



Eden Park Primary and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Park Primary and Nursery School
Number of pupils in school	450 (388 exc. nursery)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/3, 2023/4 and 2024/ 5
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023.
Statement authorised by	Stuart Bellworthy (CEO)
Pupil premium lead	Ian Morgan (Headteacher)
Governor / Trustee lead	Tim Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,600
Recovery premium funding allocation this academic year	£12,000
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	£172,600



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Statement of intent

Principles of how the grant is spent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

- We ensure that teaching and learning opportunities meet the needs of all pupils, including disadvantaged children. Spending is broken down into three categories: whole school provision (such as quality first teaching), specific targeted provision (such as group intervention) and wider strategies (such as tackling non-attendance).
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. All children benefit from this approach, not just the disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are suitably assessed and addressed. This may include pupils who have social workers or are young carers.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following analysis which will identify priority classes, year groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions or provision at any one time.
- A record will be kept of each individual's receipt.
- Pupil premium resources may be used to target all children in receipt of the funding, regardless of ability.
- The spending allocation informed by research evidence, including that published by Ofsted and the Education Endowment Fund.
- We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Provision

All our work through the pupil premium funding will be aimed at accelerating progress moving children to at least age-related expectations (ARE). This is the case for all year groups.

The range of provision the Governors and Senior Leadership Team consider making may include:

- Professional development for all staff to improve the quality of teaching and behavioural management.
- Provision of Pastoral Lead to address specific needs for pupils.
- A range of enrichment activities provided to extend the curriculum beyond the classroom.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1/ small group support, in literacy or maths, including work with both teachers and TAs.
- Pastoral support for families/ children that aids emotional stability, including direct intervention
- Pastoral support for families/children to ensure good attendance.
- Provision of resources to support learning both in and out of the classroom such as iPads, online learning platforms, Accelerated Reader, phonically decodable books, and improved home learning.



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To ensure that we are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Slow progress made by disadvantaged pupils. Progress indicators are lower for disadvantaged pupils and so the gaps in performance are too large. Currently 78% of children in receipt of funding receive additional intervention for reading, writing or maths. (December 2022)
2	Some disadvantaged pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.
3	Pupils have social and emotional difficulties including health issues and deprivation. They arrive in school undernourished and tired. They have poorer behaviour as a result. Currently, 51% of children in receipt of pupil premium receive additional school based emotional support and/ or their families receive support regularly from school. (December 2022). This is an increase of over 20% in this academic year.
4	Pupils have limited experience beyond their own home life and immediate community. Fewer experiences can lead to the children less able to contribute to class work and show a poor understanding of the world that surrounds them.
5	Pupils have lower than expected attendance. Lower attendance leads to fewer opportunities to engage meaningfully to learning. There may also be an associated safeguarding risk with poor attendance. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 7.4% of disadvantaged pupils have been absent from school Summer 2021 compared to 5.4% for the rate of overall absence in the same period. Persistent absence in summer 2021 was also high compared with all schools. (IDSR 2022)
6	Poor text and vocabulary understanding effects pupils' ability to read fluently. Currently 53% of the pupil premium children received additional reading/ phonics and /or speech and languages support to help them towards ARE goals. (December 2022)



