

Pupil Premium Strategy Statement 2022-25

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 effect that last year's spending of pupil premium had within our school.

Academy Overview

Detail	Data
School name	Cedars Academy
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	M. O'Reilly J. Vincent K. Vincent
Pupil premium lead	M. O'Reilly/J. Vincent
Governor / Trustee lead	Andrew Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,078
Recovery premium funding allocation this academic year	£46,066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£168,144

Part A: Pupil premium strategy plan

Statement of intent

Our progress data and deep knowledge of our school shows that our highly individualised curriculum and commitment to high-quality teaching is highly effective in securing good or better outcomes for all our students, including those in receipt of Pupil Premium funding. Our aim is to use pupil premium funding to help us to continue to sustain positive outcomes for all of our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some small variance in outcomes compared to their peers particularly in terms of:

- Attainment in communication and literacy
- Personal and Social Development
- Social opportunities

We are ambitious for all our students; our disadvantaged pupils make expected or better than expected progress in most curriculum areas because the pupil premium funding has helped them to access additional support in these areas to reach their potential. It is also impacting on closing the gap in personal, physical, emotional and social well-being to ensure more pupils entitled to PP funding can perform at least as well as those not in receipt.

At Cedars we offer a highly individualised, rich curriculum delivered through high-quality teaching so that all pupils receive targeted support based on robust diagnostic assessment of need. We know that our disadvantaged children may require additional support, intervention or provision to allow them to match the progress of their peers, so we regularly and systematically, throughout the term, check their progress, measure the impact of the support they receive and adjust to ensure maximum benefit.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as accessible writing packages and evidenced-informed strategies to boost oracy. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our Preparation for Adulthood curriculum runs from Reception to Post-16 and the progress of disadvantaged students in this area is closely monitored and supported. A core principle of our strategy is that disadvantaged pupils are supported to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery and is driven by the needs and strengths of all our young people. We believe that our highly individualised approach means that all gaps are addressed at an individual level. Our strategy is to use Pupil Premium funding to support the most disadvantaged children, for whom the gaps may be more significant, to provide any additional provision they may need to close those gaps.

Our strategy, as in line with our core Trust principles, will always be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils start from significantly lower starting points than many children in the wider population, however, they are in line with our other students at the school who are not in receipt of PP. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to remain on par in most subjects compared to non-disadvantaged pupils, although we do see some variance in the areas of Communication and Literacy and Personal and Social Development.
2	Attendance data shows us that Covid impacted attendance of PP children significantly. Attendance in the academic year 2020 - 2021 was 88.02% for PP children. This was lower than the whole school average of 90.87%. Our discussion, assessments and observations showed that these enforced periods of isolation had been detrimental to disadvantaged children's learning in most areas. We have seen a positive movement in attendance over the past academic year 2021-22, 90.76% for PP children and 91.41% for the whole school cohort, closing the gap by 2.14% on the previous year, however, we need to continue our efforts to ensure these levels are maintained and improved.
3	Our discussion, assessments and observations showed that these enforced periods of isolation had also been detrimental to the children's well-being, particularly disadvantaged children for whom the routine and stimulation of the school environment is essential. Children returned to school unable to engage with the traditional curriculum and required a structured Recovery Curriculum to help them become ready to learn again. Although many students are now settling into school routines again, we still see groups, particularly those in their formative years during Covid who require continued support in all aspects of their development.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils may present with some additional challenges around communicating and expressing their needs than their peers, including nonverbal, limited language and social interaction difficulties.

5	Our assessments, observations and discussions with pupils show that disadvantaged pupils may present with some additional challenges around basic literacy skills and may struggle to match the progress of non-disadvantaged peers in reading and writing.
6	Our discussions and observations have shown that many of our learners experience a lack of Cultural Capital outside of school. Previously this was compensated within the school curriculum via added value activities and experiences. Due to the implications of Covid-19 this has been negatively impacted contributing to widening the gap and affecting academic progress for some.

