

Pupil premium strategy statement – The Cedars Academy

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

Detail	Data
Number of pupils in school	949
Proportion (%) of pupil premium eligible pupils	22.6%
1	2022-2025 (2025)
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	
Pupil premium lead	Tom Hoey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,205
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,283.26
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£232,488.26

Part A: Pupil premium strategy plan

Statement of intent

Our aim for our Pupil Premium learners is for them to leave The Cedars Academy as kind and respectful members of society who work hard and take responsibility for all they do. We work hard to instil these values in our pupils because we know young people who are kind and decent, who work hard, and who take responsibility do well at school and in life.

It is our intent that every young person feels safe, happy and valued, so that they can achieve outstanding academic success and holistic development regardless of their background. Our expectation at The 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.

We have two main objectives for our Pupil Premium learners. Firstly, is for them to gain higher attainment which is comparable with those Non-Pupil Premium learners. Secondly, is to give our Pupil Premium learners access to opportunities that would not normally be available to them but would to those non-disadvantaged students.

This plan sets out how using teaching and learning strategies alongside targeted academic support can help gain higher attainment for our disadvantaged learners. This plan also sets out how using wider strategies to support of students in areas outside the classroom that will enrich their lives.

Challenges

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

Challenge number	Detail of challenge
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1
Entry-level
data

Entry level data shows Pupil Premium students have on average a lower starting point compared to our Non-Pupil Premium students. Pupil Premium students on average start more than 4 points behind their Non-Pupil Premium peers. There is also a higher proportion of Pupil Premium students in the middle and lower ability banding compared to their Non-Pupil Premium peers.

	KS2 Prior Attainment
PP	102.5
Non-PP	107
Gap	-4.5

KS2 Attainment Band for current Year 11						
	PP			Non-PP		
	H	M	L	H	M	L
Number of Students	1	24	13	13	80	36
% of cohort	2	56	30	9	58	26

2
Attendance

The attendance of our Pupil Premium students is lower than the attendance of our Non-Pupil Premium students. When compared to local, regional and national figures, our attendance figures for our Pupil Premium students is below in each category.

	21-22	22-23	23-24
PP Attendance (%)	87.7	83.7	83.4
Non-PP Attendance (%)	93.4	91.3	92.6
Gap (%)	-5.7	-7.5	-9.2

	The Cedars	Local	Regional	National
23-24	83.4	Unavailable	Unavailable	Unavailable
22-23	83.8	84.3	85.4	86.0
21-22	87.7	85.0	86.2	86.8

3
Mental
health

We have a higher proportion of our Pupil Premium students with CPOMS logs from categories associated with mental health issues compared with our Non-Pupil Premium students.

Report of CPOMS logs from 2023-2034				
Category	Number of PP students	Proportion of PP students (%)	Number of Non-PP students	Proportion of Non-PP students
Social and Emotional	121	56.27	274	37.32
Behaviour	118	54.88	239	32.56
Home Issues	86	40.00	118	16.07
Child Protection	62	28.83	62	8.44
CP – Section 47	8	3.72	1	0.13
CP – County Lines	3	1.39	1	0.13
Encompass Contact	29	13.48	25	3.40
Child on Child Abuse	20	9.30	26	3.54

