

Pupil premium strategy statement

Enfield Heights Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Jade-Simone Bacon
Pupil premium lead	Jade-Simone Bacon/ Rudy Clarke
Governor / Trustee lead	Shannon Wong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,675
Recovery premium funding allocation this academic year	£9425
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	£1,135,456

Part A: Pupil premium strategy plan

Statement of intent

At Enfield Heights we promote the equality of opportunity for all staff, pupils and parents - with an aim to create a learning environment where all can reach their full potential. It is imperative that we have a clear and structured approach to ensure the most effective use of pupil premium funding and that this support and improvement strategies are integrated throughout the school. With all strategies used being regularly monitored and evaluated to measure impact, with data rigorously checked to ensure we are using the correct support to maximise the progress and where necessary to ensure accelerated progress.

Provision

The range of provision the school make consider making for this group include:

- Small group work opportunities
- 1:1 support
- Additional teaching and learning
- Enrichment opportunities subsidised or paid for by school
- Acquisition of staff, resources, services
- Counselling and mentoring to support wellbeing where needed
- Building relationships and trust with families

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Whole school ethos of attainment for all in reading, writing and maths
2	PP children are not yet making accelerated progress to achieve age related expectations or above in-line with their peers in Reading, Writing and Maths
3	Behaviour, confidence and communication skills
4	Limited access to enrichment activities
5	High socio –economic deprivation
6	Lack of parental engagement

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
<p>To raise the attainment of eligible pupils and close the gap between pupils and their peers in Reading, Writing and Maths.</p> <p>Targeted PP children make accelerated progress</p>	<p>Improved outcomes at the end of EYFS for PP children in communication, language and literacy.</p> <p>Internal data shows accelerated progress for PP children</p> <p>Analysis of end of key stage data for PP children 30% more children achieve ARE across the school.</p> <p>In year data shows that PP gaps are closing. 80% targeted PP children make accelerated progress.</p>
<p>Increased number of PP children attending additional learning opportunities across the school.</p>	<p>Record of attendance at school-based interventions for PP children</p> <p>Comparison year on year</p>
<p>Identified PP children access a rich range of opportunities and extra-curricular activities</p>	<p>Feedback form PP children</p> <p>Increased number of PP children attending in school events</p>
<p>PP children have high aspirations for their future</p>	<p>Feedback from targeted parents and children PP children show great learning behaviours in the classroom</p> <p>Excellent behaviour choices in school and in the community</p> <p>Improved outcomes</p>
<p>Improved attendance for identified PP children with persistent absence</p>	<p>PP pupils' attendance is in line or above the national data for 2018.</p>
<p>Targeted PP families attend school based opportunities</p>	<p>Reduce the persistent absence of PP pupils from 2017-2018 data.</p> <p>25% increase in parental participation.</p> <p>Device and internet access to all that need it.</p> <p>20% increase in PP children attending school activities.</p>

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: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a language rich environment and culture	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress	1 4
Catch up programme for all children in reading, writing and maths	EEF/NFER- There is a large attainment gap for disadvantaged pupils, which seems to have grown during the pandemic	3 2
Introduction of metacognition and self-regulated learning	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 3 4
High quality CPD and in-school support.	Education Policy Institute: High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on.	1 2 3 4

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition support for targeted pupils.	EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils specific needs. 1:1 marking tutorials	2 3 4 6

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents to engage with school and their children's learning. Coffee Mornings, workshops and subject specific days etc	EEF- Effective parental engagement can lead to learning gains of 3+ months over the course of a year.	1 4 6
Equality of opportunity for all children built in to the school curriculum and wider opportunities.	TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.	3 4 5
Free places in wrap around care, clubs and trips	Evidence shows high correlation between extra-curricular activities and pupil engagement	4 5 6

Total budgeted cost: £ 98,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics	Ruth Miskin
Jigsaw	Jan Lever Group
Charanga	Wise Music Group
DB Primary	New Era Technology

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.