

Planting the Seeds for a Successful Future

Cedars Manor School



Pupil Premium Strategy Statement 2025-2026

The Cedars Manor community believes that together, we will prepare each and every child for a bright future in an ever-changing world. We believe that by planting the seeds for a successful future our children, staff, parents and community can achieve educational excellence and shape the future through our 'B' values:

Planting the Seeds for a Successful Future

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	337
Proportion (%) of pupil premium eligible pupils	38% (127 / 337)
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Kathy-Ann McClean
Governor / Trustee lead	Sameera Wazeri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175340
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£175340

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Part A: Pupil premium strategy plan

Statement of intent

Our aims:

At Cedars Manor School, we believe all our children deserve the right to a high attaining, aspirational curriculum where they are able to reach their full potential. Our curriculum provides children with opportunities and experiences which will inspire them to be lifelong learners and successful members of the community.

For our disadvantaged children, we aim to ensure that they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers.

We will deliver high quality teaching that will aim to ensure that the attainment of disadvantaged and non-disadvantaged children will be at least equal to National data. We will facilitate pupils accessing a wide range of enrichment experiences and pastoral support, which will positively impact on both their academic achievement and their well-being.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils make progress as a result of quality first teaching and targeted groups, but this does not always result in pupils 'catching up' with their peers until the final year of Primary.
2	Observations and assessments show increased numbers of pupils with complex needs, including speech and language, social and emotional and mental health needs, communication, poor working memory, attention difficulties and motor skills. These are barriers to the pupils accessing the full curriculum and are especially evident amongst pupils who have SEND as well as being disadvantaged.
3	Pupil voice shows that limited life experiences can reduce pupils' abilities to make links between their learning. Opportunities to join in enrichment activities and developing cultural capital, impacts positively on their ability to access the wider curriculum and make connections in their learning.
4	Gaps in attendance or late arrival at school will impact on learning and pupil SEMH. For the previous academic year (2024 – 2025) the attendance of disadvantaged pupils was 2.5% lower than non-disadvantaged. Disadvantaged

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	pupils also presented a higher percentage of persistent absences than non-disadvantaged.
5	A high percentage of the pupils who recorded high levels of behaviour incidents last year were disadvantaged as well as a high number of pupils having social, emotional and mental health needs. Under-developed self-regulation skills mean that pupils do not always fully participate in learning. Their behaviour is a form of communication due to an unmet need.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in attainment between PPG and non-PPG. By the end of Year 6, PP pupils will be attaining in line with National.
Pupils access a range of interventions to meet their needs, including speech and language and reading.	As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R, W, M.
The curriculum has adaptations to the implementation to ensure all pupils can achieve the learning objectives. Teaching in lessons is responsive to the pupils' learning.	As their needs are being addressed, PP pupils make at least expected progress across the curriculum.
Pupils need to be able to communicate effectively. Proficiency in reading, writing and spoken language is vital for pupils' success.	All pupils will be literate and able to communicate successfully by the end of Year 6.
An intensive home school link service is provided by Cedars Manor to support pupils and/or parents, identified by school as vulnerable or in need.	Parents indicate there are strong links between home and school and support is received for a wide range of needs, including safeguarding.
Pupils access a wide range of enrichment experiences in school, which enables them to become successful members of the community.	Pupil surveys reflect enjoyment in school and good attitudes to learning. Social skills, independence, perseverance and teamwork are developed in line with the wider curriculum offer across the school.
The social and emotional barriers to learning are removed and children are able to access and engage with the learning in their classrooms. Children are able to become life-long learners.	Children are provided with pastoral care, guidance and emotional and social support to raise self-esteem, develop skills of resilience, independence and perseverance and to develop a positive attitude to learning.

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Children's positive behaviours reflect their high-level of engagement within school and their respect for their wider community.	Records show reduced levels of behaviour incidents as strategies are used successfully to increase engagement and continue to develop a positive attitude to learning.
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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: £98000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support across the school (Strategy 1)	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant; this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Developing our use of TAs to support in class with quality first wave teaching has had a good impact on all our children, including our PPG children. Our data from last academic year (available on our website) supports this.</p> <p>EEF Evidence: Teaching assistant Interventions; +5mths (29) Within class attainment grouping; +2mths (30) Individualised instruction; +4mths (8) Feedback; +6mths (6)</p>	1, 2 and 5
Senior Leadership time (Strategy 2)	<p>With 37% PPG across the school, it is important that the SLT have these children as a focus.</p> <p>Last year, time was used tracking the progress of these children and the impact</p>	1, 2, 4 and 5

