

Enfield Academy of New Waltham - Pupil Premium Strategy Statement



1. Summary information					
School	Enfield Academy of New Waltham				
Academic Year	2019/20	Total PP budget	£31520	Date of most recent PP Review	Sept 2019
Total number of pupils	158	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
	2018/19 (3)	2018/19 (19)
% achieving ARE or above in reading	100%	100%
% achieving ARE or above in writing	67%	84%
% achieving ARE or above in maths	67%	84%
% achieving ARE or above in R,W,M	67% National - 51%	74% National - 71%
Progress figure for reading	67%	88%
Progress figure for writing	67%	74%
Progress figure for maths	67%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Language development specifically with talking, reading and grammatical written structures
B.	Development of mathematical fluency and vocabulary for reasoning.
C.	Social and emotional difficulties
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	<i>Children's experiences of the outside world can limit vocabulary development and knowledge and understanding of the world.</i>	
E.	<i>Less home support.</i>	
F.	<i>Attendance and punctuality issues.</i>	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> • Increase the % of PP children achieving GLD and close the gap to Non-PP. • Increase the % of PP children achieving reading at expected standard at the end of KS1. • Increase the % of PP children achieving writing at expected standard at the end of KS1. • Increase the % of PP children achieving writing at expected standard at the end of KS2. 	<ul style="list-style-type: none"> ✓ PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD. ✓ PP children in Y2 will make good progress by the end of the year and at least 67% of the children will achieve reading at expected standard at the end of KS1. ✓ PP children in Y2 will make good progress by the end of the year and at least 67% of the children will achieve writing at expected standard at the end of KS1. ✓ PP children in Y6 will make good progress by the end of the year and at least 70% of the children will achieve writing at expected standard at the end of KS2.
B.	<ul style="list-style-type: none"> • Increase the % of PP children achieving GLD and close the gap to Non-PP. • Increase the % of PP children achieving and exceeding maths at expected standard at the end of KS1. • Increase the % of PP children achieving and exceeding maths at expected standard at the end of KS2. 	<ul style="list-style-type: none"> ✓ PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD. ✓ PP children in Y2 will make good progress by the end of the year and at least 67% of the children will achieve maths at expected standard at the end of KS1. ✓ PP children in Y6 will make good progress by the end of the year and at least 70% of the children will achieve maths at expected standard at the end of KS2.
C.	<ul style="list-style-type: none"> • PP children to receive targeted support from Mental Health First Aider. • PP children have additional access to targeted support from Outdoor Learning TA. 	<ul style="list-style-type: none"> ✓ Mental Health First Aider continues to offer targeted support to our PP children. ✓ Outdoor Learning TA to offer additional sessions for PP children.

	<ul style="list-style-type: none"> • TA and lunchtime supervisors to teach outdoor games to children and support skills such as turn taking to develop social integration. 	<ul style="list-style-type: none"> ✓ Less frequency of incidents of disharmony during break times involving PP children.
D.	<ul style="list-style-type: none"> • Children to have the opportunity to access a wide variety of cultural experiences to broaden their knowledge and understanding of the world. 	<ul style="list-style-type: none"> ✓ Children to participate in an experience, which provides cultural enrichment - at least one per term.
E.	<ul style="list-style-type: none"> • Regular 1-1 reading opportunities within school. • Frequent access to TT Rockstars to develop mathematical fluency. • Homework club. • Achievement rewards to promote hard work and aspiration. 	<ul style="list-style-type: none"> ✓ Children read aloud more frequently to an interested adult, which will increase reading attainment. ✓ Children to engage in mental maths work more frequently, which will improve fluency within classwork. ✓ Children to complete home learning with support when required. ✓ Children to have a more positive learning disposition and have pride in their achievements.

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
✓ Increased Maths attainment - B	✓ Purchase of Manipulatives	67% of PP pupils achieved GLD. 67% of PP pupils achieved expected standard for maths in KS1. 67% of pupils achieved expected standard in maths at KS2.	This approach appears to have affected the understanding of basic mathematical concepts. Continue to use manipulatives next year.	£600.06
✓ Increased Maths attainment - B	✓ Maths Fluency	67% of PP pupils achieved GLD. 67% of PP pupils achieved expected standard for maths in KS1. 67% of pupils achieved expected standard in maths at KS2.	This approach appears to have affected the understanding of basic mathematical concepts. Continue to develop fluency next year.	£193.47
Increased reading attainment - A	✓ Language enrichment	67% of PP pupils achieved GLD. 67% of PP pupils achieved expected standard for reading in KS1. 100% of pupils achieved expected standard in reading at KS2.	This approach worked well and had the desired impact for reading across all year groups. Continue this strategy next academic year.	£100
Increased reading attainment - A	✓ Access to high quality reading material	67% of PP pupils achieved GLD. 67% of PP pupils achieved expected standard for reading in KS1. 100% of pupils achieved expected standard in reading at KS2.	This approach worked well and had the desired impact for reading across all year groups. Continue this strategy next academic year.	£522
Increased reading and maths attainment - A & B	✓ Smaller class sizes for high PP and SEN year groups (3-5)	21% of PP children across the three-year groups made exceeding progress. 21% of PP children across the three-year groups are not meeting expected standard in one area.	Smaller class size seemed to benefit some children however the gain was not significant enough to support this continuing.	£3856.17 £3216.00

<i>ii. Targeted support</i>				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>	<i>Cost</i>
Increased reading and maths attainment - A & B	✓ Identifying gaps in learning	67% of PP pupils achieved GLD. 67% of PP pupils achieved expected standard for maths in KS1. 67% of pupils achieved expected standard in maths at KS2. 67% of PP pupils achieved GLD. 67% of PP pupils achieved expected standard for reading in KS1. 100% of pupils achieved expected standard in reading at KS2.	Monitoring of pupil progress works well to identify the correct provision required. Use of On Track Maths needs to be implemented more rigorously in the next academic year to get the best results of the programme.	£600
Increased reading and maths attainment - A & B	✓ Targeted in class and intervention support for PP.	PP child beginning to access wider opportunities within the school. Less support needed and has been able to transition into year 1.	Provide targeted support as soon as possible to ensure gap for PP children does not widen.	£5946.67
<i>iii. Other approaches</i>				
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>	<i>Cost</i>
Targeted social and emotional support - C	✓ Targeted support from Mental Health First Aider	Intervention provided for most pupils when needed.	Change of Mental Health First Aider in the next academic year and time provision can be implemented.	£8179

Increased range of experiences - D	✓ Focussed enrichment activities	PP pupils were able to access swimming lessons, theatre visit, educational visits and learning experiences within school from external providers.	Continue to identify experiences that would benefit the cultural development	£1068.80
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6. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
✓ Increased reading attainment - A	✓ Phonics Kit Phases 3-5	✓ Recommended by research (EEF); multi-sensory approach to cater for different learning styles; provides opportunities for repetition to ensure learning 'sticks'	✓ Early Reading Champion to monitor on a termly basis. ✓ Pupil Progress Meetings.	RP, AJ, LC	Termly £431.75
✓ Increased reading attainment - A	✓ Purchase of new reading books that are up-to-date and engaging to pupils	✓ Recommended by research (EEF); Lack of engaging books for pupils.	✓ Early Reading Champion and English lead to monitor on a termly basis. ✓ Pupil Progress Meetings.	VB, AJ, LC	Termly £500
✓ Increased Maths attainment - B	✓ Power Maths	Recommended for mastery approach to maths, which will target PP children who are high achievers.	✓ Maths lead to monitor on a termly basis. ✓ Pupil Progress Meetings.	JL	Termly £1100
Total budgeted cost					£1801.15

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
✓ Increased reading and writing attainment - A	✓ Clicker Docs	Children are struggling to read back their writing when letter formation is poor. Children are spending more time focussed on forming words rather on the content on writing.	✓ PP Champion and English lead to do half-termly checks for evidence of Clicker use. ✓ Pupil Progress Meetings.	RP, VB	Termly Clicker £429.80 Ipads £4016.16

✓ Increased reading and writing attainment - A	✓ Lexia	Children will be supported with their phonological awareness, which will affect reading and spelling. There will also be support with basic punctuation.	✓ PP Champion and English lead to identify children that require license. ✓ PP Champion and English lead to monitor in-school use of Lexia on a fortnightly basis.	RP, VB	Fortnightly £3850
✓ Increased reading and writing attainment - A ✓ Increased Maths attainment - B	✓ 1-1 and small group classroom support	Adult support to focus on intervention and classroom support.	✓ PP Champion, maths lead and English lead to monitor deliver of intervention and in class support termly. ✓ Pupil Progress Meetings.	RP, JL, VB	Termly £16,497
Total budgeted cost					£24792.96
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted social and emotional support - C	✓ Targeted support from Mental Health First Aider ✓ Targeted support from Outdoor Learning TA	✓ This strategy ensured that PP children received the support they needed and there was no gap in attendance between PP children's attendance and that of the whole school 2018/2019.	✓ Children identified by class teachers, PP Champion, Mental Health First Aider and Safeguarding Team. ✓ Both strategies monitored on a termly basis.	RP, AS, LS, CF	Termly £2549.61 £1784
Targeted social and emotional support - C	✓ Sensory resource kits	✓ Recommended by Wellspring Trust and PRU units.	✓ Use of kits monitored and reviewed on a termly basis. ✓ Monitoring of behaviour	RP, JL	Termly £350
Targeted social and emotional support - C	✓ Sensory circuits	✓ Recommended by Wellspring Trust and PRU units.	✓ Impact monitored and reviewed on a termly basis. ✓ Monitoring of behaviour	JL, LS	Termly £1800

Increased range of experiences - D	✓ Focussed enrichment activities	✓ This strategy ensured that PP children experience a range of cultural and religious experiences in 2018/2019.	✓ Enrichment opportunities provided termly. ✓ PGL residential	RP	Jan 2019 £1300 £900
Targeted social and emotional support - C	✓ Transport to sessions for children with experiences of DV.	✓ NELC have informed the school this is required.	✓ CT to monitor behaviour.	JL	Nov 2019 £130
<i>Total budgeted cost</i>					£8813.61

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk