

Eden Park Academy Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Eden Park Academy
Number of pupils in school	130 (+ 33 on nursery roll)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Samantha Warner Executive Co-headteacher
Pupil premium lead	Georgia Newman Deputy Head Teacher
Trustee lead	Jess Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117 698
Recovery premium funding allocation this academic year	£11 600
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	£129 298

Part A: Pupil premium strategy plan

Statement of intent

At Eden Park Academy, our intent is that all children will succeed through our highly inclusive, relational and supportive learning environment which we are beginning to build around brain science and the philosophy of Growth Mindsets. Our ambition is to provide an inclusive environment where every Eden Park child builds:

- a belief in who they are
- a sense of belonging within their community
- an aspiration to use their knowledge, skills and understanding to be the best they can be in the wider world.

The school's approach to meeting the needs of all pupils, including the most disadvantaged, is based around securing the very best Quality First teaching and a belief that education is transformational for children's life chances.

We are developing a multi-layered approach to securing the very best Quality First teaching which includes approaches such as no hands up so that all children participate and respond and having the highest expectations for all pupils, especially the most disadvantaged.

We are beginning to teach the children (and staff) about the brain science of learning so that they understand and are empowered to be in control of their own learning.

Our mastery curriculum reflects the needs of our disadvantaged pupils through a key focus on developing:-

- a systematic teaching of and immersion in a vocabulary rich environment from nursery to Year 6 to support children to develop their language and vocabulary
- the core skill of reading from nursery to Year 6 including the systematic teaching of phonics and reading for pleasure - narrative and texts sit at the heart of learning to enable children to make sense of their own story in the context of others and the world around them
- oracy, dialogic teaching and pupil voice in the classroom so pupils use their vocabulary to reason, explain, justify and communicate their thinking (linked to construction of knowledge, higher order thinking and deep learning)
- an enquiry-based curriculum that is designed to build sequentially on prior learning and experiences so children have to recall ('hook back') to previous learning (Bjork's work on memory and recall). This supports the children in the development of schema so that they learn and remember more
- high expectations for all which challenges low aspirations
- supported access to wider opportunities, including building towards an arts and sports rich curriculum, developing cultural capital, pride and professionalism
- staff professional learning and development that focuses on key subject and pedagogical knowledge that will benefit all children through Quality First Teaching but especially the lowest 20%

Where children require Wave 2 and 3 interventions, we are developing a suite of evidence-based programmes. Recovery premium has been used to fund a Wave 3 reading specialist. We are working towards interventions being based on rigorous diagnostic assessment with impact measured through impact on pupil outcomes.

The school judges the impact of all its school development plan work on the outcomes and impact on disadvantaged pupils.

A three-year whole school focus on engagement in learning and dialogic teaching, which is in its 1st year, puts disadvantaged children at the heart of the school improvement process – see School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations have identified low levels in all aspects of communication and language and PSED on entry.
2	Assessments, observations and discussions with pupils indicate poor oracy skills and low levels of vocabulary across the school; this is in all three tiers of vocabulary. This impacts on all aspects of learning.
3	Assessments and observations show that pupils enter school being unable to segment and blend; auditory skills are poor. Listening and attention is poor. This impacts on pupils' ability to use and apply phonics.
4	Reading skills (reflected in the data) are weak across the whole school and reflect historic poor teaching of Early Reading.
5	Observations indicate that disadvantaged pupils have limited life experiences; this links strongly to their poor vocabulary. This impacts on their ability to access learning across the whole curriculum.
6	Assessments, observations and discussions with pupils indicate that lockdown as had a proportionately bigger impact on disadvantaged pupils. This is most noticeable in the youngest children where learning behaviours and the key skills of reading and writing are very weak but also with the older pupils in terms of engagement in learning. Generally, attitudes to learning are weak across the school with children lacking resilience and stamina.
7	Attendance is low across the school but for disadvantaged pupils is lower than for other pupils and this has remained the case in Autumn Term 2022. For some disadvantaged pupils, this is impacting on their ability to learn and remember more. Aspirations across the community are low and poor parental mental health impacts on pupils including attendance.
8	The historic absence of a progressive and sequential curriculum with differentiated and rigorous planning to meet the needs of all pupils has disadvantaged pupils further especially those pupils further up the school.

