

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	169
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Amanda Scott
Pupil premium lead	Rachel Page
Governor / Trustee lead	Darren Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34625
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,250

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	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	Attendance and punctuality issues.
5	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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 5207.75

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	2
Lexia Training	EEF Research Teaching Assistants EEF Research Implementation in Education	1
Phonics Training	EEF Research Teaching Assistants EEF Research Implementation in Education	1
Lyfta Package	EEF Research Improving Literacy in Key Stage 2	1
Nelson Handwriting	EEF Research Improving Literacy in Key Stage 2	1
White Rose Hub CPD	EEF Teaching and Learning Toolkit research on mastery learning – high impact for low cost	2
Developing Writing Across the School CPD	EEF Research Improving Literacy in Key Stage 2	1
Early Years CPD – Developing Oracy	EEF Research Improving Literacy in Key Stage 2	1

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

Budgeted cost: £ 14,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading Plus	Raising the Attainment of Low and High-Performing Pupils in Reading under ESSA	1
School-Led Tutoring	EEF Research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Lexia Subscription	EEF Research Improving Literacy in Key Stage 2	1
Lexia Club	Raising the Attainment of Low and High-Performing Pupils in Reading under ESSA	1
Precision Teaching	EEF Research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Echo Reading	EEF Research Improving Literacy in Key Stage 2	1, 2
Number Stacks	EEF Research Improving Mathematics in Key Stages Two and Three	2
Book in a Box	EEF Research Improving Literacy in Key Stage 1 and Improving Literacy in Key Stage 2	1

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

Budgeted cost: £15,779

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	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	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
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	4

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 2021 to 2022 academic year.

As a result of the actions implemented in line with the 2021/22 action plan, the following was achieved:

Evidence obtained through enquiry walks and Principal observations demonstrate that children are 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.

All teaching staff received CPD to develop early language development and effective literacy teaching. A phonics scheme was purchased, resources were appropriately organised and used to effect alongside staff training. Further purchasing of reading books for the development of a love of reading across the whole school has led to a wider range of books available to all pupils. This has led to 95% of pupils in Year 2 passing the phonics screening check (100% of PP children) and 84% of pupils in Year 1 passing the phonics screening check (75% of PP children – only 1 did not pass).

School-led tutoring enabled pupils to make expected or exceeding progress from their starting points. 100% of pupils in Year 6 who received school-led tutoring for reading reached the expected standard in reading and one received greater depth.