

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	145
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Samantha Warner Executive Co-headteacher
Pupil premium lead	Georgia Newman Deputy Head Teacher
Governor / Trustee lead	Sue Lewry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106 925
Recovery premium funding allocation this academic year	£7 373
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	£114 298

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 and supportive learning environment which we are beginning to build around 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 challenge 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 oracy 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 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. Generally, attitudes to learning are poor across the school with children lacking resilience and stamina.
7	Attendance for disadvantaged pupils is lower than for other pupils and this has remained the case in Autumn Term 2021. 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 absence of a progressive and sequential curriculum with differentiated and rigorous planning to meet the needs of all pupils has disadvantaged pupils further.

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	<p>% pupils achieving the Early Learning Goals increases</p> <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</p>
Improve oracy skills and vocabulary across the whole school	<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>
To develop the teaching of phonics in Early Years and across the school	<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>
To improve standards in reading across the school	<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>
Widen life experiences and provide scaffolds to access the curriculum	<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</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</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: £ 31 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise standards in oracy through the development of the dialogic classroom	<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 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	<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/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>http://www.educationengland.org.uk/documents/pdfs/2008-IRPC-interim-report.pdf</p>	3 4
Purchase of phonics scheme		3 4

An engaging, spiral curriculum which meets the needs of PP children through motivating children and revisiting key concepts	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	8

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

Budgeted cost: £ 82 633

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Wave 3 reading as an intervention has a proven track record Wave 2 phonics interventions at KS1 will be in addition to Wave 1 teaching and will be based on a spaced approach so the children revisit sounds – see evidence base above	

<p>Wave 2 and 3 interventions in place for PP children and having an impact which the school can measure and show</p>	<p>Poor S & L skills provide a barrier to all learning Links with the oracy work. SEMH needs left unaddressed mean children are unable to access their thinking brain for learning SEMH needs and academic needs can be addressed in this small class with a higher adult to pupil ratio</p> <p>https://www.thriveapproach.com/</p>	<p>6 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school reset of learning behaviours and development of a school ethos based on Growth Mindset</p>	<p>Having high expectations of all children identified in the research as the biggest predictor for success. This is best captured in the work of John Hattie.</p> <p>https://visible-learning.org/</p> <p>https://journals.sagepub.com/doi/full/10.1177/0004944118824420</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.mindsetworks.com/science/</p>	<p>6</p>
<p>Focus on Oracy across all aspects of school life e.g. saying 'Good morning' to all adults; link to professionalism and high expectations. CPD for all staff to support this</p>	<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>5 6 2</p>

<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 e.g. surf school</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.</p> <p>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</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: £ 114 983

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.

The school successfully secured a full time non class based SenCo/Deputy Head who also acts as disadvantaged champion. This person has a strong background in working successfully to raise attainment and outcomes for disadvantaged pupils.

The school worked successfully with the Trust and the outgoing headteacher to ensure funding for a small Thrive based nurture class for the most disadvantaged pupils. This has supported the school to secure good behaviour across the school, including at lunchtimes where behaviour of the most vulnerable children is now good.

The work on a spiral curriculum was started and a secure 2 and 4 year rolling programme was designed which will form the basis of all curriculum work moving forwards; this programme seeks to address the needs of the most disadvantaged pupils through an enriching curriculum that revisits key concepts frequently.

The school was successful in supporting its most disadvantaged families through the pandemic and ensuring all pupils have returned to school successfully. It has identified key gaps and areas of focus for the next pupil premium action plan.

Emotional logic training was completed and this is being used a part of a Wave 3 intervention.

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

