

# 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  | 55                          |
| Proportion (%) of pupil premium eligible pupils                         | 49%                         |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025                   |
| Date this statement was published                                       | November 2024               |
| Date on which it will be reviewed                                       | November 2025               |
| Statement authorised by   | Jen Ashworth<br>Headteacher |
| Pupil premium lead  | Jen Ashworth                |
| Governor / Trustee lead   | Debbie Cash                 |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £34,460 |
| 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> )<br><br><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      |
| <b>Total budget for this academic year</b><br><br><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>  | £34,460 |

# 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 49% 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.

| Intended outcome   | Success criteria                            |
|--|---|
| To improve the attainment of and achievement of disadvantaged pupils | All pupils will achieve at least progress 5 |
| To improve the attendance of disadvantaged pupils                    | All pupils' attendance will improve         |
| To improve the Reading ages of disadvantaged pupils                  | 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: £8993

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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.<br><a href="#">Phonics   EEF</a> | 1&2                           |
| Continue to refine the curriculum and focus on pupils knowing more and remembering more – specific focus of CPD on assessment | <a href="#">Research for education inspection framework</a>   | 1&2                           |

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

Budgeted cost: £21, 757

| Activity   | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Reading, Phonics and handwriting Interventions 1-1 Tutor Full time | <a href="#">Phonics   EEF</a>        | 1&2                           |

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

Budgeted cost: £ 5300

| A<br>c<br>t<br>i<br>v<br>i<br>t<br>y                     | Evidence that supports this approach  | C<br>h<br>a<br>l<br>l<br>e<br>n<br>g<br>e<br>n<br>u<br>m<br>b<br>e<br>r<br>(<br>s<br>)<br>a<br>d<br>d<br>r<br>e<br>s<br>s<br>e<br>d |
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**Total budgeted cost: £ 36050**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

- *All pupils achieved academically better than expected in relation to their starting points*
- *Attendance remained the same for disadvantaged pupils from 2022-2023 and 2023-2024*
- *Reading ages of all disadvantaged pupils increased significantly*
- *There was a demonstrable improvement in handwriting for all pupils*

## 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 |
|-----------|----------|
|           |          |
|           |          |