

Pupil premium strategy statement 2021-22

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 Academy
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	Primary pupils eligible – 42.7% Secondary pupils eligible – 48.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	19/01/2022
Date on which it will be reviewed	01/12/2022
Statement authorised by	K. Vincent
Pupil premium lead	K. Vincent
Governor / Trustee lead	Maria Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91005
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£91005

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 after the Covid Pandemic. 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 last academic year 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.
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.
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 non-verbal, 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.
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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 (Dependent upon Covid restrictions put in place)	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.</p> <p>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 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>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 Jolly Phonics and Read Write Inc. 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.</p> <p>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>
<p>Increased parental engagement</p>	<p>35% of PP parents/carers frequently engaged and supported with social care.</p>

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>Training for staff in leading sessions of Outdoor learning.</p> <p>Cost – releasing 2 qualified staff to train others in school – 2 days</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). https://my.chartered.college/research-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/</p>	<p>1, 3, 4, 6</p>
<p>Purchase of Communicate: In Print and Clicker 8 software and staff training in whole-word symbol approach</p> <p>£2,700.00 Clicker 8 £995 Widigt Communicate: In Print</p>	<p>Some studies suggest that for some aspects of language, symbols can help people to access literacy. Evidence from the SIP project (Warwickshire) suggests that symbols can help children to anticipate their difficulties with literacy as well as to increase their motivation and self-esteem.</p> <p>https://www.researchgate.net/publication/241675523_The_role_of_symbols_in_the_m mainstream_to_access_literacy</p> <p>http://symbolsinclusionproject.org/</p>	<p>1, 4, 5</p>

<p>Increased staffing levels across school to support children with both group work and 1:1 support when needed.</p>	<p>There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. TAs work well alongside teachers in providing excellent supplementary learning support when used effectively as outlined in the guidance from the EEF (see below). The EEF Toolkit shows that small group teaching and TA interventions can have a positive impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,3,4,5,6</p>
<p>Purchase of Read Write Inc programmes and staff training</p> <p>Training, licence and support: £3,350 +VAT</p>	<p>There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,4,5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapy training undertaken by staff – THRIVE childhood practitioner qualification,</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social, Emotional Learning can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Thrive helps to develop resilience in young people. (Hart and Heaver 2015). Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015). 2018 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative</p>	<p>1,2,3,4,6</p>

	<p>that supports and promotes positive mental health. (DfE 2018)</p> <p>https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper</p>	
<p>Sensory integration - including Sensory Hydrotherapy training</p> <p>Purchase of equipment needed to facilitate sensory integration, occupational therapy programmes as required.</p> <p>Hydro training costs/SI training and equipment costs/</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>	1,3,4,5,6
<p>Rebound Therapy training and purchase of therapeutic trampoline</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 16-week rebound therapy- based exercise program for people with profound intellectual disabilities. Journal of Policy and Practice in Intellectual Disabilities, 4</p> <p>https://www.reboundtherapy.org/edu/root/rebound%20therapy%20study%20and%20research/Compilation_of%20research_papers.pdf</p>	1,3,4
<p>Purchasing high quality books and reading resources to support reading at home.</p> <p>Read Write Inc. Resources: £5000</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.</p> <p>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. Impact on disadvantaged families tends to be lower, however. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	1,4,5

<p>Providing Talk Boost Intervention sessions 3 x weekly over 10 weeks for small groups with HLTA</p> <p>Cost of reading intervention salary</p>	<p>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.</p> <p>https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</p>	1,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extension of our extra curricula provision - offering a range of activities including sport, swimming, social, sensory and arts activities</p> <p>Costs for cover transport/club fees for some PP.</p> <p>Cost of any equipment/resources</p>	<p>A Social Mobility study showed evidence that disadvantaged young people valued extra-curricular activities. These were found to be an important part of childhood, a space to have fun, escape the pressures of school work, on top of their value in developing confidence, social skills and team work abilities (the kinds of 'soft skills' valued by employers).</p> <p>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 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>	1, 2,3,4,5,6
<p>Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils</p> <p>Initial dog training is a cost of £65</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>	1,2,3,4,5

<p>Vet fees: Worming, flea treatments and annual vaccinations £200</p> <p>Insurance - £100 pa</p> <p>Cost of cage/bed approximately £50</p>	<p>Philpott, D. (2021) Generation-C - https://theconversation.com/generation-c-why-investing-in-early-childhood-is-critical-acter-covid-19-157095</p> <p>Lewis and Grigg (2020) Tails from the Classroom: Learning and Teaching through animal-assisted interventions. Crown House</p> <p>Mader, B., Hart, L.A., & Bergin, B. (1989) Social acknowledgements for children with disabilities: Effects of service dogs. Child Development 1529-1534</p>	
<p>Investment in 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/</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/</p>	1,2,4,6
<p>% salary towards role of 3 family liaison officers</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</p>	2,4,5
<p>Resources for difficult to engage including offsite education</p>	<p>Alternative education providers offering vocational practical, hands-on learning opportunities that the school/ college environment cannot provide. Supports successful transition into provision beyond Cedars.</p> <p>Broadens the horizons of SEND learners</p>	1,2,3,4,5,6

<p>Training Year 10-13 pupils to use public transport.</p> <p>This will involve CPD and release time for two staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	<p>1,2,3,6</p>
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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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

In the academic year 2020-21, learners achieved the following accreditation despite Covid interfering with their education:

Employability and Personal Development

21 College learners are entered to achieve a portfolio based qualification in Skills for Employment, Training and Personal Development.

