

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cedar Mount Academy
Number of pupils in school	820
Proportion (%) of pupil premium eligible pupils	59.27% (490)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	1/12/23
Date on which it will be reviewed	30/09/24
Statement authorised by	Kal Hodgson
Pupil premium lead	L Yeomans
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£494,559
Recovery premium funding allocation this academic year	£135,361
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£513,270

Part A: Pupil premium strategy plan

Statement of intent

At Cedar Mount Academy we are committed to supporting all pupils in making exceptional progress both academically and holistically regardless of socio-economic background or educational need, in order to achieve strong outcomes, become positive citizens, and be prepared to access further education and the world of work.

Pupil premium funding will be allocated effectively across the academy to ensure that pupil outcomes, inclusive of attainment, attendance, behaviour, wellbeing, and mobility are at least in line with their non-pupil premium peers nationally. This will be achieved by:

- Understanding the specific barriers and needs of each child and providing appropriate intervention and support.
- Working in partnership with families to support the child both personally and academically.
- Providing consistently high-quality teaching leading to high performance learning and strong academic outcomes.
- A relentless focus on the development of literacy inclusive of reading, vocabulary, writing and oracy.
- Enhanced support to increase attendance and punctuality.
- Providing a programme of extra-curricular opportunities and CEIAG alongside personalised support and additional educational experiences to develop cultural capital and raise aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Percentage attendance for disadvantage students is lower than that for non disadvantaged students (89.2% vs. 93.7%), with persistent absence double in PP students compared with non PP.
2	The outcomes of PP students in year 11 continues to be lower than for none PP, with the gap widening in the last two years during lock down.
3	Pupils enter the academy with lower-than-expected reading ages. Reading assessments indicating students enter the academy on average 27.4 months below reading age expectation.
4	Entry attainment gaps in Mathematics leads to difficulties in transition and accessing the Secondary curriculum.

5	Having an awareness of the level of disadvantage of each child and the additional barriers this may bring. This can range from the opportunities for disadvantaged pupils to extend learning at home to personal experiences requiring further mentoring, counselling, and support.
6	Disadvantaged pupils and families have diverse barriers and needs. Family members may have had adverse experiences during their time at school. Building strong relationships with families can be more complex.
7	Disadvantaged pupils often start at the Academy with limited experiences and less understanding of their aspirations and how to achieve them.
8	A large proportion enter the Academy, with little or no English.

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
Improving literacy through Lexonic programme	<ul style="list-style-type: none"> All students will complete a minimum of two reading sessions each week. All students will complete reading age screening, with those most in need receiving extra support. Reading age improvements in at least 85% of pupils .
Strong relationships with families to support the progress of every child.	<ul style="list-style-type: none"> 85%+ parental engagement at parents evenings and other school events. 85%+ families using the Class Charts app
Quality first teaching through an explicitly planned and expertly delivered curriculum.	<ul style="list-style-type: none"> The delivery of a knowledge rich curriculum, which is QA'd by leadership through curriculum conversations. A tailored high quality CPD offer for staff. Appraisal with a focus on developing a teachers practice.
Strong academic progress and outcomes at least in line with their non-pupil premium peers nationally.	<ul style="list-style-type: none"> The delivery of tailored interventions, address gaps, and misconceptions in learning, and help to ensure all students make exceptional progress. The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least matches or is improving towards that

	for other low prior attaining students nationally.
Overall attendance rates and persistent absence rates of pupil premium pupils at or above the rates for non-pupil premium pupils nationally.	All students at risk of PA to have intervention from either APL, attendance office or early help.
To support pupils and their families to sustain high aspirations.	<ul style="list-style-type: none"> • All students attend at least one careers event per academic year. • All students attend at least one careers appointment. • Music lessons are funded for disadvantaged students. • All disadvantaged students will be supported to access trips and DofE. • Year 11 - 0 NEET students.
Support students wellbeing.	<p>Disadvantaged students prioritised for counselling sessions.</p> <p>APLs one-to-one and small group intervention.</p> <p>Support with uniform expectations.</p>

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: £ 75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and run the Lexonic training for phonic development. Training will be provided for staff to ensure assessments are interpreted correctly.	Education Endowment Foundation	2 and 3
Coaching and CPD time given to staff to	Education Endowment Foundation	2, 3, 4 and 8

support professional development		
Engage with external CPD via SLEs to improve subject knowledge to develop the sequencing and challenge of curricula and embed retrieval practice.	Education Endowment Foundation	2, 3, 4 and 8
Use CATS data to identify baseline for all students	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment foundation	2, 3, and 4
Printing & use of knowledge organisers		2 and 4
Employ a primary school specialist to support literacy development	Acquiring literacy is key for students as they learn new, more complex concepts in each subject: Education Endowment Foundation	2 and 3
Purchase Robust Reading texts, provide CPD to support staff delivery of these sessions.	Education Endowment Foundation	2, 3, 4 and 8
Scholar club staffed to support students to study outside of school hours	Educational endowment fund	

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

Budgeted cost: £ 314,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide subsidised Music Lessons to support disadvantages pupils access the Arts.	Education endowment foundation	5, 6 and 7

Funding of 2 academic mentors to provide targeted support to individual and small groups of students. This includes homework club, academic support sessions	Education endowment foundation	2, 3 and 4
Funding for teaching assistants providing one-to-one, and small group sessions.	Education endowment foundation	2, 3 and 4
Various software is used to support targeted intervention at subject level including times Table rock stars, Educake Readingwise and Linguascope		2, 3, 4 and 8
Part time intervention at the Bridge for students supported by trained literacy lead	Education endowment foundation	2, 3 and 4
Employ a librarian to impact on reading across the school	Reading for pleasure is embedded Education Endowment Foundation	2 and 3
Appoint a lead for literacy across the curriculum	Acquiring literacy is key for students as they learn new, more complex concepts in each subject: Education Endowment Foundation	2 and 3
Targeted after school and Saturday sessions for Year 11	Education Endowment Foundation	2, 4

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

Budgeted cost: £ 123,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enhanced pastoral support	Education Endowment fund	1 and 5

through assistant progress leaders		
Employment of an attendance officer with rigorous protocols in place	Education Endowment fund	1
Calendar a cycle of inclusion meetings which involve key colleagues to support the attendance, behaviour, and progress of pupils by providing individualised support.		1 and 5
Use of Class Charts to improve communication with parents.	Education Endowment fund	1, 6 and 8
Use the rewards system to positively reinforce pupils who embody our core values, show excellent learning and behavioural attitudes and have strong attendance.	Education endowment fund	1, 5 and 6
Ensure all pupils have access to breakfast so that they are ready to learn.	Education Endowment fund	1, 5 and 6
Enrichment activities planned to improve resilience, confidence and independence are delivered	Education Endowment fund	7
Strengthen the careers and destinations programme to improve the post-16 destinations for disadvantaged students	Education Endowment fund	5, 6 and 7

Support with uniform	Education endowment foundation	5, 6 and 7
Support with trips and residentials including Duke of Edinburgh	Education endowment foundation	5, 6 and 7
Careers - Cost of Careers Advisor	Education endowment foundation	5, 6 and 7
Support with equipment	Education endowment foundation	5, 6 and 7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The outcome for disadvantaged pupils in the 2023 GCSE exam series suggest our strategy's impact is current variable.

Progress 8 data 2019-2023

Cohort	2019	2022	2023
Disadvantaged pupils	-0.56	-0.38	-0.51

Nationally disadvantaged pupils achieved a P8 of -0.55 therefore CMA results are in line with the progress made nationally. This means there is more to do.

Our focus is to improve raw outcomes for all pupils so that more pupils achieve grade 4+ and 5+, especially in Maths and English. There is more work to do to ensure that disadvantaged pupils.

Attendance in school matches the National rate for both disadvantaged and non disadvantaged children

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