<p>4 Behaviour</p>	<p>Our Pupil Premium students are picking up more behaviour points per student when compared to our Non-Pupil Premium students. The picture is the same when comparing fixed term exclusions from school.</p> <p>Behaviour Data</p> <table border="1" data-bbox="381 367 1409 674"> <thead> <tr> <th></th> <th colspan="2">PP</th> <th colspan="2">Non-PP</th> </tr> <tr> <th></th> <th>Behaviour Points</th> <th>Av. BP per student</th> <th>Behaviour Points</th> <th>Av. BP per student</th> </tr> </thead> <tbody> <tr> <td>23-24</td> <td>15,294</td> <td>71.5</td> <td>27,392</td> <td>35.1</td> </tr> <tr> <td>22-23</td> <td>16,224</td> <td>69.3</td> <td>21,005</td> <td>27.7</td> </tr> <tr> <td>21-22</td> <td>11,367</td> <td>49.0</td> <td>41,913</td> <td>54.6</td> </tr> </tbody> </table> <p>Fixed term exclusions data</p> <table border="1" data-bbox="381 772 1409 1079"> <thead> <tr> <th></th> <th colspan="2">PP</th> <th colspan="2">Non-PP</th> </tr> <tr> <th></th> <th>No. exclusions</th> <th>No. of days</th> <th>No. exclusions</th> <th>No. of days</th> </tr> </thead> <tbody> <tr> <td>23-24</td> <td>122</td> <td>207.5</td> <td>102</td> <td>157</td> </tr> <tr> <td>22-23</td> <td>148</td> <td>342</td> <td>73</td> <td>146.5</td> </tr> <tr> <td>21-22</td> <td>52</td> <td>116.5</td> <td>39</td> <td>84.5</td> </tr> </tbody> </table>		PP		Non-PP			Behaviour Points	Av. BP per student	Behaviour Points	Av. BP per student	23-24	15,294	71.5	27,392	35.1	22-23	16,224	69.3	21,005	27.7	21-22	11,367	49.0	41,913	54.6		PP		Non-PP			No. exclusions	No. of days	No. exclusions	No. of days	23-24	122	207.5	102	157	22-23	148	342	73	146.5	21-22	52	116.5	39	84.5
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<p>5 Cultural Capital</p>	<p>Our Pupil Premium students are attending Co-Curricular activities less than their Non-Pupil Premium peers.</p> <table border="1" data-bbox="371 1247 1150 1482"> <thead> <tr> <th></th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>PP Attendance (%)</td> <td>21.6</td> <td>17.9</td> </tr> <tr> <td>Non-PP Attendance (%)</td> <td>78.4</td> <td>82.1</td> </tr> </tbody> </table> <p>Staff observations also state that fewer Pupil Premium students are signing up for trips and visits both day trips as well residential trips. https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/</p>		22-23	23-24	PP Attendance (%)	21.6	17.9	Non-PP Attendance (%)	78.4	82.1																																									
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<p>6 Aspirations</p>	<p>Staff observation state that Pupi Premium students have lower aspirations that their Non-Pupi Premium peers. This is both at Post-16 level as well as aspirations for Higher Education. https://www.suttontrust.com/our-research/aspirations-polling-2017-university-fees-debt-attitudes/</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
Improve Pupil Premium KS4 data	<p>Increased A8 score for Pupil Premium students.</p> <p>Increased P8 score for Pupil Premium students.</p> <p>Increase number of Pupil Premium students Gaining 4+ in English and Maths.</p> <p>Increase number of Pupil Premium students Gaining 5+ in English and Maths.</p>
Improve Pupil Premium students' attendance	<p>Increase Pupil Premium students' attendance to above 90%.</p> <p>Close the PP vs Non-PP attendance gap to below 5%.</p>
To support the wellbeing and mental health of Pupil Premium students.	<p>Improve attendance of Pupil Premium students.</p> <p>Improve Attitude to Learning of Pupil Premium students.</p> <p>Improve academic outcomes at KS4 for Pupil Premium students.</p> <p>Increase in the number of Pupil Premium students accessing support available to them.</p>
To improve the behaviour of Pupil Premium students	<p>Improve the number of reward points given to Pupil Premium students.</p> <p>Reduce the number of behaviour points given to Pupil Premium students.</p> <p>Reduce the number of fixed term exclusions given to Pupil Premium students.</p>
To further develop cultural capital of Pupil Premium students	<p>Increase the number of Pupil Premium students attending school trips and visits.</p> <p>Boost number of extra-curricular activities on offer.</p>
To further improve aspirations of Pupil Premium students	<p>Improve Attitude to Learning of Pupil Premium students.</p> <p>Improve the number of reward points given to Pupil Premium students.</p> <p>Reduce the number of behaviour points given to Pupil Premium students.</p>

