

Pupil premium strategy statement – Eden School

This statement details our school's use of pupil premium (and recovery 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	60
Proportion (%) of pupil premium eligible pupils	56.6
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sophie Gooding Headteacher
Pupil premium lead	Kimberley Ferguson
Governor / Trustee lead	Debbie Cash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,310
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£38,310

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Eden is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Currently we have 56.6% who are Pupil Premium. We know that the remaining pupils are also disadvantaged because of the following factors;

- All of our pupils having Education Health Care Plans
- The deprivation index of where they live
- All our pupils are working well below age related expectations either due their special educational needs or historic gaps in attendance in mainstream

At the heart of our approach is high-quality teaching, targeted support based on robust diagnostic assessment of need and help to ensure pupils access a broad and balanced curriculum

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers

We will also provide disadvantaged pupils with support to develop independent life and social skills whilst continuing to ensure that high-quality work experience, careers guidance and post 16 education guidance is available to all

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have weaker reading accuracy, fluency and comprehension compared to non-disadvantaged pupils in our school.

3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and participate in enrichment activities.
4	Attendance. All of the pupils at Eden have an EHCP and attendance is a challenge for the majority of the pupils, which impacts on both their academic and social progress and wellbeing.

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
To improve the attainment of and achievement of disadvantaged pupils	All pupils will achieve their individual attainment target.
To improve the attendance of disadvantaged pupils	All pupils' attendance will improve
To improve the Reading ages of disadvantages	All pupils' reading ages will improve

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: £15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leaders will lead, evaluate and revisit subject curricular and assessment (EPT Trust priority) to ensure pupils are able to make better progress – leading to further increased engagement and attendance.	<p>The EPT has assessment as a priority focus.</p> <p>Formative assessment is a regular feature of teaching and learning that contributes positively to the process of learning.</p> <p>We are also following the guidance of the EEF Evidence research, indicating that high quality teaching is the most powerful way to improve pupil attainment particularly for socioeconomically disadvantaged</p>	1 & 2 & 3 & 4

	pupils. CPD includes a focus on formative assessment to check pupil understanding. Research for education inspection framework	
Phonics Training	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. Phonics EEF	1&2
Reading	KS3 pupils all have dedicated literacy lessons each day focussing on vocabulary, SPAG, handwriting and reading. Research: Reading comprehension strategies EEF	1 & 2 & 4

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

Budgeted cost: £17,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, Phonics and handwriting Interventions. Eden have recruited an experience and qualified teacher on a part time basis to provide weekly support to pupils with improving their reading age. This involves completing the YARC assessment with all pupils who have a SAS score of less than 100, and then providing 1:1 and group	Phonics EEF Reading comprehension strategies EEF	1&2&3&4

<p>interventions focussing on the area of their need (eg, phonics, comprehension, fluency). Following their interventions they will be reassessed so that progress and impact can be measured and evidenced.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Eden's Attendance Lead has reviewed and further updated attendance staged responses are in place - these prioritise safeguarding and disadvantaged pupils.</p> <p><i>(Including first day absence calling, home visits, links to achievement and rewards, external agency support)</i></p>	<p><u>Working together to improve school attendance (applies from 19 August 2024)</u></p> <p><u>Supporting school attendance EEF</u></p>	<p>4</p>
<p><i>Eden offer and encourage all pupils to</i></p>	<p><u>See Link</u></p>	<p>4</p>