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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
<p><i>Slow progress made by disadvantaged pupils:</i></p> <ul style="list-style-type: none"> • Every pupil will receive high quality teaching every day. • Interventions are specific and targeted, being directed by strong error analysis. Interventions led by teachers, HLTAs and directed by senior staff. • Quality of teaching is developed through CPD based on evidence of the impact of this from EEF (Education Endowment Foundation.) • Development of the mastery approach to maths to ensure high quality teaching throughout. This is supported by purchase of Power Maths (supported by DFE funding.) • CPD for teachers and TAs to develop the use of reading interventions, including Accelerated Reader, RWI, Hertfordshire Fluency Project and additional purchase of phonically decodable books. This will lead to increased reading fluency. • Training and support for staff to ensure provision for SEN pupils is always at least good. 	<ul style="list-style-type: none"> • The quality of teaching is judged to be at least good through triangulated evidence by subject leads, SLT and School Improvement Lead. • Progress is made by children in intervention groups due to targeted nature and the direct use of assessment to inform next steps. Intervention groups robustly tracked to ensure positive impacts (Senior Teacher.) • Strong CPD has been delivered so that teachers can articulate strong pedagogical knowledge and curriculum understanding. • Maths teaching and the mastery approach is well delivered, increasing the children’s ability to articulate mathematical reasoning, as monitored by SLT and outside professionals. • The quality of reading teaching reflects an improved standard with children having a positive attitude to reading. • A programme of improved CPD for TAs/ HLTAs has led to good provision for all pupils, including SEN. • The number of disadvantaged pupils achieving ARE increases and gaps diminish over time.
<p><i>Pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.</i></p> <ul style="list-style-type: none"> • Pupils are motivated by skilled teachers to learn through improved IT provision, including iPads and online learning • Children have a greater set of opportunities to work collaboratively and independently of adults and are also able to pursue personal areas of interest. 	<ul style="list-style-type: none"> • The school has improved its IT provision both in terms of hardware, and its use in the classroom to improve learning, through training. All children have continual IT opportunities to support learning. • A model curriculum progression exists for teamwork, and this is actively used by staff to support delivery.



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<ul style="list-style-type: none"> • Children have had a greater opportunity to lead in the school and take social responsibility including in the community and to improve their own independence including through pupil leadership. • Training has led to increased use of two online learning platforms (Tapestry and Teams) to bridge the links between home and school. • Continued investment in arts performance including music and dance with extended curriculum opportunities. 	<ul style="list-style-type: none"> • A citizenship council exists with children taking an active role in leadership. Children have an increased role in the community. • Children actively see that they can make a difference to local society and to their own wellbeing and emotional health. • Performing arts curriculum supports children’s independence and confidence and is robust.
<p><i>Pupils have social and emotional difficulties including health issues and deprivation</i></p> <ul style="list-style-type: none"> • A core value of wellbeing supports children in improving self-esteem and value of self-worth • Pupils are supported through a range of enterprises aimed at improving their life chances, including the provision of breakfast, (subsidised) extended learning opportunities, support for the family through continuation of supplying food for the most vulnerable families. • Improved transition for pupils to allow children’s emotional health to be catered for. • A reviewed curriculum for PSHE (Personal Social and Health Education) and RSE supports pupils in understanding their emotions and supplies a common language. • By supporting behaviour of pupils, will we ensure that misbehaviour has less of a detrimental effect on their academic progress. 	<ul style="list-style-type: none"> • A curriculum model and progression for supporting the school values is in place. • An increased range of activities in place including breakfast club, support for families who request in the form of workshops and home visits, extended in school opportunities for a broader curriculum choice and both food and uniform banks are in place. • Emotional health considered as part of class and school transition for all pupils and is included on class records. • The PSHE curriculum reflects learning about good mental health. • Poor behaviour is supported in all pupils through the “trauma informed schools” programme. This results in fewer reported behaviour incidents and informed handling when they do occur.
<p><i>Pupils have limited experience beyond their own home life and immediate community</i></p> <ul style="list-style-type: none"> • The curriculum model increases the experiences children have through trips, visitors and outside learning. • The curriculum model increases the exposure to the arts and performance for all pupils. • The curriculum inspires children to pursue learning opportunities outside of school. • An enquiry-based model of learning inspires children to see that they can learn to learn. • Cultural and spiritual exposure in the school increases. 	<ul style="list-style-type: none"> • A fully remodelled curriculum actively needs trips/ visitors to support it to develop children’s cultural experiences. These are shown on long term maps. • A committee is in place to develop outdoor opportunities for learning, supporting teachers to make active choices. • A school wide reward system encourages children to take active roles in their communities and within school itself with children able to gain active roles in leadership. • CPD on the significance of meta cognition has occurred and children are