	To increase the number of Pupil Premium students that stay on The Cedars Martins Sixth Form to study academic A-Levels.
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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: £ 110,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Leader – Pupil Premium	<p><i>“The most common use of the Pupil Premium reported by school leaders was to fund existing or new staff”</i></p> <p><i>“Around three quarters of school leaders said that they had used the Pupil Premium to fund staffing. Often, they said that the funding had allowed them to maintain or enhance current levels of staffing rather than to create entirely new roles.”</i></p> <p>How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils – Ofsted (2012)</p> <p><i>“The Pupil Premium remains the most powerful tool schools have at their disposal to support pupils facing socio-economic disadvantage. Over the past decade, there is no doubt that it has enabled schools to sharpen their focus and increase their efforts on supporting this group of pupils.”</i></p> <p><i>“The socio-economic attainment gap remains stubbornly wide, so the mission of the Pupil Premium is more important than ever. It is right that we focus on making sure this crucial resource has the biggest possible impact.”</i></p> <p>Professor Becky Francis (CEO of EEF) commented on a Nation Audit Office report on outcomes for disadvantaged students (July 2024)</p> <p>Supporting the attainment of disadvantaged students</p>	1, 2, 3, 4, 5, 6

<p>Instructional Coaching CPD</p>	<p><i>“My reading of the literature is that instructional coaching is now the best-evidenced form of CPD we have.”</i></p> <p><i>“In 2011, a team of researchers published the results from a randomised controlled trial of the My Teaching Partner (MTP) intervention, showing that it improved results on Virginia state secondary school tests by an effect size of 0.22. Interestingly, pupils whose test scores improved the most were taught by the teachers who made the most progress in their coaching sessions.”</i></p> <p><i>“Instructional coaching is supported by evidence from replicated randomised controlled trials, meta-analysis, A-B testing and evidence from systematic research programmes. I have looked hard at the literature and I cannot find another form of CPD for which the evidence is this strong.”</i></p> <p>Sam Sims (2019) – Research Lead at Ambition Institute, UK https://samsims.education/2019/02/19/247/</p> <p><i>“Instructional coaching is not only theoretically promising as the only form of CPD that reliably affects student achievement (Kraft et al., 2018), but its impact is also visible in schools. Through our work at Ambition Institute, we’ve seen maths teachers build success with their most challenging groups by focusing on the design of their worked examples, and science teachers generating rich understanding through carefully sequenced retrieval practice. At a whole-school level we’ve seen the growth of new cultures debating and discussing teaching and learning. Instructional coaching has been central to these developments by supporting teachers to understand and apply new theories of learning to the specific contexts of their classrooms.”</i></p> <p>Steve Fardon (2021) – Ambition Institute, UK https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/</p>	<p>1, 3, 4, 6</p>
<p>Alternative Curriculum</p>	<p><i>“The benefits of Alternative provision, is its ability to provide individualised support. With smaller class sizes and a more personal approach, Kip McGrath can identify and address specific challenges that hinder their progress in mainstream school and help overcome them with targeted intervention and a nurturing environment. The tailored support promotes</i></p>	<p>1, 2, 3, 4, 6</p>