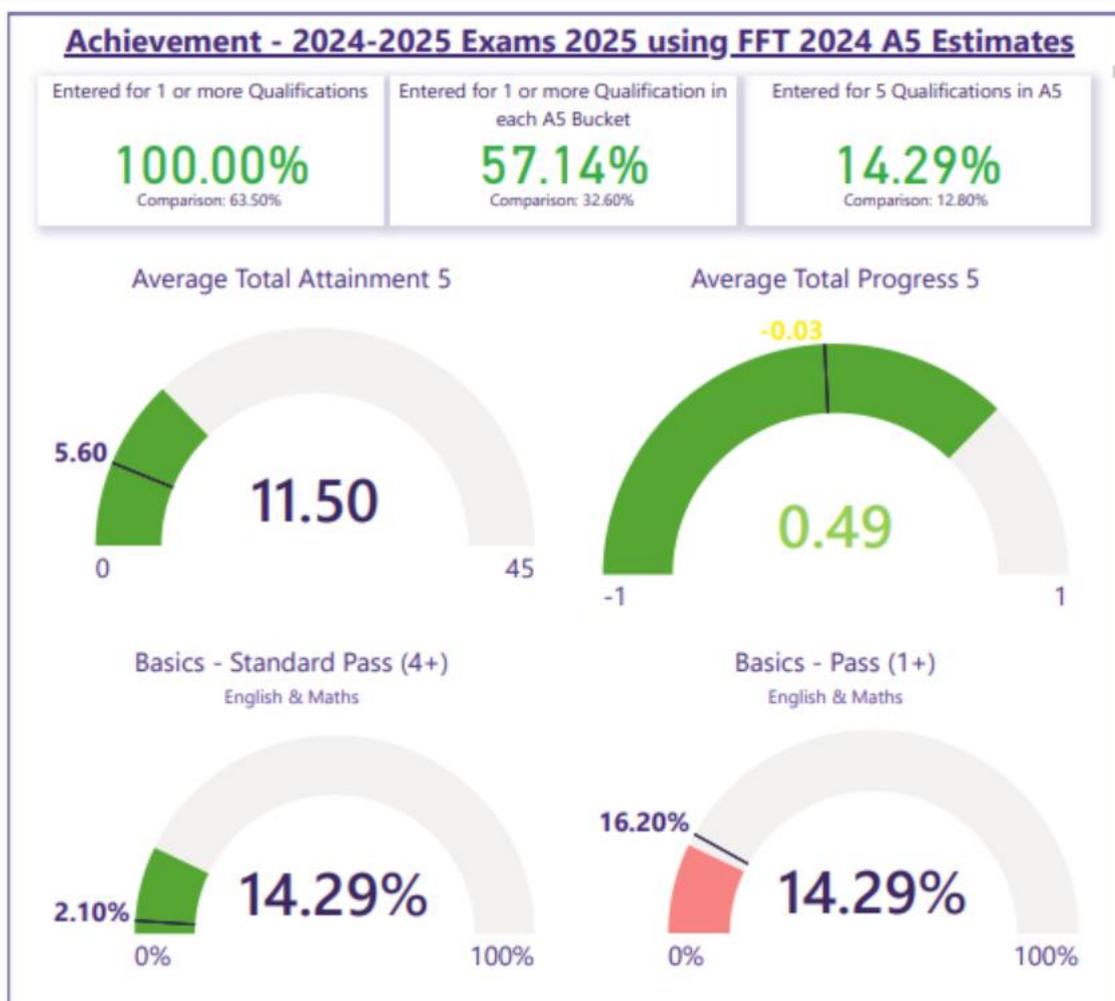
<p><i>have breakfast every morning when they arrive as we know how important it is for their physical, mental and social wellbeing</i></p> <p><i>The Food Foundation's Broken Plate report 2023, describes the negative impacts on children's health as a result of the challenges of eating healthily and sustainably.</i></p>	<p><u>See Link</u></p>	
<p><i>All pupils attend daily enrichment activities at Eden school site. External trips and visits are also offered and financial support is given to ensure that all pupils have access to attend.</i></p>	<p><i>Research indicates that participation in extracurricular activities positively correlates with pupils' development both academically and personally.</i></p> <p><i>Pupils who participate in extracurricular activities have greater academic success, greater character development, especially in the areas of time-management and leadership skills, more positive social development, and greater interest in community involvement.</i></p> <p><u>Extracurricular activities to develop life skills - findings and lessons for practice</u></p>	<p>3 & 4</p>

Total budgeted cost: £ 38,310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and achievement of disadvantaged pupils:



The 2024-25 cohort was a larger and more wide-ranging group of students in terms of attainment compared to the 2023-24 cohort.

In terms of the progress made by the entire cohort and the pupil premium cohort in particular, their Progress 5 has improved.

The number of students entered for GCSE English, Maths and Science increased and there were exceptional results achieved in terms of attainment and progress for example one pupil achieved grade 9 and 7 in English.

Every student that was entered for Entry Level qualifications in English, Maths and Science achieved a pass.

Every student in the 2024-25 cohort left Eden with at least one qualification and moved onto their next stage of education

Improve the attendance of disadvantaged pupils:

	Current to date	2024-2025	2023-2024
Disadvantaged pupils	72.43	74.1	73.6
Non disadvantaged pupils	74.34	66.24	77.75
National Average		93.62	92.9
Persistent Absentees (10% or more missed)		17.79	20

Attendance of disadvantaged pupils improved in 2024-25 by 0.5%.

Improving attendance of all pupils at Eden remains a priority for 2025-26.

Improve the reading ages of disadvantaged pupils:

77% of (disadvantaged) pupils made reading age progress.

- *2 pupils are new to school so no progress data has been obtained yet*
- *2 pupils were not tested due to absence*
- *1 pupil's result shows he has regressed but we believe this may have been due to him rushing the test.*

Reading remains a priority at Eden for 2025-26

Externally provided programmes

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

Programme	Provider