

Pupil premium strategy statement 2021

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eden School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	81.3%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jen Ashworth Headteacher
Pupil premium lead	Jen Ashworth
Governor / Trustee lead	Mel Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,602
Recovery premium funding allocation this academic year	£2138
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	£32,740

Funding Part A: Pupil premium strategy plans

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 over 80 % who are Pupil Premium. We know that the remaining 20% of pupils are also disadvantaged this 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 language comprehension difficulties 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.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop the personal skills needed to go into further education or training.

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
Improved attainment for disadvantaged pupils in all subjects but especially in English and Maths	An increase in the number of disadvantaged pupils entered for GCSE subjects and Functional Skills By the end of 2024/25, disadvantaged pupils are gaining qualifications at KS4 in the same numbers as their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Comprehension ages increase for disadvantaged pupils. By the end of 2024/25, disadvantaged pupil's comprehension ages are in line with their peers
Increase parental /carers engagement of disadvantaged pupils so that they can be supported at home with their learning	Through observations and discussion with parents/carers
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tuition after school for Maths, English and other KS4 subjects for Year 10 and 11 pupils	SEN support: A rapid evidence assessment Research report July 2017 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data	1

	a/file/628630/DfE_SEN_Support_REA_Report.pdf	
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Targeted academic support

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL / Accelerated Reader 1-1 support	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Center on Improving Literacy	2

Wider strategies

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent learning session in school 1-2 hours each Wednesday morning	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3

Total budgeted cost: £32,740

Part B: Pupil premium strategy outcomes from last year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We mitigated the impact on academic outcomes due to Covid by maintaining a high-quality curriculum. The school was open through Covid; however, pupils' learning was disrupted due to isolation periods and increasing difficulties experienced by pupils at home due to the Pandemic.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees.

Aim	Outcomes
PP pupils make at least expected progress in English and Maths	Through Covid 62% of PP pupils made at least expected progress in English and Maths. This was the same as the year before.
PP pupils make progress in Reading	All PP pupils are reading more. Evidence from Accelerated Reader reports and IDL.
PP pupils to improve attendance and behaviour	Eden school remained open throughout the pandemic and attendance of PP pupils was one of the highest in the borough.
Support for extra-curricular activities including the annual trip	All PP pupils went on an end of year rewards trip. Due to Covid we provided all pupils with free breakfast and lunch. We also supported all parents with new uniform costs.