

Pupil premium strategy statement - Cedars Primary School and Nursery

This statement details our school's use of pupil 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

| Detail | Data |
|--|--------------------------------------|
| Number of pupils in school | 246 (including 20 Nursery pupils) |
| Proportion (%) of pupil premium eligible pupils | 18% (44 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2025 2025 -2026 2026-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Jo Goldsmith (Headteacher) |
| Pupil premium lead | Claire McGarragh (Deputy Head) |
| Governor lead | Julie Eldridge |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | Pupil Premium: £51,800 PLAC: £12,850 Service: £680 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £65,330 |

Part A: Pupil premium strategy plan

Statement of intent

At Cedars Primary School and Nursery, we are committed to providing an inclusive and supportive environment that ensures all our pupils, particularly those eligible for Pupil Premium funding, make good progress in reading, writing, and mathematics. Our aim is to close the attainment gap and raise the expectations and aspirations of all our pupils. We are aware that some disadvantaged pupils face a variety of challenges that impact their attainment and personal and social development.

To improve the outcomes for all pupils, our strategy is informed by the Education Endowment Foundation's guidance and research and internal and external assessments.

We will prioritise quality first teaching and using evidence-based teaching strategies. Staff will receive continuous professional development which will enhance the teaching and learning pupils receive.

Our strategy will focus on closing the attainment gap through targeted interventions and support. Data will be used to identify those pupils who are at risk of falling behind and one-to-one or small group interventions will be implemented and tracked rigorously. We understand that our pupils' needs may change over time, therefore our plan will be flexible and responsive, which will enable us to adjust the interventions or support a pupil receives. Any decisions will be informed by ongoing assessment and evaluations.

We are dedicated to raising the expectations and aspirations of all our pupils by developing their growth mindset. We will provide opportunities for enrichment activities beyond the classroom and encourage participation in arts, sports, and cultural activities to boost confidence and resilience. We will monitor attendance patterns and provide support where needed.

At Cedars Primary School and Nursery, we believe that every pupil can achieve their full potential and succeed both academically, personally and socially. We want them to be 'happy, caring and successful'.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our assessment information shows that some of our disadvantaged pupils are working below age-related expectations in reading, writing and maths. |
| 2 | Some of our disadvantaged pupils with SEND are making progress, but complex SEMH (Social, Emotional, and Mental Health) challenges are creating barriers that delay them from achieving age-related expectations. |

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| 3 | Some of our disadvantaged pupils have a restricted growth mindset and lack a positive attitude towards learning. |
| 4 | Some disadvantaged pupils lack the exposure to a wide range of opportunities and life experiences that are more readily accessible to their more advantaged peers. |
| 5 | Our attendance data shows that attendance among disadvantaged pupils is lower than the national average. This impacts their progress and attainment by reducing learning time and opportunities for engagement with the curriculum, hindering their development of social skills and peer relationships and contributing to gaps in knowledge and understanding. Some of these pupils are also mobile. |

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 |
|--|--|
| To embed a whole school writing and spelling approach (Grammarsaurus) which is closely aligned to the National Curriculum. | The progress of disadvantaged pupils is in line with their peers and over time the gap between disadvantaged and non-disadvantaged pupil premium attainment reduces. |
| To provide additional support to ensure gaps in reading and maths are addressed. | The progress of disadvantaged pupils is in line with their peers and over time the attainment gap between disadvantaged and non-disadvantaged pupils is reduced. |
| Disadvantaged pupils have the opportunity to take part in extracurricular sport, clubs, music, residential visits etc. and access wider curriculum opportunities. | Participation of disadvantaged pupils increases over time |
| Disadvantaged pupils develop decoding and fluency in early reading. | There is an increased percentage of pupils pass the Year 1 phonics screening check. |
| The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. | To ensure good attendance of disadvantaged pupils so that learning remains consistent and on track. |
| Pupils develop their social and emotional intelligence. | Over time, disadvantaged pupils academic performance, attitudes, behaviour and relationships with peers improve. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27730

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Develop the use of metacognitive strategies in quality first teaching. | <p>The average impact of metacognition and self-regulation strategies is +7 months' progress over the course of a year. Metacognition and self-regulation Teaching and Learning Toolkit EEF</p> <p>Research from the US has suggested that growth mindset interventions can have a positive impact on attainment. Good et al. (2003) found that using university students to teach pupils about the malleability of intelligence led to large improvements in standardised tests. Changing Mindsets trial Projects EEF</p> <p>Teaching and learning based on research by: Teaching WalkThrus: Five-step guides to instructional coaching: Visual step-by-step guides to essential teaching techniques (2020 Tom Sherrington) Teach Like a Champion (2021 Doug Lenov) Rosenshines' Principles in Actions (2019 Tom Sherrington)</p> | 1 3 |
| Provide effective feedback to support learning. | <p>The EEF guidance states that 'meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.' Teacher Feedback to Improve Pupil Learning Guidance Reports EEF</p> | 1 3 |
| Continue to use Read Write Inc (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching and progress for all pupils. | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Teaching and Learning Toolkit EEF</p> | 1 |

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| <p><i>We will fund staff release time for CPD and replenish resources</i></p> | | |
| <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><i>We will fund teacher release time for CPD to access NCETM resources (Mastering Number and Mastering Number KS2) and Enigma Hub training and resources.</i></p> | <p>On average, early numeracy approaches have a positive impact on learning equivalent to +7 months' progress for early mathematics outcomes. Early numeracy approaches benefit all pupils, their impact on children from disadvantaged background tends to be higher.</p> <p>Early numeracy approaches Early Years Toolkit EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The impact of mastery learning approaches is an +5 months progress, on average, over the course of a year.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>1 3</p> |
| <p>Enhance our writing teaching and curriculum planning in line with EEF guidance.</p> <p><i>We will fund teacher release time for CPD and access to Grammasurus resources which are in line with the national curriculum.</i></p> | <p>Early literacy approaches typically increase children's learning by + 4 months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</p> <p>Early literacy approaches Early Years Toolkit EEF</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 1</p> <p>Improving Literacy in Key Stage 2</p> | <p>1 3</p> |

