

<b>Review of Pupil Premium Expenditure –Eden Park Academy</b>				
<b>Academic Year</b>		<b>2020/21</b>		<b>ACTUAL INCOME 104533</b>
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
PP children to receive the appropriate support to allow them to make the best possible progress	Non-teaching SENCO 0.3fte	SENCO supported all Teachers in delivering first quality teaching by liaising with both Teachers and Teaching Assistants	Support and monitoring to continue	18643
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
PP children to receive the appropriate interventions and external service support to allow them to make the best possible progress	Non-teaching SENCO 0.4fte	School has been successful in its applications for 4 EHCP's all for PP children which has resulted in more specific and personalised support for these children The SENCO has regularly monitored the progress of all SEND children and has worked closely with class teachers to ensure appropriate quality first teaching and interventions as necessary	Approach to continue The school need to continue to apply for EHCP's and ensure that personalised support is in place	24857
Children will be able to access the whole curriculum due to improved S & L ability	Speech & Language subscription and Teaching Assistant support	Regular S & L support provided which has impacted on the children's progress	Approach will continue with two TA'S supporting S & L needs	584 11244 8725
To ensure personalised programmes of support for identified PP children	Educational Psychologist Behavioural Support	Only support from Ed Psyc has been received and this has contributed to the success of EHCP applications and his advice has been used by	Approach to continue	2450

are in place and impact positively on pupil progress		teachers to ensure the most appropriate support for individuals		
Attendance of all PP children above National	Education Welfare Officer	This support was reduced due different expectations concerning attendance during covid.	Approach to resume to pre covid expectations	236
To support SEMH needs	Teaching Assistants 2.6	SEMH needs of the children were supported by the Teaching Assistants allowing them to access learning successfully	Approach to continue with TA provision in place for to support children with SEMH needs	13919 15757 3458
To support identified pupils therapeutically at lunchtimes	Meal Time Assistant	An MTA provided therapeutic support for children with particular SEMH needs and needs identified on EHCP's	Approach to continue with MTA supporting children both inside and outside during lunchtime play	2660

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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. To promote quality texts.	This has been provided throughout the year and children have been engaged and made good progress	Approach to continue	2000