

Pupil premium strategy statement – Cedars Park Primary 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	390
Proportion (%) of pupil premium eligible pupils	16%
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)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	LAB
Pupil premium lead	Miss A Suhail
Governor / Trustee lead	Mrs T Calvert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,541
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£78,541

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through catch up support for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading in KS1 than their peers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenges outside of school and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS1.	KS1 reading outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant reduction in negative behaviour incidents and the lowering of the risk of PEX • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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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: £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed the Trust approach for the teaching of phonics, including purchase of resources and CPD (Twinkl Phonics).	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies, EEF	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.	Use high quality information about pupils' current capabilities to select the best next steps for teaching. Improving Literacy in KS1 and KS2	1, 2, 3

We will fund teacher release time to embed key elements of guidance in school and to access Trust-wide CPD.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £58,193.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2
Oral language and vocabulary development interventions in Early Years	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. Oral language interventions, EEF	1

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

Budgeted cost: £7,547.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance pupils' cultural capital through experiences in school and visits to locations outside the Local Area.	<p>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.</p> <p>Outdoor adventure learning, EEF</p>	5
Targeted support for pupils' social, emotional and mental health	<p>'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.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £78,541

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of 2024/25 outcomes were as follows for our disadvantaged pupils:

KS1 Reading		
	EXS+	GDS
Disadvantaged	38%	25%
Non-disadvantaged	72%	30%
KS1 Writing		
Disadvantaged	25%	0%
Non-disadvantaged	67%	12%
KS1 Maths		
Disadvantaged	38%	25%
Non-disadvantaged	70%	28%
KS1 RWM		
Disadvantaged	25%	0%
Non-disadvantaged	61%	7%
KS2 Reading		
	EXS+	GDS
Disadvantaged	86%	43%
Non-disadvantaged	85%	53%
KS2 Writing		
Disadvantaged	64%	15%
Non-disadvantaged	83%	64%
KS2 Maths		
Disadvantaged	57%	14%
Non-disadvantaged	85%	30%
KS2 RWM		
Disadvantaged	50%	8%
Non-disadvantaged	79%	4%

We increasingly saw the effects of social, emotional and mental health difficulties on pupils' ability to learn in school. Next year, a more targeted approach and building greater capacity within the inclusion team will be essential in helping children and families from disadvantaged backgrounds overcome barriers to learning.

There continued to be an increase 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 continues. 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.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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