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	<p>of interventions. Time was also needed to meet with governors to ensure time and money was being spent effectively.</p> <p>Time is needed to address behaviour concerns across the school, with a number of these children being PPG. Also, time to prepare for and attend PEPs, TAF & TAC meetings as well as communicating with external professionals and staff. These areas are led by a member of SLT and the newly created Pastoral role.</p> <p>Evidence (taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland): An evaluative approach is needed to enable school leaders to access the effectiveness of strategies and make changes where necessary.</p> <p>Dan Nicholls: Towards Social Justice (blog)</p>	
<p>CPD available for all staff (Strategy 3)</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>CPD focuses on the meeting the SDP targets as well as the needs of staff both as a whole and individually.</p> <p>Investment in staff CPD is crucial in ensuring success for PPG pupils.</p> <p>EEF Evidence: Collaborative learning; +5 months Feedback; +6 months Reading Comprehension Strategies; +6 months (21) Dan Nicholls; Towards Social Justice – Quality First Teaching</p>	<p>1 and 2</p>
<p>Reading resources (Strategy 4)</p>	<p>Resources are required to ensure that all children can be engaged in reading and will make progress.</p> <p>Vocabulary is a focus across the school in all subjects.</p>	<p>1, 2 and 3</p>

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	<p>Texts should reflect the needs of the children – with appropriate vocabulary, diversity and accessibility. A fiction text is not always the best fit for a topic.</p> <p>EEF Evidence: Phonics; +5mths (19) Reading Comprehension Strategies; +6mths (21) Evidence (taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland): A whole school culture of oracy and vocabulary is important, as is choosing appropriate texts. Criteria should be: vocabulary, cultural capital, challenge, variation and conceptual richness. Dan Nicholls – Towards Social Justice - “Reading is fundamental for accumulating advantage.”</p>	
<p>IT resources - software (Strategy 5)</p>	<p>The investment in software to support children in their learning, ensured that new skills were learned across the school in computing.</p> <p>Also, skills were able to be practised both in and out of school.</p> <p>Use of software to support staff in scaffolding activities, ensuring all children can achieve the Learning Intention.</p> <p>EEF Evidence: Using Digital Technology to improve learning; +4 months</p>	<p>1 and 3</p>
<p>Enrichment opportunities (Strategy 6)</p>	<p>Pupil voice and learning walks showed that children were more engaged and enjoyed the lessons that provided them with an “experience”.</p> <p>Each year group has their enrichment experiences mapped for each half term.</p> <p>The Duke of Cedars passport assists in the tracking of this, developing the children’s cultural capital.</p> <p>EEF Evidence: Arts Participation; +3 months (1)</p>	<p>3</p>

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	<p>Evidence taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland: Pupils often lack the background knowledge or experiences to make connections with learning. Background knowledge binds learning together. Towards Social Justice by Dan Nicholls; Those experiencing disadvantage have had fewer opportunities.</p>	
EYFS (Strategy 7)	<p>The purchase of identified, high quality resources to support the topics had greatly enhanced the environment and the delivery of adult led sessions. The review and development of the curriculum by SL has begun to support improvement for all. Children have found activities more appealing and the learning has been more focused and engaging.</p> <p>Continuing to take our current strong inside learning to the outside environment will continue to develop the access to high quality learning and resources.</p> <p>EEF Evidence: Oral language interventions; +6 months (14) Phonics; +5 months (19) Physical Activity; +1month (20) Evidence taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland: The attainment gap is at its narrowest in the early years. The effect of strategies and interventions tend to be greater when adopted in the early years.</p>	1, 2 and 3
HLTA/Teacher to provide additional support for children (Strategy 8)	<p>Having an additional adult in Y6 ensures work can be focussed tightly on their needs and feedback can be immediate.</p> <p>EEF Evidence: Feedback; +6 months (6) Small group tuition; +4 months (26) Reading comprehension strategies; +6 months (21) Setting and Streaming; +0 months (25) Within class attainment grouping; +2 months (30)</p>	1, 2, 3 and 5

