Pupil premium strategy statement – Cedar Hall School

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	196
Proportion (%) of pupil premium eligible pupils	34.7%
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)**	2024/25- 2027/28
Date this statement was published	November 2026
Date on which it will be reviewed	October 2027
Statement authorised by	T.Coxall, Head Teacher
Pupil premium lead	V.Carroll, Deputy Head Teacher
Governor / Trustee lead	Andy Tanner-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,820
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£8113
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*	£100,933

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 our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

• Academic attainment

• Progression to further and higher education

• Employability

• Social opportunities.

• Cultural Capital.

At the centre of our approach is high-quality adaptive teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

A key intention at Cedar Hall School is that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. On staff we have a learning mentor and a staff member who focuses on Pastoral Guidance & Counselling. We also have a Speech and Language Therapist who cascades training to Learning Support Assistants who deliver her programmes to specific pupils.

Other pupils also have the opportunity for tutoring, either 1:1 or in very small group sizes of 3 or 4, where the intervention is dependent on social interaction and communication.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, as well as triangulation of data, not assumptions or labels. This will help us to ensure that we offer pupils the relevant skills and opportunities to experience the wide range of skills and knowledge that they need in order to be prepared for adulthood.

Our use of Learning Support Assistants show how they make a difference within specific strategies. These includes improving immediate feedback to pupils. We can also use it for improved teacher training and professional development so that our leaders and classroom teachers understand how to use data and research effectively. This type of reflective practice is reported in the Teaching and Learning Toolkit as being highly effective in making measurable learning gains.

We are part of ESSET (Essex Special School Education Trust) as well as BATIC (Benfleet and Thundersley Interschool Cluster); this enables us to converse with comparable schools and, if appropriate, apply and adapt different approaches that work in their settings. In this way we are part of a link network and can support each other in using pupil premium funding for the best outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Their low self-esteem and lack of confidence have an adverse impact on their progression and achievements. There is clearly a need for additional human resources to support pupils at their point of learning, adding to their self-reflective skills and providing information for next steps going forward. Early intervention in language acquisition as well as Early Reading strategies can have a significant positive impact in this regard.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school. There is therefore a need for our Speech and Language therapist to come in once a week and work alongside a specific LSA to design programmes for relevant pupils in support of these skills. The resources for these programmes are made as per individual need and at times are

	sent home so the programme / strategies can also be used by the parents when working with their child.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Our pastoral team is able to communicate with the parents, carers and outside agencies and ascertain if additional home-needs can be addressed in order to positively affect and lower the barriers to learning.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This adversely impacts on their opportunity to write from personal experience. They also show a lack of experience in organisational skills and managing their own time. Courses and various training have been taken up by relevant staff to widen their creative presentation within lessons. Trips related to events and preparation for adulthood and Post-16 education have also created successful experiences for these pupils.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel. Travel Training, road safety and excursions into the locality are additional opportunities for pupils to develop their independence in the community.

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
Improved attainment for disadvantaged pupils in all subjects, and specifically maths and English, relative to their starting points as identified through baseline assessments. Of note is the PSD (Personal and Social Development) criteria which is being used across the whole school to track progress.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategies in 2024/25. An increase in the percentage of disadvantaged pupils (depending on the cohort each year) entered for accreditations, that include; GCSE subjects, Foundational Skills and a BTEC Food Tech, etc. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers (depending on the cohort) by the end of our strategies in 2027/28.

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement in their EHC plans and of the reviews each term of progress across their related targets. Speech and Language where appropriate on an IND basis.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families as well as the extensive trips to local venues in the community throughout the year by a range of groups. Pastoral support offered where necessary for counselling and/ or intervention as part of a small group has been identified and implemented.
Disadvantaged pupils feel better prepared for career progression and / or higher education opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are given opportunities to be able to access high quality work experience and careers mentoring. By the end of the period, disadvantaged pupils are progressing to higher or further education at the end of KS4 in the same proportions as their peers at Cedar Hall Special School (depending on the cohort).

