



**JOHN MILTON
ACADEMY TRUST**

Ambition • Aspiration • Excellence



**Cedars Park
Primary School**

NO LIMIT TO LEARNING

Pupil Premium and Recovery Premium Strategy Plan

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	Cedars Park Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Miss Aisha Suhail
Local Board Member / Trustee lead	Mrs Toni Calvert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,480.00
Recovery premium funding allocation this academic year	£ 8,600.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,080.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

1. Statement of intent

At Cedars Park Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to fulfil their potential. As a school community, we strongly believe that there is 'No Limit to Learning' however we recognise that disadvantaged children can face a wide range of barriers which may impact on their personal and academic progress.

Our ultimate objectives are to:

- ❖ Remove barriers to learning created by poverty, family circumstance and background.
- ❖ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ❖ Ensure that pupils eligible for Pupil Premium funding have access to early help to ensure they receive the best possible start to their school journey.
- ❖ Ensure ALL younger pupils receive early interventions to support their language and oracy skills, enabling them to keep pace with their peers and to access the breadth of the curriculum.
- ❖ Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.
- ❖ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ❖ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ❖ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- ❖ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, and before and after school group tuition.
- ❖ Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.
- ❖ Provide opportunities for all pupils to participate in enrichment activities, for example: sport and music.
- ❖ Provide appropriate nurture support, through a trained Emotional Literacy Support Assistant and Nurture Group Leaders, to enable pupils to access learning within and beyond the classroom as a result of targeted SEMH support.

Key Principles:

At Cedars Park Primary School, we will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and pupil progress meetings with key stakeholders.

Class teachers will identify specific interventions and support for individual pupils, where needed, which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

2. Challenges

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

Challenge number	Detail of challenge
1	Early language acquisition and application of basic skills (phonics, spelling, times tables)
2	Support for social, emotional and mental health issues
3	Gaps in learning due to COVID-19 school closures, particularly in writing
4	Parental engagement and confidence in supporting the learning of some pupils
5	Limited opportunities for developing cultural capital

3. 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
To maximise the development of literacy and numeracy, particularly at EYFS and KS1	<ul style="list-style-type: none"> ❖ Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed. ❖ 90% of PP pupils make at least expected progress in the academic year between midpoint reviews ❖ Phonics outcomes, together with Year 4 times table assessments, indicate all learners are performing in line with the national average as a minimum ❖ Approaches to formative assessment by all leaders, alongside attention to marking and feedback are impacting positively on progress and outcomes
To support social, emotional and mental health	<ul style="list-style-type: none"> ❖ High levels of pupil well-being are contributing to engagement and achievement as evidenced by data drops and outcomes ❖ Pupil and stakeholder surveys indicate needs are being addressed and families are supported ❖ CPOMS entries confirm that support strategies are in place and are having a positive impact

<p>To provide effective catch-up strategies and interventions, so that the achievement gap closes for disadvantaged pupils and those most affected by gaps in education</p>	<ul style="list-style-type: none"> ❖ Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed. ❖ 90% of PP pupils make at least expected progress in the academic year between midpoint reviews. ❖ Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions ❖ Progress conversations record positive impact for those participating in catch-up programmes
<p>To support parent/carer engagement with school and learning across all year groups</p>	<ul style="list-style-type: none"> ❖ Whole-school attendance is consistently above the national average ❖ Attendance of disadvantaged pupils is, as a minimum, in line with national figures ❖ 75% of invited parents/carers are able to attend specific events in 2022/3, rising to 100% by 2024 ❖ Homework/After School Club is accessed by 95% of disadvantaged pupils ❖ Pupil, and parent/carer surveys demonstrate positive communication and relationships between all parties.
<p>To provide trips and experiences within the curriculum which result in enhanced cultural capital</p>	<ul style="list-style-type: none"> ❖ Across each year, 100% pupils participate in designated trips that build on the curriculum content being taught in class ❖ Broader knowledge and experiences can be evidenced in work scrutinies/ learning walks and pupil voice, and are contributing to pupil outcomes