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<ul style="list-style-type: none"> • A Citizenship committee structures pupil involvement in specific roles in the school and local community 	<p>able to talk about supporting their own learning.</p>
<p><i>Pupils have lower than expected attendance</i></p> <ul style="list-style-type: none"> • Attendance is improved for the disadvantaged pupils through careful tracking of non-attendance and support of families to ensure attendance can improve. Deployment of attendance team to ensure all non-attendance is tracked and challenged robustly • A strong culture of safeguarding is maintained. • A system of internal rather than external exclusion is used to target behaviour when this is considered appropriate. 	<ul style="list-style-type: none"> • Year on year data reflects improved attendance. Where this is not the case, the school is able to demonstrate rigorous procedures in place to improve this. • There is not a significant gap between the attendance of pupils and disadvantaged pupils. • The school continues to support strong safeguarding practices, fully compliant with requirements.
<p><i>Poor text and vocabulary understanding effects pupils' ability to read fluently</i></p> <ul style="list-style-type: none"> • The whole school environment is utilised a resource to improve children's use and exposure to language. • Reading development in the school will lead to pupils having an increased exposure to high quality books to inspire both reading and writing. The improved teaching of reading and writing will be supported using professionals to develop, monitor and action plan future plans. • Oracy becomes central to all Learning enquiries, including to use of language rich tasks. Exposure to vocabulary will be specifically planned. • Reading assessment is used to target pupils who need to increase both fluency and speed. • Parents of younger children are supported in understanding how they can help through workshops and online learning models. 	<ul style="list-style-type: none"> • The school building has a range of break out spaces and reading areas that allow reading to be seen as an enjoyable activity. • School is a reading rich environment. • A rigorous procedure for the teaching and assessment of reading is in place. • A wide range of support and intervention is available across the setting for children in need of this. • The curriculum model supports appropriate language for children to learn and understand. • Reading assessments reflect progress in all children, and are used to identify significant future development points. • Online workshops/ face to face workshops for parents have been run to support parents best support their child in their reading/ learning.



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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year and in future years to address the challenges listed above. These activities are reviewed annually to assess their impact and to adjust.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Challenges addressed	Brief summary of action	Reasons for this approach
6. Poor text and vocabulary understanding affects pupils' ability to read fluently	<ul style="list-style-type: none"> • Teacher training of the teaching of reading to including inference, summarising, and questioning. This will involve the use of external professionals to lead train (e.g. Babcock/ Hertfordshire fluency project.) • Staff to be supported in use analytical error analysis through CPD. • New resources and training for staff to continue for all RWI work. 100% of children, regardless of starting point, able to meet the phonics screen pass rate at the end of year 1 • Learning Enquiries/ use of high quality texts with teaching deliberately plan the extension of pupil vocabulary through Tier 2 and 3 vocabulary for subject specific language and exposing children to a rich and varied vocabulary (including class readers) • Further investment in producing break out spaces that are attractive to encourage children to read and enjoy reading including outdoor learning space, enabling the school to become a reading rich environment. • Supported by experienced TA as intervention is necessary and requires some small group work as well as a daily phonics programme. Revised training for all relevant staff for RWI. • Parent workshops and online support to invest in parent support for the phonics programme. • School development of support for and teaching of oracy, led by senior staff. 	<ul style="list-style-type: none"> • EEF evidence for reading comprehension strategies found high impact improvement for low cost. This will be supported by spending on appropriate texts for children to read. • EEF finds phonics approaches are consistently effective in supporting readers to master the basics of reading and have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • External monitoring of reading (2021) reflects the profitability of these approaches. • Oral language interventions that emphasise spoken language in the classroom are reliant on reading, extending vocabulary, structured questions and purposeful curriculum based language as recognised in EEF "oral language intervention." • EEF - Improving CLL in Early Years Support parents to understand how to help their children learn.
1. Slow progress made by disadvantaged pupils	<ul style="list-style-type: none"> • Continued investment in professional development for the improvement in the teaching of writing, both in house and also by external professionals. • The use of the recognised and structured programme for the teaching of writing (Texts the Teach) supporting reading comprehension as well as the development of writing and grammar. 	<ul style="list-style-type: none"> • EEF evidence for reading comprehension strategies found high impact improvement for low cost • EEF strongly supports improvement to the quality of feedback (both written and oral)



