

## 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> ) <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**