# Pupil premium strategy statement – Enfield Academy of New Waltham

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 161 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2023-242024-252025-26 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Joanne Lowe |
| Pupil premium lead | Sinead Armstrong |
| Governor / Trustee lead | Lauren Pilgrim |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £42,920 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £42,920 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Enfield Academy of New Waltham is a warm, friendly school, built on the key drivers of ‘ambition, resilience and collaboration’. Our ultimate objective for all pupils in our care is for them to be nurtured into well-rounded, healthy individuals and enable them to flourish into confident, ambitious, life-long learners. Enfield has 161 pupils, of which 18% are eligible for pupil premium funding. 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 considers evidence from the Education Endowment Foundation (EEF) and the research into successfully supporting children eligible for pupil premium funding. Hence, Enfield has adopted a tiered approach to pupil premium spending, allowing us to balance the essential ingredients of an effective pupil premium plan: high quality teaching, targeted academic support and supporting wider strategies.  |

## 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 our school and nationally. We also have a higher proportion (44.8%) of disadvantaged learners with SEND compared to national (38.3%). |
| 2 | Complex family backgrounds mean that there are challenges around supportive routines, clear boundaries and pupils’ ability to self-regulate. |
| 3 | Many of our disadvantaged children have attendance and punctuality issues. From September 2024, 59% of our disadvantaged children have lower than 97% attendance. |
| 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

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Increase the percentage of disadvantaged pupils who reach the age-related expectations.Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year. | * Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers.
* Outcomes will be in line with National.
* 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.
* Where there is a gap, this is noticed early and diminishing.
* The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding.
* Interventions are effective and closely monitored to ensure maximum impact on pupil progress and achievement.
 |
| Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.Children can regulate their own behaviour, responding positively to boundaries and routines in place | * Welfare, emotional and safeguarding barriers are minimised, enabling pupil premium children to achieve in line with their peers.
* Attitudes to learning and learning behaviours are positive.
* Families are supported to reduce barriers to academic achievement.
* Children are focused on their learning and as a result, make better progress.
 |
| Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional). | * Pupil premium children have good attendance (in line with, or better than, national) with no children persistently absent.
* Individual case studies demonstrate the impact of improving attendance on pupil achievement.
 |
| 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.  | * Increased number of pupil premium children to achieve expected at the end of EYFS in Communication and Literacy.
* Increased number of pupil premium children in Year 1 and Year 2 will pass the Phonics screening check.
* Increased number of pupil premium children in Key Stage 1 and Key Stage 2 to achieve expected standard in reading and writing.
 |
| Children have the same wider opportunities as their peers. | * Pupil premium children are able to access after-school clubs, visits and residential opportunities.
* Development of Enfield’s Enrichment Passport to ensure that all pupils have access to a wide range of extracurricular activities.
 |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £9,794.30**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Yorkshire and Humber Maths Hub – Teaching for Mastery Workgroup  | [EEF Toolkit - Mastery Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=mastery) | 1 |
| Phonics Bug Club Training | [EEF Research - Review of evidence on the effective deployment of Teaching Assistants (TAs)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants?utm_source=/education-evidence/evidence-reviews/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant)[EEF Research - Review of evidence on implementation in education](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education?utm_source=/education-evidence/evidence-reviews/implementation-in-education&utm_medium=search&utm_campaign=site_search&search_term=implementation%20in%20education) | 4 |
| Writing CPD (Place Value of Punctuation and Grammar) | [EEF Guidance Report - Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy)[EEF Guidance Report - Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20lit) | 4 |
| Early Years CPD – Launchpad for Literacy | [EEF Guidance Report - Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy)[EEF Guidance Report - Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20lit) | 4 |
| Great Teaching Toolkit | [EEF Guidance Report - Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy)[EEF Guidance Report - Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20lit) | 4 |
| Development of ECT to promote high quality teaching | [EEF Research - High-quality teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching) | 1, 2, 4 |
| English Lead to provide support to improve the quality of English teaching | [EEF Research - High-quality teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching) | 1, 4 |
| Maths Lead to provide support to improve the quality of maths provision | [EEF Research - High-quality teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching) | 1 |
| SENCO release time | [EEF Research - High-quality teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching) | 1 |

