

## 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	Enfield Academy of New Waltham
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 2021-22 2022-23
Date this statement was published	8.10.21
Date on which it will be reviewed	10.12.21
Statement authorised by	Amanda Scott
Pupil premium lead	Rachel Page
Governor / Trustee lead	Jaimie Holbrook

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46005
Recovery premium funding allocation this academic year	£4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£50790</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision for all of our children, including disadvantaged children, is to nurture them into well-rounded individuals and enable them to flourish into confident life-long learners.

Our 'Key Drivers' for our children are to develop their skills / understanding of 'Ambition, Resilience and Collaboration'. Through these key drivers all of our children are encouraged to be the best versions of themselves that they can be and to produce the highest quality of work possible.

Our disadvantaged children will achieve their highest outcomes, which match the achievements of our non-disadvantaged children, through structured, personalised support.

## Challenges

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

Challenge number	Detail of challenge
1	Language development specifically with talking, reading and grammatical written structures
2	Development of mathematical fluency and vocabulary for reasoning.
3	Lack of routines, boundaries and ability to self-regulate.
4	Attachment difficulties
5	Attendance and punctuality issues.
6	Lack of access to enrichment and character development opportunities

## 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
Children to develop age appropriate language skills and a wide vocabulary that is evidenced orally, through understanding of age appropriate text and in written work.	PP children to achieve in line with or exceed national at the end of EYFS in Communication and Literacy. PP children in Year 1 and Year 2 will pass the Phonics screening check in line with national averages.

	PP children in Key Stage 1 and Key Stage 2 to achieve at least the national average in reading and writing.
Children to become fluent in key mathematical skills such as number bonds, times tables and arithmetic. Children will be able to engage in conversations that use age appropriate vocabulary relating to mathematical reasoning.	PP children to achieve in line with or exceed national at the end of EYFS in maths. PP children in Year 4 will pass the multiplication check in line with national averages. PP children in Key Stage 1 and Key Stage 2 to achieve at least the national average in maths.
Children are able to regulate their own behaviour, responding positively to boundaries and routines in place	Children make at least expected progress as a result of their excellent behaviour
Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional)	PP children have good attendance (in line with, or better than, national) with no children persistently absent.

## 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

Budgeted cost: £ 10250

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College CPD Primary Literacy: Understanding the DfE's new Reading Framework	EEF – Preparing for Literacy Improving communication, language and literacy in the early years Based on Early Years Teaching and Learning Toolkit that is a synthesis of international research evidence developed by Professor Steve Higgins and colleagues at Durham University.	1
National College CPD Understanding how to Teach for Mastery of English	EEF Teaching and Learning Toolkit research on mastery learning – high impact for low cost	1
National College CPD What Makes Effective Literacy Teaching	EEF – Teacher Professional Development (awaiting the release of the full review Autumn 2021)	1
National College CPD EYFS Framework Reforms: Developing Writing	EEF – Preparing for Literacy Improving communication, language and literacy in the early years Based on Early Years Teaching and Learning Toolkit that is a synthesis of international research evidence developed by Professor Steve Higgins and colleagues at Durham University.	1
National College CPD EYFS Framework Reforms: Developing Language	EEF – Preparing for Literacy Improving communication, language and literacy in the early years Based on Early Years Teaching and Learning Toolkit that is a synthesis of international research evidence developed by Professor Steve Higgins and colleagues at Durham University.	1
Writing to Learn CPD	EEF – Preparing for Literacy Improving communication, language and literacy in the early years Based on Early Years Teaching and Learning Toolkit that is a synthesis of international research evidence	1

	developed by Professor Steve Higgins and colleagues at Durham University.	
CPD – Knowing More and Remembering More	Creating a Culture of Coaching: Upskilling the Workforce	2
Trust-Led Leading Vocabulary CPD	EEF – Oral Language Interventions	1
Trust-Led ECT Development CPD	EEF – Teacher Professional Development (awaiting the release of the full review Autumn 2021)	1, 2
Nuffield Early Language Intervention	EEF – Preparing for Literacy Improving communication, language and literacy in the early years Based on Early Years Teaching and Learning Toolkit that is a synthesis of international research evidence developed by Professor Steve Higgins and colleagues at Durham University. EEF – Oral Language Interventions	1
Yorkshire and Humber Maths Hub - KS1 Mastering Number	EEF Teaching and Learning Toolkit research on mastery learning – high impact for low cost	2
Yorkshire and Humber Maths Hub – Teaching for Mastery Development Workgroup	EEF Teaching and Learning Toolkit research on mastery learning – high impact for low cost	2
Purchase of whole school Phonics and Spelling Scheme	EEF – Preparing for Literacy Improving communication, language and literacy in the early years Based on Early Years Teaching and Learning Toolkit that is a synthesis of international research evidence developed by Professor Steve Higgins and colleagues at Durham University. DfE Reading Framework	1
Purchase of books to support reading across the curriculum all access to a rich, technical and multicultural vocabulary base	EEF research on developing language, vocabulary and literacy.	1

## Targeted academic support

Budgeted cost: £ 30055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	Raising the Attainment of Low and High-Performing Pupils in Reading under ESSA	1
School-Led Tutoring	EEF Research <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2
Lexia Club	Raising the Attainment of Low and High-Performing Pupils in Reading under ESSA	1, 2
Precision Teaching	EEF Research <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2

## Wider strategies

Budgeted cost: £9671.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport costs for swimming lessons	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	6
Enrichment Opportunities	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	6
Music lessons	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	6
After-school clubs (sport based)	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	6
Homework Club	EEF Research on providing support for pupils that lack home support	1, 3
Small group and 1-1 wellbeing sessions by MHFA	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	3, 4, 5

Sensory circuits/morning nurture sessions	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	3, 5
1-1 Support sessions from external providers of SEMH	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	3, 4
Pupil Premium Champion Release Time	Monitoring and Evaluating Impact	1-6

**Total budgeted cost: £ 49976.50**

## 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.

As evidenced in standardised tests, in key assessment year groups PP children have begun to narrow the gap and in some cases exceed their non-PP peers.

80% of PP children in EYFS achieved GLD – this is higher than their non-PP peers.

60% of PP children in year 2 achieved EXS combined (reading, writing and maths) - this is higher than their non-PP peers.

In year 6, all PP pupils made expected progress with 36% of PP children exceeding progress in reading, 9% exceeding progress in writing and 18% exceeding progress in maths.

82% of PP pupils in year 6 achieved EXS in reading which is broadly in line with their peers. 9% of PP children achieved combined GDS, which is higher than that of their non-PP peers.

### Externally provided programmes

Programme	Provider
SEMH Development and Nurture Programme	Fortis Therapy