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: £24,430

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole school subject lead for every subject across the school to provide training in the schemes that have to be used, to ensure correct and targeted delivery in lessons.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great Teaching-REPORT.pdf (suttontrust.com) As an outcome from Ofsted Nov 2023. Delivery of schematic content must be prescribed and timeous quality assurance must occur to improve the teaching and learning across whole school.	1,2,6
CPD (bespoke) for teaching staff on developing pupils' self-reflection. (TPP model)	Evidence from application of Trauma Perceptive Practice principles – training being devolved to staff across the whole academic year to support pupil's mental and self-reflective strategies.	1,2,3,4,5,6
Purchase of a full day per week of Speech and Language Therapist (SALT) time. Calm Corner and counselling support group to work with specific pupils Pastoral team in school supporting all PPG pupils.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists. Pupil Premium pupils have opportunities for direct access to strategies and programmes which impact positively on their Social and Emotional Communication in and out of class. SULP (Social Use of Language Programme) groups are small (4-5 pupils) and allow the pupils various opportunities to communicate effectively within a topic/content-based group. Self-esteem has been improved as pupils gained more confidence in speaking to peers as well as to relevant, trusted members of the community.	2,3

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

Budgeted cost: £27,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Intervention with a Learning Mentor	Pupil Premium pupils have been baselined and tracked throughout various interventions. Results have shown marked increases in attainment of personalised targets. LSA support for the application of this knowledge is consistently carried out in class, so the knowledge is learnt in context. Timetabled SPAG and Reading lessons across both KS3 and KS4 classes have ensured there are dedicated hours wherein not just the PPG pupils are receiving specific intervention in small groups every week.	1,3,6

School Counsellor and Pastoral co-ordinator 2 Pastoral LSA's focussed on Lower and Upper school	Partially School funded. Disadvantaged pupils have access to the counselling 1:1 sessions. These involve informal chat meetings (with a biscuit and a drink) and encourage pupils to 'open up' and voice their concerns as well as their aspirations. These are fed back and implemented either partially or fully as per need/confidentiality. Pupils feel listened to and become more communicative and therefore access their curriculum with more enthusiasm. This also increases the frequency of 'getting along' with peers. This has had a positive impact on the families as well as the pupils involved. Parents were given strategies to work with the child at home. This has resulted in cooperative interaction which leads to higher classroom involvement and a willingness to do well in order to please the parents and teachers alike. The teacher and LSA who have the overall responsibility for pastoral arrangements attend relevant virtual Network Meetings to ensure we are up to date with current legislation and are utilising strategies that are best practice and are comparable to those in similar schools.	1,2,3,4,5,6
Organisational support	Specific 1:1 support is also funded to ensure a pupil premium pupil manages to remain focused on their timetable and/or has an adapted timetable involving more practical activities. Having this support encourages these pupils to develop independence at their own rates of learning/progress. They become more confident at navigating their way around and ultimately become independent enough to move between areas with a decreasing level of support.	2,3,4,5,6

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

Budgeted cost: £49,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1,3,4,5,6
Behaviour management interventions	Trauma Perceptive Practice with Zones of Regulation across the school. Support for those pupils with challenging behaviours. Our Pupil Premium pupils are given additional access to funded pastoral care and support such as Additional Educational Placements. The weekly reports from these placements comment on significant positive development in pupils' empathy and regard for others.	3,4,5,6
Alternative provision	Pupils are able to access provision off site in order to meet their specific need. This includes mental health issues and concerns. Attendance issues connected to anxiety.	1,2,3,4,5,6
Learning Outside the Classroom	Forest School lessons completed on site as well as a continuation of similar lessons in a lower KS3 class have significantly impacted on the pupils. They have begun to apply specific life skills which they have accumulated through 'play and fun'. The positive impact on their confidence and development has been significant.	1,3,4,5,6
1:1 musical instrument lessons	A peripatetic music teacher is funded by the Music Hub for 1:1 weekly music sessions. The purchase of specific instruments for the use of the PPG pupils has allowed them to gain	4,5,6