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TAs across the school for specific children (Strategy 9)	Our PPG children supported by 1:1 showed at least some progress in the majority of their subjects. This shows that the current system for these children is successful and their academic levels are improving. EEF Evidence: One to one tuition; +5 months (13) Social and emotional learning; +4 months (27) Individualised instruction; +4 months (8) Teaching Assistant Interventions; +4 months (29)	1, 2 and 5
Improved Reading Skills: The program focuses on enhancing phonics, fluency, comprehension, spelling, and vocabulary through engaging activities (Strategy 10)	This is a continuing strategy for this year. Across the school, one of the main SEND needs is identified speech and language needs. A large number of these are PPG. EEF Evidence: Oral Language Interventions; +6 months (14) Teaching Assistant Interventions; +4 months (29) Evidence taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland: Addressing the language gap – review language development of the children – Early Years as a priority.	1,2 and 5

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

Budgeted cost: £ 52000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead / Safeguarding and Attendance / Welfare Officer (Strategy 11)	<p>A large number of pupils with PPG access support where the families are worked with by the PL / DSL / SLT.</p> <p>This support included: phones calls and follow ups for absence from school (sometimes including collecting the children from their homes), directing families to appropriate courses or support, supporting families with DV, parenting support, liaising with social workers and running Workshops and drop ins.</p> <p>EEF Evidence: Parental Engagement; +4 months (16) Evidence taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland: Supporting families to work together as a unit ensures they can embrace the challenges of life outside of school and beyond with confidence.</p>	1,2, 4 and 5
Mental health Senior Lead for children (Strategy 12)	<p>A number of children across the school are demonstrating concerning community behaviours with regards to transitioning into school in the mornings and general anxiety. As a school, the correct pathways are taken but cases are being turned down by external support agencies – eg school nurse.</p> <p>In our need to support these children, we have our own mental health lead for children to give them strategies and support for their concerns.</p> <p>Mental Health Lead worked with pupils from across the school. 36 (60%) PPG.</p> <p>The PL is currently training as a THRIVE Practitioner, so children are supported individually and in small groups with their emotional and social needs.</p> <p>The trained adult works with many pupils and alongside the mental health practitioner. Time</p>	1,2 and 5

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	<p>was also set aside to “dip in” to see children as and when the need arose.</p> <p>Some children completed a program of Protective Behaviours, some completed 1:1 session and some group sessions or support within the classroom. Many children moved through levels of support with some children being escalated up to the referrals to mental health practitioner team linked to CAMHS. The needs of each child were considered and the appropriate strategies or program put in place as needed.</p> <p>For 2025 / 2026 the Mental Health Lead will also be a key driver in the role of developing the THRIVE approach alongside the SLT.</p> <p>EEF Evidence: Behaviour Interventions; +4 months (19) Social and Emotional Learning; +4 months (27) Metacognition and self-regulation; +7 months (12)</p>	
Attendance Officer (Strategy 13)	<p>Tracking the attendance carefully, with daily updates from the office and a clear procedure to chase poor attendance ensured improvements were made throughout the year, last year.</p> <p>The office produced daily reports of attendance for SLT and the PI & officer Attendance phoned and chased attendance. Clear system to support absenteeism. Office followed up and had weekly meetings with Head to discuss pupils on an individual basis. Penalty notices were sent out as appropriate.</p> <p>There are many procedures in place across the school to ensure attendance is as high as possible for all pupils. Persistent absence reduced significantly.</p> <p>Evidence taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland: Wider approaches such as strategies to improve attendance are key. It should be underpinned by positive relationships between pupil, their families, school life and learning.</p>	1 and 4
Uniform (Strategy 14)	It is important that children feel the same as their peers and show that they have pride in	1, 3 and 5

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	<p>their appearance, wearing the correct uniform in the correct sizes.</p> <p>Last year we supported families with various uniform during the year, including ties and school shoes.</p> <p>EEF Evidence: School Uniform; +0 months (24) Towards Social Justice by Dan Nicholls; "Build belonging, distribute esteem"</p>	
Contributions to clubs and resources (Strategy 15)	<p>Ensuring children have access to a wide range of additional experiences, that are well resourced.</p> <p>Club participation was well represented by PPG children.</p> <p>Part of this was made up of a range of multisport clubs running each day.</p> <p>EEF Evidence: Physical Activity; +2 month (20) Arts participation; +3 months (1)</p>	3,4 and 5
Breakfast club and after school club provision (Strategy 16)	<p>Sessions were accessed by parents to ensure meetings with staff could be made both before and after school.</p> <p>Both clubs were also used to support attendance – enabling children to be dropped off and picked up at more convenient times.</p> <p>Some children were invited to attend, to support with challenging home environments.</p> <p>EEF Evidence: Parental Engagement; +4 months (16)</p>	4
Year 6 residential (Strategy 17)	<p>Ensuring children have access to a wide range of additional experiences. Children broaden their horizons and have a chance to experience new activities in a structured way. Can impact on outcomes other than academic, such as motivation and teamwork.</p> <p>38/120 (46%) of the pupils attending the Year 5/6 residential trip had a discounted cost.</p> <p>Money was also used to support the children who remained at school, ensuring they had access to enriching opportunities as well.</p> <p>EEF Evidence:</p>	3

