

*Planting the Seeds for a Successful Future*

# Cedars Manor School



## Pupil Premium Strategy Statement 2023-2024

*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 (and recovery premium for the 2023 to 2024 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 Manor School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kathy-Ann McClean
Pupil premium lead	Nikhil Glazelle
Governor / Trustee lead	Yassin Amin

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**Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£173145
Recovery premium funding allocation this academic year	£9074
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£182219</b>

**Part A: Pupil premium strategy plan**

**Statement of intent**

## ***Planting the Seeds for a Successful Future***

Our intention is that all pupils, regardless of their starting points, are able to make accelerated progress which enables them to achieve high attainment across all subject areas and to go on to take advantage of life's opportunities. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

While creating our Pupil Premium Strategy, we considered the context of the school and the challenges faced by the school community. We have used research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage' by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies. High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been affected by barriers, including non-disadvantaged pupils.

We recognise that the challenges are varied and there is no 'one size fits all' and that there may be complex situations that prevent children from flourishing. We have also considered the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

All matters related to the Pupil Premium are reported back to the Governing board, ensuring that the school is held to account for the impact of spending. The plan is updated annually in Autumn Term.

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### Challenges

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

Challenge number	Detail of challenge
1 Reading and Writing	Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class this year, 72% of our disadvantaged pupils arrived below age-related expectations compared to 14% of other pupils.
2 Attendance	Our attendance data over the last two years indicates that attendance among disadvantaged pupils is on average 3% below our expectation of 96%. During the same period, disadvantaged pupils accounted for 30%- 45% of the pupils who were 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3 Wellbeing	<p>Our assessments, including wellbeing surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including their ability to self-regulate. This is notably due to pupils facing challenges in independent learning, home life and mental health challenges within the family.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased. Over the last two years there has been a marked increase in pupils and parents accessing the service. 28% of children have been referred to counselling professionals both internally and externally 38% of whom are disadvantaged.</p>
4 Maths	Assessments indicate that there is a gap in attainment between disadvantaged pupils and their peers. Non-disadvantaged pupils make more progress across KS2 than their disadvantaged peers.

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5 Opportunity	<p>Enrichment and Cultural Capital:</p> <p>Our disadvantaged pupils have limited access to wider curriculum/enrichment opportunities to develop their cultural capital, instil ambition and to pursue and excel in an interest.</p>
6 Parental Involvement	<p>Our external Quality Assurance Review and discussion with pupils and their families indicate that although we have a positive approach to parental engagement this can be strengthened further.</p> <p>Some parents still feel unable to assist their children due to gaps in their own knowledge. Our disadvantaged pupils are impacted by this to a greater extent than for other pupils.</p>

### **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.

<b>Intended outcome</b>	<b>Success Criteria</b>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 76% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%,</li> <li>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>
<p>Pupils eligible for pupil premium participate in a wide range of enrichment activities offered by the school</p>	<p>All disadvantaged pupils complete tracking of extra-curricular sessions used to priorities and direct pupils to engage.</p> <p>Disadvantaged pupils will have socio-economic barriers removed to support the development of skills essential for curriculum on offer.</p> <ul style="list-style-type: none"> <li>Trips</li> <li>Music lessons</li> <li>Clubs</li> </ul>

### 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: £ 70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	<p>1, 4</p>

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<p>Introducing and developing self-regulation and metacognition to develop a positive school ethos across the whole school which also aim to support greater engagement in learning.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly. Findings suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>There is evidence across a range of different intervention approaches that focus on self-regulation, both targeted interventions and universal, have positive overall effects (+ 4 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eef">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance including the further development of reasoning, identify and address the gaps in curriculum knowledge and to develop all staff's mathematical subject knowledge.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/guidance/6442644">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>
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<p>Enhancement of our teaching of reading and writing and curriculum planning in line with DfE and EEF guidance. Including English CPD the purchase of additional resources for Little Wandle</p> <p><a href="#">(DfE validated Systematic Synthetic Phonics programme)</a></p>	<p>Research has found that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Purchase web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Bug Club</li> <li>• Purple Mash</li> <li>• Time Tables Rockstar's</li> <li>• Lightning Squad FFT programme</li> </ul> <p>As well as the purchase of programmes to support writing in class.</p>	<p>Overall, studies have found that introducing new technology when accompanied by a change in pedagogy can improve learning. A number of digital structured programmes and instructional games for younger pupils that aim to supplement the teaching of early literacy or mathematics skills have been evaluated and have shown positive impacts on learning.</p> <p>Digital Technology <a href="#">Education Endowment Foundation   EEF Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,4</p>
<p>Supporting parents to confidently engage with their children's learning through the use of internally and externally led courses.</p> <p>We will fund external providers and teacher release time to work with parents and carers.</p>	<p>Findings indicate that parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6</p>