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,979.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership of CPD programme to develop Quality First Teaching.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which</p>	<p>1, 2</p>

	<p>learning strategies have been effective for them in previously completed work.</p> <p>Feedback, EEF</p>	
<p>Further embed the Trust approach for the teaching of phonics, including purchase of resources and CPD (Twinkl Phonics).</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies, EEF</p>	1, 3
<p>Resources to support the transition between school and home learning (Ed Shed, TT Rockstars).</p>	<p>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p>Parental engagement, EEF</p>	1, 3, 4
<p>Specialised CPD to address higher level needs for SEN and SEMH.</p>	<p>Pupils with Special Educational Needs and Disabilities (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. It is right that these learners are at the forefront of our planning for the new academic year.</p> <p>Targeted academic support, EEF</p>	1, 2, 3

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

Budgeted cost: £ 36,318.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted interventions to address misconceptions and gaps in learning.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Small group tuition, EEF</p>	1, 3
<p>In-class support for specific groups of pupils.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low</p>	1, 2, 3

	<p>prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition, EEF</p>	
Homework Club	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Homework, EEF</p>	1, 3, 4
Oral language and vocabulary development interventions in Early Years	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions, EEF</p>	1, 2, 3

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

Budgeted cost: £ 41,782.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support to families to help pupils be prepared and ready to learn. (School uniform and equipment, wraparound care etc)	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>Wider Strategies, Parental Engagement, EEF</p>	2, 4
Provide support to maximise attendance	<p>Parents play a crucial role in supporting their children's learning, and levels of parental</p>	2, 4

(dedicated attendance lead).	engagement are consistently associated with academic outcomes. <i>Wider Strategies, Parental Engagement, EEF</i>	
Targeted support for pupils' social, emotional and mental health (The Treehouse nurture group)	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. <i>Wider Strategies, SEL, Well-being and Mental Health, EEF</i>	2
Enhance pupils' cultural capital through experiences in school and visits to locations outside the Local Area.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <i>Outdoor adventure learning, EEF</i>	5

Total budgeted cost: £ £90,080.00

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

At the end of KS1, more disadvantaged learners are achieving the expected standard in mathematics than previously. The gap has also continued to narrow in reading and writing, though still remains an area of focus.

At the end of KS2, learners from disadvantaged backgrounds increasingly narrowed the gap between their non-disadvantaged peers; in reading and writing, only 7%-9% gap remains for pupils achieving the expected standard or better. In mathematics, a smaller gap of 12% remains.

Progress for pupils in writing remains a focus in 2023-24. Here, disadvantaged pupils progress' falls behind non-disadvantaged peers at -2.4 compared to -1.4. Whilst the gap is not wide, it continues to exist.

The impact of targeted interventions was positive and the school will look to continue to build on this in 2023/24. In particular, the number of pupils achieving the expected standard at greater depth will be a focus, particularly in writing.

Whilst the impact of persistent absence remained a barrier for some pupils, the number of pupils who are being affected by this, is reducing. Last year's strategy enabled a greater proportion of PP learners to access opportunities beyond the classroom which expands their cultural capital through financial support to parents/carers.

An increase was also seen in the number of PP learners participating in extracurricular clubs, particularly in sport, as well as music. We look to continue to build on this by offering the opportunity to engage in local community sporting fixtures, and musical performance outside of the school community too.

Support accessed by parents for the purchase of school uniform and equipment also increased, with higher levels of engagement due to the school's more proactive approach to offering this support to families entitled to PP funding. Likewise, higher levels of engagement of PP learners in school trips and visits was also evident as a result of last year's strategies and financial support to parents.

Resources to support learning at home is also proving to have a positive impact on both engagement with homework, as well as outcomes in the classroom to pupils' learning. It has also allowed pupils who are persistently not attending school to continue to engage with learning activities and expectations of school.

Finally, the school's SEMH support offered to pupils also demonstrated that children who have SEMH barriers are better supported by trained staff, and that timely support offered ensured that pupils were able to engage with their learning in the classroom more effectively as a result of this support.

2. Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars

3. Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

4. Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.