

Enfield Academy of New Waltham - Pupil Premium (PP) Strategy Statement



1. Summary information					
School	Enfield Academy of New Waltham				
Academic Year	2020/21	Total PP budget	£30935	Date of most recent PP Review	July 2020
		Less free school meals cost	£6,900 (approx)		
		Planned spend	£24,035		
Total number of pupils	155	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
	2019/20 (7)	2019/20 (13)
% achieving ARE or above in reading	57%	77%
% achieving ARE or above in writing	57%	77%
% achieving ARE or above in maths	71%	77%
% achieving ARE or above in R,W,M	57%	77%
Progress figure for reading	83%	91%
Progress figure for writing	83%	73%
Progress figure for maths	100%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) (NB. Not all pupils eligible for PP experience all of these barriers)	
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.	Lack of routines, boundaries and ability to self-regulate.

D.	<i>Attachment difficulties</i>	
E.	<i>Lack of daily access to key learning programmes online</i>	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
F.	<i>Complex social circumstances</i>	
G.	<i>Attendance and punctuality issues.</i>	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	<i>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.</i>	<i>As a result of children's development in language, they make at least expected progress in reading and writing.</i>
B.	<i>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.</i>	<i>As a result of children's development in mathematical fluency and vocabulary for reasoning, they make at least expected progress in maths.</i>
C.	<i>Children are able to regulate their own behaviour, responding positively to boundaries and routines in place</i>	<i>Children make at least expected progress as a result of their excellent behaviour</i>
D.	<i>Children develop positive and healthy attachments to key people in their lives</i>	<i>Children have positive relationships with key people and attachment difficulties cease to impact upon learning and attendance</i>
E.	<i>Children are provided with the means to access key learning resources on a daily basis, to support long-term acquisition of knowledge and skills. Children are given the opportunity to 'catch-up' in core curriculum areas.</i>	<i>Children will make rapid progress to meet their pre-Covid target outcomes.</i>
F.	<i>Families receive external support from a variety of agencies in order to address complex needs and create a safe environment for children.</i>	<i>Children feel safe, settled and happy and able to concentrate upon learning and make progress</i>
G.	<i>Children have good attendance (in line with, or better than, national) with no children persistently absent</i>	<i>Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional)</i>

5. Review of expenditure

Previous Academic Year

2019/20

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 reading attainment - A	✓ Phonics Kit Phases 3-5	Due to Covid-19, children did not complete the full academic year in school. End of year assessments were not completed in line with Government and Trust guidance. Therefore, we are unable to state whether this strategy had the desired impact.	✓ Continue to use phonics kits in the next academic year and monitor progress.	Termly £431.75
✓ Increased reading attainment - A	✓ Purchase of new reading books that are up-to-date and engaging to pupils	Due to Covid-19, children did not complete the full academic year in school. End of year assessments were not completed in line with Government and Trust guidance. Therefore, we are unable to state whether this strategy had the desired impact.	✓ Continue to use the new and engaging resources next year and monitor progress.	Termly £500
✓ Increased Maths attainment - B	✓ Power Maths	Due to Covid-19, children did not complete the full academic year in school. End of year assessments were not completed in line with Government and Trust guidance. Therefore, we are unable to state whether this strategy had the desired impact.	✓ Maths lead to consider the use of scheme for next academic year.	Termly £1100

ii. Targeted support

<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 writing attainment - A	✓ Clicker Docs	Due to Covid-19, children did not complete the full academic year in school. End of year assessments were not completed in line with Government and Trust guidance. Therefore, we are unable to state whether this strategy had the desired impact. However, in the first three half terms it was noted by class teachers, and during writing scrutinies, that Clicker Docs had a positive impact on writing.	Continue use of Clicker Docs in the next academic year for identified pupils.	Clicker £429.80 Ipads £4016.16
✓ Increased reading and writing attainment - A	✓ Lexia	Due to Covid-19, children did not complete the full academic year in school. End of year assessments were not completed in line with Government and Trust guidance. Therefore, we are unable to state whether this strategy had the desired impact. Engagement was high with the programme though prior to Covid-19 school closure.	Continue use of Lexia in the next academic year.	£3850
✓ Increased reading and writing attainment - A ✓ Increased Maths attainment - B	✓ 1-1 and small group classroom support	Due to Covid-19, children did not complete the full academic year in school. End of year assessments were not completed in line with Government and Trust guidance. Therefore, we are unable to state whether this strategy had the desired impact.	Review this strategy after the first half term of the new academic year.	£16,497

