

## Eden Park Primary and Nursery School

### Pupil Premium Policy: Eden Park Primary and Nursery School Academy 2020-21

The use of allocated funds to support pupil premium (PP), free school meal (FSM) and looked after children (CLA)

#### Ofsted 2017

*“Work in pupils’ books demonstrated that the difference between disadvantaged pupils and others in the school are diminishing over time. This is the result of effective intervention and support.... outcomes at the end of Key Stage Two showed that disadvantaged pupils make strong progress, particularly those with lower starting points.”*

#### Strategic Statement

Every school has a duty to ensure that every child is given the best possible chance of achieving their potential.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for Pupil Premium and their peers. Pupil Premium is allocated to children who are looked after by the local authority (CLA), those who have been eligible for free school meals at any point in the last six years (EVER 6) and for children whose parents are currently serving in the armed forces.

The focus of our strategy is to promote progress and remove barriers to learning for pupils eligible for this funding. This policy sets out the performance of these children previously and demonstrates how the school is choosing to allocate the funds to directly support these children for the academic year 2020-21.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils, including disadvantaged children.
- 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.
- 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.

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## 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 Directors and Senior Leadership Team consider making may include:

- Professional development for all staff to improve the quality of teaching.
- Provision of SENDCO/ Pastoral Lead to address specific needs for pupils.
- A range of enrichment activities provided to extend the curriculum beyond the classroom (when Covid19 risk assessment allows.)
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 or small group support, in reading, writing or maths, including work with both teachers and experienced TAs (Teaching Assistant).
- Pastoral support for families and children that aids with emotional stability, including direct intervention, nurture club and lunchtime club.
- Pastoral support for families and children to ensure good attendance and reduce persistent absenteeism.
- 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.

## Reporting

It will be the responsibility of the Head of School to produce reports for the Academy Challenge Team and the Directors based on the spending and allocation of the Pupil Premium funding allocation. This will include:

- A report and policy on the school website as to how our Pupil Premium money is spent and how well the children in receipt or it are performing, ensuring cost effectiveness.
- The progress report made towards narrowing the gap, by year group, for socially disadvantaged pupils, via the “closing the gap” champions/ Achievement lead.
- A record of interventions and support individual children are in receipt of, updated on a termly basis.
- A series of “Case Studies” for each year group, reporting on the success of the implementation of this strategy, accounting for receipt, progress, and attainment of selected pupils.
- A termly report on the strategy to the Academy Challenge Team.

Metric	Data
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## Eden Park Primary and Nursery School

School name	Eden Park Primary and Nursery School
Pupils in full-time school	397
Proportion of disadvantaged pupils	32.7% (130 pupils)
Pupil premium allocation this academic year	£174,850
Academic year or years covered by statement	2020-21
Publish date	01 October 2020
Review date	01 July 2021
Statement authorised by	Ken Kies CEO
Pupil premium lead	Ian Morgan (Head of School)
Governor lead	Tim Stephens

### Achievement 2017-18

Early Years & KS1	PP	All	Gap	KS2 (Key Stage 2)	PP	All	Gap
GLD (Good Level of Development)	60	68	9	Y6 Reading	82	77	-5
Phonics	87	93	6	Y6 Writing	90	81	-9
Y2 Reading	67	70	13	Y6 Maths	98	85	-13
Y2 Writing	73	77	-5	Y6 Combined	85	72	-13
Y2 Maths	67	70	13				

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### Achievement 2018-19

Early Years & KS1	PP	All	Gap	KS2	PP	All	Gap
GLD	67	72	6	Y6 Reading	39	64	25
Phonics	94	90	-4	Y6 Writing	24	64	40
Y2 Reading	50	85	35	Y6 Maths	62	76	14
Y2 Writing	50	80	30	Y6 Combined	12	52	40
Y2 Maths	50	85	35				

### Achievement 2019-20

*Due to COVID-19, no formal assessments occurred for the academic year 2019-20. The data below is unverified and is based on teacher assessments that occurred in test conditions before the national school lockdown in March 2020. It is therefore based on assessments that were carried out in January and February 2020 and is not predictive. As such, it must be treated with caution.*

Early Years & KS1	PP	All	Gap	KS2	PP	All	Gap
GLD	62	78	24	Y6 Reading	63	78	22
Phonics	88	89	1	Y6 Writing	53	74	31
Y2 Reading	64	70	8	Y6 Maths	85	88	5
Y2 Writing	57	70	18	Y6 Combined	56	74	18
Y2 Maths	57	69	16				

