EEF guidance has been referred to:  [Improving Mathematics in the Early Years and Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths)  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  Pupils in Reception and Key Stage 1 will develop good number sense: fluency in calculation and a confidence and flexibility with number (NCETM Mastering Number programme).  Pupils in Years 4 and 5 will develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense (NCETM Mastering Number at KS2). | 5 |

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

Budgeted cost: £19328

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics and reading intervention sessions targeted at disadvantaged pupils. | 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 additional progress.  The EEF commissioned an independent evaluation of the Read Write Inc approach. There was some evidence that pupils eligible for free school meals (FSM) made on average, +3 months more progress than pupils who were not offered the programme. | 1  2  3 |
| Read Write Inc | Based on our school’s previous data, the Read write Inc approach has led to pupils’ attainment being broadly in line or above national. |
| Coram Beanstalk | [Coram Beanstalk’s](https://www.beanstalkcharity.org.uk/our-impact) 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. |
| Engaging with the National Tutoring Programme to provide targeted small group tuition (along with school led tuition) for reading, writing and maths. | Small group tuition has an average impact of the small group tuition is 4+ additional months’ progress (EEF evidence). It is effective when the work is closely matched to learners’ needs (Elbaum, Vaughn, Hughes, & Moody, 1999; Swanson, 1999).  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 additional progress (Bloom, 1984; Jenkins, Mayhall, Peschka, & Jenkins, 1974; Juel, 1991; Wasik & Slavin, 1993). | 3  4  5  6 |
| Activity and resources to meet the specific needs of disadvantaged pupils with SEND.  Pre and post teaching  Lego-Based Therapy  Teach tasks  Blanks teaching  Attention autism | Pupils who participate in Lego-Based will show an increase in social development ratings.  (LEGO-Based Therapy - How to Build Social Competence Through LEGO®-based Clubs for Children with Autism and Related Conditions  By [Simon Baron-Cohen](https://www.google.co.uk/search?hl=en&q=inauthor:%22Simon+Baron-Cohen%22&tbm=bks), [Georgina Gomez De La Cuesta](https://www.google.co.uk/search?hl=en&q=inauthor:%22Georgina+Gomez+De+La+Cuesta%22&tbm=bks), [Daniel B. LeGoff](https://www.google.co.uk/search?hl=en&q=inauthor:%22Daniel+B.+LeGoff%22&tbm=bks), [GW Krauss](https://www.google.co.uk/search?hl=en&q=inauthor:%22GW+Krauss%22&tbm=bks) · 2014).  Blanks is a speech and language therapy promoted by the NHS. It develops pupils’ verbal reasoning skills.  ttention Autism is primarily a social  communication therapy that intends to build upon the interaction, communication and  attention and listening skills of children with ASC (Davies, 2017)  Attention Autism is a social communication therapy that improves the interaction, communication and attention and listening skills of children with ASC.  <https://www.researchgate.net/publication/322939272_An_evaluation_of_the_effectiveness_of_using_the_Attention_Autism_programme_as_an_intervention_for_increasing_the_level_of_attention_during_an_adult_led_activity_in_pupils_with_Autism_Spectrum_Condition> | 6  7 |

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

Budgeted cost: £9664

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils’ social, emotional and behaviour needs.  Training for staff on the Zones of Regulation. | Explicit teaching of 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  6 |
| Learning Mentor | 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. There will be an improvement in well-being scores and increased class participation. |
| Drawing and Talking  Use of 5 point scale | Support with social and emotional learning and behaviour interventions can have a gains impact of +4 months (EEF evidence)  Boxall scores will improve over time.  If pupils have increased their self- regulation, there will be a reduction in behaviours of concern in positive behaviour plans. |
| To develop pupils’ well-being.  This can be achieved by providing pupils with school uniform. | 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. | 6  7  8 |
| 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). | Arts participation can have a gains impact of +3 months (EEF evidence).  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. |
| The school will offer a wide range of high-quality extracurricular activities with the aim of boosting wellbeing, behaviour, attendance, and aspiration. Activities will focus on developing confidence, resilience, socialising and problem solving. Disadvantaged pupils will be encouraged and supported to participate. | Physical Activity can have a gains impact of +1 month (EEF) on pupils’ health, wellbeing and physical development. |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 9 |
| Contingency fund for acute issues. | 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: £**86,975

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022-2023 academic year using national data from the end of key stage 1 and 2 tests, phonics screening check results and our own summative and formative assessments.  The data demonstrates that:   * At the end of key stage 1, the majority of disadvantaged pupils made expected progress in reading and 100% made expected progress in maths. * At the end of year 1, 80% of pupils passed the phonics screening check. * 83% of year 2 disadvantage pupils passed their phonics recheck. * At the end of key stage 2, 100% of disadvantaged pupils made expected progress in reading and the majority made expected progress in writing and maths. 89% of disadvantages pupils met the expected standard for reading, 78% met the expected standard for writing and 67% met the expected standard for maths. Two thirds of disadvantaged pupils met the expected standard for all three subjects. * Disadvantaged pupils in year 6 made similar progress in reading and writing to non-disadvantaged pupils. * The pupils who received the Coram Beanstalk intervention developed their confidence when reading. All of them made expected or accelerated progress and 63% reached the age-related expectations for attainment. * Most of pupils, who receive targeted small group tuition, increased their reading ages and they demonstrated an improvement in their mental maths skills. * The school continues to work closely with those families for whom attendance is a concern.   Based on the information above, for some of the school’s disadvantage pupils their attainment was below our expectations. As a school we believe this is due to other barriers they face as well as the on-going impact of the pandemic. We have therefore reviewed our strategy and made changes to how we intend to use some of our budget in this academic year. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Story Starters and 321 Readers | Coram Beanstalk |
| Independent counselling | The National Counselling and Psychotherapy Society |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| We do not have any pupils eligible for this funding. |
| **The impact of that spending on service pupil premium eligible pupils** |
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