

## 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 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 (enter £0 if not applicable) *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.	£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	£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 eligible for the Pupil Premium funding. 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

Our ambition is for all pupils to access a broad a balanced curriculum. At the heart of our approach is high-quality teaching, targeted support based on robust diagnostic assessment of need.

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.

We will provide disadvantaged pupils with enhanced 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 qualifications in English and Maths
To improve the attendance of disadvantaged pupils	All disadvantaged pupils' attendance will improve from previous year
To improve the Reading ages of disadvantages	All pupils' will have their reading ability assessed and where required any gaps will be supported to be filled through high quality, targeted intervention. This will result in the reading ability improving over time.

### 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. <a href="#">Phonics   EEF</a>	1&2
Continue to refine the curriculum and focus on pupils knowing more and remembering more	<a href="#">Research for education inspection framework</a>	1&2

– specific focus of CPD on assessment		
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**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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Trips CERN PGL	<a href="#">Best start in life part 1: setting the scene - GOV.UK</a>	3

**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 of disadvantaged pupils increased from 2022-2023 (80%) to 2023-2024 – (83%)
- Through targeted intervention in fluency or comprehension Reading ages of all disadvantaged pupils have increased by at least 6 months (excluding chronological age)
- There was a demonstrable improvement in handwriting for all pupils – all pupils in KS4 now have handwriting that is legible for the exams.

### 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