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## Identified barriers to Future Attainment and Achievement

Barriers to future attainment and achievement	Intended outcomes
Slow progress made by disadvantaged pupils	<ul style="list-style-type: none"> <li>• Every pupil will receive high quality teaching every day.</li> <li>• Interventions are specific and targeted, being directed by strong error analysis. Interventions led by teachers, HLTAs and trained professionals.</li> <li>• Quality of teaching is developed through CPD to improve meta-cognition based on evidence of the impact of this from EEF (Education Endowment Foundation).</li> <li>• Development of the mastery approach to maths to ensure high quality teaching throughout.</li> <li>• CPD for teachers and TAs to develop the use of reading interventions, including Accelerated Reader and phonically decodable books. This will lead to increased fluency.</li> <li>• Training and support for staff to ensure provision for SEN pupils is always at least good.</li> <li>• Training has improved teachers understanding of pedagogical knowledge</li> </ul>
Pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.	<ul style="list-style-type: none"> <li>• Pupils are motivated to learn through improved IT provision, including iPads and online learning</li> <li>• Sports “houses” and future career opportunities demonstrate to pupils that all things are possible through showing children people who have succeeded through aspiration. Sports stars will be local and relevant.</li> <li>• Children have a greater set of opportunities to work collaboratively and independently of adults, pursuing areas of interest for themselves.</li> <li>• 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 and the school council.</li> </ul>
Pupils have social and emotional difficulties including health issues and deprivation	<ul style="list-style-type: none"> <li>• A core value of wellbeing supports children in improving self-esteem and value of self-worth</li> <li>• Pupils are supported through a range of enterprises aimed at improving their life chances, including the provision of breakfast, extended learning opportunities, support for the family at home and the continuation of supplying food and services for the most vulnerable families</li> <li>• Improved transition for pupils from EYFS to KS1 allow children’s emotional health to be catered for.</li> </ul>

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	<ul style="list-style-type: none"> <li>• A reviewed curriculum for PSHE (Personal Social and Health Education) and RSE supports pupils in understanding their emotions and supplies a language for them to utilise</li> <li>• By supporting behaviour of some pupils, will we ensure that misbehaviour has less of a detrimental effect on their academic progress</li> </ul>
Pupils have limited experience beyond their own home life and immediate community	<ul style="list-style-type: none"> <li>• The curriculum model increases the experiences children have through trips, visitors, outside learning and the use of AR to improve experiences.</li> <li>• The curriculum model increases the exposure to the arts and performance for all pupils.</li> <li>• The curriculum inspires children to pursue learning opportunities outside of school</li> <li>• An enquiry-based model of learning inspires children to see that they can learn to learn</li> <li>• Cultural and spiritual exposure in the school increases</li> </ul>
Pupils have lower than expected attendance	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A strong culture of safeguarding is kept.</li> </ul>
Poor text and vocabulary understanding effects pupils' ability to read fluently	<ul style="list-style-type: none"> <li>• The whole school environment is utilised a resource to improve children's use and exposure to language</li> <li>• 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 developments.</li> <li>• Oracy becomes central to all Learning enquiries, including to use of language rich tasks. Exposure to tier 2 and 3 vocabulary will be specifically planned</li> <li>• Reading assessment is used to target pupils who need to increase both fluency and speed</li> <li>• Parents of younger children are supported in understanding how they can help through workshops and online learning models</li> </ul>

### Planned Provision

### Quality Teaching for All

Barriers identified	Brief summary of action and evidence for this choice	Desired outcomes	How will we ensure that this action is implemented well?	Staff lead	When will we review this implementation?