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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
<p>Specialist Teaching Assistants supported by specialist agencies such as Speech and Language therapist, counselling team to plan and deliver speech interventions</p> <p>Training and modelling for support staff.</p> <p>Recruitment and training of specialist staff.</p>	<p>Research has shown that the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>
<p>Reading interventions for pupils below Reading Age target, significantly below and just below chronological reading age.</p> <p>Reciprocal reading training for key staff to deliver programme and track progress</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>Increased parental engagement through regular contact by teachers, workshops with key groups and specialist presentations</p>	<p>Pupils who are struggling academically may be more likely to request parental assistance with homework, but parents may be unfamiliar with the most effective teaching methods.</p> <p>Offering more sustained and intensive support where needed will enable parents to develop an understanding of how they can support learning at home.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD, Assemblies and systems to develop a school culture to embed high expectations and standards for all.</p>	<p>The EEF research has found that the average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3</p>
<p>Supporting and encouraging pupils to access enrichment opportunities, providing them with the resources and equipment required for learning.</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>Research has found a link between arts education and the use of arts-based approaches with overall educational attainment. Arts participation incorporates all artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (education endowment foundation.org.uk)</a></p>	<p>3,5</p>

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<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>2</p>
<p>Enhancing the resources and materials used in the curriculum and reading for pleasure so that they reflect the school community.</p> <p>Harrow library support and book loans and incentives.</p> <p>Training for English lead.</p>	<p>The EEF research has found that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Through providing children with a range of resources, in which they can see themselves and families reflected, they will be encouraged to read for pleasure. This will in turn support the development of their reading comprehension.</p> <p><a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>
<p>To develop the role of a family support worker to ensure that pupil premium pupils who are/have been known to social care (CIN/CP/LAC) to:</p> <ul style="list-style-type: none"> <li>• Attend school regularly</li> <li>• Make good or better progress from their starting points</li> <li>• Develop their emotional literacy</li> <li>• Access a range of opportunities in line with their peers</li> <li>• To be supported to access and make the most of the opportunities</li> </ul>	<p>Pupils who have been on a social care plan are less likely to achieve age related expectations at the end of EYFS or KS2</p> <p><a href="http://publishing.service.gov.uk">DfE external document template (publishing.service.gov.uk)</a></p>	<p>2</p>

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available to them		
<p>Contingency fund for acute issues.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Contingency fund for acute issues.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p><b>Total budgeted cost: £ 190000</b></p>		

## Planting the Seeds for a Successful Future

### Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results, EYFS data and our own internal assessments.

### EYFS



### Year 1 Phonics

Attainment Overview for Pupils (from 2022-2023) in Year 1, who are disadvantaged - 2022-2023 Summer 2 - Phonics Score Print



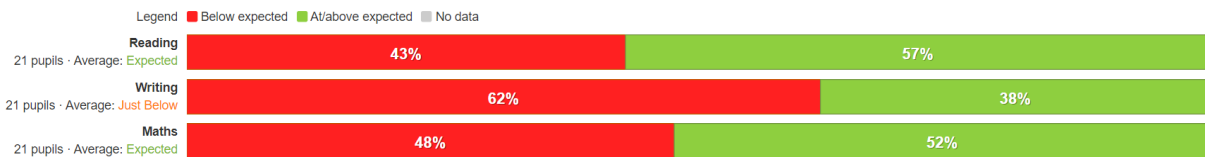
### Year 2 Phonics Retakes

Attainment Overview for Pupils (from 2022-2023) in Year 2, who are disadvantaged - 2022-2023 Summer 2 - Phonics Score By Y2 Print