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

**Budgeted cost: £6,309.30**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading Plus subscription | [EEF Evidence Store - Approaches for supporting early literacy](https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=interactive-reading-in-early-literacy&utm_source=/early-years/evidence-store/early-literacy&utm_medium=search&utm_campaign=site_search&search_term=reading)[EEF Toolkit - Reading comprehension strategies](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading)[EEF Guidance Report - Using digital technology to improve learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology%20reading) | 1, 4 |
| Lexia Reading Core5 subscription | [EEF Evidence Store - Approaches for supporting early literacy](https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=interactive-reading-in-early-literacy&utm_source=/early-years/evidence-store/early-literacy&utm_medium=search&utm_campaign=site_search&search_term=reading)[EEF Toolkit - Reading comprehension strategies](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading)[EEF Guidance Report - Using digital technology to improve learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology%20reading) | 1, 4 |
| Number Stacks subscription | [EEF Guidance Report - Improving mathematics in KS2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths) | 1 |
| Testbase subscription | [EEF Guidance Report - Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=litera)[EEF Guidance Report - Improving mathematics in KS2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths) | 1, 4 |
| Personalised support to manage and regulate emotions and behaviour of PP children | [EEF Guidance Report - Improving behaviour in school](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour)[EEF Guidance Report - Improving social and emotional learning in primary schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social) | 2 |
| Friendship and interaction interventions£1029.70 2 hrs per week | [EEF Guidance Report - Improving behaviour in school](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour)[EEF Guidance Report - Improving social and emotional learning in primary schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social) | 2 |

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

**Budgeted cost: £27,817.02**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Seek external professional support for appropriate strategies for emotional wellbeing- MHFA qualification | [EEF Guidance Report - Improving social and emotional learning in primary schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social) | 2, 3 |
| Transport costs for swimming lessons | [EEF Toolkit - Physical activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) | 5 |
| Enrichment opportunities | [EEF Toolkit - Physical activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)[EEF Toolkit - Arts participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 5 |
| After-school clubs | [EEF Toolkit - Physical activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)[EEF Toolkit - Arts participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 5 |
| * 1. SEMH Support
 | [EEF Guidance Report - Improving social and emotional learning in primary schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social) | 2, 3 |
| Small group and 1-1 wellbeing sessions by MHFA | [EEF Guidance Report - Improving social and emotional learning in primary schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social) | 2, 3 |
| Sensory circuits | [EEF Guidance Report - Improving social and emotional learning in primary schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social) | 2, 3, 5 |
| Pupil Premium Champion Release Time | [EEF Guide to Pupil Premium](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053) | 1-5 |
| Joint Attendance Champion and Pupil Premium Champion Release Time | [EEF Guide to Pupil Premium](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053) | 1-5 |
| Book Fair books for all pupil premium children termly | [EEF Evidence Store - Approaches for supporting early literacy](https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=interactive-reading-in-early-literacy&utm_source=/early-years/evidence-store/early-literacy&utm_medium=search&utm_campaign=site_search&search_term=reading)[EEF Guidance Report - Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy)[EEF Guidance Report - Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20lit) | 2, 4, 5 |
| Academic resources e.g. SATS books for pupil homework  | [EEF Guidance Report - Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=litera)[EEF Guidance Report - Improving mathematics in KS2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths) | 1, 4, 5 |

**Total budgeted cost: £42,920**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| As a result of the actions implemented in line with the 2023/24 action plan, the following was achieved:*High quality teaching** Across the school, many children in receipt of pupil premium funding are making expected progress.
* Pupil Premium Champion has oversight of pupil premium, closely monitoring the implementation of the strategy and ensuring the effectiveness of support provided. Likewise, maths and English lead closely monitor pupil premium attainment.
* Assessment lead has worked closely with SENCO to ensure pupil premium children with SEN are provided effective support to help close attainment gaps.
* Phonics training has been delivered to all staff to support children in reading.
* Maths lead has attended Maths Hub sessions to aid progress in Enfield’s mastery approach to maths and supporting all learners to succeed and shared feedback with colleagues to implement this.
* Ofsted report of October 2023 states Enfield provides ‘a high-quality education for all pupils’.
* Work has been undertaken to identify mission critical children, including those eligible for pupil premium funding, to ensure they are fully supported and reach their full potential.

*Targeted academic support* * Barriers have been identified for each child and early interventions have been implemented to support with this, such as Lexia or Numberstacks.
* Support staff have been deployed effectively to support children’s academic progress.

*Wider strategies** Positive relationships have been established with families to support them in improving children’s attendance and punctuality.
* Targeted, personalised support for those with SEMH needs through Compass Go Pods and targeted 1-1 support and school’s Mental Health First Aider (MHFA).
* Heavily subsidised costs for trips are offered, including residential visits.
* Free after school club spaces for all pupil premium children are offered and many claimed.
* Partnership with Book in a Box allowed children to receive free books to their house, in turn, encouraging a love for reading and accessibility to high-quality texts.

Evidence obtained from learning walks show 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. In Year 6, all pupils, excluding two, were able to access the SATs tests and receive a scaled score, despite some previously working outside of Key Stage. 38% of disadvantaged pupils reached the expected standard for reading, writing and maths combined, with 50% achieving the expected standard in at least two areas. |