

Pupil premium strategy statement - Cedars Academy

1. Summary information					
School	Cedars Academy				
Academic Year	2018/19	Total PP budget	£220,440	Date of most recent PP Review	14/03/16
Total number of pupils	360	Number of pupils eligible for PP	167	Date for next internal review of this strategy	11/19

2. Current attainment		
For year 6 17/18 cohort	<i>Pupils eligible for PP (44 Cedars Academy)</i>	<i>Pupils not eligible for PP (National average 2017)</i>
% at expected standard + in reading, writing and maths	43% (2% higher standard)	67% (11% higher standard)
% at expected standard + in Reading	59% (9% higher standard)	77% (29% higher standard)
% at expected standard + in Writing	57% (11% higher standard)	81% (21% higher standard)
% at expected standard + in Maths	59% (11% higher standard)	80% (27% higher standard)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Reading, writing and maths progress rates and outcomes of disadvantaged who are eligible for pupil premium are significantly below groups of similar ability. This prevents sustained high achievement in Key Stage 2.
B	Motivation and the self belief in ability to learn - a fixed mindset and lack of independence prevails
C	Social and Cultural barriers - (Social Skills Development - Kagan Cooperative Learning structures - developing group work and peer to peer review and interactions. Independence and Growth Mindset. Self awareness and reflection and learning from peers) Developing a sense of belonging within the classroom as an essential learning need. All relationships feed into our ability to learn. Overcoming cultural barriers to learning embedded from home environment. (How the importance of education is conveyed to disadvantaged children).
D	Emotional barriers - Wellbeing, positive mental health and mindset - developing an environment where it is safe to take risks and build confidence. Mitigating factors such as doubt, embarrassment and inadequacy to prevent a self-sabotaging state.
E	High levels of EAL within PP group 28%. - See G.
+External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Attendance rates of pupils who are eligible for pupil premium are low. 45% of PA children are eligible for pupil premium funding. Cultural, Social, Emotional

G	<p>Deprivation in terms of cultural and social capital - Cultural capital includes parents' education, linguistic background, their involvement in their child's education and their aspirations for their children. Social capital includes the number of parents and other children in the household, children's interactions at school, parents' interactions with the school and also wider community involvement.</p> <p>An important measure of cultural capital is parents' English-language proficiency. Parents who have difficulty with the English language are less likely to adopt strategies that contribute to academic achievement, such as reading at home, watching educational television, going to the library, or visiting museums. A foreign language spoken at home is the single most important factor associated with the educational gap (Dustman, et al., 2012). This study showed that low English language proficiency has a significant impact on reading scores, particularly for Eastern Europeans.</p> <p>Can high parental expectations coupled with high expectations within the school environment overcome the disadvantage in achievement that newly arrived children face?</p>
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Higher rates of progress across KS2 overall, but particularly for Reading, Writing and Maths, higher Prior Attainment Group (PAG) Reading and Maths and lower PAG Writing.	Pupil premium children make same or accelerated progress compared to their peers over the year. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability across Key Stage 2 in maths and reading and lower PAG in writing. Measured in Y3, Y4, 5 and 6 by teacher assessments and successful moderation practices established across our group of schools.
B	Increased resilience leading to raised self-esteem, independence and development of growth mindset to mitigate social and cultural deprivation.	Evidence of improved learning behaviours and development of Growth Mindset. Increased resilience leading to motivation of pupils eligible for PP to be improved. Attainment and progress for these (and other) pupils is improved. Broadening of cultural capital.
C	Increase parental engagement to improve outcomes for pupil premium pupils - Particularly those with EAL and Eastern European origin.	Increased numbers at school events such as workshops, open days, parents evening, assemblies. More children accessing Bug Club and maths activities at home. An increase in the amount of homework children produce. Improve parental expectation and aspiration.
D	Increase attendance rates for children eligible for pupil premium and reduce the percentage of children who are PA	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to at least 96% in line with other pupils.

