

Cedar Hall School Pupil Premium Strategy statement 2022-2023

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	170
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	February 2023
Date on which it will be reviewed	June 2023
Statement authorised by	N.Maxwell,Headteacher
Pupil premium lead	V.Bezant, Deputy Head
Governor / Trustee lead/Chair of Governors	D.Braithwaite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,125
Covid Catch Up Funding (Recovery and School Led Tutoring funding) allocation this academic year	£78,053
Pupil premium and Covid Catch Up funding carried forward from last year	£19,429
Total budget for this academic year	£172,607

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

At the heart of our approach is high-quality 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. Implicit in the intended outcomes detailed below, is the intention 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 is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. On staff we now have a tutor, a learning mentor and a staff member who focuses on Pastoral Guidance & Counselling.

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. 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.

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.
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.
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.
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.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Loss of face-to-face time during lockdown for KS3 and KS4 pupils specifically. Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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, notably maths, relative to their starting points as identified through baseline assessments. Of note is the PSD criteria which are being rolled across the school to track soft data.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the percentage of disadvantaged pupils (depending on the cohort each year) entered for GCSE subjects, Foundational Skills and a BTEc in DT and/or Food Tech. 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 strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plans and reviews each term of progress across their targets.
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, both residential and day to venues in the community and beyond throughout the year by a range of groups.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same proportions as their peers (depending on the cohort).

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Restructuring of whole school into two departments (Upper and Lower) to facilitate progression across the school.</p> <p>Creating a whole school subject lead for every subject across the school to improve each of our two curriculum pathways</p> <p>These two combine to further enhance leadership and management.</p>	<p>Restructuring as an outcome after a Local Authority review in March 2022.</p> <p>Leadership of subjects within pathways received external training that evidenced progress. Leads will develop the expertise across the years.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	1,2,6
<p>CPD (bespoke) for teaching staff on developing pupils' mental models.</p>	<p>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.</p>	1,2,3,4,5,6
<p>Purchase of a half day per week of Speech and Language Therapist (SALT) time.</p>	<p>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.</p> <p>What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p> <p>Pupil Premium pupils have direct access to strategies and programmes which impact positively on their Social and Emotional Communication in and out of class.</p> <p>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.</p>	2,3

Increased LSA support	A percentage of LSA salary costs 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).	1,3,4,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

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
Purchase of a full-time tutor (qualified teacher) for individual tuition to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Initial baselining of pupils in both English and Maths highlights disadvantaged pupils who	1,2,3

	<p>need 1:1 tuition. Little and often is one of the strategies used, among others. Programmes are unique to each individual. Discussions on pupil progress in class (applying new content, ease of use in other settings, etc) define next steps forward.</p>	
<p>School Counsellor and Pastoral co-ordinator</p>	<p>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. 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.</p> <p>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.</p>	<p>1,2,3,4,5,6</p>
<p>Class Yoga lessons</p>	<p>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.</p>	<p>1,2,5,6</p>
<p>Organisational support</p>	<p>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</p>	<p>2,3,4,5,6</p>

	to move between areas with an ever decreasing level of support.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. 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. 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.	3,4,5,6
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
Learning Outside the Classroom	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 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	4,5,6

	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.	
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

Externally provided programmes/activities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fellowship Afloat Organisation £240 per pupil	This one week residential programme is provided mainly for Year 7 pupils, though some older pupils also accompany them. The week away involves carefully selected low risk adventure activities. 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 this experience has proved to be one of the most all-encompassing positive strategies / events for the PPG pupils.	1,2,3,4,5,6

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for pupils:

We have analysed the performance of our school's disadvantaged pupils from September 2021 to November 2022 using B-Squared data, baseline assessments phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We will analyse our school's 2022 performance data, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below or on par with our expectations. Our analysis suggests that the reason for this is primarily the positive impact of the specific, small groups and individual intervention sessions.

Wider outcomes, for all our pupils:

Our assessments and observations during 2021/22 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19.

All of the PPG pupils have 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) and PSD 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 2022, all pupils were baselined. 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. The purchase of Spelling Shed and similar programmes have proved very popular across all secondary pupils as they complete against themselves. 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 2021-2022 the overall amount of progress within a BSquared Band between those who do and those who do not receive PPG has widened in both numeracy and English. For example, in numeracy 82% of non-PPG pupils met or exceeded expected progress across the school compared to 75% of our PPG group of pupils.

In summer 2022 four out of the eleven pupils who sat GCSE exams were in receipt of pupil premium.

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 further education as well as adulthood.

Further information (optional)

Additional activity

Our school site is undergoing many changes as we having a purpose built 2-storey classroom block built to replace 5 current demountables which have been in use as classrooms for many years.

This building is being funded by Essex and has been many months in the planning. Groundwork started towards the end of October 2022 and construction seems likely to conclude sometime in the Autumn Term 2023. The completion date was originally set for Sept 2023 but freezing temperatures and floods have already put back the proposed timetable by at least a month.

This will continue to cause disruption to the pupils in the form of venue rotation, exam room placement, construction vehicle noise, etc. Many strategies will continue to be in place to minimise the impact on our pupils' learning and achievement. We will doubtless only see the final impact in 2023-2025.