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
Improve Communication and Language and PSED in Early Years	% pupils achieving the Early Learning Goals increases

	<p>Observations show most pupils are Year 1 ready</p> <p>A progressive and sequential curriculum in place with a focus on C&L and PSED with the school's Language Led Learning approach embedded.</p>
<p>Improve oracy skills and vocabulary across the whole school</p>	<p>Lesson observations and discussions with pupils show impact of oracy work and direct explicit teaching of tiered vocabulary</p> <p>By 2024, summative assessments against oracy progression statements show most children are working at the expected standard for their age</p>
<p>To develop the teaching of phonics in Early Years and across the school</p>	<p>All teaching of phonics is at least good</p> <p>A phonics scheme is in place including decodable books</p> <p>Wave 2 phonics intervention is in place with data showing positive impact</p> <p>Year 1 phonics data in line with national average</p>
<p>To improve standards in reading across the school</p>	<p>Teaching of reading is at least good across the school</p> <p>Children are all benchmarked and have appropriate reading books</p> <p>Wave 3 intervention is in place with data showing positive impact</p> <p>All TAs deliver quality Wave 3 reading</p> <p>Reading strategies are taught and are known by children</p> <p>By 2024, reading data is in line with the national average at KS1 and KS2</p>
<p>Widen life experiences and provide scaffolds to access the curriculum</p>	<p>All disadvantaged pupils access a school club with funding available including for Rock Steady Music</p> <p>Enquiry plans are adapted to ensure disadvantaged pupils can access learning (link to schema)</p> <p>Lesson observations and work scrutinies (including discussions with pupils) show pupils accessing the curriculum and developing schema with teachers using a dialogic approach</p>
<p>Improve pupils' learning behaviours including resilience and stamina</p> <p>Develop Growth Mindset as an approach across the whole school</p>	<p>Lesson observations, teacher observations and discussions with pupils including in work scrutinies show features of a growth mindset including resilience and stamina</p> <p>Pupils are cognitively challenged but cognitive load is well managed</p> <p>High expectations in learning are a feature of all classrooms</p>
<p>Improve attendance for identified disadvantaged pupils</p>	<p>Attendance is improving and is broadly average by 2024</p>
<p>A progressive and sequential spiral curriculum is in place</p>	<p>Curriculum for all subjects is mapped out across the school's rolling programmes.</p> <p>Revisiting prior learning and the development of key concepts is a feature</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: £ 60 000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise standards in oracy through the development of the dialogic classroom – continued from previous year	<p>Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning.</p> <p>https://oracy.inparliament.uk/why-oracy-matters</p> <p>Based on the work of the Plymouth Oracy project and evidence from the EEF on the primacy of oracy. Neuroscience and other evidence on the key role speaking, language and vocabulary play in the learning process</p>	2
To develop language led learning across Early Years	<p>https://researchschool.org.uk/derby/news/the-importance-of-early-language-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	1 2 3 4 5
To develop a new reception curriculum with a focus on developing language	See above	1 2 3
An engaging, spiral curriculum which meets the needs of PP children through motivating children and revisiting key concepts	<p>An excited an engaging curriculum which is bespoke to our community encouraging attendance and best possible outcomes and progress Books and linked visitors Spiral curriculum allowing the children to ‘learn and remember’ more through a process of revisiting key concepts</p> <p>https://files.eric.ed.gov/fulltext/ED538282.pdf</p>	8

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment in reading for Pupil Premium children so that all children make accelerated progress and the % pupils working at the expected standard or above increases. Include Wave 1, 2 and 3.</p>	<p>Reading recovery a proven intervention to support children to develop successful reading strategies.</p> <p>Reading identified as the key skill in accessing the whole curriculum.</p> <p>Phonics identified as the most effective way to teach children the skills to decode</p> <p>https:// www.education.sa.gov.au/sites/default/files/ examples_of_high_quality_evidence- based_phonics_programs.pdf?acsf_files_redirect</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>http://www.educationengland.org.uk/documents/pdfs/2008IRPC-interim-report.pdf</p>	<p>3 4</p>
<p>Afternoon SEMH Wave 2 intervention (Thrive) with targets clearly matched to provision and understood by all practitioners.</p>	<p>https://www.thriveapproach.com/impact-and-research</p>	<p>5 6</p>

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target disadvantaged pupils for all aspects of the wider curriculum e.g. school council; attendance at clubs. Use of pupil premium funding for some paid clubs Rock Steady Music – continued from last year</p>	<p>The EEF’s evidence base for a whole school approach applies a three strand approach, of which wider opportunities is the third strand. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>5 7</p>
<p>Attendance monitoring and support including through Early Help where required – continued from last year</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p> <p>Strong link between poor attendance and attainment.</p>	<p>7</p>

Total budgeted cost: £ 129 298

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 2020 to 2021 academic year.