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

Budgeted cost: £21600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</p> <p>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | <p>1</p> |
| <p>One-to-one and small group interventions delivered in addition to, and linked with, normal lessons in reading, writing and maths.</p> <p><i>Any Tutoring would be implemented with the help of DfE's guide:</i></p> <p>Tutoring: guidance for education settings</p> | <p>Evidence indicates that one to one tuition can be effective, providing approximately +5 months' progress on average.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The average impact of the small group tuition is +4 months' progress, on average, over the course of a year.</p> <p>Small group tuition Teaching and Learning Toolkit EEF.</p> | <p>1</p> |

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

Budgeted cost: £16000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Pupils have wider opportunities to access to extra-curricular opportunities.</p> <p><i>Trips, visits, residentials and peripatetic music lessons will have a 50% reduction.</i></p> | <p>There is a small positive impact of physical activity on academic attainment (+1 month progress over the course of a year). Physical activity Teaching and learning toolkit EEF</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about +3 months progress. Improved outcomes have been identified in English, mathematics and science. Arts participation Teaching and learning toolkit EEF</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor adventure learning Teaching and learning toolkit EEF</p> | <p>2 3 4</p> |
| <p>Supporting pupils social, emotional and behavioural needs.</p> <p><i>Targeted pupils will have access to: a mentor, Commando Joes, ELSA or a counsellor (according to their need)</i></p> | <p>Effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools Guidance Reports EEF</p> <p>In the Early Years the learning gains can be +3 months over the course of a year. Social and emotional learning strategies Early Years Toolkit EEF</p> <p>At Cedars, these are the additional social and emotional learning strategies that we provide for our primary pupils:</p> <p>Mood monsters - pupils will be taught how to explain their feelings and emotions.</p> <p>Commando Joes – is an education programme that gives young people the building blocks to develop life skills, character traits, attributes and behaviours which have a positive impact on their wellbeing, confidence and life throughout school and beyond.</p> | <p>1 3</p> |

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| | <p>Emotional Literacy Support Assistant (ELSA) support the emotional resilience, social skills, and positive mental health of children.</p> <p>A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence (+3 months).</p> <p>Self-regulation strategies Early Years Toolkit EEF</p> <p>The average impact of metacognition and self-regulation strategies is +7 months' progress over the course of a year.</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p> <p>On average, mentoring appears to have a small positive impact on academic outcomes + 2 months' additional progress.</p> <p>Mentoring Teaching and learning EEF</p> | |
| Increase attendance rates. | <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>DfE's guidance on Working together to improve school attendance.</p> <p>Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.</p> <p>Attendance interventions rapid evidence assessment EEF</p> | 5 |
| Contingency fund for acute issues. | <p>Based on our experiences, 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> | |

Total budgeted cost: £65,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year using national data from the end of key stage 2 tests, and our own summative and formative assessments.

- 60% of pupils in Year 4 achieved an MTC score greater than 20, this increased by 10% compared to the previous year.
- At the end of key stage 2 the percentage of targeted disadvantaged pupils who made the expected standard was: reading 80% (4/5), writing 80% (4/5) and maths 75% (3/4). All of these pupils received additional tutoring or interventions.
- One Year 6 child was targeted for greater depth in reading and they achieved this.
- 684 hours of tutoring was delivered. 13 disadvantaged and 26 non-disadvantaged pupils were targeted.
- The majority of pupils, who receive targeted small group tuition, either increased their reading ages or they demonstrated an improvement in their maths skills.
- 80% of disadvantaged pupils in Year 6 made expected or accelerated progress throughout the year in reading.
- The pupils who received the Coram Beanstalk intervention developed their confidence when reading. All of them made accelerated progress and 60% (3/5) reached the age-related expectations for attainment.
- 60% of the disadvantaged Year 6 pupils made expected or accelerated progress throughout the year in writing.
- 50% of Year 6 disadvantaged pupils received a subsidy for their residential.
- Overall, there was an increase in the percentage of disadvantaged pupils who attended extra-curricular clubs during 2023-2024.

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------------|----------|----------|----------|----------|----------|----------|
| Percentage of disadvantaged pupils | 20% | 25% | 23% | 23% | 28% | 36% |

- The gap between pupil premium and non-pupil premium attendance has slightly reduced (2022-2023 = 5% difference and 2023-2024 =3% difference).
- Most of the families whose attendance was a concern, demonstrated an improvement after working closely with the school.

The school recognises that the attainment and progress of some of its disadvantaged pupils fell below expectations. A new three-year plan has been implemented to address the challenges our disadvantaged pupils face and it reflects a long-term commitment to addressing the attainment gap for disadvantaged pupils. The school's 2023-2024 IDSR states that the absence rate and persistent absentee rates for FSM pupils was in the highest 20% - therefore attendance remains a focus for the reviewed strategy.

The allocation of resources has been modified and we will refine tracking methods to evaluate the strategy's effectiveness. Cedars Primary School and Nursery has small cohort sizes which can lead to data interpretation challenges. Results can fluctuate significantly from year to year due to changes in individual student circumstances or academic performance. This can lead to misleading conclusions about the effectiveness of pupil premium interventions. By using multi-year average data, it will provide a more accurate and reliable picture of progress and improvements in attainment and outcome, minimising the influence of year-to-year variability.

Externally provided programmes

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

| 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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| <i>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</i> |
| We had no service pupil premium allocation last year. |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |