

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Amanda Scott
Pupil premium lead	Rachel Page
Governor / Trustee lead	Lauren Pilgrim

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,245
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£57,030</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for all of our pupils is for them to be nurtured into well-rounded, healthy individuals and enable them to flourish into confident, ambitious, life-long learners. Our desire is for our disadvantaged pupils to achieve academically to provide them with a solid starting point from which they can succeed academically, socially and emotionally to ensure a healthy and happy life.

Our current pupil premium strategy plan is based upon the principle that in the right environment all pupils can flourish. We are working towards achieving our objectives by ensuring access to high-quality education in all areas, providing the opportunity to develop healthy relationships with clear boundaries and enable pupils to develop their cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a higher proportion (55%) of disadvantaged learners with SEND compared to national (37.5%).
2	Complex family backgrounds mean that there are challenges around supportive routines, clear boundaries and pupils' ability to self-regulate.
3	20% of our disadvantaged children have attendance and punctuality issues.
4	Some of our disadvantaged pupils have poor language skills and limited vocabulary especially when related to reading and contextual grammatical structures.
5	Some disadvantaged pupils have limited 'wider experiences' and opportunities in life.

## 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
Increase the percentage of disadvantaged pupils who reach the age-related expectations.	Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers.

<p>Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.</p>	<p>Outcomes will be in line with National.</p> <p>Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated.</p> <p>Where there is a gap, this is diminishing.</p> <p>The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding.</p> <p>Effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.</p> <p>Children are able to regulate their own behaviour, responding positively to boundaries and routines in place</p>	<p>Welfare, emotional and safeguarding barriers are minimised enabling Pupil premium children to achieve in line with their peers.</p> <p>Attitudes to learning and learning behaviours are positive.</p> <p>Families are supported to reduce barriers to academic achievement.</p> <p>Children are focused on their learning and as a result make better progress across the academy.</p>
<p>Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional).</p>	<p>PP children have good attendance (in line with, or better than, national) with no children persistently absent.</p> <p>Individual case studies demonstrate the impact of improving attendance on pupil achievement.</p>
<p>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.</p>	<p>Increased number of PP children to achieve expected at the end of EYFS in Communication and Literacy.</p> <p>Increased number of PP children in Year 1 and Year 2 will pass the Phonics screening check.</p> <p>Increased number of PP children in Key Stage 1 and Key Stage 2 to achieve expected standard in reading and writing.</p>
<p>Children have the same wider opportunities as their peers.</p>	<p>PP children are able to access after-school clubs, visits and residential opportunities.</p> <p>Development of Enfield's cultural passport to ensure that all pupils have access to a wide range of extra curricular activities.</p>

## 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: £ 4460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yorkshire and Humber Maths Hub – Teaching for Mastery Development Workgroup	EEF Teaching and Learning Toolkit research on mastery learning – high impact for low cost	1
Phonics Training	EEF Research Teaching Assistants EEF Research Implementation in Education	4
Writing CPD (Place Value of Punctuation and Grammar)	EEF Research Improving Literacy in Key Stage 2	4
Early Years CPD – Launchpad for Literacy	EEF Research Improving Literacy in Key Stage 2	4
Development of ECT to promote high quality teaching	EEF Toolkit – High Quality Teaching	1, 2, 4
English Lead to provide support to improve the quality of English teaching	EEF Toolkit – High Quality Teaching	1, 4
Maths Lead to provide support to improve the quality of maths provision	EEF Toolkit – High Quality Teaching	1

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

Budgeted cost: £ 30911.72

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	4
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, 4
Number Stacks	EEF Research Improving Mathematics in Key Stages Two and Three	1
Personalised support to manage and regulate emotions and behaviour of PP children	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	2
Testbase and MERiT	EEF Research Improving Literacy in Key Stage 2 EEF Research Improving Mathematics in Key Stages Two and Three	1, 4
Book in a Box	EEF Research Improving Literacy in Key Stage 1 and Improving Literacy in Key Stage 2	4, 5

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

Budgeted cost: £20904

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seek external professional support for appropriate strategies for emotional wellbeing		3
Transport costs for swimming lessons	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	5

Enrichment Opportunities	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	5
After-school clubs (sport based)	EEF Teaching and Learning Toolkit indicates that sports and arts participation can have positive impacts on attainment	5
1-1 SEMH Support	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	2, 3
Small group and 1-1 wellbeing sessions by MHFA	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	2
Sensory circuits/morning nurture sessions	EEF – Improving Behaviour in Schools and Improving Social and Emotional Learning in Schools	3, 5
Pupil Premium Champion/Assessment Lead Release Time	Monitoring and Evaluating Impact	1-5
Attendance Lead Release Time	Monitoring attendance and getting pupils in for quality first teaching	3
Providing release time to update staff on the amended behaviour policy to ensure everyone has the same high expectations of all pupils	EEF guide to pupil premium	1, 2, 3

**Total budgeted cost: £ 32,784**

## 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 2022 to 2023 academic year.

As a result of the actions implemented in line with the 2022/23 action plan, the following was achieved:

Evidence obtained through enquiry walks and Principal observations demonstrate that most children are more able to regulate their own behaviour, responding positively to boundaries and routines in place.

It is clear from learning walks that children are confident learners who have developed positive learning dispositions. Children feel safe, settled and happy. Children feel confident that they are able to seek support from key adults in school with whom they have positive and healthy attachments.

Purchase of 'Book in a Box' for pupil premium children has led to pupils having access to a wide range of books in their own home. Children have reported that they enjoy receiving the books and it has led to them reading more at home. 40% of disadvantaged pupils passed the phonics screening check in Year 1. All of the disadvantaged pupils who did not pass the check have additional SEN and/or EAL needs.

School-led tutoring enabled pupils to make expected or exceeding progress from their starting points. All pupils were able to access the SATs tests and receive a scaled score despite some pupils previously working outside of Key Stage. Other pupils reached the expected standard for R/W/M with one disadvantaged pupil reaching GD in reading and maths.