

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Cedars Short Stay School				
Academic Year	2024-25	Total PP budget	£24,620	Date of most recent PP Review	March 2024
Total number of pupils	65	Number of pupils eligible for PP	23	Date for next internal review of this strategy	March 2025

2. Current attainment		
N/A for a PRU	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Being Permanently Excluded from mainstream
B.	Poor Literacy
C.	Learning gaps due to poor attendance
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Underlying undiagnosed Mental Health and/or Learning issues

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Stable & appropriate educational placement	Return to mainstream or specialist placement.
B.	Improved attendance	From baseline indicators
C.	Improved Literacy	From baseline indicators

D.	Narrowed learning gaps	From baseline indicators			
5. Planned expenditure					
Academic year 2024-25					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Objective / Actions	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the reading culture at Cedars, through clear strategy, in the next year – A1: Create a reading focus group to lead on literacy; A2: Design and create an inspirational reading / literacy space; A3: Commence the search for a suitable reading platform.	IO1: students reading ages will increase. IO2: Strong reading culture promoting improved accessibility to texts; IO3 Wider range of texts / larger library	Wide ranging research linked to learning / outcomes & literacy. <u>Research reports National Literacy Trust</u>	Leadership QA – financial planning and spending. Staff / Student Voice. Close scrutiny on reading engagement. Data gathering on progress / outcomes.	JH / RW	January 2025 and ongoing from September.
Total budgeted cost					£9,420
ii. Targeted support					
Objective / Actions	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve student confidence offering a confidential counselling service to vulnerable students. A1: Complete the renovation of the	IO1: Improved attendance IO2: Increase in wanted behaviours IO3: Reduction in unwanted behaviours	Increase of mental health concerns across vulnerable students	Daily feedback in debriefing Regular pupil voice feedback	SI	Ongoing 2024/25

Total budgeted cost					£10,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop and implement a Cedars Extra Curricular Package - Moorland adventure	Improved engagement and attendance. Improve student resilience and increase in wanted behaviours around centre	Develop skills and achieve qualifications and skills more appropriate than academic	Leadership QA, attendance measures, pupil and staff voice	IS/TH	Spring 2 / Summer 1
Total budgeted cost					£3,700

6. Review of expenditure				
Previous Academic Year – 2023-24				
i. Quality of teaching for all				
Action	Intended outcome	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
Literacy Intervention	Improved individual reading & writing	In part	Some of this cohort did not respond or were taken into care and removed from Staffordshire	£3,000
Whole school Inset	Better differentiation in lessons	In part	Some of this cohort did not respond	£500
ii. Targeted support				
Action	Intended outcome	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

Seek suitable alternative provision	Improve attendance & achievement	In part	Some of this cohort did not respond	£3,085
Numeracy intervention	Improved individual number & maths outcomes	In part	Some of this cohort did not respond or were taken into care and removed from Staffordshire	£2,000
iii. Other approaches				
Action	Intended outcome	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
Extra Curriculum activities	Improved engagement and attendance	In part	Some of this cohort did not respond or were taken into care and removed from Staffordshire	£4,040
Life skills curriculum	For pupils who are unlikely to achieve academic qualifications	In part	Some of this cohort did not respond or were taken into care and removed from Staffordshire	£6,520

7. Additional detail

The aim of Cedars is to return pupils to mainstream as soon as they are ready.
This can make the financial planning for them so difficult.

Cedars do not always receive the funding of a PP pupil, due to the nature of 6th day provision.

Not all PP pupils remain at Cedars.