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	<ul style="list-style-type: none"> • Accurate assessment will lead to progress once linked to feedback where the feedback is accurate and clear. It will support better targeted intervention. • Training will improve teachers understanding of pedagogical knowledge. 	
1. Slow progress made by disadvantaged pupils (maths)	<ul style="list-style-type: none"> • Development of the mastery approach to maths to ensure high quality teaching throughout. • Provision of effective CPD, including the use of peer mentoring teaching will be used to implement this approach consistently. • Continued investment in CPD to support “Power Maths” a mastery programme part funded by DFE that also requires further investment to extend resources. 	<ul style="list-style-type: none"> • Mastery, is recognised by EEF as a promising strategy for narrowing the gap and this is supported by the national centre for excellence in the Teaching of mathematics. • Power Maths is a recognised resource in supporting the delivery of this approach. Its purchase was supported by the DFE.
4. Pupils have limited experience beyond their own home life and immediate community	<ul style="list-style-type: none"> • Through curriculum development the school will invest heavily in structuring arts and cultural participation through improved resources, environments, the use of resident experts and the use of trips to support learning. The curriculum model will be localised to help support this. • A structured assembly programme will introduce the children to career opportunities linked to curriculum areas and promoted by subject leads. • All children will have the ability to perform in every year in performing arts. • A detailed school programme will be developed that recognises out of school achievements and reward in school achievement and participation. • A citizenship council will be developed that allows children the chance to make a difference to school and local community. 	<ul style="list-style-type: none"> • The children contributing to society is aimed at developing further the British values of tolerance and democracy and individual liberty. • The EEF find that a 2-month progress can be achieved with benefits for younger children and the disadvantaged through developing arts education. Our arts programme is additionally linked to literacy when it is sensible to do so.
1. Slow progress made by disadvantaged and lower achieving pupils (reading and collaboration)	<ul style="list-style-type: none"> • A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. • This approach is developed through the school Core Values Framework, specifically that on Teamwork. The children need support in working together through this framework. • Improve the use of feedback to support children understand their next steps in learning> This will be developed through CPD. 	<ul style="list-style-type: none"> • The impact of collaborative approaches on learning is consistently positive structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains (EEF). • The common acceptance of the needs for the development of communication as part of the 4 Cs. • The effective use of feedback: EEF toolkit strand.
2. Pupils and their families have a lack of aspiration reducing their commitment /	<ul style="list-style-type: none"> • A significant investment in training and resources to support the use of IT in school. • This includes the promotion of the use of online platforms to motivate children to work at home independently. 	<ul style="list-style-type: none"> • Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.



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<p>enjoyment of to learning.</p>	<ul style="list-style-type: none"> Some provision of IT at home for the most disadvantaged families. Continued investment in the training of teachers for the use of IT in the classroom to develop both the use of IT as a tool and as an aid for collaborative work. 	<ul style="list-style-type: none"> This is used most effectively when combined with a collaborative approach as Identified by EEF teaching and Learning toolkit
<p>4.Pupils have limited experience beyond their own home life and immediate community</p>	<ul style="list-style-type: none"> Pupils given the opportunity to have roles and experiences beyond their normal experiences. This will be through curriculum entitlement but also through additional opportunities including roles through pupil leadership (for instance food ambassadors) as well as the school council, leading to increased oracy work such as debate. 	<ul style="list-style-type: none"> Oral language interventions that emphasise spoken language in the classroom as recognised in EEF “oral language intervention” as showing consistently positive impact.
<p>3.Pupils have social and emotional difficulties including health issues and deprivation</p>	<ul style="list-style-type: none"> Changes will be made to curriculum provision to support this, through a remodelled PSHE and RSE curriculum, implemented in line with curriculum development. Personal development of pupils has a sharp focus from SLT. SRE programme to be developed. Use of core values, specifically wellbeing to support emotional health and learning. This will be accompanied by revisiting the school core values and developing the value of Wellbeing to support the children’s understanding of their own emotions. The school will train and develop approaches for all staff that support the behaviour of children who have experiences trauma. 	<ul style="list-style-type: none"> Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF) / Rand corporation. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers.)

