

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
School name	Cedars Academy
Number of pupils in school	1000
Proportion (%) of pupil premium eligible pupils	23.2
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Laura Sanchez, Executive Principal
Pupil premium lead	Craig Patterson, Team Leader for Pupil Premium
Governor / Trustee lead	Mark Gant Governor lead for Disadvantaged learners

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,000
Recovery premium funding allocation this academic year	£ 63,937
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£ 33,901.68

*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	
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	£ 306,838.68

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations – This is in line with whole school improvement targets. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Cedars Academy is that all pupils, irrespective of background or the challenges they face, become literarily able and comfortable with expressing themselves in spoken and written format. This will enable them to read to learn, broaden horizons and be interested and interesting members of society.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Key Stage 2 Literacy and Numeracy tests, thus giving them a lower key stage 3 starting point than their non-pp peers</p> <p>Assessments show that 62.7% of our disadvantaged pupils achieve age-related expectations compared to 73.9% of others in maths. And in English 72.0% of PP students achieve the age-related expectations compared to 78.7% of the non-pp cohort</p>
2	<p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</p> <p>Within our school, pupil premium pupils are identified as needing additional support with social emotional needs via our THRIVE facility, receiving small group or one-one interventions. Since the pandemic, teacher referrals for support has increased.</p>
3	<p>Rates of Fixed Term Exclusions are higher amongst our PP cohort, therefore being a more disruptive influence on their education.</p> <p>Analysis shows that pupil premium students have historically accounted for more of a larger share of the FTEs per population compared to their non-pp peers.</p>
4	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p>
5	<p>Financial, Experiences and exposure to sources of cultural capital</p> <p>Student voice analysis has shown that our PP students are twice as likely not to have access to opportunities to play musical instruments, three times as likely to need financial support for transport and uniform, and 47% more likely to have not experienced a theatre show or pantomime.</p>
6	<p>Raising aspirations amongst students – so as to show them the variety of options with next stages in education and work force options later in life.</p> <p>In surveying students long term goals our PP students were 32% more like to choose manual labour jobs, and only 18% of the PP cohort considered university a long-term goal – compared to 47% of their non-PP peers. Most put this down to engagement with school and level of work required to achieve this goal.</p>

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
1	Identified students develop literacy and numeracy skills in line with their peers.	<p>IN school teacher assessment, through the maths curriculum and direct instruction, will reduce the maths age related expectations gap</p> <p>Similarly, the improvement in age related expectations in literacy will reduce the attainment gap</p> <p>Reciprocal reading and reading interventions will also show a support for the reduction in this attainment gap.</p>
2	Identified students make positively impacted by high quality emotional and social support.	<p>Students attendance rates increase in line with non-pp peers.</p> <p>Reduction in behavioural incidents and rates of exclusion for these students.</p>
3	Improvement in behaviour for this cohort	<p>Reduction in proportion of PP students receiving an FTE, closing the gap to the percentage of non-pp students receiving a FTE.</p> <p>A reduction in PP share of behaviour points PP students should receive proportional share of detention percentage to size of cohort</p> <p>Increase in PP share of achievement points PP students should receive proportional share of Achievement percentage to size of cohort</p>
4	Improved attendance for PP cohort	<p>Attendance percentage to be in line with non-pp peers and aim for the school target of 96.5%</p> <p>Rates of Persistent absenteeism in PP cohort compared to non-PP cohort is to target the national figures</p>
5	Students have access to experiences in the academic and holistic curriculum that gives them new opportunities	<p>High Proportion of PP students receiving academic tutoring.</p> <p>PP students over-representing in curriculum interventions.25+%</p> <p>PP students over represented 25+% in music lessons.</p>

		PP allowance and funding designated for students to be able to access trips and creative subjects – review of spending to analyse where further support can occur.
6	Raise student aspirations for school and future success	<p>Participation and engagement in careers sessions to be evident and over-represented by PP 25+%</p> <p>Year 11 Leavers – 0 NEETs</p> <p>Rate of 1st generation PP students attending higher education to be above the national average (3%)</p> <p>Over-representation of PP student at school events 25+%</p>

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: £107,244 (planned Expense)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	1, 5, 6
Introduce and embed reciprocal reading as part of a whole school reading approach. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading?utm_source=/projects-and-evaluation/projects/reciprocal-reading&utm_medium=search&utm_campaign=site_search&search_term=recip http://literacy.fischertrust.org/overview/rr/	1, 5
Ensure Quality First Teaching. This will include metacognition learning strategies, high levels of challenge in the curriculum, diagnostic assessment and informative feedback	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 3, 5, 6

	https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	
Effectively implement whole school behaviour management system to enable students to access high quality teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-downloads https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	1-6
Phonics Training, including whole school literacy focus and Reciprocal reading training.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes	1
Online homework platforms for available subject areas	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	1
School Psychology service	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	2,3,6