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	Outdoor adventure learning; +0 months (15)	
Parental engagement (Strategy 18)	<p>Regular communication was made about what the children are learning with half termly curriculum letters and regular newsletters. Message sent through website communications were used effectively to inform parents about events or actions that may affect them.</p> <p>Parent consultations were held in Autumn, Spring and Summer terms face to face. These were well attended for all year groups, with an average of 87% across the school.</p> <p>EEF Evidence: Parental Engagement; +4 months (16)</p>	1, 4 and 5

Total budgeted cost: £ 200000

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of outcomes in the previous academic Year 2024/25

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results, EYFS data and our own internal assessments.

EYFS



Year 1 Phonics



Year 2 Phonics Retakes



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Year 2 Attainment

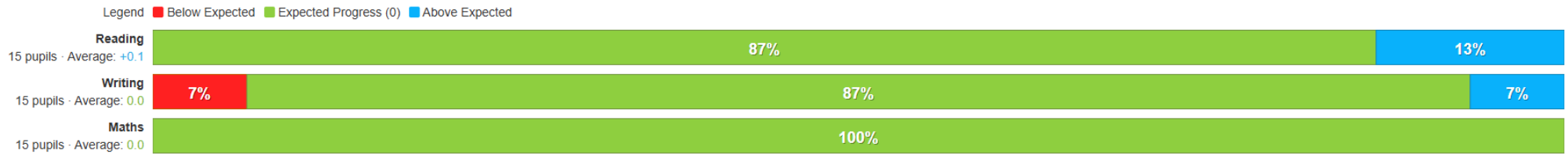
Attainment Overview for Pupils in Year 2, who are disadvantaged - 2024-2025 Summer 2 - Main Assessment



Year 2 Progress

Progress Overview for Pupils in Year 2, who are disadvantaged – 2023-2024 Summer 2 to 2024-2025 Summer 2 Main Assessment

Print



Year 6 Attainment

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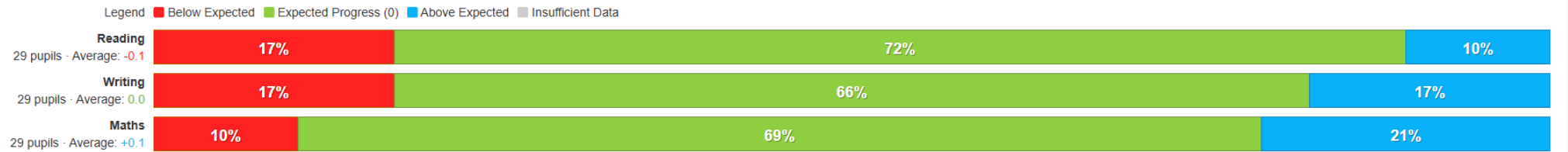
Attainment Overview for Pupils in Year 6, who are disadvantaged - 2024-2025 Summer 2 - Main Assessment



Year 6 Progress

Progress Overview for Pupils in Year 6, who are disadvantaged – 2023-2024 Summer 2 to 2024-2025 Summer 2 Main Assessment

 Print



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We have begun to see that the gap between disadvantaged and non-disadvantaged pupils has narrowed.

The school has deepened teachers' knowledge of language comprehension through carefully planned work aligned with the DfE Reading Framework. This has included a specific focus on the use of VIPERS to structure reading instruction, supported by Literacy Shed training and materials.

The teaching of Phonics has improved due to greater fidelity to The Little Wandle scheme.

Focusing on writing, particularly by strengthening the foundations through staff CPD and incentives, has led to good progress in this area. Teachers are now more confident in their knowledge, and the ongoing effort to build consistency remains a key priority.

A range of strategies were implemented to promote good attendance and although attendance percentages have risen (94%) the school has not met the government's target of 95%. 76 pupils across the school have met the threshold for Persistent Absence this year. 61.8% were disadvantaged pupils.