5. Planned expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implemented action?
A: Improve progress and outcomes for disadvantaged for Reading, Writing and Maths, higher Prior Attainment Group (PAG) Reading and Maths and lower PAG Writing.	CPD for staff focusing on reading strategies to use in whole class reading sessions with higher ability pupils. Continued CPD on Talk for Writing. 2 x CT involved in NPQML Coaching cycle Half termly pupil progress meetings with all teachers to monitor progress of pupils and moderate judgements.	It is important that the higher ability pupils are stretched during whole class reading sessions and given the opportunity to make better than expected progress. Highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Staff meetings Monitoring by maths and English leads Through coaching Assessment and pupil progress meetings	AHTs Class teachers HLTAs TAs	

	<p>Targeted PM sessions for higher ability carried out by AHTs for maths and reading with PP pupils in year. 2 x P/T teachers - Smaller teaching groups, additional quality support from experienced teachers who can be held to account through regular appraisal/progress meetings. This will be used to support 'same day catch up' for maths as part of mastery for all. Extra TA support in year 6 EAL specialist TA to support our newly arrived pupils particularly in Year 3 (many of whom are pp pupils).</p> <p>Mastery teaching in Maths - Support and training from Maths PD Lead/Primary Mastery Specialist Teacher/NCETM and Central Maths Hub. Resourcing Maths Mastery</p>	<p>Reduced class sizes for maths and English: Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs can lead to greater impact. (EEF +3 months) Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a predetermined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. (EEF +5 months)</p> <p>Accelerated progress for particularly newly arrived EAL pupils. Narrowed gaps between pp and non pp pupils.</p>			
<p>B: To increase motivation and independence through changing mindsets in children and adults. Broadening cultural capital and support social and emotional learning (SEL)</p>	<p>Embed a growth mindset approach into day-to-day pedagogy raising children's resilience and self belief in deferred gratification. GRIT & Learning Pit.</p> <p>Engagement with cross curricular subjects and transferring/applying skills in a range of contexts. Rich and diverse Wow! experiences through the Cornerstones Curriculum.</p> <p>1:1 devices to support digital learning</p> <p>Cooperative learning development</p> <p>Wellbeing Award for Schools</p>	<p>This Changing Mindset intervention was based on the theory of implicit theories of intelligence. Carol Dweck (1999) argued that it was not ability or belief in that ability that predicts resilience and perseverance in the face of challenge and failure, it is the individual's belief about the nature of ability (referred to as 'self theory of intelligence', also known as 'mindset'). Changing Mindsets EEF report 2015. 'Mindset Interventions Are a Scalable Treatment for Academic Underachievement', by Paunesku, Walton, Romero, Smith, Yeager, Dweck (2015)</p> <p>School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but different technology has the potential to enable changes in teaching and learning interactions, such as</p>	<p>Embed into coaching cycle so CPD is ongoing and continuous.</p>	<p>HT</p>	

		by Chromebooks to complete resourcing this facility for each year group providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more. (EEF +4 months)			
C: To increase parental engagement.	Invite parents into a series of workshops focusing on reading strategies that can be used at home. How to use Bug Club at home to help support pupils reading. Spelling strategies used in school that can be used at home. Maths workshops to support maths mastery. Support for EAL parents with transition to secondary school Workshops relating to Unicef's RRSA	It is important to engage the parents and make them aware of how they are able to support their children at home using the strategies that school use.	To brief staff during phase meetings DHT to work alongside maths and literacy leads to ensure workshops are well planned and resourced. Parental feedback on workshops	Literacy and maths Leads	
Total budgeted cost					£120,600
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implemented action?
A: Improve progress and outcomes for disadvantaged for Reading, Writing and Maths, higher Prior Attainment Group (PAG) Reading and Maths and lower PAG Writing.	Additional teacher in each year group to reduce class sizes for maths and English . Targeted intervention delivered by HLTAs and TAs in the afternoons Lexia intervention Bug club Cover costs of Pupil Progress meetings.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. (EEF +4 months)	Extra teaching time and preparation time paid for out of PP budget. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Agree targets on which to work towards for individual pupils on a half termly basis and mix groups appropriately for small group intervention. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	AHTs Inclusion Lead CT	
B: To target support to improve attitudes to	HLTA - Place2Be Counsellor training Mentor/Sports coach	Specialised support targeted at children with particular social or emotional problems. SEL programmes appear	AHT to monitor mentor interventions	AHT	