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<p>Poor text and vocabulary understanding effects pupils' ability to read fluently</p>	<p>Continued investment in reading. Staff to be re-trained in use of Accelerated Reader as an approach that supports error analysis and identification of children's barriers. Further investment in group readers in all classes to support group strategies for the improvement of reading including inference, summarising, and questioning. Additional funding given to the provision of high-quality books for teachers to read as class readers at story time, which will happen daily. Learning Enquiries and teaching deliberately plan the extension of pupil vocabulary. Further investment in producing break out spaces that are attractive to encourage children to read and enjoy reading. This approach is supported strongly by EEF Teaching and Learning toolkit when accompanied by phonics for younger readers and to support older readers.</p>	<p>The school can become a reading rich environment. External monitoring of reading teaching in the school finds the approaches are profitable and consistent. Pupils have a continuing supply of high-quality texts to read that support their reading stage of development. Staff have a strong undertesting of the technology and resources available to help deliver strong reading outcomes.</p>	<p>These actions are part of the school development plan. Monitoring will be carried out by leaders of external trust. Spending of additional funds to be monitored by Directors.</p>	<p>Emma Robinson, Adele Clayton and Ian Morgan</p>	<p>Reading success and progress will be monitored as part of all teachers' performance management, particularly the achievements of disadvantaged pupils. All teachers will know and be able to identify specific interventions for all disadvantaged pupils. Reading teaching to be monitored by external professional in January 2021.</p>
<p>Pupils have limited experience beyond their own home life and immediate community</p>	<p>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. The EEF find that a 2 months progress can be achieved with benefits for younger children and the disadvantaged through developing arts education.</p>	<p>All children will have the opportunity to play an instrument. All children will have access to experts in the field of music and art and these artists will also support teachers, developing them professionally as necessary. All children will go on trips and visits regularly.</p>	<p>This is part of the school development plan and therefore tracked in its implementation by SLT (Senior Leadership Team).</p>	<p>Adele Clayton and Ian Morgan</p>	<p>As each related LE (Learning Enquiry) is completed, the use of any experts, visitors/ trips will be reviewed. Children will have their work reviewed through learning outcomes.</p>
<p>Pupils have limited experience beyond their own home life and immediate community</p>	<p>Staff CPD to improve understanding of Metacognition and self-regulation approaches that aim to help pupils think about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning. Identified by EEF teaching and Learning toolkit as being able to support progress.</p>	<p>Staff and children have a familiarity of the language of how to learn and regularly employ a cycle to support this approach in class.</p>	<p>Staff training sessions to support the approach. Revised planning model to support and monitoring of approach through dialogue with children at end of enquiries.</p>	<p>Sophie Morris Adele Clayton</p>	<p>Each half term the approach will be reviewed through interviews with children and through staff training and adapted, as necessary. Quality of teaching to be monitored by SLT.</p>

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<p>Poor text and vocabulary understanding effects pupils' ability to read fluently</p>	<p>New resources and training for staff allow 100% of children, regardless of starting point, able to meet the phonics screen pass rate at the end of year. Supported by experienced TA as intervention is necessary and requires some small group work as well as a dialy phonics programme. As identified by EEF teaching and Learning toolkit.</p> <p>EEF - Improving CLL in Early Years Support parents to understand how to help their children learn – running parent workshops and online support to invest in parent support for the phonics programme.</p>	<p>All children meet the phonics screen pass mark and can progress to using Accelerated Reader within Y2 as a result</p> <p>Encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. Face to face workshops (COVID dependent)</p>	<p>Year group leads to report to SLT on the use of phonically decodable books.</p>	<p>Stacey Owen Charlotte Locker Amie Chilcott  Adele Clayton</p>	<p>RWI testing each half term will support the understanding of the progress being made and help identify children for whom the approach is not working. Achievement data to be used to ensure approach in meeting need.</p>
<p>Slow progress made by disadvantaged pupils.</p>	<p>Staff support and training to further develop a collaborative learning approach with pupils working together on activities or learning tasks in a group small enough for everyone to take part on a collective task. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. Identified by EEF teaching and Learning toolkit.</p>	<p>Children work more independently of adult support but more with peer support in being able to lead their learning and research.</p>	<p>Staff training sessions to support the approach. Revised planning model to support.</p>	<p>Sophie Morris with support from Adele Clayton</p>	<p>Monitoring by Sophie Morris and Ian Morgan.</p>
<p>Pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.</p>	<p>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 (Tapestry and Teams) Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. This is used most effectively when combined with a collaborative approach as detailed above. Identified by EEF teaching and Learning toolkit.</p>	<p>IT is being used effectively by the children to produce collaborative tasks as well as motivate learning or support the practice of skills.</p>	<p>Investment in professional support within the MAT to ensure teachers are fully supported in the use of the technology.</p>	<p>Amber Kendall Josh Hunt Stacey Owen Adele Clayton</p>	<p>Use of the MAT specialist leader to support review of the process.</p>

