

# Pupil premium strategy statement – The Cedars Academy

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	987
Proportion (%) of pupil premium eligible pupils	216 Pupil Premium <b>21%</b> 209 FSM <b>20%</b>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	March 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Laura Sanchez
Pupil premium lead	Ema Carpenter
Governor / Trustee lead	Chinyere Magulike (PP Link)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,231.51
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£231,231.51

## Part A: Pupil premium strategy plan

### Statement of intent

At the Cedars our Pupil Premium learners are kind and respectful members of society, who work hard and take responsibility in all they do. We instil these values in our learners, because we know young people who are kind, who work hard, who take responsibility, succeed at school and in society.

It is our mission to ensure that all our learners feel safe, happy and valued, to allow them to achieve academic success as well as holistic development, regardless of their background. We believe that high quality teaching is an entitlement of all our learners. Not only has this been proven to have the greatest impact on closing the disadvantaged attainment gap, but it will also benefit the non-disadvantaged students in our school. Our curriculum also places an emphasis on student's personal development, interests and talents.

The pupil premium funding will allow for equity in experience, making sure that students can access a wide range of enrichment offers. As well as individual needs of our learners, our approach will respond to common challenges that we believe are preventing our disadvantaged students from attaining well:

- Attendance
- Sense of Belonging
- Quality First Teaching
- Financial Support
- Provide intervention to enable literate and numerate confident learners to achieve.

To ensure these approaches are effective we will:

- Promote the value and importance of attendance

- Provide a safe, positive and nurturing environment for all
- Identify needs early and act appropriately
- Adopt a whole school approach in which all staff take responsibility for disadvantaged learners
- Support our learners financially to best provide for each individual need
- Have the same high expectations for all learners
- Continue to raise aspirations and promote a wide range of options for future learning and career.

## Challenges

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

Challenge number	Detail of challenge
1	There is a significance attendance gap between PP and non-PP learners.
2	To provide our PP learners and families with financial, pastoral and academic support, to promote engagement education and progress.
3	<p>To continue to work to close the attainment and progress gap between PP and Non-PP. We will focus on metacognition skills and self-regulated learning. Our disadvantaged learners need to experience consistently high-quality teaching in all lessons and understand how to be more effective learners.</p> <p>Many of our disadvantaged students still find it hard to memorise, retain and recall knowledge, which can result in a lack of resilience and motivation.</p>

4	<p>Greater engagements with external agencies to support the Physical and Mental Health and Well-being of our learners. The Charnwood area has a child poverty rate of 12.2%, a deprivation score of 13.2, and an unemployment rate of 2.8%. These statistics suggest that socio-economic challenges, such as poverty and unemployment, may contribute to both health issues and reduced educational opportunities in the district.</p> <p>Our PP learners, particularly those from low-income families, may face barriers to educational success, including difficulties with school readiness, concentration, and overall mental well-being. Therefore, addressing both physical health and mental health is essential to improving educational outcomes in this district.</p>
5	<p>Our PP learners are more likely to have consequence points than their non-disadvantaged peers. This is more likely to lead to a disruption in their learning and have a long-term effect on their progress and outcomes.</p> <p>Data indicates that disadvantaged learners are more likely to exhibit poor behaviours in, and out of, the classroom than their non-disadvantaged peers.</p>
6	<p>We aim to provide as many opportunities as possible to best support holistic development for our PP learners to broaden their life opportunities to ensure equality to access and uptake.</p> <p>Several of our PP learners have experienced less extra-curricular exposure in the form of trips, visits, clubs and academic intervention outside of school time.</p>
7	<p>PP learners would benefit from education around entry to post-16 education/options and wider exposure to the world of work/business and networking opportunities.</p>

## 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	Progress	Impact
Improved attendance for disadvantaged students.	<ul style="list-style-type: none"> <li>Attendance percentage to be in line with the national average for PP and to aim for the school target of 95%.</li> <li>Persistent absence in disadvantaged learners is reduced and in line with their non-disadvantaged peers.</li> </ul>		
To remove as many barriers as possible to learning for our PP learners, to support their progress and development.	<ul style="list-style-type: none"> <li>To collate and disseminate effectively.</li> <li>Barriers are identified and remedied all appropriate information that has been gathered is disseminated.</li> <li>Students and families are aware of the support we can offer, with regular communication from the PP team.</li> </ul>		
Attainment amongst disadvantaged learners across the curriculum at the end of KS4 is in line with that of their non-disadvantaged peers	<ul style="list-style-type: none"> <li>KS4 outcomes demonstrate that disadvantaged learners have an average Progress 8 score of at least 0.</li> </ul>		