11 College learners are entered to achieve a portfolio based qualification in Independent Living Skills

There are 4 learners enrolled on GCSE programmes in Citizenship, History, Mental Health Awareness and a Level 2 CACHE Early Years Practitioner qualification

Literacy and Numeracy

34 students are entered for examinations in Functional Skills English and Functional Skills Maths qualifications across Levels Entry 1 – Level 2

Creativity:

24 College learners are working towards achieving an Arts Award qualification in the academic year 2020-21.

Students have taken part in music and art activities. Some learners have been using laptops to access electronic beats to take part in music appreciation lessons analysing music from popular culture, classical and world music.

Some learners participated in a 5 week project working with artist Megan Randal and BALTIC Gateshead, to create a moveable mural from ceramics and metal. The skills developed were cascaded to students at Cedars School.

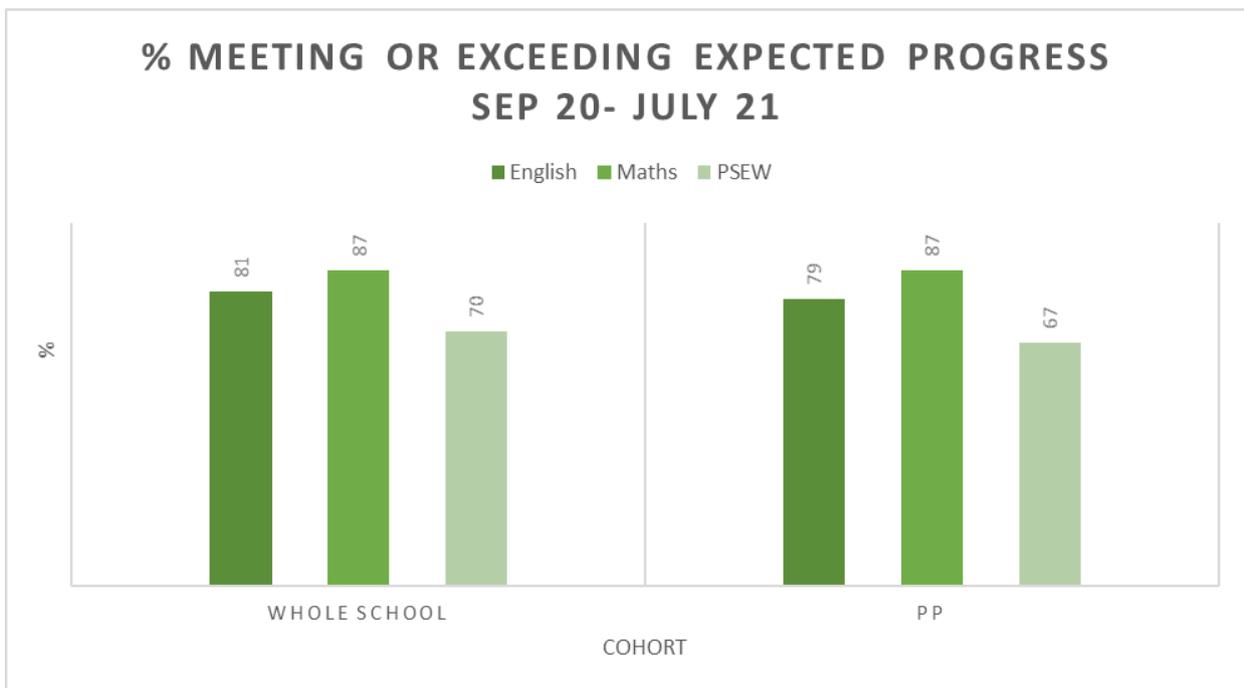
Whole school attendance in the academic year 2020-21 was 90.87%. The attendance of PP learners was 88.02% in comparison.

Summer well-being club set up with 76 spaces available. 36 of the spaces were taken up by PP children. This is 47.4%

Weekly well-being calls to families made by teachers throughout lockdown.

Investment in remote learning opportunities to support families and staff throughout lockdown.

Support provided to families and vulnerable young people throughout Covid-19 pandemic in respect of school remaining open to provide support to bubbles, most vulnerable, children of key workers throughout.



Pupil Premium pupils have made good progress, much in line with the whole school cohort.

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
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?	

Further information (optional)

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