

# Pupil premium strategy statement – Eden Park Academy 2025-2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	101 (+ 25 in nursery)
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Samantha Warner Executive Co-headteacher
Pupil premium lead	Georgia Newman Deputy Headteacher
Governor / Trustee lead	Jess Patel

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88 630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 88 630

# 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 neuroscience, the philosophy of Growth Mindsets and our Character Virtues. 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
- strong and secure foundations in communication and language (oracy), reading, writing and maths
- 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. Adults understand their role as 'change agents'. [John Hattie's Eight Mind Frames For Teachers - VISIBLE LEARNING](#)

We are developing a multi-layered approach to securing the very best Quality First Teaching through our work on adaptive practice and Devon's Ordinarily Available Inclusive Provision <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/> 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 language and vocabulary rich environment from nursery to Year 6 to support children to develop their language and vocabulary - one of the school's 6 character virtues is 'Communication'
- the core skill of reading from nursery to Year 6 including the systematic teaching of phonics, reading fluency 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)
- securing strong foundations in writing (handwriting, spelling and composition) and mathematical number fluency
- 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. This is a key focus for the school and links to the school's last OFSTED inspection
- 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 vulnerable pupils
- Where children require Wave 2 and 3 interventions, we are developing a suite of evidence-based programmes. Recovery premium was used to fund a Wave 3 reading specialist who worked to train up all TAs to deliver Wave 3 reading. We are embedding work on 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 using the Berry Model <https://www.kqed.org/mindshift/61926/reimagining-student-engagement-as-a-continuum-of-learningbehaviours> which is in its 2nd 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. With the school's current reception cohort, only one pupil on entry was on track. Executive functioning is very poor.
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. Securing foundational knowledge is key.
4	Reading, writing and mathematical fluency are weak across Upper KS2 and reflect historic poor teaching of foundational knowledge.
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	The Covid pandemic had a proportionately bigger impact on disadvantaged pupils. This is most noticeable in the youngest children where learning behaviours, executive functioning and communication and language are very weak but also with the older pupils in terms of engagement in learning and a sound grasp of foundational knowledge.  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. This is a historic challenge for the school. 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.
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## 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, PSED and Executive Functioning in Early Years	% pupils achieving the Early Learning Goals increases over three years to be broadly average including for LAU. Observations show almost all pupils are Year 1 ready. A progressive and sequential curriculum in place with a focus on C&L and PSED with the school's Language Led Learning approach embedded.
Develop adaptive practice across the school and in all curriculum areas so that all pupils can access the curriculum and achieve a high degree of success	Lessons are adapted to ensure all pupils including disadvantaged pupils achieve a high degree of success as observed in lesson observations and work scrutiny.
Ensure all pupils learn the foundational knowledge in Early Years and KS1 that will ensure they are ready for KS2	Teachers are clear and confident about the foundational knowledge for their class and this is evident in the classroom
To maintain the effective the teaching of phonics in Early Years and across the school	All teaching of phonics is at least good Wave 2 phonics intervention is highly effective with data showing positive impact. Year 1 phonics data in line with national average
To improve standards in reading and maths fluency across the school	Teaching of reading is at least good across the school Children are all benchmarked and have appropriate reading books Wave 3 intervention is in place with data showing positive impact All TAs deliver quality Wave 3 reading Reading strategies are taught and are known by children Reading data is in line with the national average at KS1 and KS2 Fluency data is improving and the taught fluency lessons are at least good. MTC in line with national average.
Widen life experiences and provide scaffolds to access the curriculum	All disadvantaged pupils access a school club with funding available including for Rock Steady Music Enquiry plans are adapted to ensure disadvantaged pupils can access learning (link to schema)  Lesson observations and work scrutinies (including discussions with pupils) show pupils

	accessing the curriculum and developing schema with teachers using a dialogic approach Enrichment experiences are built into all enquiries (as part of new leadership role)
Improve pupils' learning behaviours including resilience and stamina Develop Growth Mindset as an approach across the whole school	Lesson observations, teacher observations and discussions with pupils including in work scrutinies show features of the investment stage of Berry's model of pupil engagement including resilience and stamina Pupils are cognitively challenged but cognitive load is well managed High expectations in learning are a feature of all classrooms
Improve attendance for identified disadvantaged pupils	Attendance is improving and is broadly average by 2027
A progressive and sequential spiral curriculum is in place	Curriculum for all subjects is mapped out across the school's rolling programmes Revisiting prior learning and the development of key concepts is a feature Retrieval (linked to Bjork's work on memory and recall) is a feature of curriculum design so pupils learn and remember more

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NCETM Mastering Number and DfE Number sense to improve fluency.  Mastery maths teacher support for class teachers including CPD for teachers to visit other schools.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 <a href="#">Systematic number fact and times tables teaching   Number Sense Maths</a> <a href="#">Mastering Number at Reception and KS1   NCETM</a> (EEF funding trials this academic year)	4