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

Budgeted cost: £80,000

Challenges addressed	Brief summary of action	Reasons for this approach
<p>1.Slow progress made by disadvantaged pupils</p>	<ul style="list-style-type: none"> Additional employment of teachers. For 2022-3, this will be in Year 6. This both reduces group size and allows for more specific group intervention. Sessions supporting delivery of Reading, writing and maths teaching and will be supported by strong group feedback. This includes the use of some additional time for specific children such as an earlier school start and also the use of assembly time to pre-teach. Additional PE slots have been created each day, run by TAS, allowing teachers to intervene specifically and immediately. 	<ul style="list-style-type: none"> This will sometimes result in small group intervention (1:5) allowing the teacher to focus on specific needs. This approach will not be limited only to lower attainers. (EEF “Small group tuition) Group size will be reduced to less than 20, (y6) allowing being able to give more regular feedback. (EEF Reducing class size.) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind



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	<ul style="list-style-type: none"> • Employment of skilled and experienced teachers wherever possible in all year groups. • Increasing the level of HLTAs in the school for intervention programs from 4 (2021) to 8 (2022-3) • Use of SENDCo to better support teachers in providing specific support for children with additional needs. • Use of small group interventions, supported by grants for small group tuition and delivered by teachers (national catch-up funding). This supported 20 additional after school sessions (2021-2). Funding of 40% to support this programme 2022-3 to support this intervention led to employment of an additional teacher (part time) 2022-3. <i>This change of focus was created after analysis of attendance after school.</i> 	One to one tuition EEF (educationendowmentfoundation.org.uk)
<p>1.Slow progress made by disadvantaged pupils</p> <p>6.Poor text and vocabulary understanding effects pupils' ability to read fluently</p>	<ul style="list-style-type: none"> • Deployment of HLTAs to support delivery of reading, writing and maths in all year groups. • Deployment of skilled TAs for specific interventions including reading (Year 3-6), speech and language (speech link) (YR-4). Wherever possible this will be 1:1 and 1:2. • Use of HLTAs to support out of class interventions in the afternoon, able to pick up immediately on misunderstandings. Wherever possible this will be 1:1 and 1:2. This is timetabled and available 2-3 afternoons per week, year group dependent. 	<ul style="list-style-type: none"> • Allocating strong staff to teach intervention as identified in The Pupil Premium: How schools are spending the funding successfully. • EEF reflect that the most effective use of TAs is when TAs are used to support small groups / individuals • National evidence reflects children from deprived backgrounds have a more limited vocabulary. • Communication and language intervention are recognised in EEF Early Years toolkit.
<p>1.Slow progress made by disadvantaged pupils</p>	<ul style="list-style-type: none"> • Use of speech work and TA to support, impacting on deployment and future employment. • The employment of a Senior teacher to monitor, track and research direct interventions, using data and observation to ensure the correct children are targeted within school and to direct TA/ HLTA as to the correct intervention. 	<ul style="list-style-type: none"> • Ofsted recommended an improvement in writing /reading for EYFS pupils during pilot Inspections. • Early literacy work including storytelling, early phonics and different writing genre is recognised in EEF Early Years toolkit

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

Budgeted cost: £ 50,000

Challenges addressed	Brief summary of action	Reasons for this approach
<p>4.Pupils have limited experience beyond their own home life and immediate community</p>	<ul style="list-style-type: none"> • School data regularly reflects that most disadvantaged children require pastoral intervention through both social and emotional need. • These families will be supported using family support and charitable enterprises such as Fair Share. An allocated member of staff supports this initiative. • An allocated member of staff also supports the safeguarding of this group of children. 	<ul style="list-style-type: none"> • Children with specific needs are identified and able to be supported in the classroom with a dedicated programme of intervention • In addition, vulnerable children are better equipped for learning having received a strong nurture programme.