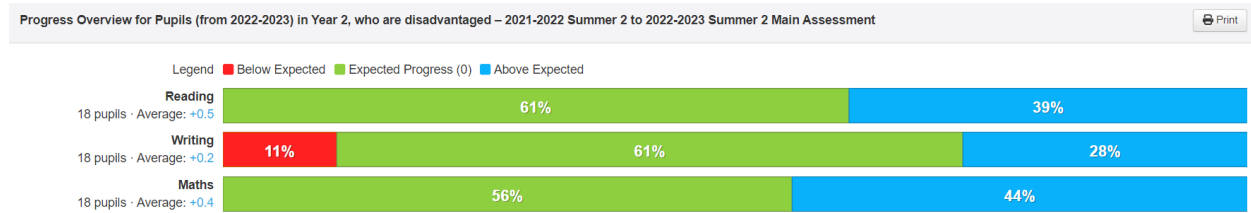
### Year 2 Attainment

Attainment Overview for Pupils (from 2022-2023) in Year 2, who are disadvantaged - 2022-2023 Summer 2 - Main Assessment Print

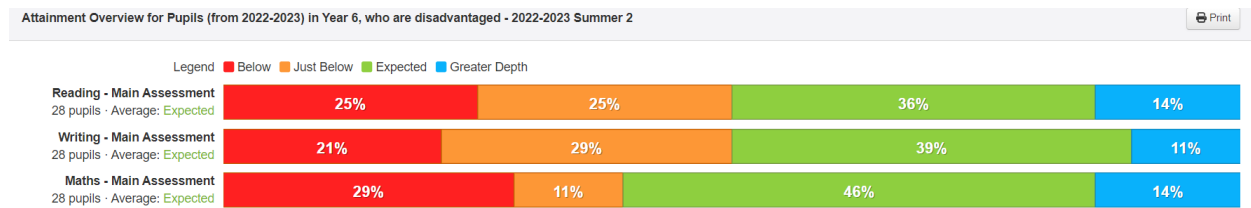


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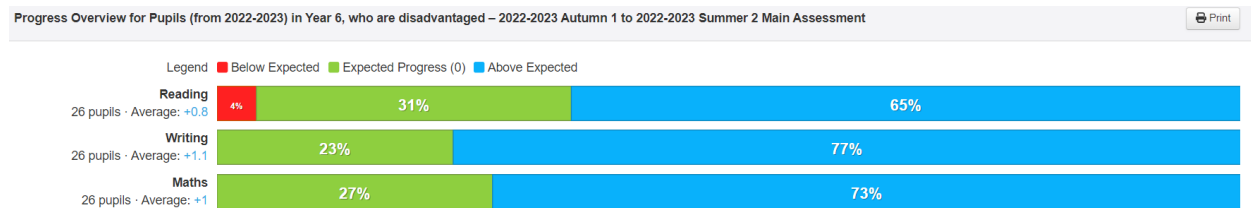
### Year 2 Progress



### Year 6 Attainment



### Year 6 Progress



Our analysis has supported us to understand the performance of our disadvantaged in comparison to those for non-disadvantaged pupils at a national and regional level. We continue to look at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. It has also helped us to develop a better understanding of the impact of the pandemic on our pupils and how this varies between different groups of pupils.

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

Whilst the teaching and provision for reading has improved considerably, there is more work to do. The work that the school has planned and implemented has supported the deepening of teacher knowledge of how to teach language comprehension with a close focus on the DFE Reading Framework and with specific training provided by FFT and local Hub.

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The focus on writing and particularly at securing the foundations through staff CPD and incentives has resulted in good progress in this area. Teachers are more confident in their knowledge and the building of consistency continues to be a focus.

Wider Strategies:

**Enrichment Clubs** - 56% of the disadvantaged group accessed at least one enrichment club during the last academic year

**Music Tuition** - 12 pupils from the DA group (16%) are currently taking up instrumental lessons at a highly subsidised rate.

