

Cedar Hall School Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium for the 2021 to 2022 academic year. This is 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	Cedar Hall School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	N.Maxwell
Pupil premium lead	V.Bezant
Chair of Governors	D.Braithwaite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,010
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,336
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	£ 93,036

Part A: Pupil premium strategy plan

Statement of intent – what is it and why do we have it?

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The pupil premium funding remains a key lever to raise the attainment of disadvantaged pupils. According to the Sutton Trust report the funding should be used as appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. The way we do this is to identify steps which make success more likely, for example our use of Learning Support Assistants show how they make a difference within specific strategies. These include improving immediate feedback to pupils; this method could add “significantly to pupil’s learning” (Sutton Trust and Durham University). 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 also converse with comparable schools and if appropriate apply and adapt different approaches that work in their schools. In this way we are part of a link network and can support each other in getting the most out of the pupil premium grant.

Allocation and specific impact: Research has shown that our focus for allocation needs to “concentrate on better results for pupil premium children, rather than narrowing the gap” between them and their age-related peers. If a pupil progresses in relation to their own individual starting points, then they also learn to apply knowledge at a deeper level which positively impacts on learning for life.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Communication
2	Emotional regulation needs , welfare and mental health
3	Pastoral and behavioural needs
4	Reading / SPAG foci are necessary to improve these skills

5	Yr 7 transition pupils – baselining correctly to ascertain starting points
6	The need for additional human resources to support pupils at the point of learning, rather than waiting until the next day.
7	Low self-esteem and lack of confidence
8	Lack of opportunity to write from personal experience
9	Lack of organisational support to manage own time
10	Loss of face to face time during lockdown for KS3 and KS4 pupils specifically.

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.

Budgeted cost: (Subtotal 1) £ 93,036

Activity	Evidence that supports this approach (rational and impact)	Challenge number(s) addressed
Speech and Language Therapist.	Pupil Premium pupils have direct access to strategies and programmes which impact positively on their Social and Emotional Communication in and out of class.	1
	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.	
	SULP (Social Use of Language Programme) lessons have been introduced as part of the curriculum across all three Middle Dept classes as well as both our classes that have greater social and emotional needs.	
School Counsellor	Partially School funded. Pupil Premium Pupils had access to the counselling 1:1 sessions. These involved informal chat meetings (with a biscuit and a drink) and have encouraged pupils to 'open up' and voice their concerns as well as their aspirations. These were fed back and implemented either partially or fully	2

	as per need. Pupils felt listened to and have become more communicative and are accessing their curriculum with more enthusiasm as well as increasing the frequency of 'getting along' with peers.	
Class Yoga lessons	Through the Sports Premium we have funded a yoga teacher. PPG has been spent on specific equipment which cannot be purchased through the Sports' funding. Pupils have learnt emotional regulation through application of the breathing techniques. They have also learnt that stretching and slow movements enhance a state of calm. Some have come to use these techniques independently.	
Behaviour interventions	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. Incident sheets in school have dropped significantly in relation to these pupils. Pupils have commented positively on the way they feel after each session and want to return to them on a weekly basis.	3
Specific, individualised pastoral and behaviour support	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 co-operative 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 all the pastoral arrangements attend the relevant virtual Network Meetings to ensure we are up to date with current legislation and are utilising strategies that are comparable to those in similar schools.	
Literacy Intervention with a Learning Mentor	Pupil Premium pupils have been baselined and tracked throughout the 6 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	4