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<p>3.Pupils have social and emotional difficulties including health issues and deprivation</p>	<ul style="list-style-type: none"> • In addition, works to support behaviour and helps specifically identified children with improves self-regulation. • School led approach (Trauma Informed Schools) developed by whole school training, but supported by individual staff member with qualification 	<ul style="list-style-type: none"> • EEF recognises social and emotional learning have identifiable and valuable impact on attitudes to learning and social relationships
<p>5.Pupils have lower than expected attendance</p>	<ul style="list-style-type: none"> • The school continues to be assiduous and determined to reduce absence, staying in line with national averages. Poor attendance will be supported and challenged by key member of staff. Poor attendance impacts directly on pupil opportunities. This role also includes family support. • Poor attending pupils who are disadvantaged will also be able to access food through breakfast club provision if required. • Attendance is improved for the disadvantaged pupils through careful tracking of non-attendance. Attendance data tracked by Ofsted. 	<ul style="list-style-type: none"> • Embedding principles of good practice set out in the DfE's Improving School Attendance advice. • The provision of additional food is recognised in The Pupil Premium: How schools are spending the funding successfully to maximise achievement.
<p>3.Pupils have social and emotional difficulties including health issues and deprivation</p>	<ul style="list-style-type: none"> • Behavioural interventions will be used to target specific pupils. The school will continue to invest in specialist 1:1 support worker's working regularly with those pupils most at risk of misbehaviour. • In addition, whole school strategies, such as enrichment and the use of wellbeing value will impact on behavioural management in the school. • Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. This will include staff training on TIS. 	<ul style="list-style-type: none"> • EEF have shown that these approaches can lead to improved academic performance, and one to one intervention, though expensive, can have the greatest impact. • Both targeted interventions and universal approaches can have positive overall effects: • Behaviour interventions EEF (educationendowmentfoundation.org.uk)
<p>3.Pupils have social and emotional difficulties including health issues and deprivation</p>	<ul style="list-style-type: none"> • Pupils are supported through a range of enterprises aimed at improving their life chances, including: <ul style="list-style-type: none"> ○ the provision of breakfast, ○ support for the family at home ○ supporting links with other professionals ○ The continuation of supplying food and services for the most vulnerable families. 	<ul style="list-style-type: none"> • The school is able to provide for family's needs we are ensuring the child's health and well-being and helping children understand that they can be safe and nurtured.
	<ul style="list-style-type: none"> • running parent workshops (maths and RWI) • online support (e.g. cyber bullying) 	<ul style="list-style-type: none"> • EEF - Improving CLL in Early Years Support parents to understand how to help their children learn
	<ul style="list-style-type: none"> • Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. • Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities 	<ul style="list-style-type: none"> • The EEF see that sports participation linked to additional instruction has some impact and also recognises the impact on wider social and health benefits.

Total budgeted cost: £ 180,000



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations were undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests and diagnostic assessments. School lockdowns also have prevented a tracking of attendance figures, though the school tracked online engagement/ families of Key workers/ vulnerable children to have been at 80-90% over this period.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Early Years & KS1	PP	All	Gap	KS2	PP	All	Gap
GLD	27%	40%	17%	Y6 Reading	70%	79%	13%
Phonics	86%	84%	6%	Y6 Writing	60%	71%	18%
Y2 Reading	35%	60%	36%	Y6 Maths	70%	82%	19%
Y2 Writing	18%	40%	32%				

Externally provided programmes

Programme	Provider
RWI (additional training, online support)	Ruth Miskin training
Power maths (using DFE funding support)	Pearson
TTRS	Times Table Rock Stars
Spelling shed	Spelling Shed.com
Additional literacy support (texts that teach) CPD	Babcock
Accelerated reader	Renaissance (Accelerated Reader)



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