iii. Other approaches

<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on</i>	<i>Lessons learned (and whether you will continue with this approach)</i>	<i>Cost</i>
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		<i>pupils not eligible for PP, if appropriate.</i>		
<i>Targeted social and emotional support - C</i>	<i>✓ Targeted support from Mental Health First Aider ✓ Targeted support from Outdoor Learning TA</i>	<i>Children are more engaged with learning and able to manage their focus and attention better. There has been a reduced number of incidents of disharmony on the playground.</i>	<i>Continue to provide support when required.</i>	<i>£2549.61 £1784</i>
<i>Targeted social and emotional support - C</i>	<i>✓ Sensory resource kits</i>	<i>Due to Covid-19 there has been insufficient time to evaluate the impact of sensory resource kits.</i>	<i>Continue to provide sensory resource kits in each classroom in the new academic year.</i>	<i>£350</i>
<i>Targeted social and emotional support - C</i>	<i>✓ Sensory circuits</i>	<i>Feedback from sensory circuit leader has been promising. Children have reported feeling calmer at the start of the school day and more focussed when they enter class.</i>	<i>Continue to provide sensory circuits to identified children. Look at ways this can be expanded to include more pupils.</i>	<i>£1800</i>
<i>Increased range of experiences - D</i>	<i>✓ Focussed enrichment activities</i>	<i>Enrichment opportunities were provided across the age range during the time children were at school this academic year.</i>	<i>Continue to ensure there are a wide range of opportunities provided to identified pupils.</i>	<i>£1300 £900</i>
<i>Targeted social and emotional support - C</i>	<i>✓ Transport to sessions for children with experiences of DV.</i>	<i>Pupils left the school due to home issues.</i>	<i>Continue to look for ways to support the most vulnerable children that engages professionals from outside of school.</i>	<i>£130</i>

6. Planned expenditure

Academic year

2020/21

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	Planned Cost
✓ 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	£3000
✓ Increased reading and writing attainment - A ✓ Increased Maths attainment - B	✓ External training provider to up-skill staff in providing support in core curriculum areas	✓ Due to staff being redeployed to other areas of the academy, new staff joining the school and the impact of Covid on pupil's new academic starting points, it was decided that staff needed additional training to maximise their impact.	✓ Principal to monitor staff CPD delivery cycle.	AS	£2000
Total budgeted cost					£5000

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	Planned Cost
✓ 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 delivery of intervention and in class support termly. ✓ Pupil Progress Meetings.	RP, JL, VB, AJ	£6640
Total budgeted cost					£6640

iii. Other approaches

<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Planned Cost</i>
✓ Targeted social and emotional support - C & D	✓ Targeted support from Mental Health First Aider	✓ Previous positive impact on pupil wellbeing.	✓ PP Champion, Mental Health First Aider and Safeguarding Team monitor on a termly basis.	RP, AS, LS	£1200
✓ Support for attachment difficulties and complex social circumstances - C, D & F	✓ External providers of SEMH support to work with individual pupils	✓ Mental health first aider has recognised some pupils need more targeted support.	✓ PP Champion, Mental Health First Aider and Safeguarding Team monitor on a termly basis.	RP, AS, LS	£2345
✓ Support for attachment difficulties and complex social circumstances - C, D & F	✓ Bubble 'club' for SEMH needs	✓ Target support for pupils with complex social circumstances to ensure pupils are happy and willing to learn.	✓ PP Champion, Mental Health First Aider and Safeguarding Team monitor on a termly basis.	RP, AS, LS	£350
✓ Daily access to online learning resources - A, B, & E	✓ iPads and cases	✓ Children lacked daily access to key online learning programmes, required for practising key core skills	✓ PP Champion and principal monitor on a termly basis.	RP, AS	£5700
✓ Improved attendance - G	✓ Attendance for PP pupils to be in line with National for all pupils. Persistent absence of PP pupils reduces rapidly	✓ Children with low attendance cannot access the curriculum and do not achieve as highly as their peers	✓ All staff to be aware of children with low attendance in their class and can talk about strategies in place to support and improve. ✓ Regular meetings with Principal and admin attendance lead. ✓ SIMS attendance tracking data.	AS, LL	£800
✓ All outcomes	✓ Release time for PP Champion,	✓ Monitoring of progress throughout the year	✓ Key staff to monitor the use of strategies and provision for PP children	AS	£2000

	Maths lead, English lead				
					<i>Total budgeted cost</i> £12,395

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