	<p><i>engagement, boosts self-esteem, and fosters a positive attitude towards education.”</i></p> <p><i>“Alternative provision often employs innovative teaching methods, offering a diverse educational experience that caters to different learning styles. This flexibility enables students to explore subjects of interest, develop confidence, and gain the knowledge and tools to support their learning style, which traditional settings may not have the capacity to provide.”</i></p> <p>Kip Insights Team (2023 - KipMcgrath Education Centres) https://www.kipmcgrath.co.uk/insights/what-is-an-alternative-provision</p> <p><i>“Alternative provision can provide multiple ways to support students, if they are struggling, and help them achieve their educational goals.”</i></p> <p><i>“Students can benefit from using alternative provision as it provides a more suitable educational pathway to their specific needs that mainstream school may not provide to them.”</i></p> <p>EdBlog (2021) https://blog.edclass.com/5-ways-alternative-provision-can-help-your-pupils/#:~:text=Alternative%20provision%20can%20provide%20multiple,may%20not%20provide%20to%20them.</p>	
Revision guides	<p><i>“Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</i></p> <p><i>“Pupils eligible for free school meals typically receive additional benefits from homework.”</i></p> <p>EEF Teaching and Learning Toolkit - Homework</p> <p><i>“GCSE revision guides ensure students can efficiently structure their revision, breaking up large parts of content into smaller, focused sections. This helps build students’ confidence, as well as clearly highlighting areas they need to give more attention towards.”</i></p> <p>Emma Slater (The Access Group) https://www.theaccessgroup.com/en-gb/education/software/education-resources/gcse/gcse-revision-guides-teaching-resources-to-help-students/</p>	1, 6

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

Budgeted cost: £ 55,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purple Ruler	<p><i>“Pupils can expect to perform a minimum of 28% higher than their peers after 1 lesson a week for 15 weeks with an attendance rate of 75% in group sizes of 1:3.”</i></p> <p><i>“The Purple Ruler educational intervention program demonstrated significant efficacy in enhancing standardized test scores in Mathematics, English (both ELA and ESOL), and Combined Sciences (Biology, Chemistry, and Physics) among K-12 students in both England and the United States. The program's impact was observed across all three age cohorts:</i></p> <ul style="list-style-type: none"> <i>• Ages 14-18: High school students showed marked progress, with significant advancements in ELA and subject-specific Sciences, demonstrating preparedness for higher education assessments such as A Levels and standardized tests. 78.9% of students achieved attainment growth. The average growth across all subjects measured was 22.0%”</i> <p>Purple Ruler - https://www.purpleruler.com/primary-and-secondary-tuition</p> <p><i>Mathematics:</i></p> <ul style="list-style-type: none"> <i>• Achievement Growth: 81.2% of students showed improvement.</i> <i>• Average Growth: 19.3% increase in test scores.</i> <i>• Notable Improvement: Enhanced understanding of advanced mathematical concepts such as calculus.</i> <p><i>English Language Arts (ELA):</i></p> <ul style="list-style-type: none"> <i>• Achievement Growth: 75.2% of students showed improvement.</i> <i>• Average Growth: 23.1% increase in test scores.</i> 	1, 6

	<ul style="list-style-type: none"> • <i>Notable Improvement: Improved critical analysis and literature review skills.</i> <p>Purple Ruler - https://www.purpleruler.com/scientific-study</p> <p><i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</i></p> <p><i>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.”</i></p> <p>EEF Small Group Tuition - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Pupil Premium Academic Mentor	<p><i>“Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.”</i></p> <p><i>“Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.”</i></p> <p><i>“On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”</i></p> <p>EEF Mentoring - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 3, 4, 5, 6
The Brilliant Club	<p><i>“We’ve been training our PhD tutors to deliver The Scholars Programme in our partner schools and colleges across the UK since 2011. They share their subject knowledge and passion for learning with small groups of pupils aged 8-18. It helps them to</i></p>	1, 2, 4, 5, 6,

