

## 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	91
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Neil Revell
Pupil premium lead	Cesia Moran
Governor / Trustee lead	Alex Radford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59930
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£7667
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67597

## 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
2. Signposting wider social opportunities to families outside of school
3. Communication support and skills development
4. Specialist knowledge and skills within curriculum (EYFS, Sensory, KS3/4)
5. Communication and academic interventions

### 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 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 find it challenging to accept their additional needs and how this differentiates them from their peers, which can negatively impact on their mental health, wellbeing and ability to engage as fully with their learning.
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 require additional support, practise and interventions to develop and refine individual communication methods and social skills.
5	Some children and families require additional support in finding and attending social activities and clubs outside of school, especially Barriers to attending these activities include the need of their child and whether the activity would be suitable, accessible and inclusive for their child.

### 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
All children will be supported to regulate and express their emotions appropriately through high quality PSHE teaching and developing positive relationships with staff. Where additional	Children who require additional emotional literacy support and wellbeing strategies will be identified and prioritised for weekly emotional literacy support sessions which will be focussed

needs/ challenges are identified within this area, targeted emotional literacy support and wellbeing strategies will be used to ensure these students are taught the skills needed to regulate and express their emotions more appropriately.	<p>around developing strategies to regulate their individual needs/ challenges.</p> <p>Through staff skills, confidence and knowledge audit about the foci areas, training will be sourced and delivered to support staff confidence in these areas. If additional/ more specialist support is required, e.g. play therapy, this will be sourced to support individual students who require it.</p>
Where formal or informal assessment indicates that a student requires additional academic or communication support, additional learning opportunities will be provided to ensure progress can be made that is appropriate and meaningful for that individual.	<p>Additional staff will be used to release familiar, class staff to deliver targeted academic interventions to students who require additional input highlighted through formative assessment or by individual progress markers not being met during summative tracking points. Skilled member of team will provide additional high tech communication interventions for students who require it. Speech and language therapists will support class teams with individual training/access methods for individual students to ensure staff are confident with how they are supporting students.</p>
Children will benefit from additional social opportunities through lunchtime clubs in school and by providing families with information of wider social opportunities outside of school.	<p>A variety of lunchtime clubs are offered and delivered across the school to ensure additional and varied social opportunities for all students.</p> <ul style="list-style-type: none"> <li>• Newly formed 'CEDAR time' to continue and develop as another means of providing additional social opportunities for students.</li> <li>• Creation of parental engagement school improvement group and developing further training and opportunities for families on the school improvement plan.</li> <li>• A correspondence to be sent each half term to signpost families to wider social opportunities and transport links to better support our families.</li> </ul>
All children who are looked after to achieve the targets set at their termly PEP.	<p>Termly PEP (Personal Education Programme) targets to be set by Designated teacher and class teachers. These are SMART targets linked to EHCP annual reviews and ILTs (Individual Learning Targets) where possible. Termly review meetings to be completed. Class teachers to identify main priority for each child and how pupil premium can be used to support this.</p>
Children will be able to thrive holistically, socially and academically due to access to specialist equipment, resources, uniform and free school meals (if applicable).	<p>Free school meals and milk to be available for students who are eligible/ it is appropriate for due to medical/ dietary requirements.</p> <ul style="list-style-type: none"> <li>• Uniform for students eligible for Pupil Premium funding.</li> <li>• Additional equipment and resources required to ensure effective access and positioning for learning.</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: £10597

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.	<a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/mentoring-full-report.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/mentoring-full-report.pdf</a>  Coaching for Performance: The Principles and Practice of Coaching and Leadership – Sir John Whitmore, Nicholas Brealey Publishing, 2009.	1,3,4,5
Targeted academic support for all looked after children students and for individuals in receipt of PP who need it.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a>	3,4,5

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

Budgeted cost: £ 37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted curriculum support for individual students. Music lessons Wheelchair dance lessons Lunchtime clubs	<a href="#">The power of music to change lives - A National Plan for Music Education (publishing.service.gov.uk)</a> <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>  <a href="https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion">https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion</a>	2,3,4,5

Support for students displaying mental health difficulties.	Trust Based Observations: Maximising Teaching and Learning Growth – Craig Randall, Rowman and Littlefield Publishers, 2020	1,2,3
Provision of a full time ELSA to support pupils across the school.	<a href="https://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf">https://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf</a>	1,2,3

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

Budgeted cost: £ 20000

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	<a href="https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	2,3,4,5

**Total budgeted cost: £ 67597**