	<ul style="list-style-type: none"> <li>Interventions are evident to best support PP learners to achieve their very best.</li> </ul>		
To Improve metacognitive and self-regulatory skills among disadvantaged learners across all subjects.	<ul style="list-style-type: none"> <li>An increase in homework completion rates across all classes and subjects.</li> <li>Learning walks and QA observations suggest disadvantaged students are more able to monitor and regulate their own learning.</li> </ul>		
To increase our engagement with external agencies to support our learners Physical and Mental Health and Well-being.	<ul style="list-style-type: none"> <li>Learners are signposted to the relevant support offer available.</li> <li>A wide range of external agencies are present in school and strong means of communication are in place.</li> </ul>		
Improvement in behaviour for disadvantaged learners.	<ul style="list-style-type: none"> <li>A reduction in disadvantaged learners receiving consequence points and sanctions.</li> <li>Figures are reduced for both disadvantaged and non-disadvantaged and are in line with each other.</li> <li>Reduction in proportion of disadvantaged learners receiving a fixed term exclusion, closing the gap to the percentage of non-</li> </ul>		

	disadvantaged learners receiving a fixed term exclusion.		
All learners positively engage with a holistic offer including extra-curricular enrichment	<ul style="list-style-type: none"> <li>Increased uptake as a result where disadvantaged ratios are indicative of our whole school proportion.</li> <li>A wide range of trips, extra-curricular and opportunities provided for our learners ensuring that a minimum of 20% of learners attending are PP.</li> </ul>		
Raised aspirations for future education and success.	<ul style="list-style-type: none"> <li>Participation and engagement in careers sessions to be evident (work experience, careers guidance, mock interviews and experiences).</li> <li>Brilliant club is well established and running at least 1 group each year.</li> <li>Year 11 Leavers – 0 NEETs by the end of our plan. Destination data demonstrates that disadvantaged learners are well represented. 100% of disadvantaged with grades 1 or above and in education, employment and training.</li> </ul>		



## 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)

Budgeted cost: **£110,102.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Recruitment of a Team Leader – Pupil Premium Focus.</p>	<p><i>“The Pupil Premium remains the most powerful tool schools have at their disposal to support pupils facing socio-economic disadvantage. Over the past decade, there is no doubt that it has enabled schools to sharpen their focus and increase their efforts on supporting this group of pupils.”</i></p> <p><a href="#">How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils – Ofsted (2012)</a></p> <p>Professor Becky Francis (CEO of EEF) commented on a Nation Audit Office report on outcomes for disadvantaged students (July 2024)</p> <p><a href="#">Supporting the attainment of disadvantaged students</a></p>	
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Quality-First Teaching.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a>	
Instructional Coaching CPD	<p><i>“Instructional coaching is supported by evidence from replicated randomised controlled trials, meta-analysis, A-B testing and evidence from systematic research programmes. I have looked hard at the literature and I cannot find another form of CPD for which the evidence is this strong.”</i></p> <p>Sam Sims (2019) – Research Lead at Ambition Institute, UK  <a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a>  <a href="https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/">https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/</a> </p>	
Alternative Curriculum	<p><i>“Alternative provision often employs innovative teaching methods, offering a diverse educational experience that caters to different learning styles. This flexibility enables students to explore subjects of interest, develop confidence, and gain the knowledge and tools to support their learning style, which traditional settings may not have the capacity to provide.”</i></p> <p>Kip Insights Team (2023 - KipMcgrath Education Centres)  <a href="https://www.kipmcgrath.co.uk/insights/what-is-an-alternative-provision">https://www.kipmcgrath.co.uk/insights/what-is-an-alternative-provision</a>   <a href="https://blog.edclass.com/5-ways-alternative-provision-can-help-your-pupils/#:~:text=Alternative%20provision%20can%20provide%20multiple,may%20not%20provide%20to%20them.">https://blog.edclass.com/5-ways-alternative-provision-can-help-your-pupils/#:~:text=Alternative%20provision%20can%20provide%20multiple,may%20not%20provide%20to%20them.</a> </p>	

Self-Directed Learning Resources	<p><i>"Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools."</i></p> <p><a href="#">EEF Teaching and Learning Toolkit - Homework</a></p> <p><a href="https://www.theaccessgroup.com/en-gb/education/software/education-resources/gcse/gcse-revision-guides-teaching-resources-to-help-students/">https://www.theaccessgroup.com/en-gb/education/software/education-resources/gcse/gcse-revision-guides-teaching-resources-to-help-students/</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£55,051.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Pupil Premium Mentor	<p><i>"Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups."</i></p> <p>EEF Mentoring - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	
Direct Instruction reading intervention programme that targets students during KS3 who are behind their peers.	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	