**Well-Being Club** – 18 pupils from the DA group (24%) received support through a wellbeing club.

All DA pupils attended school trips and incentives.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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### **Further information**

#### **Teaching (for example, CPD, recruitment and retention)**

Standardised tests were used throughout the year to ensure that teachers were able to accurately identify gaps in pupils' learning. The information gathered from these assessments continue to provide us with reliable insights into the specific strengths and weaknesses of individual pupils. This enables us to target additional support through interventions or teacher instruction more accurately.

One of the school's key focuses was to enhance the teaching of reading and writing this included the purchase of a DfE validated Systematic Synthetic Phonics Programme. A range of approved phonic schemes were reviewed and a phonics programme, Little Wandle, purchased in line with DfE guidance. The programme provided a detailed training programme and all class-based staff and senior leaders have been provided with time to complete the necessary training. The Little Wandle programme provided a comprehensive catch up system to ensure that pupils who needed additional are given the support they needed to close gaps in their learning. Teaching on the new phonics programme began in September 2022 and continued into 2023.

Pupil premium funding was used to purchase the subscriptions to web-based programs that could be used to support learning at home and at school. Chromebooks were also loaned to families to support pupils in accessing online reading books and maths programmes as well Google Classrooms. Moving forward, we recognise the need to careful monitor pupil engagement with these programmes to ensure that they are supporting learning effectively.

Through our self-evaluation we recognised the importance of developing parents' confidence in supporting their children's learning at home. Parents were invited to attend workshops to support their understanding of the different methods taught in Maths. The workshops were well attended and the gap between the disadvantaged pupils and no disadvantaged pupils has begun to narrow. In addition to this, emotional regulation workshops were also delivered to provide parents with strategies to support their children's wellbeing at home.

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

The gaps analysis from standardised diagnostic assessments was used to plan and develop specific interventions for pupils. Children were identified for an online reading intervention and analysis of data showed the children that the majority of children who took part in the trial made accelerated progress. Other interventions such as our 1:1 reading and writing programmes also led to pupils making accelerated progress.

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A large percentage of pupils with special educational needs require speech and language intervention. Our specialist teaching assistant worked alongside Speech and Language Therapist to deliver Speech and Language Therapy interventions and to support children with speech and language difficulties. This included supporting children in the development of subject specific vocabulary. By the Spring term, these children had made good or better progress in Reading and Writing. However, this intervention and support was impacted by staff absences during the Summer term and challenges with recruitment to enhance the provision.

During the Summer term, small group tuition was also used to support pupils in Reading. Teachers were used to deliver intensive, targeted academic support to those identified through prior assessment as having low prior attainment or at risk of falling behind. A large proportion of these pupils were pupil premium pupils and the analysis of the Summer reading data showed that pupil premium pupils had begun to narrow the gap between these pupils and their peers.

As a school we recognise that children may face other barriers to learning that are not academic. A number of children received support for their emotional wellbeing and mental health support. These children made more than expected progress in Reading.

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

Our assessments, including wellbeing surveys, observations and discussions with pupils and families identified social and emotional issues for many pupils, including their ability to self-regulate. We therefore felt that it was important to develop a positive school ethos through the introduction of values-based education. Training was provided to staff and governors to ensure that there was a shared understanding of values-based education and to ensure that all stakeholders play a part in identifying the core values that were integral to the school community. Through the promotion and shared understanding of these values it is to develop a school culture where high expectations and standards for all are embedded.

A range of strategies were deployed such as newsletters, weekly assemblies and displays have been used to promote good attendance. Parents of the children with attendance below 90% were invited to attendance meetings with the borough's Education Lead MASH team. Parents of children with more persistent absences were invited to individual meetings. Following the meetings, 75% of the pupils have begun to attend school more regularly.

### **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:

- developing an understanding of Trauma Informed practice and focusing on how we support our most complex pupils and their families.

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- utilising a [DfE grant to train a senior mental health lead](#). We will focus on the training needs for staff to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.