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
Higher proportion of children participate in sessions of Rebound therapy.	Increase in the amount of PP children participating in sessions of Rebound by 65%.
Access to extracurricular sessions where appropriate.	Holiday provision accessed by more learners and their families Reduced risk of social isolation Teachers can demonstrate the impact of increased Cultural Capital on progress. More PP young people attend a wealth of extra-curricular clubs (not just sporting in nature) by up to 50%.
PP children have additional TA support throughout the school day.	Teachers to demonstrate how PP children have been supported through specific interventions. Evidence of how additional staff have been deployed
Outdoor learning environments created to support children's learning and to support children when deregulated.	PLPs and Pupil progress assessments demonstrate that children in receipt of Pupil Premium are engaged in outdoor provision. PLPs and Pupil progress assessments demonstrate that PP children have shown expected or better progress in their self-
	regulation because of the experiences provided within these specific areas.

<p>Therapeutic and sensory integration spaces to be created to improve facilities available to staff and students in devising Bespoke programmes for individuals and spaces for regulation of learners. (Includes training for Sensory Hydrotherapy)</p>	<p>PLPs and Pupil progress assessments demonstrate that children in receipt of Pupil Premium are engaged in therapeutic provision. PLPs and Pupil progress assessments demonstrate that PP children have shown expected or better progress in their self-regulation because of the experiences provided within these specific areas.</p>
<p>Higher proportion of children to participate in sessions of Talk Boost intervention.</p>	<p>Increase in the amount of PP children participating in Talk Boost sessions by 30%.</p>
<p>More children to access regular Attention Autism sessions to develop joint attention and prerequisite communication skills.</p>	<p>Increase in the amount of PP children on the semi-formal pathway participating in Attention Autism sessions by 30%.</p>
<p>Staff are trained and confident in using Communicate: In Print and Clicker 8 to support reading/writing of PP children.</p>	<p>Planning, PLPs, Evidence for Learning and workbooks will show consistent and systematic use of In Print and Clicker 8 for PP children with difficulties in reading and writing</p>
<p>All PP children with reading and writing difficulties will have access to Clicker 8 software</p>	<p>Planning, PLPs, Evidence for Learning and workbooks will show consistent and systematic use of In Print and Clicker 8 for PP children with difficulties in reading and writing</p>
<p>Purchase of Read Write Inc. resources to support development of reading and appropriate training.</p>	<p>Planning, PLPs, Evidence for Learning and workbooks will show consistent and systematic use Phonics resources for PP children with difficulties in reading</p>
<p>Ensuring all PP children have access to high quality books and/or story sacks that can be used to support reading at home.</p>	<p>Increase in the amount of PP children reading at home by 50%</p>
<p>All PP children with emotional and regulation difficulties will have access to a Thrive assessment and an individualised programme informed by Thrive principles.</p>	<p>PLPs, Pupil progress assessments and Thrive assessments demonstrate that children in receipt of Pupil Premium with emotional barriers to learning are engaged in an individualised programme informed by Thrive principles. PLPs and Pupil progress assessments demonstrate that PP children have shown expected or better progress in their self regulation because of their individualised programme informed by Thrive principles.</p>
<p>All PP children will increase attendance</p>	<p>PP attendance will be at 93%</p>

Increased parental engagement	35% of PP parents/carers frequently engaged and supported with social care.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – The Dog Mentor 2 members of staff £500</p>	<p>Spending time with animals can improve social, emotional, or cognitive functioning in people with various emotional or physical difficulties and across age groups. Animal-assisted therapy can also be helpful for motivational purposes</p> <p>Beetz, A. (2013). Socio-emotional correlates of a school dog-teacher team in the classroom. <i>Frontiers in Psychology</i> 4</p> <p>Philpott, D. (2021) Generation-C - https://theconversation.com/generation-c-why-investing-in-early-childhood-is-critical-adter-covid-19-157095</p> <p>Lewis and Grigg (2020) <i>Tails from the Classroom: Learning and Teaching through animal-assisted interventions</i>. Crown House</p> <p>Mader, B., Hart, L.A., & Bergin, B. (1989) Social acknowledgements for children with disabilities: Effects of service dogs. <i>Child Development</i> 1529-1534</p>	1,2,3
<p>CPD – P.A.C.E and trauma informed practice training. An attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops children from accessing learning.</p> <p>DDP Level 1 training course 1 member of staff (4 days) £700</p> <p>TEAM Teach training for 24 staff to develop relational practice £2,400</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills— including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>The EEF suggests that this will have a 4-month improvement in progress.</p>	1,2,3