	in confidence and self-esteem. At times they have been able to play in front of peers; a significant impact on emotional regulation too.	
Public transport training for Year 9 - 11 pupils. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4,5,6
Weekly trips	These trip experiences can lead to self-regulation in writing, which is key to progress. These provide children with memorable experiences and give them a structured approach to write about a topic they have connected to 'first-hand'. Research has shown that self-regulation has an even greater impact on pupils who are free school meals or who are disadvantaged in some way. Their new experiences imbue them with the confidence to write about their newly acquired knowledge. They are supported in planning, structuring and self-evaluating an account of their visit. At times they present this in an assembly as well, thereby further developing their social communication skills and self-confidence.	1,2,3,4,5,6

Residential Trips 1. Fellowship Afloat Organisation £ 315 per pupil (5 days and 4 nights) 2. Middle School residential to an outdoor provider £220 per pupil. (3 days, 2 nights)	Fellowship Afloat, one week residential programme, is provided mainly for pupils in Upper School. The week away involves carefully selected low risk adventure activities. The Middle School programme is provided mainly for pupils in Yr 7. It involves many skills requiring independent thought and team-work. Many pupils have never spent one night away from home without their parents before going on this trip. On their return, all have shown a significant increase in confidence, independence, emotional regulation with peers as well as a willingness to be more tolerant. Using PPG funding to pay for these experiences has proved to be one of the most all encompassing positive strategies / events for the PPG pupils.	1,2,3,4,5,6

Total budgeted cost: £100,933

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for pupils:

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Data from tests and assessments suggest that, across all levels, the majority of these pupils achieved their targets as stated in their EHCs and annual review paperwork. The reason for this is primarily the positive impact of the specific, small groups and individual intervention sessions that occur throughout the year.

Wider outcomes, for all our pupils:

Our assessments and observations during previous years for the softer skills as recorded against the PSD criteria, suggested that wider development outcomes for our disadvantaged pupils varied significantly. This has led to a continuation of the PSD criteria used by the whole school each academic year.

PPG pupils have had opportunities to access interventions and small group virtual social interaction. Laptops are provided as needed and where appropriate. Pupils showed improvement in their learning across academic as well as soft data which covers the SMSC (spiritual, moral, social and cultural development) areas within the curriculum. Many parents continue to send photographs with explanations of what activities the pupils engaged in to meet specific target e.g. making breakfast at home, helping plant vegetables and seeds, etc.

In Sept 2025 all pupils across school were baselined using a new assessment tool on EFL. Analysis shows that PPG pupils did not significantly lag behind their Cedar Hall peers. We continued to focus on Literacy, specifically, Reading, Oracy and Vocabulary to impact positively and address potential gaps. Our EFL Assessment tool lends itself to comparative data of all vulnerable groups when seen against their own starting points as well as those of comparable pupils. It remains true that overall progress within Cedar Hall assessments on EFL (between those who do and those who do not receive PPG) is generally similar between the two groups in numeracy. In the academic years 2022-2023-2024-2025 our data included additional formal assessment e.g. PUMA tests.

Looked After Children: It is important to remember that statistical comparisons (as the only means of assessing the impact of the interventions) are difficult when numbers are so small; the total number of Looked After pupils is 3 out of 186 pupils in the whole school. All 3 are granted PPG funding. All the rigorous formal and informal measures

(together with moderation from Peer Reviews, link schools and network groups) support our daily informal assessment across all areas and clearly indicates the positive, measurable holistic impact on our pupils who have funding through this premium. This positive impact fosters the 13 developments of their life skills and supports their confidence and self-esteem as they progress and achieve small-step targets which ultimately prepare them for further education as well as adulthood.

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
Alternative Education	Circles Farm EH4CP Fast Progress
Counselling and Therapy	Calm Corner
Riding for the Disabled	Belfairs Riding School Limited