

Eden Park Academy Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	116 (+ 33 on nursery roll)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£120 628
Recovery premium funding allocation this academic year	£24 144
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	£144 772

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 embed language led learning across Early Years including how peers speak to each other	<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 assessment for learning (formative) and use of summative assessment to identify gaps and target provision in Quality First Teaching.	<p>https://www.oecd.org/site/educeri21st/40600533.pdf</p> <p>OECD report into importance of formative assessment in the classroom in raising standards.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>EEF and Hattie research (use of metaanalysis) supports school focus on this for most disadvantaged pupils.</p>	6
An engaging, spiral curriculum which meets the needs of PP children through motivating children and revisiting key concepts – continued from last year.	<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>Engagement to support children to develop stamina and resilience – and a want to learn.</p> <p>https://files.eric.ed.gov/fulltext/ED538282.pdf</p>	8 6

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>Development of new TA role to support inclusion leader and linked to relational practice work. Afternoon SEMH Wave 2 intervention analysed termly for impact.</p>	<p>https://www.thriveapproach.com/impact-and-research</p> <p>https://www.devon.gov.uk/support-schools-settings/document/quick-guide-to-developing-relational-practice-and-policy/</p>	<p>5 6</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>Focus for 2023-2024 on sports clubs.</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 – 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: £

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	Planned Outcome	Evaluation
To raise standards in oracy through the development of the dialogic classroom – continued from previous year	£60 000	Direct teaching of oracy skills. PDMs on the dialogic classroom – linked to Alexander work on Talk Moves. Coaching for teachers.	Teachers use the talk moves to create a dialogic classroom where pupils use talk to develop their thinking and learning.	Some progress. Two very strong practitioners on maternity leave. New teacher coached in reading sessions where external advisor noted strength in dialogic practice. Will be on the SDP again for next year.
To develop language led learning across Early Years		LLL language concepts used to plan provision and taught and modelled directly; in nursery from Autumn and Reception summer.	Improved vocabulary and concept understanding. Improvements in CLL.	External evaluation shows this is now a strength of practice in the nursery; pupils using a wider range of vocabulary and staff are positive about the structure. CLL in reception was below national but not significantly.
To develop a new reception curriculum with a focus on developing language		Plan curriculum with partner school; language and use of sentence stems a key focus.	Curriculum in place including for maths (linked to new scheme). Concepts mapped.	Achieved: curriculum in place and fully mapped, including the Language Led Learning concepts.
An engaging, spiral curriculum which meets the needs of PP children through motivating children and revisiting key concepts		Map out curriculum. Enquiry based curriculum with key pedagogical principles in place including hook backs. Engaging pupils (linked to vision) a key driver for planning.	Pupils engaged in learning. Key concepts identified and revisited.	Curriculum now mapped including key subject concepts. CPD on pupil engagement took place but is a work in progress due to staffing changes within year. Too early to revisit the curriculum to do further work on key concepts.
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.	£60 000	Whole class reading either shared or guided model. Wave 2 interventions – guided reading model using a text matched to reading ability. Wave 3 reading: specialist support for KS1; all TAs trained to deliver 1-1 reading. Library time; age related class reader. Dialogic practice to develop pupils' responses to texts.	% pupils working at the expected standard for their age increases % pupils passing the phonics screening increases Benchmarking data shows positive impact of Wave 3 reading.	Phonics screening - 82% pupils passed. This is above the provisional national average and represents outstanding progress from starting points at the beginning of Year 1. Using benchmarking analysis: Year 1: 72% pupils made at least 12 months progress with 44% pupils making > 20 months progress. Year 2: 69% pupils made at least 12 months progress

				<p>with two pupils make 24 months progress.</p> <p>Year 3: 92% pupils made at least 12 months progress.</p> <p>Year 4: 100% pupils made at least 12 months progress.</p> <p>The guided and shared reading approaches to the teaching of reading have led to improved pupil discussion and text comprehension including inference. Standards in reading across the school are improving but remain below the national average.</p>
<p>Afternoon SEMH Wave 2 intervention (Thrive) with targets clearly matched to provision and understood by all practitioners.</p>		<p>Thrive team planning sessions every three weeks.</p> <p>Targets set with team.</p> <p>Targets monitored half termly.</p> <p>Progress evaluated.</p>	<p>All pupils make progress towards their Thrive targets.</p> <p>% pupils working at the expected standard increases for core subjects.</p>	<p>Processes for planning and review are now in place and Thrive sessions feel clear, calm, and focused. Team are empowered as they understand the provision and can target their support.</p> <p>NS: termly evaluation of impact (currently only reviewing at a pupil level linked to ILPs).</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 Rock Steady Music – continued from last year</p>	<p>£10 000</p>	<p>Wider opportunities in place e.g. school council; librarians; sports leaders.</p> <p>Various clubs including Rock Steady.</p>	<p>All disadvantaged pupils access a wider opportunity.</p>	<p>There were a variety of clubs and other opportunities on offer and within school responsibilities, such as school council, PP pupils were targeted and successful. Clubs etc were not tracked in a systematic way; Bromcom will be used for this in 2023-2024 where sport will be a focus.</p> <p>Rock Steady Music will come again next year.</p>
<p>Attendance monitoring and support including through Early Help where required – continued from last year</p>		<p>New Attendance Policy (Trust) in place.</p> <p>Fortnightly monitoring.</p> <p>New processes for keeping parents informed.</p> <p>Regular meetings with the EWO.</p>	<p>Attendance broadly in line with the national average and meeting Trust targets.</p>	<p>Attendance low, especially persistent absence. This is particularly for EAL but also disadvantaged pupils.</p> <p>Despite the use of the policy and a clear, supportive but tough line, attendance was low. Target again for next year.</p>