<p>Embed our Read Write Inc Programme by providing CPD to all new staff and providing regular coaching sessions to more experienced practitioners.</p> <p>(HLTA £17.88p/h to cover Reading Lead – 2hr/p/w over 40 weeks =£1,430.40)</p>	<p>There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,5
<p>Increased staffing levels across school to support children with both group work and 1:1 support when needed.</p> <p>Lv2 TA Salary: £19,836.66 x4 = £79,346.64</p>	<p>There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. TAs are work well alongside teachers in providing excellent supplementary learning support when used effectively as outlined in the guidance from the EEF (see below).</p> <p>The EEF Toolkit shows that small group teaching and TA interventions can have a positive impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachinghttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,3,4,5,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils. HLTA to support pupils on a 1:1 basis with our Dog Mentor.</p> <p>(HLTA £17.88p/h – 5hr/p/w over 40 weeks = £3, 576)</p> <p>Vet fees: Worming, flea treatments and annual vaccinations £200 Insurance - £261 pa</p>	<p>Spending time with animals can improve social, emotional, or cognitive functioning in people with various emotional or physical difficulties and across age groups. Animal-assisted therapy can also be helpful for motivational purposes</p> <p>Beetz, A. (2013). Socio-emotional correlates of a school dog-teacher team in the classroom. <i>Frontiers in Psychology</i> 4</p> <p>Philpott, D. (2021) Generation-C - https://theconversation.com/generation-c-whyhttps://theconversation.com/generation-c-why-investing-in-early-childhood-is-critical-adter-covid-19-157095investing-in-early-childhood-is-critical-adter-covid-19-157095</p> <p>Lewis and Grigg (2020) <i>Tails from the Classroom: Learning and Teaching through animal-assisted interventions</i>. Crown House</p> <p>Mader, B., Hart, L.A., & Bergin, B. (1989) Social acknowledgements for children with disabilities: Effects of service dogs. <i>Child Development</i> 15291534</p>	<p>1,2,3,4,5</p>
<p>Sensory integration:</p> <p>Sensory Integration Specialist Teacher £36,353</p>	<p>Emerging studies provide preliminary support for the efficacy of an intervention designed to address difficulties processing and integrating sensory information for children with ASD. Improvements are seen in primary outcomes— Goal Attainment as well as secondary outcome measures - self-care and social activities.</p> <p>An Intervention for Sensory Difficulties in Children with Autism: A Randomised Trial (Shaaf et al 2013)</p> <p>https://link.springer.com/article/10.1007/s10803-013-1983-8</p>	<p>1,3,4,5,6</p>
<p>Rebound Therapy training for 5 staff</p> <p>£1,080</p>	<p>Study showed a series of positive effects were seen post-intervention including decreases of frequency of challenging behaviours, increases in quality of life and increased alertness.</p> <p>Jones, M.C., Walley, R.M., Leech, A., Paterson, M., Common, S. and Metcalf, C. (2007)</p> <p>Behavioural and psychosocial outcomes of a 16week rebound therapy-based exercise program for people with profound intellectual disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 4</p> <p>https://www.reboundtherapy.org/edu/root/rebound%20therapy%20study%20and%20research/Compilation_of%20research_papers.pdf</p>	<p>1,3,4</p>
<p>Parent workshops. Family learning</p> <p>Cost absorbed by Family Liaison staffing costs</p>	<p>Parental engagement in education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year. Approaches that aim to increase general parental engagement, for example, by encouraging parents to read with their children can have a moderate positive impact for all children.</p>	<p>1,4,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	
Providing Talk Boost Intervention sessions (KS2) expanded to 3 x weekly over 10 weeks for small groups with 2 TAs 3 x weekly over 10 weeks for small groups with TA £3000	It has been shown from statistical analysis of data, feedback from class teachers and data from informal speech and language therapy assessments that the majority of children in a RCT made significant progress with language and communication skills following Talk Boost. The study showed a significant increase in language and communication skills and subsequent growth in confidence and self-esteem. https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/	1,4,5
Purchasing of new books (fiction and non-fiction) to promote equality and diversity. Development of reading areas in classrooms to promote the love of reading. £1000	Research has shown that students who choose what and where they read tend to be more motivated, read more and show greater language and literacy development. The study by academics at the Institute of Education, found that reading had the strongest effect on vocabulary development but the impact on maths and spelling was also significant. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Pupils who read more are also better readers (Clark and DeZoya 2011)	1,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extension of our extra curricula provision - offering a range of activities including sport, swimming, social, sensory and arts activities Costs for cover transport/club fees for some PP £2500 Cost of any equipment/resources £1000	A Social Mobility study showed evidence that disadvantaged young people valued extracurricular activities. These were found to be an important part of childhood, a space to have fun, escape the pressures of schoolwork, on top of their value in developing confidence, social skills and team work abilities (the kinds of 'soft skills' valued by employers). The evidence shows that extra-curricular activities are a positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set	1, 2,3,4,5,6

