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**Pupil Premium Statement**

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| 1. **Summary information** | | | | | |
| **School** | Enfield Heights Academy | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £48,840 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 356 | **Number of pupils eligible for PP** | 128 (36%) | **Date for next internal review of this strategy** | October 2017 |

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| 1. **Current attainment** | | |
| **Reception** | ***Pupils eligible for PP*** | ***Pupils not eligible for PP (% NA)*** |
| % achieving GLD | 86% | 76% (72%) |
| % achieving age related expectation or above in reading | 86% | 82% (80%) |
| % achieving age related expectation or above in writing | 86% | 86% (75%) |
| % achieving age related expectation or above in mathematics | 100% | 88% (80%) |
| **Year 1 Phonics Screening** | ***Pupils eligible for PP*** | ***Pupils not eligible for PP (% NA)*** |
| % achieving pass | 82% | 86% (83%) |
| **Year 2 Phonics Screening (Re-check)** | ***Pupils eligible for PP*** | ***Pupils not eligible for PP (% NA)*** |
| % achieving pass | 86% | 100% (93%) |
| **End of Key Stage 1** | ***Pupils eligible for PP*** | ***Pupils not eligible for PP (% NA)*** |
| % achieving age related expectation or above in reading | 86% | 100% (78%) |
| % achieving age related expectation or above in writing | 86% | 94% (70%) |
| % achieving age related expectation or above in mathematics | 86% | 94% (77%) |

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| 1. **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)* | | | |
|  | Reduced experiential learning at home | | |
|  | Low self-esteem and ambition | | |
| **C.** | Additional needs (e.g. EAL, SEND) | | |
| **D.** | Poor engagement from families and community members | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** Attendance lower than non-pp children (7.0% Vs 4.6% plus NA: 3.6%) | | | |
| **F.**  Family issues requiring support from Social Care Teams | | | |
| **G.**  Limited family aspirations and goals | | | |
| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Children eligible for pupil premium, across all phases, will achieve as well as others. | There is no / a smaller gap than previously once end of KS data has been confirmed. |
|  | Pupil premium children will continue to achieve as well as others in the phonics screening check in Year 1. | Phonics screening data will continue to be excellent with no gap. |
|  | All pupils eligible for pupil premium will be settled and secure in school with access to a wide range of opportunities they might not otherwise experience. | PP children will be able to partake in trips, visiits and clubs as would any other child. They will have an enriched and enhanced experience of school life and the wider world. |
|  | For all families to be supported by a range of professionals (e.g. EWO, play therapist, Educational Psychologist) as and when necessary. | More families will be engaged with wider support services provided by the school leading to increased parental enaggement and raised aspirtaions. |
|  | The attendance of PP pupils continues to improve. | Attendance for PP children will be in line with others and exceed the NA of 96%. |

