

# Pupil premium strategy statement

<b>Eden Park Academy</b>			
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£121800
<b>Total number of pupils</b>	163 (Oct 18)	<b>Number of pupils eligible for PP</b>	90 £118800 EYPP £3000

<b>1. Current attainment Year 6 Pupils in 2018</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	69	53
<b>% making expected standard or above in reading</b>	94	77
<b>% making expected standard or above in writing</b>	81	81
<b>% making expected standard or above in maths</b>	81	80

<b>2. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	No experience of early reading & very limited vocabulary
<b>B.</b>	High Levels of speech & language needs
<b>C.</b>	Emotional challenges- high levels of stress, anxiety & lack of readiness to learn
<b>D.</b>	Learning needs- some specific, needing additional support
<b>E.</b>	Children's lack of resilience & low levels of aspiration
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Depth of life experiences in relation to the curriculum
<b>G.</b>	Attendance issues including lateness & persistent absence
<b>H.</b>	Ability of parents/carers to support their children

<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children's needs are met through quality first teaching, where differentiation a range of teaching and learning strategies and some personalised provision is in place	KS1 target 56% of PP children will achieve expected in Reading, Writing & Maths combined- all PP children will make at least expected progress from end of EYFS KS2 target 80% of PP children will achieve expected in Reading, Writing & Maths combined- all PP children will make at least expected progress from end of KS1
<b>B.</b>	Increased support for PP SEMH needs	Emotional Logic support available with TA designated to deliver this, children receiving this support are ready to learn
<b>C.</b>	Increased attendance and less persistent absence of PP children	In line with National
<b>D.</b>	Readiness to learn of PP children	Individual support both academic and SEMH will show increased resilience and engagement of PP children

4. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Best quality of teaching leading to improved progress of PP children in EYFS	Additional Teacher to allow Reception & Nursery classes to be taught separately	Those children who experience our Nursery provision achieve 71% GLD as opposed to entering Reception from another setting. Children enter Nursery well below average and make accelerated progress during their time in our setting.	Use of EXACT data EYFS to monitor the Teaching & Learning Use inset days to deliver training	EYFS Leader	Termly
For all PP children to make the best possible progress closing the gap to achieve at least the expected standard	Classes kept to a size of 23/24 by allowing an extra Teacher/class	Children will achieve due to well differentiated and personalised learning approaches	Termly data collection Lesson observations Book scrutiny Tracking of target children	Headteacher	Termly
<b>Total budgeted cost</b>					50000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children to receive the appropriate interventions and external service support to allow them to make the best possible progress	Non-teaching SENCO 0.8	SENCO to analyse children's needs and appropriate support e.g. EHCP requests, S & L intervention, Thrive support. To support quality first teaching in the classroom by liaising with class teachers and teaching assistants	Monitoring of school based plans Termly data collection Small step progress data Monitoring of class teaching with a focus on PP children	Headteacher SENCO	Termly
Children will be able to access the whole curriculum due to improved S & L ability	Speech & Language subscription Teaching Assistant full time	Poor S & L skills provide a barrier to all learning	TA employed to deliver S & L programmes which will be monitored by the SENCO and external S & L support	SENCO	Termly
To ensure personalised programmes of support for identified PP children are in place and impact positively on pupil progress	Educational Psychologist Behavioural Support	Children accessing personalised provision both academic and therapeutic are able to access mainstream curriculum	Track progress and SBP targets of identified children and feedback from external agencies e.g. Behavioural Support Team	SENCO	Termly

Attendance of all PP children above National	Education Welfare Officer	Poor attendance impacts negatively on academic progress and the development of social skills	Weekly meetings with EWO	Headteacher	Termly
To support SEMH needs	Teaching Assistant 0.5	SEMH needs provide a barrier to learning. The school has chosen to use an Emotional Logic approach to help children overcome anxieties and stresses which inhibits their ability to be ready to learn this has been proven to provide a tool for children to manage SEMH needs in a wide variety of situations.	TA has had recent training Impact monitored by SENCO	SENCO	Termly
To support identified pupils therapeutically at lunchtimes	Meal Time Assistant	Children who have positive lunchtimes are able to access learning in the afternoons Therapeutic support at lunchtime contributes to the well-being of children with SEMH needs	Half termly monitoring of identified children-through SBP's	SENCO	Half Termly
<b>Total budgeted cost</b>					57800
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Family members to thoroughly involved in provision necessary for some PP children to	Family Support Teacher 0.3	TAF meetings are held regularly with school staff, family members and external agencies present. This linked approach provides best support for individuals	Monitoring of children who are the focus of the TAF	SENCO	6 Monthly

achieve					
An engaging curriculum which meets the needs of PP children	Themed curriculum which involves a wide range of enrichment experiences including Forest School, visits and visitors	An excited an engaging curriculum which is bespoke to our community encouraging attendance and best possible outcomes and progress	Termly tracking Curriculum review	Headteacher Curriculum Leader	6 Monthly
<b>Total budgeted cost</b>					14000