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Poor text and vocabulary understanding effects pupils' ability to read fluently	Reading Comprehension strategies, identified by EFF as high impact. Through training and monitoring, ensure teachers use taught strategies to focus on the learners' understanding of written text. These can include: inferring meaning from context; summarising or identifying key points; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.	There is a consistent and strong approach to the teaching of reading. Children understand the approaches. The approaches are consistent	Support and monitoring of new members of staff will initially ensure that the approaches are as expected. The approach will be led through staff development time, reviewed, and monitored both internally and externally.	Emma Robinson	This is a previously identified area of development (2019-20) and will be monitored to ensure it is continuing and that inexperienced staff are familiar with the ways to teach reading within the school and at an age appropriate level.
Poor text and vocabulary understanding effects pupils' ability to read fluently	Continued investment in CPD for teachers, using experts to train in specific areas. These will include the use of IT in school to support both teaching and feedback to pupils as well as the development of the teaching of writing using Babcock lead professionals.	The full range of IT in the classrooms (TVs, I Pads and desktops) are being fully used to support learning and pupil feedback. Writing in the school is proven through monitoring to be improving	Writing will be jointly monitored by SLT and lead professionals to ensure a consistency of teaching and experience. IT is regularly seen in use in the classroom and teachers support each other in new APPS.	Ian Morgan Amber Kendall	Writing monitoring is first to take place in November 2020 with an outside expert.
Pupils have limited experience beyond their own home life and immediate community	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. Children will be given greater opportunity to be independent through independent learning spaces, IT provision and curriculum structure.	Children will have specific roles in the school that allow them to have both independence and responsibility.	Children chosen will be able to talk about their role. They are chosen democratically or through interview.	Bryony Gilbert Josh Hunt	January 2021. Many of the activities are COVID risk assessment dependent so a further review may be necessary.
Pupils have social and emotional difficulties including health issues and deprivation	Changes will be made to curriculum provision to support this, through a remodelled PSHE and RSE curriculum, implemented in line with curriculum development. This will be accompanied by revisiting the school core values and introducing a new value of Wellbeing to support the children's understanding of their own emotions.	When complete, Willow Wellbeing will be familiar to the children as well as her qualities. Parents will have been consulted on SRE education and the programme will have started.	Through interviews with the children. Through the school values scrap books being monitored	Emma Rutherford (SRE/ PHSE)  Sophie Morris (Values)	The values will be reviewed in terms of children's understanding by the Head of School in all learning Enquiry conferences. Parent SRE consultation October 2020.

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	Total budgeted cost	£ 30,000
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### Specific Targeted Support

Barriers identified	Brief summary of action and evidence for this choice	Desired outcomes	How will we ensure that this action is implemented well?	Staff lead	When will we review this implementation?
Slow progress made by disadvantaged pupils	Sessions with qualified UPS 2 teacher supporting delivery of Reading, writing and maths teaching in Year 6. This includes the use of some additional time for specific children such as an earlier school start (voluntarily) and also the use of assembly time to pre-teach sessions if necessary. A previous AST in Maths is developed in the year group. The use of strong staff for identification of the best targeted support in The Pupil Premium: How schools are spending the funding successfully to maximise achievement	Pupils make expected or greater than expected progress. Children are closely identified and tracked through rigorous process of specific targeted support.	Data management with regular assessment and error analysis. This will be supported by Adele Clayton as assessment lead and supported by IT package allowing specific tracking of progress and identification of children causing concern.	Bryony Gilbert	Regular assessment of all children in this year group, with detailed error analysis, will ensure the children are specifically targeted in their area/s of weakness.
Slow progress made by disadvantaged pupils	Deployment of two HLTAs to support delivery of reading, writing and maths in Y5. Allocating strong staff to teach intervention as identified in The Pupil Premium: How schools are spending the funding successfully to maximise achievement.	Pupils make expected or greater than expected progress. Children are closely identified and tracked through rigorous process of specific targeted support.	Data management with regular assessment and error analysis. This will be supported by Adele Clayton as assessment lead and supported by IT package allowing specific tracking of progress and identification of children causing concern.	Emma Robinson	Regular assessment of all children in this year group, with detailed error analysis, will ensure the children are specifically targeted in their area/s of weakness.