The Key- Leadership Support programme	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education	1-6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 29,250 (*planned Expense*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct instruction for years 7 and 8 students who have not met age-related expectations	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	1, 6
Engaging with the National Tutoring Programme for one-to-one and small group maths, science and English interventions	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 6
Tutor time academic interventions for GCSE	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition	1, 6

cohort to close gap to targets		
Small Group after-school intervention sessions for KS3 with Sixth form and LSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6
NGRT Assessments for transitions groups (Years 8 and 9)	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science	1,6
SEND CPD Release and staff training	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send	1,2,6
TA Deployment(holiday intervention support)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,6
In-school small group intervention and tutoring programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,6

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

Budgeted cost: £ 101,000 *Planned Expensive*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure parent engagement activities reach parents of PP students. (Parent forums and parents evenings).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5, 6
Implement transport support system for students eligible for PP to subsidise cost of transport to and from school.	https://www.suttontrust.com/our-research/pupil-premium-2021/	5
Ensure all PP students are provided with relevant reading/revision materials and resources to make progress. Implementation of an allowance scheme that gives PP students' ownership of allocated funds to use on resources and to be fully equipped to access the learning of the curriculum.	https://www.suttontrust.com/our-research/pupil-premium-2021/	1,6
Provide support with access to educational trips.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Provide support with purchasing uniform.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	5
Alternative provision to be used where appropriate for students eligible for PP where there is a need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,4, 6
Students to have access to extracurricular opportunities and specialists on college site	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5, 6

further developing their educational experiences, removing any financial barriers (e.g. music).		
Actively encourage a positive start to the day through a breakfast club.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/	1-6
Use of council Household support fund referral scheme to support local families financially via council grants	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	1-6
Supporting behavioural and emotional needs (Internal and external packages). 1 day per term 20 students – LCFC	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Active and early attendance tracking and interventions, student admin post	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	3,4

Total budgeted planned cost: £ 237,494

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance in literacy and comprehension improved in the last academic year in line with our strategy goals. Although this is still a whole school focus to support closing the gap.

Performance in in-year assessments was similar to previous years with small detrimental changes. This was partly due to the impact of partial school closures and remote learning.

Where we were successful in implemented the strategies included were SEMH support through counselling and THRIVE and increasing attendance and outcomes for those students.

Students were supported into their preferred destinations with a reduced number of NEETs compared to the year prior.

Financial support programmes ran successfully, utilising a targeted in curricular and academic support fund as well as an acute hardship fund. This also extended to the purchase of electronic devices to support PP students with the home learning programmes put in place during the school closures.

Exclusions reduced from 30% of the PP cohort down to 18%, and we saw a similar reduction in the percentage of the PP cohort which received detentions and behaviour points. Achievement points maintained a steady upward curve. However, there is still work to be done to close these gaps.

Attendance and PA figures were disrupted by the closing of schools and sending home of bubbles and so is not comparable to years prior.

Outcomes for post 16 showed our PP cohort out-performing their non-pp peers on the Value Added score (0.3 compared to 0.02).

At Level 2 our Attainment gap Was at just 3.1

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NGRT	GL Assessment
CATs	GL Assessment
Reciprocal Reading	
Brain Leap	Lexplore Analytics
Direct Instruction	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

This final section links to the initial intent statement. It looks to help school leaders to articulate how their strategies are evolving, adapting and changing over time. Anyone who visits a school to learn about their Pupil Premium strategy will see a 'still from a reel of film'. This section helps to add to that. Again, to tell the story of the school and its evolving approach to disadvantage. This is important as our knowledge about how best to do this improves all the time.

Five years ago, label led / accountability led approaches were common. The most exciting change for our disadvantaged pupils, and those that work with those pupils is that schools are focusing on the controllable factors impacting on learning in ever greater numbers. This is key to success.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We will have our Internal PP Review led by the trust lead and assisted by other PP school leads.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably behaviour and expectations and the culture of the academy. Which is supported in increased impact of this identified by the EEF Toolkit.

We have used the EEF's implementation guidance to set out our plans, and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to adjust and quality improvement to secure better outcomes for pupils over time.