Teaching (for example CPD, recruitment, retention)				
Priorities	Cost	Summary of Provision	Outcome	Evaluation
To raise standards in oracy through the development of the dialogic classroom	£31 000	CPD around oracy with a focus on an oracy toolkit.	Pupils can speak clearly, confidently and audibly including in front of their peers	Limited success due to issues around quality of teaching in some classrooms. Where this has been successful, children's physical oracy including their confidence to speak in front of others, is improving. Will strip back this target for the following year with a whole school focus on speaking out loud in front of others.
To raise attainment in reading for Pupil Premium children so that all children make accelerated progress and the % pupils working at the expected standard increases CPD for all staff on Wave 3 reading and phonics		All children benchmarked and given appropriate reading books. Wave 3 reading training for all staff. Phonics scheme purchased and CPD for all staff using the scheme. SenCo teaching phonics in KS1. Catch up premium used to fund a Wave 3 specialist.	Accelerated progress in reading with attainment gap narrowing, including in Year 1 phonics.	% pupils working at the expected standard increased especially in Year 6 where attainment was in line with the national average (71%) Attainment in KS1 and across the rest of the school remains below the national average, partly due to quality of teaching. However, 71% pp in Yr 2 achieved the expected standard and 100% phonics retakes in Yr 2 passed.
Purchase of phonics scheme		Essential Letters and Sounds.	Introduction of new scheme and intent for Early Reading.	40% PP passed the phonics screening. Implementation limited by poor teaching in reception and KS1; Deputy Head delivered phonics across Year 1 for the summer term. New scheme now embedding and intent for Early Reading clear – see external monitoring report.
An engaging, spiral curriculum which meets the needs of PP children through motivating children and revisiting key concepts		Map curriculum for KS1 and KS2; two year and four-year rolling programme (using sister school curriculum as a spine) and the progression statement documents.	Progressive and sequenced curriculum in place across school.	Since Christmas, teachers have planned with sister school and, for the first time, delivered a progressive and sequenced curriculum with clear end points. This is challenging as pupils have poor prior learning but teachers are adapting the

				curriculum – a recovery curriculum – to ensure foundational knowledge is in place.
Targeted Academic Support				
To raise attainment in reading for Pupil Premium children so that all children make accelerated progress and the % pupils working at the expected standard or above increases	£82 633	Wave 3 reading specialist in place. Ongoing CPD for TAs. Shared reading model in KS2. Use of SenCo to teach new phonics scheme. All pupils benchmarked and set writing targets which are monitored.		% pupils working at the expected standard increased especially in Year 6 where attainment was in line with the national average. Attainment in KS1 and across the rest of the school remains below the national average, partly due to quality of teaching. However, school can evidence accelerated progress in reading across KS1 and Lower KS2 due to the impact of Wave 3 reading specialist.
Wave 2 and 3 interventions in place for PP children and having an impact which the school can measure and show		Wave 2 and 3 reading based on pupil assessment. Monitoring arrangements in place including use of BromCom to identify pupil groups.	Pupils receiving interventions make accelerated progress.	Clear monitoring arrangements in place for Wave 3 reading specialist but not for other interventions. Benchmarks have been tracked but not analysed.
Wider Outcomes				
Whole school reset of learning behaviours and development of a school ethos based on Growth Mindset	£1350	CPD with staff around expectations. Beginning work around relational practice. Assembly based curriculum work around learning and managing emotions. Clear expectations around lunchtimes with MTA training.	Pupils are invested in learning.	Successful in classrooms with the highest expectations and the clearest relational practice. Remains a significant challenge for the school.
Target disadvantaged pupils for all aspects of the wider curriculum e.g. school council; attendance at clubs. Use of pupil premium funding for some paid clubs e.g. surf school		Use of pupil premium for Rock Steady. Targeted recruitment for school council.	% pupils engaging in clubs and extra curricular activities increases.	Targeting of key pupils took place and all clubs were very well attended. Analysis did not take place so the school does not know how many pupils are attending clubs or the range of pupils although it is likely to be a high % if disadvantaged due to the school profile.
Attendance monitoring and support including through Early Help where required		Regular attendance monitoring and support from EWO.	Attendance broadly in line with the national average.	Attendance analysis has remained a challenge due to the legacy of Covid. Clearer monitoring systems will need to be put in place the following year, supported by a new Trust attendance policy.