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Slow progress made by disadvantaged pupils	Increased deployment of skilled staff to work in EYFS, addressing oracy and vocabulary weaknesses due to high levels of deprivation. Ofsted recommended an improvement in writing and reading for EYFS pupils. Early literacy work including storytelling, early phonics and introduction of different writing genre is recognised in EEF Early Years toolkit and highly effective.	Levels of oracy and early literacy skills make progress and the gap between disadvantaged and non-disadvantaged pupils narrows.	Monitoring of work in the classrooms and performance of children by leads, with support of Adele Clayton.	Hayley McCrum	Regular assessment of all children in EYFS by leads to ensure children are being correctly identified and targeted.
Poor text and vocabulary understanding affects pupils' ability to read fluently	Speech and Language TAs based in EYFS and KS1, working with delayed speech using Talk boost and giving additional support. Speech and Language TA to support KS2 staff, focussing on specific targeted children daily. Staff to be clear on expectations and are highly trained to deliver intervention. In addition a trained specialist will support spoken language skills in Key Stage through programmes such as Speech Link. National evidence reflects children from deprived backgrounds have a more limited vocabulary. Communication and language intervention are recognised in EEF Early Years toolkit and highly effective.	Children's improved spoken language and vocabulary leads to improved confidence in reading and writing and increasing of children meeting literacy ELGs/ reading and writing expectations.	Where TAs are being used, the school will ensure these staff are highly trained and understand their role in helping pupils to achieve systematically.	Hayley McCrum	Regular assessment of all children in EYFS by leads to ensure children are being correctly identified and targeted.
Poor text and vocabulary understanding affects pupils' ability to read fluently	Deployment of qualified teacher to support intervention and catch up programmes in Year 3 and year 4. This is also funded by a COVID catch up grant. In addition, a senior staff member with maths leadership experience will be able to support similar targeted intervention in maths.	A teacher has been deployed into this area and been able to quickly use evidence for targeted support, specifically in reading and phonics, including spelling.	Monitoring of work in the classrooms and performance of children by leads, with support of Adele Clayton.	Ian Morgan Amber Kendall Fran Carr	This is a time limited intervention and will be able to run initially only for half a term until a more permanent support can be put in place.
Slow progress made by disadvantaged pupils	Early years interventions, as assessed by the EEF to have moderate impact at cost. The school to invest fully in a programme of CPD for all staff in the EYFS. This will include the development of early phonics teaching and the improvement in the teaching of early writing.	The skills of staff in this area are improved and staff report greater confidence in supporting children with oracy and numeracy skills.	These areas are identified on the SDP for development within the phase and so will be tracked	Hayley McCrum	Through the tracking of the progress of the SDP by phase leaders and SLT.

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	Total budgeted cost	£ 120,000
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### Other Approaches

Barriers identified	Brief summary of action and evidence for this choice	Desired outcomes	How will we ensure that this action is implemented well?	Staff lead	When will we review this implementation?
Slow progress made by disadvantaged pupils	Use of SENDCo to better support teachers in providing specific support for children with additional needs. Identified within SPD for 2020-21.	More specific and supported intervention and provision evidenced through provision maps and one-page profiles.	SENDCo to review all children with individualised plans every term. Continue to request other professional support where identified.	Deb Mawbey	Each term.
Pupils have limited experience beyond their own home life and immediate community	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, Thrive and charitable enterprises such as Fair Share. An allocated member of staff also supports the safeguarding of this group of children. In addition, Thrive works to support behaviour and helps specifically identified children with improves self-regulation. This includes support across lunchtimes and before school as well as through our Forest school provision.	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.	Dedicated professionals will be able to build stronger relationships with the children through close work. This support will also be in non-structured times. The same adults will be in regular contact with families of those children most in need. These families supported also through charitable donations.	Deb Mawbey Carrol Stephens	Through regular meeting of the pastoral team and Head of School
Pupils have lower than expected attendance	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	The school continues to be assiduous and determined to reduce absence, staying in line with national averages. It continues to work hard to	Attendance is monitored by the team every day and poor attendance robustly challenged, including using letters, phone calls, evidence	Deb Mawbey	Attendance is monitored termly by Directors, and half termly by Head of School. Head of school signs all non-attendance letters.

