

## Pupil premium strategy statement – Eden Primary

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  | 203              |
| Proportion (%) of pupil premium eligible pupils   | 1%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-25          |
| Date this statement was published   | 18 December 2022 |
| Date on which it will be reviewed   | 1 December 2023  |
| Statement authorised by   | Jo Sassienie     |
| Pupil premium lead  | Helen Graff      |
| Governor / Trustee lead   | Amelia Lasserson |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £2770  |
| Recovery premium funding allocation this academic year  | £500   |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<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>  | £3270  |

# Part A: Pupil premium strategy plan

## Statement of intent

Our objective is for our disadvantaged pupils to perform as well or better than their counterparts based on our comprehensive knowledge of them as learners and as individuals, their potential to succeed, and thorough assessment and focused observation.

To this end, training and development for all teaching staff in Quality First teaching using evidence-based approaches such as Tom Sherrington's *Walkthrus* is a crucial part of our strategy. In the way strategies which benefit disadvantaged pupils can benefit all children.

Our strategy also includes:

- Provision of appropriate assessments eg Essentials diagnostic tests termly, Rising Stars reading tests half termly, Little Wandle placement assessments, reading conference assessments, etc.
- A focus on the disadvantaged pupils at Pupil Progress Review Meetings, analysing assessments and prioritising support
- Targeted support to close gaps, which is monitored and evaluated regularly, provided by teachers/teaching assistants

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Underachievement in writing; either compared to reading or working below ARE  |
| 2                | Underachievement in mathematics, working below capability or below ARE        |
| 3                | Gaps from previous years' learning, possibly due to COVID or change of school |
| 4                | Possible SEMH, self esteem, anxiety, emotional challenges                     |
| 5                | Lack of opportunity outside school in comparison to some peers                |

## 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   |
|---|--|
| Raise attainment in writing   | Children to gain ARE or higher   |
| Raise attainment in Mathematics   | Children to gain ARE or higher   |
| Secure knowledge from previous years by filling gaps                              | Gap analysis in Target Tracker demonstrates gaps are being filled            |
| Any SEMH needs are met with active support eg ELSA, art therapy                   | Referrals made where necessary and support is in place                       |
| Children have access to clubs and activities that support their wider development | Audit is made of need and enrolment made to appropriate clubs and activities |

## 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: £ 0 (from CPD budget)

| Activity  | Evidence that supports this approach  |
|---|---|
| Targeted formative assessment, same day intervention, live marking with immediate targeted feedback | EEF reports- High quality teaching, effective professional development in <i>Guide to the Pupil Premium: menu of approaches/ Teaching and Learning Toolkit</i> , Tom Sherrington's <i>Walkthrus</i> |

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

Budgeted cost: £ 3270

| Activity   | Evidence that supports this approach |
|--|--------------------------------------|
| Teacher and targeted TA support using the approaches detailed above following training | As above                             |

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

Budgeted cost: £ 0 (from EPG donations or club leader providing a free space)

| Activity   | Evidence that supports this approach                     |
|--|--|
| Targeted attendance at clubs eg art, sport, where there is identified need.  | eg Arts participation; EEF teaching and learning toolkit |
| Targeted SEMH support if there is an identified need; other wise universal offer, eg Zones of regulation/PSHE approaches explored in more detail; ELSA support | EEF Social and Emotional Learning                        |

**Total budgeted cost: £ 3270**