The school has recently employed a new mental health practitioner and Pastoral Lead/DSL who will be facilitating emotional regulation groups for pupils.

The *Plus 1* and *Power of 2* interventions were specifically targeted at Pupil Premium (PP) boys. As a result, the attainment gap between disadvantaged and non-disadvantaged pupils has further narrowed, with the difference now reduced to 7%.

To address the fact that some parents feel unable to support their children due to gaps in their own knowledge, we have offered a range of parent workshops relating to Reading and Math skills throughout the year.

Wider Strategies:

Enrichment Clubs –Due to the rise in available enrichment club there has been an increase in Disadvantaged pupils are regularly attending of the enrichment club during the last academic year which is an increase from last year.

Music Tuition – 7 pupils from the DA group (26%) are currently taking up instrumental lessons.

Club/Trips - All DA pupils attended school trips and incentives.

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Further information

Teaching (for example, CPD, recruitment and retention)

Standardised tests were administered throughout the year to help teachers accurately identify gaps in pupils' learning. The data gathered from these assessments continues to provide reliable insights into the specific strengths and weaknesses of individual pupils. This information enables us to target additional support more effectively, whether through tailored interventions or focused teacher instruction

The teaching of phonics has significantly improved through strict fidelity to the Little Wandle scheme, as it provides a structured, evidence-based approach that ensures consistency and progression in phonics instruction. By closely following the scheme's carefully designed sequences and daily lesson plans, teachers are able to deliver clear and systematic phonics lessons that build strong foundational skills in reading and spelling. This fidelity helps maintain high teaching standards across classrooms, supports early identification of children who need additional help, and ensures all pupils have equal access to effective phonics instruction. As a result, adherence to the Little Wandle scheme has led to improved reading outcomes, greater confidence among teachers, and more consistent support for learners at every stage of their phonics journey.

Plus 1 and *Power of 2* Math interventions were strategically implemented with a focus on Pupil Premium boys, identified as a key group requiring additional support. These evidence-based interventions have had a measurable impact: the attainment gap between disadvantaged and non-disadvantaged pupils has further reduced and now stands at just **7%**.

Through our self-evaluation, we recognised the importance of developing parents' confidence in supporting their children's learning at home. To address this, we invited parents to attend workshops designed to enhance their understanding of the different methods taught in Math, Phonics and Reading. These workshops were well attended on several occasions, and as a result, the achievement gap between disadvantaged pupils and their peers has begun to narrow.

The pastoral lead role has evolved to further support the development of in-house mental health services, emotional literacy programs, partnership working, and regular check-ins for pupils and families.

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

A significant proportion of pupils with special educational needs require targeted speech and language intervention. Our teaching assistant collaborates closely with the Speech and Language Therapist to deliver tailored therapy sessions and provide ongoing support for children experiencing speech and language difficulties, both within the classroom environment and in other settings.

During the Spring term, Hot Meals and Homework an after-school programme that provides nutritious meals and educational support to disadvantaged children was introduced. A large proportion of the pupils who signed up were pupil premium pupils and the analysis of the Summer data showed that the gap between Disadvantaged and No Disadvantaged pupils has significantly diminished.

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

The school has recently employed a new mental health practitioner who will be facilitating emotional regulation groups for pupils. In addition to this in-house support, the school continues to collaborate with external agencies across Harrow, including referrals to Harrow Horizons, CAMHS (Child and Adolescent Mental Health Services), and Early Help. A number of these pupils are disadvantaged.

As a school, we recognise that children may face barriers to learning beyond the academic. Many of our students have received support for their emotional wellbeing and mental health, and as a result, these children have continued to make expected progress. Breakout rooms have been introduced to support our most complex and vulnerable pupils by creating a focused and safe space tailored to their individual needs. In these smaller, controlled environments, pupils receive more personalised attention and targeted interventions that help address their emotional, social, and academic challenges. The reduced sensory stimuli and limited distractions in breakout rooms allow pupils to feel more secure and better able to engage with learning and support staff.

A range of strategies were implemented to promote good attendance, including newsletters, weekly assemblies, and visual displays. Parents of children with attendance below 95% received first warning letters. Those with more persistent absences were invited to individual meetings with the Headteacher. By the end of the year, persistent absence rates had decreased, although they had not yet reached national expectations.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Further understanding of Trauma Informed practice and focus on how we support our most complex pupils and their families



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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)