

Pupil premium strategy statement – Cedars Primary School

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	396
Proportion (%) of pupil premium eligible pupils	15% (61 children)
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	Nicola Truman
Pupil premium lead	Tracie Harrison
Governor / Trustee lead	Adeeba Hussain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£88,755

Part A: Pupil premium strategy plan

Statement of intent

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing free breakfast club attendance and through our well-being coordinator actively engaging with families to encourage and support good attendance in school. Our attendance lead will analyse attendance figures on a weekly basis, and regular engagement with parents to minimise the instance of persistent absence.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. As speech and language is the main presenting need of children at Cedars, as well as most children (96%) coming from households where English is a second language, bespoke speech and language training will take place. The SENCo will become ELKLAN accredited, and this training will be disseminated to teaching and support staff to enable them to best support the speech needs of their cohorts.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Cedars we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. The long term effects of lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced well-being coordinator who works in close partnership with families, as well as an ELSA/Nurture trained teaching assistant who can offer 1:1 or small group intervention.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Speech and language difficulties – English as an additional language
3	Lower attainment
4	Emotional needs

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 improve the attendance of pupil premium children	Improved attendance in school Presence of pupil premium children in breakfast club Close monitoring of the attendance patterns of groups of children
To improve the support available to children to develop their speech acquisition and clarity in line with their peers	Children will be well supported when learning English as an additional language Children with recognised speech difficulties will be catered for and supported using a range of strategies/interventions shared with staff
To close the gaps in learning attainment of pupil premium children and their non-disadvantaged peers	Focused interventions to close gaps in attainment Gap to have closed between disadvantaged and non-disadvantaged pupils
To support the social, emotional health of disadvantaged pupils	Children to have access to Nurture/ELSA groups to develop their interaction with their peers, and to have the opportunity

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: £39,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language training – ELKLAN SENCo to be trained and then to train teachers and Tas to support children and lead intervention	'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment especially for socio-economically disadvantaged pupils' EEF 'Supporting continuous and sustained teacher development is crucial to developing teacher practice' EEF	2 3
Phonics tutoring and demonstration lessons to continue on a weekly basis to enable staff to deliver phonics lessons with fidelity to RWI		
English Hub Continued presence in the English Hub, being supported to train staff, monitor results		

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

Budgeted cost: £9,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics tutoring – for Year 1 and Year 2 children who need to pass Y1 phonics screening 1:1/small group RWI phonics tutoring for children in Years 3 and 4 who are new or did not pass phonics screening in Year 2	'Intensive support – either one to one or as part of a small group – can support pupil learning, if provided in addition to, and explicitly linked to normal lessons. EEF	3
Fresh Start intervention		

For children in Y5 and 6 who are new or struggling to read to the age equivalent level	help boost language development, literacy or numeracy' EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Nurture TA on hand to provide one to one/small group intervention for any children displaying the need for emotional support	Social and emotional skills support effective learning and are linked to positive outcomes later in life' EEF	4, 1
Wellbeing coordinator employed full time to deal with worries/ CPOMS /safeguarding concerns		
Attendance lead employed to scrutinise attendance data, track patterns, coordinate attendance team	'Poor attendance at school is linked to poor academic attainment in all areas' EEF	1
Breakfast club free for pupil premium children	'Providing free before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance' EEF	1

Total budgeted cost: £39,452 + £9,814 + £39,489 = £88,755

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium:		
Intended outcome	Success criteria	Progress June 24
To improve the attendance of pupil premium children	Improved attendance in school Presence of pupil premium children in breakfast club	Weekly meetings are taking place to monitor and individuals are being chased up. Attendance of PP children is tracked and SLT are made aware. Attendance at breakfast club has improved, as well as the provision in these sessions. Next step PP lead and attendance lead to have regular meetings regarding PP children that are a cause for concern
To provide high quality texts in the homes of pupil premium children	Children will have exposure and the chance to borrow high quality texts Children to experience a range of high-quality texts	New books purchased in Key Stage 2 to enhance reading scheme, New RWI texts purchased for KS1 to link closely to phonics and consolidate learning. New books purchased for school library. New hi/lo books purchased for those older children who have a lower reading age to aid engagement Next step To measure impact on PP children's attainment – see below
To close the gaps in learning attainment of pupil premium children and their nondisadvantaged peers	Focused interventions to close gaps in attainment Gap to have closed between disadvantaged and nondisadvantaged pupils	Interventions in place for all low attaining pupil premium children across the key stages. Assessment shows the gap is closing and the vast majority of PP children are attaining age related expectations. Where they are not, this is due to SEND or extended leave (see table below) Next step To continue this positive trend
To support the social, emotional health of disadvantaged pupils	Children to have access to Lego therapy groups to develop their interaction with their peers, and to have the opportunity to talk about their worries/concerns.	ELSA continuing for children in need Nurture training has taken place this year. Children are identified as needing ELSA (1:1) or Nurture (which is in small groups) Next steps Identification of new children for next academic year. Placement of

					ELSA TA potentially frees up more time for more to take place		
Year group	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of PP	5	6	8 (1 in R)	11	9	12	11
% at ARE or above	40%	83%	71%	36%	78%	66%	82%

100% of Year 1 PP children passed the phonics screening
100% of Year 2 PP children passed their resit (2 children)