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	disadvantaged will also be able to access food though breakfast club provision as identified in The Pupil Premium: How schools are spending the funding successfully to maximise achievement.	improve relationships and a support network for parents who struggle to ensure good attendance independently. Attendance is improved for the disadvantaged pupils through careful tracking of non-attendance.	collecting, and, if necessary, supporting the local authority to prosecute persistent offenders.		
Pupils have social and emotional difficulties including health issues and deprivation	Behavioural interventions will be used to target specific pupils. EEF have shown that these approaches can lead to improved academic performance, and one to one intervention, though expensive, can have the greatest impact. The school will continue to invest both in THRIVE and 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 introduction of wellbeing value will impact on behavioural management in the school.	Each area of the school will have a person working with children supporting their behaviour. This role is in place and will continue. Some children will be able to receive dedicated sessions of THRIVE as 1:1 sessions or small group, depending on the interruption.	Thrive support and activities available to each phase in the school with a dedicated professional who will be able to build stronger relationships with the children and families. This support will also be in non-structured times.	Ian Morgan Deb Mawbey	Behaviour tracking will be completed by pastoral administrator to identify patterns and sequences that can then be addressed.
Pupils have social and emotional difficulties including health issues and deprivation	Pupils are supported through a range of enterprises aimed at improving their life chances, including the provision of breakfast, extended learning opportunities, support for the family at home, supporting links with other professionals and the continuation of supplying food and services for the most vulnerable families.	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.	The pastoral team lead will ensure this provision thorough being able to monitor the families and children we support.	Deb Mawbey	Continuous revision of the families in need of support.
				Total budgeted cost	£ 40,000

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### Report on the Implementation of the 2019-20 strategy

Identified barriers 2019-20	Progress towards redressing barriers
Behaviour for a small group of children is having a detrimental effect on their academic progress and that of their peers.	Employment of two additional pastoral workers supported the behaviour of a larger group of children, allowing behavioural expectations to improve. There were few exclusions and no permanent exclusions. This work is to continue 2020-21.
Social and emotional needs (particularly in managing feelings and behaviour) impacts on children's abilities to access the curriculum.	An enrichment package allowed children to focus on reward for good behaviour and support those through a personal development approach that were not able to meet the standard. Thrive provided by a full-time practitioner. This work is to continue 2020-21.
Phonic understanding of Year 1 and 2 pupils effects their ability to read fluently.	A full book audit occurred, resulting in the purchase of phonically decodable books (value £13,000) and replacement of all stock so the children are fully supported in reading book that they can read. Other books were moved into the library as "books to share". Further investment in books will continue 2020-21.
Some older children have not successfully been able to meet the expectations of the curriculum in maths, particularly in reasoning.	Staff training in the form of CPD and through SDM (Staff Development Meetings) on reasoning. The implementation of the consistent use of White Rose maths resource across the school. The school is moving toward additional maths resources produced by NCTEM.
Some older children have not successfully been able to meet expectations of the curriculum in reading and writing.	A full reading offer for school was created, based on the best evidence for reading teaching though not fully implemented due to national school closure. SATS in 2020 did not occur and so this cannot be measured. Monitoring of the school offer for reading to occur with outside professionals through 2020-21, as well as continued CPD for the teaching of writing.
Needs within some families mean that children do not arrive at school with a strong aptitude to learning. This may include safeguarding concerns.	The school has an ever-improving local reputation for safeguarding. This is recognised by the local authority who use Eden Park as a school to place local CLA children, as well as out of county CLA. 2020 will see the largest number of CLA to date being on role.
Poor attendance reduces the amount of time pupil premium children spend in school and so affect their life chances.	Employment of a full-time attendance and family support officer continues. At the point of school closure, due to COVID lockdown, attendance was 95.65% (compulsory school age children.) (non-attendance 4.35%)
Poor speech development of pupils dramatically affects the identified children's ability to communicate and understand spoken language and so make progress also with reading and writing.	Investment to improve speech and Language, especially in the youngest children, occurred with the deployment of a specialist to work part-time in EYFS. CPD developed the use of talking more heavily in EYFS and led to improving predictions for this area of the curriculum. This work is to continue 2020-21.
Social communication difficulties ensure children's afternoon learning can be disturbed due to emotional turbulence at lunchtimes.	Pastoral provision both as a morning club and a lunchtime club allow some of the neediest pupils to receive specialist intervention to allow their routines to be more settled. This work is to continue 2020-21 as COVID risk assessment allows.
Underperformance of children in EYFS, as identified by Ofsted and reviewed by friendly pilot inspection 2019	CPD has been used to improve provision across the setting. This has been supported by a significant improvement to continuous provision and the utilisation of the learning environment. This work is to continue 2020-21.
Under achievement of pupils in maths with Key Stage One	SATS in 2020 did not occur, though at the time of closure assessment showed that the school was currently ARE+ of 69%, with a gap of 16% in maths. This would not have been the final figure.

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### Review

The impact of the distribution of the pupil premium funding is assessed every year, at the end of the academic year. The ACT meet to discuss the strategy with HOS each term. This allows a considered approach to be made for future spending before the beginning of the next academic year. This policy will be therefore reviewed in July 2021 and new funds allocated.