learning and social relationships in school.	EAL TA	to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. (EEF +4 months) EAL support for New to English children to allow them rapid access the curriculum	Inclusion Lead to monitor		
Total budgeted cost					£94,450
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implemented action?
D: Increased attendance rates	Dedicated time for Office Manager to conduct first day absence calls. Monitor attendance closely with DHT Action plan for PA pupils. Work closely with EWO. Regular letters home to parents. Regular attendance meetings Fast Track programme for pupils of concern Breakfast Club Attendance incentives Certificates	If children are not in school attainment and progress cannot be improved.	DHT will collaborate to ensure provision and standard school processes work smoothly together. Termly attendance prizes given to all pupils who have achieved 97% or more for the term. Feedback on attendance to Executive Board in KPIs.	DHT Office manager	
Total budgeted cost					£12,000

6. Review of expenditure				
Previous Academic Year 2017/18		Cedars Academy		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress overall, but particularly for middle attaining pupils in reading and maths	Additional teacher in each year group to reduce class sizes for maths and English. Targeted intervention delivered by HLTAs and TAs in the afternoons. Breakfast Club ReadingWise intervention Bug club Cover costs of Pupil Progress meetings.	<p>Medium/High: Smaller teaching groups for maths and English has had a positive impact on quality first teaching. PP children in Y5 and Y6 have made better than expected progress in reading, writing and maths. In Y3 and Y4 children are broadly in line with non-PP except for Y3 writing. Attainment gaps have closed in Y4 and Y6 in maths.</p> <p>Parental engagement continues to be an issue. Although positive about initiatives and direction of school, it is still challenging to get significant amounts of parents engaged in supporting their children at workshops and subsequently at home. Continued focus for 2018/19.</p> <p>Breakfast Club interventions proved difficult as parents of targeted children did not choose to take up free places. Pupil Progress meeting are now more focused with class teacher having more ownership over data than ever before. ReadingWise ran its course and had a positive impact on reading progress for targeted children. Now switched to Lexia for 2018/19.</p>	<p>The additional teacher has made a significant difference to the outcomes for PP children and will continue next year.</p> <p>Pupil Progress meetings will continue to take place half termly next year with a real focus on targeting PP children.</p> <p>Need to unpick complexities of PP to enable more effective interventions to close gaps in all areas in 2018/19. (PP/EAL/SEND)</p>	£120,600
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To target support to improve attitudes to learning and social relationships in school.	Barnardos counsellor Mentor/Sports coach EAL TA	<p>MEDIUM: Ongoing through coaching. Introduced GRIT and Learning Pit. Kagan training and implementation of Essential 5 structures has led to increased collaboration within classes. Wellbeing days and parent workshops have raised awareness of positive mental health and wellbeing for all. Initiatives have impacted positively on PP self belief</p>	<p>We will continue to use mentoring to support vulnerable pupils. We will work towards the Silver Award for UNICEF Right Respecting school to further improve relationships in school and further develop the positive ethos and culture in school.</p>	£94,450

		<p>in ability to succeed.</p> <p>Targeted support from HLTA and mentor has been successful in engaging hard to reach PP children and focus in class has significantly improved..</p> <p>EAL TA's impact on N2E children remains positive and inclusive.</p>		
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates	<p>Dedicated time for Office Manager to conduct first day absence calls.</p> <p>Monitor attendance closely with AHT</p> <p>Action plan for PA pupils.</p> <p>Regular letters home to parents.</p> <p>Regular attendance meetings</p> <p>Fast Track programme for pupils of concern</p> <p>Referrals to school nurse</p> <p>HLTAs and sports coach to continue walking bus to target lates.</p> <p>Breakfast Club</p> <p>Attendance incentives</p> <p>Certificates</p>	<p>LOW: Disadvantaged absence rates still remain too high at 6.85% compared to 5.42% overall.</p> <p>Despite some weighty fines through Fast Track PA remains too high at 11.96%.</p> <p>PP school attendance is currently at 94.97% previously it has been as low as 92.39%.</p> <p>NPP attendance is 96.3%</p> <p>Walking bus had no impact on lates</p>	<p>We will continue to monitor regularly and work with families to continue to improve attendance and bring PP attendance inline with the rest of the school.</p> <p>MAT wide EWO to work with DHT on half day's support per week.</p> <p>Our attendance target next year will be 97%</p>	£12,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.