



Pupil Premium Statement

2022/2023 Spend Review
2023/2024 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 years spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eden School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£36,874
Recovery premium funding allocation this academic year	28,166
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	£65,040

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 58 % who are Pupil Premium. We know that the remaining 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	2023/2024 Key Stage 4 outcomes for disadvantaged pupils show strong achievement
To improve the attendance of disadvantaged pupils	2023/2024 attendance of disadvantaged pupils is improved
To improve the Reading ages and Handwriting of disadvantaged pupils	2023/2024 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: £27,374

Activity	Evidence that supports this approach	SIP Priority
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
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
Curriculum Leaders will design CPD and Curriculum Documents to support non specialists	Research used from the EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	SIP -1
Teachers prioritise teaching of Reading and Handwriting Teachers attend handwriting training sessions throughout the year	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.	SIP 3

	<p>1:1 interventions planned with ring fenced TA time</p> <p>Pupils who need it will be given extra support. This will reduce cognitive overload of pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p>	
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Targeted academic support

Budgeted cost: £28,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader 1-1 support	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	2
Handwriting 1-1 support	<p>Good handwriting improves pupils’ level of literacy, enhances creative skills and develops their sense of identity</p> <p>Handwriting: Developing Pupils’ Identity and Cognitive Skills</p> <p>https://journals.aiac.org.au/index.php/IJELS/article/view/5367</p>	2

Wider strategies

Budgeted cost: £9,500

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>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>Attendance staff to attend the Emotionally Based School Avoidance Training and implement targeted interventions</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 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>Increase education visits linked to Curriculum.</p> <p>Update the Enrichment offer in school following pupil voice.</p>	SIP - 4
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 2022 to 2023 academic year.

Aim	Outcomes
To improve the attainment and achievement of disadvantaged pupils	All year 11 pupils achieved recognised qualification in the Summer. The majority of pupils exceeded their predicted grades.

	The majority of pupils in KS2 and Key Stage 3 made expected or better than expected progress at KS2 and KS3
To improve the attendance of disadvantaged pupils	75 % of pupils improved their attendance in 2022-2023
To improve the reading ages of pupils	92 % of pupils reading ages has increased