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| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | 2016/17 | | | | | | | |
| 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. | | | | | | | | | |
| 1. **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?** |
| A - Children eligible for pupil premium, across all phases, will achieve as well as others.  B - Pupil premium children will continue to achieve as well as others in the phonics screening check in Year 1. | | Small matched level learning groups for all pupils. | | Since opening the school has embraced matched level learning groups to ensure there is more focussed teaching for all, including pupil premium children. The small groups ensure work is more effectively differentiated and allows learning to move on at a faster pace. | | Close monitoring of groups from all SLT, with quality assurance from the Headteacher and other external bodies.  Close tracking of pupils, during pupil progress meetings, to ensure they are always placed with the most appropriate group / adult. | | SLT | Half-termly (informal)  End of year data outcomes (formal) |
| A - Children eligible for pupil premium, across all phases, will achieve as well as others.  B - Pupil premium children will continue to achieve as well as others in the phonics screening check in Year 1. | | Training available for all staff understanding how to plan / deliver lessons to cater for all. | | Regular, high-quality training is welcomed and recognised as an effective strategy to improve high-quality teaching. All staff undertaking weekly CPD will support them in planning and delivering lessons which will engage and motivate all learners, ensuring the curriculum is accessible for all. | | Feedback on CPD session  Communication with staff  Support from SLT  Monitoring by SLT | | SLT  Class teachers  Teaching assistants | Half-termly (informal)  End of year data outcomes (formal) |
|  | | | | | | | | **Total budgeted cost** | £11,952 |
| 1. **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?** |
| A - Children eligible for pupil premium, across all phases, will achieve as well as others.  B - Pupil premium children will continue to achieve as well as others in the phonics screening check in Year 1. | Academic interventions (including phonics, writing and maths) for children identified as requiring some additional time. | | | | Children are able to access additional support, outside of their usual lessons, when they require it. This strategy ensures that all gaps are closed for children with specified 1:1 time for them and a member of staff. | | Close monitoring of the SLT  Regular pupil progress meetings  Conversations with the pupils and staff involved | SLT  Intervention leaders  Class teachers | Half-termly (informal)  End of year data outcomes (formal) |
| B - Pupil premium children will continue to achieve as well as others in the phonics screening check in Year 1. | Weekly training session for support staff (inc. TAs) led by SLT members to upskill and empower them. | | | | As support staff are usually leading the interventions it is incredibly important they receive additional, regular high-quality training. A weekly schedule is implemented to ensure they are always fully equipped to deliver effective intervention. | | Close monitoring of the SLT  Regular pupil progress meetings  Conversations with the pupils and staff involved | SLT  Intervention leaders | Half-termly (informal)  End of year data outcomes (formal) |
| D - For all families to be supported by a range of professionals (e.g. EWO, play therapist, Educational Psychologist) as and when necessary. | Specialist SEND intervention groups for PP children who call into this category. | | | | High-quality SEND intervention can enhance the experiences of school life for pupil premium pupils. It can help them develop confidence and aspirations in a safe environment. | | Regular monitoring, review and support for all stakeholders involved, including parents. | SENCo  Intervention leader | Half-termly (informal)  End of year data outcomes (formal) |
|  | | | | | | | | **Total budgeted cost** | £27,615 |
| **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?** |
| C - All pupils eligible for pupil premium will be settled and secure in school with access to a wide range of opportunities they might not otherwise experience. | Subsidy for all trips included prior to requesting parent contributions for educational visits. | | | | Our annual educational visits calendar is designed to provide high-quality out of school learning opportunities, including visits to places where cultural literacy can be enhanced (e.g. Stonehenge). By subsidising the trip it becomes more affordable for all. | | DHT lead role in implementation | DHT  Class teachers | Following trips  Annual educational visits planning |
| C - All pupils eligible for pupil premium will be settled and secure in school with access to a wide range of opportunities they might not otherwise experience. | Subsidy for clubs for individuals who may benefit from out-of-hours learning opportunities (inc. some fee paid clubs like Karate, football and Street Dance). | | | | Some families will be unable to afford to send their children to after school activities clubs but there is the possibility of them joining these clubs with a subsidy from the school. The clubs will encourage them to develop team skills, view school in a positive light and ensure they lead an active and healthy lifestyle. | | Regular review of the clubs.  Ongoing discussion with relevant families by DHT or HT | DHT / HT  Business and admin manager | Half termly |
| D - For all families to be supported by a range of professionals (e.g. EWO, play therapist, Educational Psychologist) as and when | External agency provision for pp pupils who may require it. | | | | Some pupils will benefit from involvement from external agencies to help meet their needs to ensure success. AT times this might include an EP or play therapist. Provision will be sought on a 1:1 basis to ensure no wasted service. | | Regular review of the sessions through good working relationships with external agencies. | AHT / DHT / HT | Half termly |
| E - The attendance of PP pupils continues to improve. | Appointment of time from the Trust EWO to work with a provide high-quality support for families of pupil premium children with or at risk of poor attendance. | | | | In-house, high-quality support ensures that families are supported at the earliest opportunity. Often life circumstances can mean the most vulnerable pupils are not attending school. Regular LABS meetings with the DHT and HT ensure that the school is doing all it can to promote and support good attendance. | | Weekly LABS meetings with multi-agency, in-house team. | DHT / HT  Safeguarding team (inc. Trust EWO) | Weekly |
|  | | | | | | | | **Total budgeted cost** | £9,273 |
| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year:** 2015/16 | | |  | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **Estimated impact:** | | | **Lessons learned** | | | **Cost** |
| No gaps between pupils achievement for those whom are entitled to pupil premium and others. | | Small matched level groups | The impact was significant. Results were very strong across all key stages showing the impact such an action can have. The children all received good or better teaching form highly-skilled and trained staff ensuring they reached their full potential. | | | Quality assurance structure needed to ensure that children are always grouped as appropriately as possible. | | | £16,116 |
| 1. **Targeted support** | | | | | | | | | |
| **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** |
| No gaps between pupils achievement for those whom are entitled to pupil premium and others. | | 1:1 interventions, including a new maths intervention called 1st Class at Number. | The interventions proved highly effective. Staff really concentrated on filling gaps in children’s knowledge and / or providing time for consolidation of learning. It enabled them to flourish and progress at a rapid rate. | | | Further training for support staff would be beneficial to have a wider bank of people trained. | | | £26,234 |

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| 1. **Additional detail** |
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