

Pupil premium strategy statement:



Eden Park Academy			
Academic Year	19/20	Total PP budget	£118780
Total number of pupils	154	Number of pupils eligible for PP	89

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	64	
% making expected standard or above in reading	72	
% making expected standard or above in writing	72	
% making expected standard or above in maths	72	

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.	Learning needs-some specific, needing emotional support
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.	Depth of life experiences in relation to the curriculum
G.	Attendance issues including lateness & persistent absence
H.	Ability of parents/carers to support their children

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 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 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.	Increased support for PP SEMH needs	Support available with Teaching Assistants designated to deliver this, children receiving this support are ready to learn
C.	Increased attendance and less persistent absence of PP children	In line with National
D.	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

2019/20

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	Children enter Nursery well below average and make accelerated progress during their time in our setting. 55% of PP children achieved GLD through our Nursery.	Use of EXACT data EYFS to monitor the Teaching & Learning	EYFS Leader	Termly
Total budgeted cost					40000

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?
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	Head teacher SENCO	Termly
Children will be able to access the whole curriculum due to improved S & L ability	Speech & Language subscription	Poor S & L skills provide a barrier to all learning	S & L programme 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	Head Teacher	Termly

To support SEMH needs	2 Teaching Assistants	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.	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
Total budgeted cost					£78280
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 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	Head teacher Curriculum Leader	6 monthly
Total budgeted cost					£500