

# Pupil premium strategy statement – Cedars Primary School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, 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) 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  | 386                                 |
| Proportion (%) of pupil premium eligible pupils   | 12%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | December 2023                       |
| Date on which it will be reviewed   | July 2024                           |
| 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   | £97,485 |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*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.</i> | £ 0     |
| <b>Total budget for this academic year</b><br><br><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>  | £97,485 |

## Part A: Pupil premium strategy plan

### Statement of intent

- At Cedars Primary School, all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- *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.

- *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. This will also involve providing high quality texts for use in the family home, aside from the child's home reading and library books.

- *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. 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, and provides weekly Lego therapy sessions.

### Challenges

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

| Challenge number | Detail of challenge            |
|------------------|--------------------------------|
| 1                | Attendance                     |
| 2                | High quality texts in the home |
| 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<br>Presence of pupil premium children in breakfast club   |
| To provide high quality texts in the homes of pupil premium children                                 | Children will have exposure and the chance to borrow high quality texts<br>Children to experience a range of high quality texts |
| To close the gaps in learning attainment of pupil premium children and their non-disadvantaged peers | Focused interventions to close gaps in attainment<br>Gap to have closed between disadvantaged and non-disadvantaged pupils      |
| 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       |

## 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: £50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |  |                      |
|--|--|----------------------|
| Work with Maths Hub to take part in 'Mastering Number Fluency programme'   | 'Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours. More  | 3 – lower attainment |
| Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Wellcomm SALT training CPD | successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all' DFE (2015:10). | 3 – lower attainment |
| All teaching staff to access and complete Phonics training CPD   |  | 3 – lower attainment |
| All teaching staff to access and complete New to English training CPD  |  | 3 – lower attainment |
| All teaching staff to access and complete EYFS update training CPD   |  | 3 – lower attainment |

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

Budgeted cost: £20,485

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| After school interventions delivered by teaching assistants and teachers                                    | The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2. DFE (2015:8). | 3 – lower attainment          |
| Particular focus on small group children in receipt of pupil premium funding not making progress in writing |  | 3 – lower attainment          |
| Writing intervention during English lessons by PPA teacher  |  | 3 – lower attainment          |
| Pupil Premium library sessions – to provide high quality texts to be taken home                             |  | 4 – high quality texts        |

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

Budgeted cost: £27,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Breakfast club – free for all pupil premium children to attend   | The research indicates that they need to support pupils’ social and emotional needs, address individual pupils’ learning needs; help all staff to use data effectively and improve engagement with families. DFE (2015:13). | 1 - attendance                |
| Attendance meetings and monitoring held weekly   |   | 1 - attendance                |
| Wellbeing coordinator following up attendance issues, liaising with families, offering emotional support to children following CPOMs logs from staff |   |                               |
| Lego therapy – pm sessions for identified children with well-being coordinator   |   | 4 – emotional support         |

**Total budgeted cost:** £97,485

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*To improve the attendance of pupil premium children*

Weekly attendance meetings highlighted any areas of concern. Pupil premium children monitored closely and in the one instance where attendance was a concern, follow up meeting arranged with parents. New attendance lead appointed to monitor closely.

Clear list of actions after absence noted – swift intervention in place. Attendance currently sitting around 95%.

Although attendance is a concern overall for school with extended leave, and prolonged winter illness, pupil premium children’s attendance is in line with non-disadvantaged pupils.

*To provide high quality texts in the homes of pupil premium children*

Texts present in school library for pupil premium children to have in home. High quality texts part of the English curriculum for all year groups.

New reading scheme purchased for KS1 from RWI to match new phonics scheme.  
Purchase of hi-lo books for those who are older but need a decodable text.

*To close the gaps in learning attainment of pupil premium children and their non disadvantaged peers*

Pupil premium children performed as well as their non-disadvantaged peers in KS2 tests, with an average points score of 101.

All pupil premium children in Reception cohort achieved a good level of development.

The attainment of pupil premium children is a focus of pupil progress meetings, and intervention groups. The attainment is monitored closely by the pupil premium lead.

*To support the social, emotional health of disadvantaged pupils*

Bespoke ELSA intervention provided to those children in need.

Nurture groups will be run by Nurture lead, with a focus on pupil premium children.

Breakfast club well attended.

Pupil premium children take an active part in all aspects of school life, with 50% of after school club attendees being PP children.