Embed the systematic use of assessment information (formative and summative) to identify next steps and ensure rapid progress for pupils working below the expected standard.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd">Improving Literacy in Key Stage 1   EEF</a> – recommendation 7 on how to use high quality information to select next steps <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd</a> recommendation 6 on pupil assessment	3. 4 6
Embed high expectations of pupil oracy with clear teacher modelling (linked to coaching work on WalkThrus) and use of the learning environment to support pupils' language and vocabulary	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd</a> recommendation 1 on developing pupils' language capabilities with a focus on the dialogic classroom and explicit teaching of vocabulary.	1 2 5 6
To continue to develop pupils' investment in their own learning (using the Berry model)	<a href="#">Improving behaviour in schools</a> recommendation 2 on teaching pupils' learning behaviours through a curriculum they can access and actively participate in.	6 8

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

Budgeted cost: £38 030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target children and strategies identified in pupil progress meetings – including for oracy	Huge evidence base that identifies oracy and language development, including vocabulary, as key indicators of success in learning.  <a href="https://oracy.inparliament.uk/why-oracy-matters">https://oracy.inparliament.uk/why-oracy-matters</a>	2 4 7

<b>Reading and Writing:</b> Wave 3 reading teacher in Year 1 Wave 3 reading training refresher for all teaching assistants; this and guided reading delivered in all year groups  Phonics slow graspers intervention in reception  Writing conferencing in Upper KS2	Writing conferencing and reading recovery are proven Wave 2 and 3 interventions with a strong evidence base: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://visible-learning.org/">https://visible-learning.org/</a> <a href="https://readingrecovery.org/wp-content/uploads/2016/12/Evidence_Executive_Summary_Complete.pdf">https://readingrecovery.org/wp-content/uploads/2016/12/Evidence_Executive_Summary_Complete.pdf</a>	5 8 3
<b>Thrive and relational practice based intervention programmes (10 week blocks)</b>	Porges Polyvagal Theory <a href="https://www.nicabm.com/trauma-polyvagaltheory-and-how-trauma-impacts-thebody/#:~:text=According%20to%20Stephen%20Porges%2C%20PhD,and%20its%20defenses%20stay%20engaged.">https://www.nicabm.com/trauma-polyvagaltheory-and-how-trauma-impacts-thebody/#:~:text=According%20to%20Stephen%20Porges%2C%20PhD,and%20its%20defenses%20stay%20engaged.</a>	6 7
<b>Speech and Language:</b> Speech and Language Intervention  Elkan approach differentiated for target pupils in nursery	A one to one programme linked to speech and language link assessments, often using programmes supplied by Speech and Language.	1 2 3 4

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

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support including through Early Help where required 'Attend' programme for pupils with	<a href="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">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</a> Strong link between poor attendance and attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	7

Emotionally Based School Avoidance		
Appointment of Early Help Lead		
Implementation of individualised behaviour plans within a whole school relational approach to behaviour management	<a href="#">Improving behaviour in schools</a> - developing targeted approaches within a clear whole school framework	6

**Total budgeted cost: £ 88 630**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

A second year focused on high quality systematic teaching of phonics led to a 100% pass rate for disadvantaged pupils.

Targeted support for pupils not on track to meet the expected standard in year 6 secured reading and mathematics data in line with the national average: 77% of pupil premium pupils met the expected standard in reading and mathematics. Achievement was lower in writing and this remains a focus for the school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Analysis of school CPOMs data for 2024-2025 showed a dramatic improvement in pupil behaviour over the year with the number of pupils involved in a behaviour incident reducing from 87 in Autumn 1 to 37 in Summer 2. This was a direct result of the school's deployment of a relational support teaching assistant to provide dynamic and flexible support to pupils struggling to access Wave 1 provision consistently, especially around key transition times. These pupils were predominantly disadvantaged pupils. This supported pupils to successfully access the classroom and Quality first teaching – see CPOMs analysis. Implementation of the school's new curriculum has also been a significant contributor to improved behaviour and attendance and to pupils increasingly showing investment in their learning (see Berry model).

For pupil attendance, the school has secured a three year rising trend. Pupil premium attendance of 93.5% was in line with the school overall average of 93.6%. Persistent absence was 14.6%, reducing dramatically on the previous year. Although attendance remains a significant challenge for the school, when compared to similar contextual schools, Eden Park was 5<sup>th</sup> out of 21 schools and 3<sup>rd</sup> for persistent absence.

Based on all the information above, the performance of our disadvantaged pupils *met* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

The school recognises the challenge of sustaining impact and the resourcing this will require on an ongoing basis e.g. to maintain improving attendance. This is a recognition of the level of disadvantage within the school community.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
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Wave 3 Reading	FFT
Speech and Language Link	Speech Link Multimedia