

# 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 Primary School
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
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	£82,045
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,875

# 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 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 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 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 to talk about their worries/concerns.

## 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: £ 10,022

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 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
Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Nuffield SALT training CPD		3 – lower attainment
All teaching assistants 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: £37,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions – targeted in pm learning sessions, delivered by HLTA	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
After school interventions delivered by teaching assistants and teachers		3 – lower attainment
Particular focus on small group children in receipt of pupil premium funding not making progress in writing 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: £41,939

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: £ £10,022 + £37,914 + £41,939 = £89,875**

## 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.

- Although no external examinations took place, teacher assessment was reflective of the cohort's attainment and was reported as such:

Reading 77% from 38% baseline after covid return

Writing 65% from 47% baseline after covid return

Maths 68% from 43% baseline after covid return

There was no national average to compare to.

- Pupil premium was used as school remained open throughout the academic year.
- Laptops were provided to those families most in need during times of isolation.
- ELSA and Lego therapy sessions were conducted with children identified as returning with social, emotional and mental health issues.
- Free breakfast club for pupil premium children.
- Catch up curriculums created to bridge gaps in learning.

### 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

### Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	