

The Cedar School: Pupil premium strategy statement

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	The Cedar School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Neil Revell, Headteacher
Pupil premium lead	Neil Revell/Cesia Moran
Governor / Trustee lead	Ginny Assinder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,080
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for pupils whose contexts mean that the school receives this funding.

Although our strategy is focused on the needs of pupils whose contexts mean that the school receives this funding, it benefits all pupils in our school when funding is spent on whole-school approaches. Implicit in the intended outcomes detailed in this document is the intention that outcomes for all pupils will be improved.

Our use of pupil premium funding supports the objectives within our school improvement plan which is designed to enable the best progress for everybody. Our school improvement plan objectives inherently reflect how we are mindful of the impact which Covid-19 has had, and continues to have, on our school community.

Our strategy is driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer all of our pupils the relevant, bespoke skills and experience which they require to **c**ommunicate, to be **e**mpowered, to **d**iscover opportunities, to have high **a**spiration and to thrive through **r**esilience. Our strategy is for Cedar children to achieve our five Cedar Hopes (*and achievement will look very different for each individual child*) and, as a result, to access life as independently as possible.

Challenges

This details some of the challenges to achievement that we have identified among pupils whose contexts mean that the school receives pupil premium funding.

The challenges are often not exclusive to these pupils and, in the context of our special school, some challenges are specific to individual pupils.

Some challenges have become more acute, or have arisen, due to the impact of the Covid-19 situation.

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 understand the actions, behaviours and expectations of others. They are not in a position where they can easily empathise or appreciate matters from different perspectives.

3	Some children find attending school a challenge, not through any wilful intention not to attend school but rather because routines are hard to understand and they are challenged by social interaction.
4	Some children require additional support to develop personal skills, e.g. independent travel.
5	Some children require additional, tailored support to make secure progress in their learning and to attain to their full potential.
6	Some looked after children require additional funding support to ensure they are reaching their full educational potential and accessing all experiences. Some looked after children may also need emotional and social support.

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
Individual children's ability to regulate their emotions, responses and reaction increases; they learn strategies which help them to succeed in a variety of bespoke situations.	ELSAs, Assistant Headteachers and other staff keep case studies of the impact of their work on individual children. At The Cedar School impact is evidenced through individuals rather than through 'numbers'. These case studies (verbal and written) demonstrate where the intended outcome has been achieved.
All pupils make progress in their Individual Learning Targets (ILTs).	Pupils who are in receipt of pupil premium funding – as with all pupils – are given the support which they require to make progress in their ILTs.
All children who are looked after will be supported to achieve their termly PEP targets.	Termly PEP (Personal Education Plan) 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.

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: £54,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
The creation of three Assistant Headteacher posts, all with non-class-based time, allows them to spend time in classrooms, mentoring/coaching and working alongside individual children to support their learning and to help them to thrive.	Bombèr & Hughes: Settling Troubled Pupils to Learn: Why relationships matter in school, Worth Publishing, 2013. Brooks: The Trauma and Attachment Aware Classroom, Jessica Kingsley Publishers, 2020.	1, 2, 3, 4, 5

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

Budgeted cost: £14,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of two Emotional and Literacy Support Assistant posts across 6 days a week, to work with individual children and groups of children.	ARC: The Attachment Research Community is a charity dedicated to supporting schools to develop attachment and trauma-aware practice: https://the-arc.org.uk Bentham & Boxall: Effective Intervention in Primary Schools: Nurture Groups, Routledge, 2012. Bombèr & Hughes: Settling Troubled Pupils to Learn: Why relationships matter in school, Worth Publishing, 2013.	1, 2, 3, 4, 5

	<p>Brooks: The Trauma and Attachment Aware Classroom, Jessica Kingsley Publishers, 2020.</p> <p>Harlow: Attachment theory: Developments, debates and recent applications in social work, social care and education, Journal of Social Work Practice, December 2019.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p> <p>http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf</p>	
<p>Pupil premium for looked after child updated termly.</p> <p>Including: 1:1 out of class time, educational resources, funding for recreational visits, emotional support. Access to wider experiences.</p>	<p>https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children</p> <p>https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities</p> <p>https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	4, 5, 6

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

The strategies listed in the two sub-sections above are enabling the development of a whole-school 'culture' which is focused on further improving opportunities for teaching, learning and wellbeing.

Total budgeted cost: £58,080

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.

The impact of Covid-19 provided challenges for all families including those who are in receipt of pupil premium funding. As a result, we provided:

- Resources to support learning.
- Physical play and activity resources.
- Dedicated key worker support both in the community and at school.

We provided individual and small group contact by tailoring online sessions to individuals and small groups, meeting some pupils daily in gardens and for walks, providing art, craft and PE equipment to homes and ensuring that each child had frequent individual contact with a key worker to monitor and address their needs.

Our assessments and observations suggested that, for many pupils, being out of school caused challenges for their wellbeing and mental health to varying degrees. We used pupil premium funding to help provide individual keyworkers to any pupil not in school and extra individual support to key pupils on their return to school.

The impact of the support packages was measured by setting priority targets for every pupil. These targets were completely tailored to the individual and ensured progress in the areas that were a priority for each child.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>In addition to our other pupil premium strategies, the social and emotional needs of our service children's families were such that we held Zoom sessions for our families to work alongside pupils and teachers to model ways of working together.</p> <p>Individual sessions working on communicating using an eye gaze computer for cause and effect and language development were provided.</p>

What was the impact of that spending on service pupil premium eligible pupils?

This helped parents to see different ways they could interact with their children to practise their learning at home.

Eye gaze technology is proving a successful way for our pupils who are extremely physically compromised to access technology and experience control within their learning.