	<p>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.</p>	
<p>Reading – Yr 7 reading programme as part of transition to Middle dept</p>	<p>During the Summer Holiday club, an LSA from Middle undertook a reading programme which enabled baselining of reading levels. As a result, when lessons started in September 2021, levels were already in place and time was 'gained', allowing targeted reading/intervention to commence quicker than in previous years.</p>	5
<p>Increased LSA support</p>	<p>Just over £50,000 of LSA salaries are paid for by PPG. This enables us to reduce group sizes and give pupils immediate feedback in order to impact significantly on their progress. Providing feedback to pupils through immediate verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well pupils have learned something is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons. Feedback can take a range of different forms, including written feedback in the form of marking, verbal feedback and peer feedback as well as the all important instant verbal discussions around misconceptions (so errors are not continued).</p>	6
<p>1:1 musical instrument lessons</p>	<p>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 in confidence and self-esteem. At times they have been able to play in front of peers; a significant impact on emotional regulation too.</p>	7
<p>Learning Outside the Classroom</p>	<p>Forest School lessons completed off site as well as a continuation of similar lessons in a lower KS3 class has significantly impacted on the pupils. They have begun to believe they can apply specific life skills which they have accumulated through 'play and fun'. The positive impact on their confidence and development has been significant.</p>	

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.	8
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 an ever decreasing level of support.	9

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

Budgeted cost: (Subtotal 2) : £5,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	For roughly 18 months during the various lockdowns, pupils lost significant face to face learning time. Some pupils in the upper school are receiving tutoring to augment their knowledge and skills prior to upcoming June 2022 exams. The pupils have stated how receiving this extra time is making them feel more confident in the approach to their assessments.	10

Total budgeted cost: (Subtotal 1 + subtotal 2) £ 98,742

Externally provided programmes/activities

Activity	Impact
<p>Fellowship Afloat Organisation £ 210 per pupil</p>	<p>This one week residential programme is provided mainly for Yr 7 pupils, though some older pupils also accompany them.</p> <p>The week away involves carefully selected low risk adventure activities.</p> <p>Many pupils have never spent one night away from home without their parents before going on this trip.</p> <p>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.</p> <p>Using PPG funding to pay for this experience has proved to be one of the most all-encompassing positive strategies / events for the PPG pupils.</p>

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.

All the pupils who received Pupil Premium payments in the academic year 2020 -2021 made roughly 80% of their expected progress relating to their individual targets across that year. This can be seen in the current academic year's Annual Reviews. This trend was tracked throughout their time in lockdown from March 2020 to date.

The school used email and zoom meetings to ensure communication with pupils and parents was rigorous and could inform us of emotional, social and mental welfare throughout the many months when the pupils were at home. Data on this was recorded and discussed in meetings. This led to added interventions such as home-drops where necessary.

Many pupils came in throughout the lockdown months (on a rota basis)- the amount of pupils at any given time on the school site related directly to staff covid absence as well as the availability of classrooms. Our school had a complete boiler / plumbing overhaul that was funded by Essex.

All of the PPG pupils had opportunities to access interventions and small group virtual social interaction. Laptops were provided as needed. 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 even though they were unable to meet in real time. Many parents sent photographs with explanations of what activities the pupils engaged in to meet specific targets. Some of these, as well as short videos, were put into weekly You Tube assembly celebrations on our Cedar Hall Pla

On their full return in Sept 2021, PPG pupils were baselined (together with all other pupils). The PPG pupils did not significantly lag behind their Cedar Hall peers. It was found that we needed to focus on Literacy, specifically, Reading, Oracy and Vocabulary to impact positively and address potential gaps caused by the lockdown months.

Our B-Squared 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. In the academic year 2020-2021 our data also included additional formal assessment such as PUMA tests. It remains true that overall progress within a B-Squared Band (between those who do and those who do not receive PPG) is generally similar between the two groups in numeracy, i.e. 71% of non-PPG pupils met or exceeded expected progress across the school as compared to 70% of our PPG group

of pupils. Progress in English appeared to be slightly better for non-PPG pupils as 61% met or exceeded expected progress when compared to 59% of the PPG pupils.

The progress of pupils in the PPG (Looked After category of need) is also similar, with all pupils in this group reaching or exceeding expected progress according to their individual targets in numeracy.

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 4 out of 164 pupils in the whole school. All 4 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 development of their life skills and supports their confidence and self-esteem as they progress and achieve small-step targets which ultimately prepare them for adulthood.