	<p><i>develop the knowledge, skills and confidence to secure a place at a competitive university. Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment. Students who did The Scholars Programme in Year 8, 9 or 10 were more likely to achieve a 9-5 in maths and English than students who scored similarly at Key Stage 2 within their schools.”</i></p> <p>The Brilliant Club - https://thebrilliantclub.org/the-scholars-programme/</p> <p><i>“Eight consecutive years of independent evaluation from UCAS have shown that The Scholars Programme has a significant impact on university application and progression rates.”</i></p> <p><i>“The programme has been cited by Ofsted as an effective use of Pupil Premium funds.”</i></p> <p>The Brilliant Club - https://thebrilliantclub.org/the-scholars-programme/for-schools/the-programme/key-stage-3-4/</p>	
<p>Pupil Premium Pupil Passport</p>	<p><i>“More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.”</i></p> <p>Support the attainment of disadvantaged pupils (2015 – Department for Education) https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p><i>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and progress is the first step to developing an effective Pupil Premium strategy. You should adopt a rigorous approach to identifying your pupil needs, avoiding the temptation to cherry-pick data that confirms ‘hunches’. You should gather and reflect on a wide range of data to</i></p>	<p>1, 2, 3, 4, 6</p>

	<p>build a rich picture. Once you and your team have assessed the performance of your disadvantaged pupils against national benchmarks, you should examine what could be hindering the attainment and progress of those pupils who are below age-related expectations or any higher attainers who could be extended further. This will involve diagnosis of academic challenges, for example, identifying which pupils require additional support to develop literacy skills and in which specific areas.”</p> <p>The EEF Guide to The Pupil Premium (2024 – EEF) https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform Allowance	<p><i>“Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline”</i></p> <p><i>“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.”</i></p> <p>EEF School Uniform (2021 – EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform</p>	2, 4
Chromebooks	<p><i>“The government has today announced a further 300,000 laptops and tablets to help disadvantaged children and young people learn at home.”</i></p> <p><i>“Part of the Get Help with Technology Programme, the 300,000 boost takes the total number of laptops and tablets for disadvantaged young people up to 1.3 million.”</i></p>	1, 2, 3, 4, 5, 6

	<p>Department for Education (2021 – DfE) https://www.gov.uk/government/news/hundreds-of-thousands-more-laptops-to-support-disadvantaged-pupils-learn-at-home</p> <p><i>“Tablets and laptops facilitate distance learning, ensuring education continuity during holidays, sick days, or unprecedented events like a pandemic. They also allow students to revisit class material at their own convenience, reinforcing classroom learning.”</i></p> <p>Stuart O’Brien (2023 – Education Briefing) https://education-forum.co.uk/briefing/digital-dawn-how-tablets-and-laptops-can-boost-educational-outcomes/</p>	
<p>Normandy Residential</p>	<p><i>“The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.”</i></p> <p><i>“The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.”</i></p> <p>East Riding of Yorkshire Council file:///ced-srv-fs02/tom.hoey\$/Documents/Downloads/Cultural%20Capital%20Toolkit.pdf</p> <p><i>“Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student’s knowledge foundation, promoting further learning and higher level thinking strategies. With understanding comes confidence and intrinsic motivation”</i></p> <p><i>“Field trips can stimulate new learning, increased attitude towards science, trigger interest development, and provide many rewards to both the teacher and the students”</i></p>	<p>2, 5, 6</p>

	<p>Marc Behrendt and Teresa Franklin (2014 – International Journal of Environmental and Science Education)</p> <p>https://files.eric.ed.gov/fulltext/EJ1031445.pdf</p> <p><i>“School trips are known to engage and enthuse students in ways that are limited in the confines of a school environment. Seeing and experiencing the subjects they are learning about brings to life a new perspective that will last during and after the trip, inspiring them to engage and learn, ultimately resulting in increased student attainment.”</i></p> <p>Next Generation Travel Group – 2024 - https://www.ngttravel.com/blogs/student-attainment-and-ofsted/</p>	
<p>Berlin Residential</p>	<p><i>“The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.”</i></p> <p><i>“The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.”</i></p> <p>East Riding of Yorkshire Council file:///ced-srv-fs02/tom.hoey\$/Documents/Downloads/Cultural%20Capital%20Toolkit.pdf</p> <p><i>“Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student’s knowledge foundation, promoting further learning and higher level thinking strategies. With understanding comes confidence and intrinsic motivation”</i></p> <p><i>“Field trips can stimulate new learning, increased attitude towards science, trigger interest development, and provide many rewards to both the teacher and the students”</i></p>	<p>2, 5, 6</p>