	<p>of skills beyond the qualifications obtained from school.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An Unequal Playing Field report.pdf</p>	
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<p>Investment in semi-formal outdoor learning environment to better support young people, contribute to extending learning outside the classroom, create a safe and pleasant environment for structured and unstructured learning and extra-curricular activities</p> <p>£20,000 (approx.)</p>	<p>Research has shown that spending time outdoors has numerous benefits for young people, including supporting mental wellbeing (McCormick, 2017; Gill 2011) and self-regulation (Weeland et al., 2019) as well as aiding physical development. Studies suggest that children enjoy learning outside and that their engagement is better in lessons taught outdoors (Largo-Wight et al., 2018).</p> <p>https://my.chartered.college/research-hub/outdoor-learning-and-wellbeing/hub/outdoor-learning-and-wellbeing/</p> <p>Systematic reviews and meta-analyses of the effectiveness of outdoor learning have found that almost all outdoor learning interventions have a positive effect and that effects are stronger for longer term interventions which provide regular or sustained access to the outdoors (Fiennes et al., 2015).</p> <p>https://my.chartered.college/research-hub/can-outdoor-learning-be-part-of-the-solution-to-unlocking-school-for-more-pupils-and-helping-them-reintegrate-post-lockdown/outdoor-learning-be-part-of-the-solution-to-unlocking-school-for-more-pupils-and-helping-them-reintegrate-post-lockdown/unlocking-school-for-more-pupils-and-helping-them-reintegrate-post-lockdown/</p>	<p>1,2,4,6</p>
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<p>Increase d contact with parents to support attenda nce, underst anding EHCPs, ensure coordin ation with Children s' Services , Early Help, Care Teams, Health, Food Banks, Domesti c Violenc e Team,</p> <p>% salary towards role of 3 family liaison officers</p> <p>£30,000</p>	<p>The impact of the Parental engagement is about an additional four months' progress over the course of a year. This is higher for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,4,5</p>
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<p>Access to residential experiences to develop Cultural Capital, Social and Independence Skills.</p> <p>France residential – 14 young people & 4 staff £5706</p>	<p>There are a number of studies that link out-of-school activities with the building of self confidence, engagement, enhanced relationships and resilience. Studies highlight the positive impact for students deemed likely to underachieve due to personal and family issues.</p> <p>https://insight.cumbria.ac.uk/id/eprint/5345/1/The%20impact%20of%20residential%20experiences%20submitted%20version.pdf</p> <p>https://learningaway.org.uk/wp-content/uploads/Learning_away_summary_Brilliant_Residential_and_their_impact_Feb2017 WEB.pdf</p>	<p>6, 3</p>
<p>Resources for difficult to engage including offsite education</p> <p>(True North Outdoors) approx £1650pm (approx 55 students accessing)</p> <p>Wheels - Construction or motor vehicle education - £75 per session @ 4 sessions p/w =</p>	<p>Alternative education providers offering vocational practical, hands-on learning opportunities to enhance the Academy curriculum offer. Supports successful transition into provision beyond Cedars.</p> <p>Broadens the horizons of SEND learners</p>	<p>1,2,3, 4,5,6</p>

<p>£12000 pa (approx 6 learners accessing) Stepney Bank - 1 learner accessing - 40 sessions per annum @ £65 per session= £2600 pa</p> <p>Young Womens project - £450 per annum per learner (£150 per term) accessed by 3 learners</p>		
<p>Training Year 10-11 pupils to use public transport. This will involve CPD and release time for two staff members. £2000</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>1,2,3,6</p>

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 2022 to 2023 academic year.