The Brilliant Club	<p><i>"We've been training our PhD tutors to deliver The Scholars Programme in our partner schools and colleges across the UK since 2011. They share their subject knowledge and passion for learning with small groups of pupils aged 8-18. It helps them to develop the knowledge, skills and confidence to secure a place at a competitive university. Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment. Students who did The Scholars Programme in Year 8, 9 or 10 were more likely to achieve a 9-5 in maths and English than students who scored similarly at Key Stage 2 within their schools."</i></p> <p>The Brilliant Club - <a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£66,078.51**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform Allowance	<p><i>"Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms."</i></p> <p>EEF School Uniform (2021 – EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a></p>	
Chromebooks	<p><i>"The government has today announced a further 300,000 laptops and tablets to help disadvantaged children and young people learn at home."</i></p>	

	<p><i>“Part of the Get Help with Technology Programme, the 300,000 boost takes the total number of laptops and tablets for disadvantaged young people up to 1.3 million.”</i></p> <p>Department for Education (2021 – DfE)</p> <p><a href="https://www.gov.uk/government/news/hundreds-of-thousands-more-laptops-to-support-disadvantaged-pupils-learn-at-home">https://www.gov.uk/government/news/hundreds-of-thousands-more-laptops-to-support-disadvantaged-pupils-learn-at-home</a></p> <p><a href="https://education-forum.co.uk/briefing/digital-dawn-how-tablets-and-laptops-can-boost-educational-outcomes/">https://education-forum.co.uk/briefing/digital-dawn-how-tablets-and-laptops-can-boost-educational-outcomes/</a></p>	
Cultural Capital opportunities	<p>Next Generation Travel Group – 2024 - <a href="https://www.ngttravel.com/blogs/student-attainment-and-ofsted/">https://www.ngttravel.com/blogs/student-attainment-and-ofsted/</a></p> <p><i>“Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical. The Trust recommends that schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most.”</i></p> <p>Lee Elliot Major (2015 - Sutton Trust) - <a href="https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/">https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/</a></p>	
DofE award	<p><i>“Anxiety in young people over the course of their DofE appears to follow the same pattern seen in national data, increasing with age. However, while data from participants and UK youth data show the same starting point for anxiety at age 16, the increase by age 18 is less for those doing their DofE.”</i></p> <p>Duke of Edinburgh Award (2024) - <a href="https://www.dofe.org/about/impact-report24/">https://www.dofe.org/about/impact-report24/</a></p>	
Music Lessons	<p><i>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”</i></p> <p>EEF – Arts Participation - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	

**Total budgeted cost: £231,231.51**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Progress					
	No. of Non-PP	Non-PP P8	Number of PP	PP P8	Gap
Summer 2022	129	-0.08	43	-0.44	0.36
Summer 2023	141	0.06	32	-0.52	0.58
Summer 2024	142	-0.06	43	-0.98	0.92

  

Attainment					
	No. of Non-PP	Non-PP A8	Number of PP	PP A8	Gap
Summer 2022	129	4.78	43	4.47	0.31
Summer 2023	141	4.99	32	3.53	1.46
Summer 2024	142	4.99	43	3.18	1.81

  

**Strategies:**

- Attendance continues to be our primary focus, followed by sense of belonging. We know if our PP learners are not in school we can not change outcomes.

- All curriculums are now aligned to the Lionheart Trust curriculum allowing for moderation and standardisation – staff take samples of assessments, work and more to compare with other schools in the trust, with a particular focus on disadvantaged learners.
- Implementation of Knowledge Organisers and low stakes quizzing - learners receive a hard copy of the KO for each subject every half term and these are also used for homework.
- Students are support with costs of uniform or equipment the PP budget was utilised to support this throughout each year.
- Revision materials were provided to disadvantaged learners as part of workshops for parents to support their children through the exam season at our GCSE Success evening.
- Some PP learners accessed alternative provisions, and the PP budget was utilised to ensure this could continue
- The school continued to work with the Brilliant Club Scholars programme for Y7/8 disadvantaged learners.
- Direct Instruction continued to see extremely positive results have been seen through the initial first year for learners in need to targeted English/maths support in Y7/8.
- PP Champion role is embedded working with individual learners, groups and supporting with attendance initiatives such as the 15-day attendance challenge.
- The school focus for tutoring was on in-school tutoring by our staff, which was received well again.
- Increased focus on the importance of data and regular monitoring and intervention – middle leadership staff expected to attend data review meetings with a focus on disadvantaged learners.
- Duke of Edinburgh award was fully funded for one PP student and access to DofE through 50% contribution from PP spend introduced.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*



Programme	Provider
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A