	<p>Marc Behrendt and Teresa Franklin (2014 – International Journal of Environmental and Science Education)</p> <p>https://files.eric.ed.gov/fulltext/EJ1031445.pdf</p> <p><i>“School trips are known to engage and enthuse students in ways that are limited in the confines of a school environment. Seeing and experiencing the subjects they are learning about brings to life a new perspective that will last during and after the trip, inspiring them to engage and learn, ultimately resulting in increased student attainment.”</i></p> <p>Next Generation Travel Group – 2024 - https://www.ngttravel.com/blogs/student-attainment-and-ofsted/</p>	
<p>Cultural Capital opportunities</p>	<p><i>“The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.”</i></p> <p><i>“The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.”</i></p> <p>East Riding of Yorkshire Council file:///ced-srv-fs02/tom.hoey\$/Documents/Downloads/Cultural%20Capital%20Toolkit.pdf</p> <p><i>“And their results improved if they had visited museums, galleries and went on outings with their families or schools.”</i></p> <p><i>“Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical. The Trust recommends that schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most.”</i></p>	<p>2, 5, 6</p>

	Lee Elliot Major (2015 - Sutton Trust) - https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/	
DofE award	<p><i>“The research (Impact report of DofE) shows statistically significant improvements in three out of four wellbeing measures – life satisfaction, happiness and feelings of doing things in life that are worthwhile. Improvements in life satisfaction are higher for girls and young women, young people from minority ethnic backgrounds, and those who reported poor or fair health at the start of their DofE.”</i></p> <p><i>“Anxiety in young people over the course of their DofE appears to follow the same pattern seen in national data, increasing with age. However, while data from participants and UK youth data show the same starting point for anxiety at age 16, the increase by age 18 is less for those doing their DofE.”</i></p> <p>Duke of Edinburgh Award (2024) - https://www.dofe.org/about/impact-report24/</p>	3, 5, 6
Breakfast Club	<p><i>“There is some emerging evidence to suggest that overall breakfast provision could have a very small positive impact on attainment, particularly for those from disadvantaged backgrounds in the UK context.”</i></p> <p><i>“The average impact of breakfast provision on attendance is very small and positive”</i></p> <p>EEF – 2024 – Breakfast Interventions - https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1734471917</p>	1, 2, 3, 4
Music Lessons	<p><i>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”</i></p> <p><i>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”</i></p> <p><i>“There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil</i></p>	2, 3, 4, 5, 6

	<p><i>premium, schools should carefully monitor whether this aim is being achieved.”</i></p> <p>EEF – Arts Participation - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £ 229,506

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Table 1. Table one shows performance data of Pupil Premium students at The Cedars Academy over the past 3 years.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
A8	4.47	4.78	-0.31	3.53	4.99	-1.46	3.18	4.99	-1.89
P8	-0.44	-0.08	-0.36	-0.52	0.06	-0.58	-0.98	-0.06	-0.92
4+ EN & MA (%)	69.8	72.1	-2.3	37.5	69.5	-32	39.5	76.1	-36.6
5+ EN & MA (%)	41.9	39.5	+2.5	25.0	53.9	-28.9	20.9	52.1	-31.2

The gaps in average Attainment 8 and in Progress 8 have increased with a steady decline in these scores. There is a similar pattern with the percentage of students gaining 4+ and 5+ in English and Maths. At the end of this 3 year cycle, we have not achieved our aim of closing the attainment gap between Pupil Premium and Non-Pupil Premium students.

Table 2. Table 2 shows performance data of Pupil Premium students at The Cedars Academy compared to National figures over the past 3 years.