Attendance in the academic year 2021 - 2022 for pupils up to the end of Year 11 was 90.76% for PP children and 91.41% for the whole school cohort. During 2022 –23 the attendance rate for PP remained similar to the previous year at 90.6 % which is slightly higher than the attendance rate for non-PP pupils (89.4%). Our three family liaison officers continue to support a number of families where attendance is low.

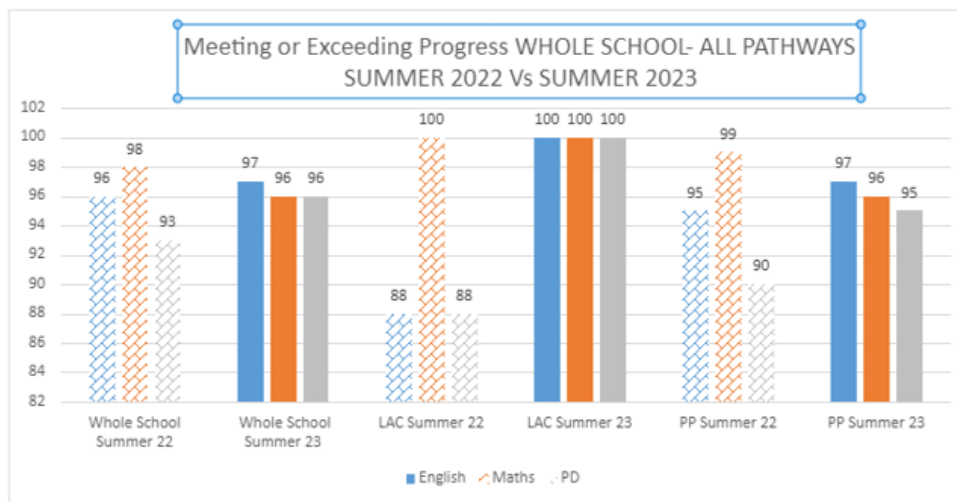
School Data:

Our assessments for Summer Term 2023 for the **Whole School (EYFS-KS3:163 students)** show that students made expected or better progress in all areas is similar to the excellent progress recorded in the previous year.

- The number of students exceeding or meeting expected progress in **English** raised slightly to **97%** overall.
- **-2% drop** in the number of students exceeding or meeting expected progress in **Maths (96% overall)** this equates to roughly 1.8 students.
- **+3% increase** in the number of students exceeding or meeting expected progress in **PD (Personal Development) (96% overall)**

Pupil Premium (84 students) data shows progress in line with that of non-PP peers:

- The percentage of students exceeding or meeting expectations in **English** increased by 2% at **97%** overall
- **-3% decrease** in the number of students exceeding or meeting expected progress in **Maths (96% overall)** This is in line with non-PP peers.
- **+5% increase** in students exceeding or meeting expectations in **Personal Development (95% overall)**. This is slightly higher than for non-PP peers.



11 students from KS2 accessed Talk Boost intervention programme of 3 sessions per week over 20. The average score was an improvement of 28 points. Progress made by PP pupils was similar to non-pp pupils. This programme has been systematically refined and developed over time meaning that pupils make accelerated progress.

8 pupils from KS3 accessed Talk Boost sessions from October until February 2023 making on average 11 points progress. Again, both PP and non-pp students made similar levels of progress.

2 members of staff undertook Attention Autism training and regular sessions take place within all of our semi-formal classrooms. This has had a positive impact on engagement and attention.

A range of after school clubs have been offered across all three terms (12 clubs each week). On average 42 PP students attended an after-school club on a weekly basis each term.

Twelve students have accessed a rebound therapy club after school which benefited their sensory regulation.

Our Dog Mentor provided therapeutic well-being sessions for 9 pupils on 1-1 basis, 7 of which were PP pupils. Small group support was also provided across 3 classes to aid emotional regulation.

A range of family learning workshops have taken place over the year facilitated by our family liaison officers.

Sensory integration programmes have been established. Treetops Occupational therapy Service is employed for one day per week in addition to our own SI teacher who facilitates programmes on a part time basis. Bespoke equipment has been purchased for children across school to support with regulating behaviours of children with sensory processing difficulties.

Sensory hydro sessions are taking place on a weekly basis within our semi-formal classrooms. Staff training has enabled this to happen. Over the academic year 22-23 40 students have accessed these weekly sessions of which 14 were in receipt of PP. We have a number of students who accessed this on a daily basis to aid sensory and emotional regulation.