

Pupil premium strategy statement:



Eden Park Academy			
Academic Year	2021/2022	Total PP budget	£106 925
Total number of pupils	145	Number of pupils eligible for PP	85 (59%)

1. Current attainment (Yr 6)		
	<i>Pupils eligible for PP (17 children)</i>	<i>Pupils not eligible for PP (10 children)</i>
% achieving expected standard or above in reading, writing and maths	41%	10%
% making expected standard or above in reading	71%	50%
% achieving above the expected standard in reading	18%	10%
% making expected standard or above in writing	41%	10%
% achieving above the expected standard in writing	12%	0
% making expected standard or above in maths	47%	40%
% achieving above the expected standard in maths	18%	10%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	No experience of early reading & very limited vocabulary

B.	High levels of speech & language needs
C.	Emotional challenges-high levels of stress, anxiety & lack of readiness to learn
D.	Poor oracy skills
E.	Children's lack of resilience & low levels of aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Lack of life experiences in relation to the curriculum
G.	Attendance issues including lateness & persistent absence
H.	Ability of parents/carers to support their children with their learning due to a range of issues such as poor adult mental health; parental learning needs; low community aspiration

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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	<p>Good/outstanding teaching of phonics is in place from Early Years upwards: this includes Wave 1 phonics teaching and Wave 2 interventions delivered by a teaching assistant.</p> <p>Effective reading provision is in place so that children make quick progress through the book bands. This includes:</p> <ul style="list-style-type: none"> - Quality Wave 1 teaching of reading through the shared reading approach; early reading strategies in Early Years - Quality guided group reading - Quality 1-1 in class reading support - Wave 3 reading intervention delivered by a specialist (see Catch Up Plan) - Use of the school library to develop Reading for Pleasure
B.	Wave 2 and 3 interventions in place for PP children and having an impact which the school can measure and show	A suite of Wave 2 and 3 time limited interventions in place that include:-

		<ul style="list-style-type: none"> - Speech and language support through Speech Links and Junior Language Links - Wave 3 Reading support - Small group TA delivered phonics sessions - SEMH 1-1 and small group work based on Thrive targets - A small 'nurture' class <p>Robust systems in place for measuring impact of interventions including the impact of the nurture class</p>
C.	Increased attendance and less persistent absence of PP children	Attendance for pupil premium children is in line with non pupil premium children in school. Persistent absence is reducing over time.
D.	To raise standards of oracy for pupil premium children through the development of the dialogic classroom	Pupil Premium children exhibit the following characteristics: <ul style="list-style-type: none"> - They are confident to speak and share their ideas - They speak clearly and audibly and in full sentences - They can build on, challenge and give an opinion or an idea in a group or whole class discussion in Key Stage 2 - They show good listening behaviours by tracking the speaker and responding to their peers
E	To develop an engaging, ambitious and enriching curriculum	Pupils are engaged in lessons A spiral curriculum is in place Teachers and children can articulate how the learning builds on previous learning

4. Planned expenditure

Academic year	2020/21
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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 First 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?
To raise attainment in reading for Pupil Premium children so that all children make accelerated progress and the % pupils working at	Coaching support from literacy leader who will require non-contact time Purchase of phonics scheme	To provide a layered approach to the teaching of reading, starting with a focus on Quality First (Wave 1) teaching with a particular focus on Early Reading and the systematic teaching of phonics and group and shared reading.	Monitoring by:- Co-headteachers termly looking at teaching practice and analysing data including book band data	Literacy leader	Termly

<p>the expected standard or above increases</p> <p>To raise standards in oracy through the development of the dialogic classroom</p>	<p>Purchase of colour banded guided reading sets Whole school and Trust wide project.</p> <p>Developing dialogic approaches in the classroom with a particular focus on physical aspects of speaking</p>	<p>Based on the work of the Plymouth Oracy project and evidence from the EEF on the primacy of oracy.</p> <p>Neuroscience and other evidence on the key role speaking, language and vocabulary play in the learning process</p>	<p>Literacy leader – focusing on the teaching of phonics across the school</p> <p>Main focus on the School Development Plan with significant resources and time allocated to this work</p> <p>Oracy will form the main focus of all coaching and mentoring support in the classrooms.</p> <p>Seconded teacher from another school with a specialism in oracy – extra teacher</p>	<p>SenCo</p>	<p>Termly as part of School Development Plan review</p>
Total budgeted cost					<p>£3500</p>

ii. Targeted support					
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?
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 2 phonics interventions delivered by class TAs in addition to Wave 1 Wave 3 reading specialist Wave 3 reading delivered by class teachers and TAs	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	Monitor benchmarking data Observations of taught sessions with individual coaching and support given Regular CPD based on observations	Literacy leader and SenCo	Termly
Wave 2 and 3 interventions in place for PP children and having an impact which the school can measure and show	Speech & Language – Speech Links and Junior Language Link Wave 3 reading 1-1 and small group nurture provision Nurture class – with SenCo and Educational Psychologist support	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	Success criteria clearly identified on school based plans. Thrive assessments for all pupils accessing SEMH which are reviewed termly. Observations of practice by SenCo to provide support and coaching. External observations by Trust inclusion leader	SENCO	Termly £595 £12 500 £42 500 £15 968 £14 107
Attendance of all PP children in line with other pupils across the school	Education Welfare Officer	Poor attendance impacts negatively on academic progress and the development of social skills	Regular meetings with the EWO Monthly meetings with the school attendance officer Daily monitoring of attendance by school attendance officer with vulnerable children flagged up for immediate action.	Executive co-headteacher - SWA	£900
Total budgeted cost					£ 86 633

iii. Other approaches					
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
An engaging, spiral curriculum which meets the needs of PP children through motivating children and revisiting key concepts	<p>Themed curriculum which involves a wide range of enrichment experiences including Forest School, visits and visitors</p> <p>A spiral curriculum that builds on and revisits key concepts</p>	<p>An excited an engaging curriculum which is bespoke to our community encouraging attendance and best possible outcomes and progress</p> <p>Books and linked visitors</p> <p>Spiral curriculum allowing the children to 'learn and remember' more through a process of revisiting key concepts</p>	<p>Curriculum review</p> <p>Deep dives including discussions with pupils</p>	Executive co-headteachers	Termly deep dives with subject leaders
Total budgeted cost					£15 000