



Pupil Premium Statement

2021/2022 Spend Review  
2022/2023 Spend Plan

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) 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	54
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jen Ashworth Headteacher
Pupil premium lead	Jen Ashworth
Governor / Trustee lead	Jemma Stuttard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,708
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,708

### 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 70 % who are Pupil Premium. We know that the remaining 30% 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.

## 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.

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether or not they have been achieved

Intended Outcome	Success Criteria
To improve the attainment and achievement of disadvantaged pupils	2022/2023 Key Stage 4 outcomes for disadvantaged pupils show strong achievement
To improve the attendance of disadvantaged pupils	2022/2023 attendance of disadvantaged pupils is improved
To improve the Reading ages and Handwriting of disadvantaged pupils	2022/2023 reading ages increase Demonstrable improvement in Handwriting

## 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: £54,000

Activity	Evidence that supports this approach	SIP Priority / Challenge number
Continue to develop curriculum thinking and high quality curriculum documentation across all subjects to ensure implementation meets the granular intent of the curriculum.	A well sequenced curriculum with clearly planned curriculum thinking which support all pupils to make good Progress	SIP -1  C -1&2 haver had will
All curriculum areas will follow the EDen Principles of Assessment	The EEF funded publication on Assessments states that providing high quality assessment and Feedback to pupils is integral to effective teaching	SIP -1&2  C -1&2
Curriculum Leaders will design CPD and Curriculum Documents to support non specialists	Research used from the EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	SIP -1  C -1&2
Teachers prioritise teaching of Reading and Handwriting	Baseline assessments using YARC for all pupils  Key Teachers and Teaching Assistants trained in Phonics.  All pupils have reading on their timetable , this includes time for Reading for Pleasure, Activities based on their ZPD in Accelerated Reading and Guided Reading.  1:1 interventions planned with ring fenced TA time	SIP 3  C -1&2

	<p>All staff will take part in Handwriting and pupils who need it will be given extra support. This will reduce cognitive overload of pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</a></p>	

### Targeted academic support

Budgeted cost: £28,000

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

## Wider strategies

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	<p>The strategies employed are based on the EEF research and the DfE guidance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>The following interventions are in place.</p> <p>An attendance reward system is in place where pupils are rewarded in celebration assembly for 100 % attendance or most improved.</p> <p>Attendance reward trips</p> <p>Attendance phone calls each day and daily home visits are completed.</p> <p>Referrals to the Inclusion Inclusion Officer from the LA.</p>	
Further develop the enrichment offer to include new opportunities so that pupils continue to have a rich set of experiences and have more opportunities to develop their talents.	<p>Teacher completing the forest school qualification.</p> <p>Increase education visits linked to Curriculum.</p> <p>Update the Enrichment offer in school following pupil voice.</p>	SIP - 4 C - 3
Food Bank	Supporting families by providing open access to our onsite foodbank.	

**Total budgeted cost:** £40,708

Part B: Pupil premium strategy outcomes from last year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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.

<b>Aim</b>	<b>Outcomes</b>
Improved attainment for disadvantaged pupils in all subjects but especially in English and Maths	There has been an increase in the number of disadvantaged pupils entered for GCSE subjects and Functional Skills
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	We have seen an increase in attendance to our Termly pupil Progress Meeting. All parents attend whether online or in person.
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.



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