

Pupil premium strategy statement – The Cedar School

This statement details our school's use of pupil premium (and recovery 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	87
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Neil Revell
Pupil premium lead	Cesia Moran
Governor / Trustee lead	All Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,655
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
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	£65.655

Part A: Pupil premium strategy plan

Statement of intent

At The Cedar School our pupil premium strategy has the following key intentions:

1. Mental health and wellbeing support enabling children to have good behaviour and self-regulation at school.
2. Communication support and skills development.
3. Academic interventions.
4. To increase children's experiences of arts and culture activities.
5. Ensuring all children have their holistic needs met in order to access education.
6. To support healthy lifestyles for children via the delivery of the 'Healthy Families' programme in school.

Challenges

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

Challenge number	Detail of challenge
1	Some children find it challenging to regulate their emotions, which can negatively impact on their mental health, wellbeing and ability to engage as fully with their learning. Some children find it challenging to recognise, understand, manage and appropriately express their emotions. Often these children also find it challenging to respond appropriately to emotions expressed by others.
2	Some children require additional support, practise and interventions to develop and refine individual communication methods and social skills.
3	Some children require additional, tailored support and interventions, in addition to high quality classroom teaching, in reading, writing and maths to ensure individual progress.
4	Some children have little experience of cultural and arts experiences and activities and few opportunities to develop their talents in and enjoyment of these.
5	Some children have circumstances where the disadvantages they experience disrupt their ability to engage with education.
6	Some children have very restricted eating patterns and find engaging with new foods challenging.

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
1	Children will have better emotional regulation and learning will not be disrupted.	Reported and observed dysregulation incidents across the school will decrease in frequency and duration.
2	Children will have effective individual communication equipment that they can use in a range of situations.	Children will be able to interact with increasing proficiency and range using their personal communication systems.
3	Children will make progress on individual targets across the curriculum.	Children's individual learning records and EHCPs will reflect the progress they make.
4	Children will have meaningful and engaging experiences in the arts allowing them to explore their own potential in these areas.	Children will be engaged and inspired by a range of activities and this will be reflected in their individual learning records and through conversations and observations.
5	Children will be able to thrive holistically, socially and academically due to access to specialist equipment, resources, uniform and free school meals.	All PP children will have access to the full range of learning activities on offer at school.
6	Children will be healthier and thriving through a healthy diet and increased movement opportunities.	Children will have wider experiences of healthy food options and be more accepting of new foods.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing coaching, mentoring and training opportunities to be provided to support staff skills and subject knowledge in different specialisms/ curriculum areas to ensure high quality teaching within classes.	https://www.gatsby.org.uk/uploads/education/reports/pdf/mentoring-full-report.pdf Coaching for Performance: The Principles and Practice of Coaching and Leadership – Sir John Whitmore, Nicholas Brealey Publishing, 2009.	1,2,3,4

Targeted academic support for all looked after children students and for individuals in receipt of PP who need it.	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1,2,3,4,5
Training for staff on healthy choices and food options.	https://foodfoundation.org.uk/improving-childrens-diets https://www.barnardos.org.uk/research/nourishing-future https://family-action.org.uk/breakfast-at-home/	1,5,6

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted curriculum support for individual students.	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	3
Support for students displaying mental health difficulties.	Trust Based Observations: Maximising Teaching and Learning Growth – Craig Randall, Rowman and Littlefield Publishers, 2020	1
Provision of a full time ELSA to support pupils across the school.	https://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf	1
Provision of a communication support SSA to support individual pupils.	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	2
Provision of staffing levels to allow children time and support to experience new foods.	https://foodfoundation.org.uk/improving-childrens-diets https://www.barnardos.org.uk/research/nourishing-future	6
Weekly purchasing of food items to encourage experimentation and choice.	https://foodfoundation.org.uk/improving-childrens-diets https://www.barnardos.org.uk/research/nourishing-future	6

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

Budgeted cost: £ 10,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing of bespoke resources for all children who need them, based on their SEND and individual circumstances	https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf	5
Funding for arts and culture related trips and activities as part of the curriculum. Theatre trips Music lessons Wheelchair dance lessons Lunchtime clubs Horse riding	The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk) Arts participation Teaching and Learning Toolkit EEF	4,5

Total budgeted cost: £65,655