	2021-2022			2022-2023			2023-2024		
	PP	Nat	Gap	PP	Nat	Gap	PP	Nat	Gap
A8	44.7	37.6	+7.1	35.34	35	+0.34	31.77		
P8	-0.44	-0.55	+0.11	-0.52	-0.57	+0.05	-0.98		

4+ EN & MA (%)	69.8	48.4	+21.4	37.5	43.4	-5.9	39.5		
5+ EN & MA (%)	41.9	29.6	+12.3	25.0	25.2	-0.2	20.9		

The Cedars Academy continues to track above the national average in Total Attainment 8 and Progress 8 for Pupil Premium students. The Cedars Academy dropped below the national average for the percentage of students gaining a 4+ and 5+ in English and Maths. Even though we track above the national average in these key data points, we have not achieved our aim of closing the attainment gap between Pupil Premium and Non-Pupil Premium students.

Table 3. Table 3 shows the attendance data of Pupil Premium students at The Cedars Academy over the past 3 years.

	2021-2022			2022-2023			2023-2024		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Overall attendance (%)	87.7	93.4	-5.7	83.8	91.3	-7.5	82.4	91.5	-9.1
PA (%)	41.9	18.4	-23.5	51.4	34.8	-16.6	52.9	32.8	-20.1
SA (%)	5.7	1.6	-4.1	7.2	1.8	-5.4	13.2	3.3	-9.9

There has been a steady decrease in overall attendance of Pupil Premium students as well as an increase in the percentage of Pupil Premium students who have fallen into the Persistently absent and Severely absent categories. The gaps between Pupil Premium and Non-Pupil Premium for overall attendance as well as at the PA and SA categories has not closed. We have not achieved our aim of closing the attendance gap between Pupil Premium and Non-Pupil Premium students.

Table 4. Table shows the attendance data of Pupil Premium students at The Cedars Academy compared to Local and National Figures over the past 3 years.

	2021-2022			2022-2023			2023-2024		
	TCA	LA	NAT	TCA	LA	NAT	TCA	LA	NAT

Overall attendance (%)	87.7	85.0	86.8	83.8	84.3	86.0	82.4		
PA (%)	41.9	48.2	43.6	51.4	47.6	43.8	52.9		
SA (%)	5.7	6.6	5.4	7.2	8.0	6.7	13.2		

Table 5. Table 5 shows behaviour data of Pupil Premium students at The Cedars Academy over the past 3 years.

	2021-2022		2022-2023		2023-2024	
	Average Behaviour Points	Incidents (%)	Average Behaviour Points	Incidents (%)	Average Behaviour Points	Incidents (%)
PP	47.3	36.0	69.3	39.4	71.5	32.3
Non-PP	22.1	64.0	27.7	60.6	35.1	67.7
Gap	-25.2	-15.0	-41.6	-18.4	-8.6	-11.3

Overall, the aims of this 3-year strategy have not been met. One of the biggest factors to this has been the deployment of our Pupil Premium Academic Mentor. We have been using them to support Pupil Premium students in lessons. This has not had an impact. Firstly, because staff have become disassociated with Pupil Premium learners as this will be sorted by the Pupil Premium Academic Mentor in lessons. Secondly, while they have been lessons, they have spent less time mentoring and coaching Pupil Premium learners.

Next Steps

The biggest focus moving forward is on pupil attendance. We have redeployed our Pupil Premium Academic Mentor to focus more on attendance. We are already seeing the impact of this change as Pupil Premium attendance is up by 1% from the same stage last year.

Secondly, we have reshuffled the Pupil Premium budget as lots of activities weren't having the desired impact. The list of activities has been stripped back to focus solely

on those which we feel are having or are going to have an impact on our Pupil Premium students.

Thirdly, there will be a greater drive at developing cultural capital in our Pupil Premium students through growing the number of Pupil Premium students who are attending extra-curricular activities as well as attending day and residential trips.

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.

Programme	Provider

Service pupil premium funding (optional)

<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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.