

Enfield Heights Pupil Premium Strategy 2019-2022

1. Summary Information					
School	Enfield Heights Academy				
Academic Year	2020-21	Total PP budget Total PP Spend(provisional)	£ 88,675 £	Date of most recent PP Review	January 2020
Total number of pupils	200	Number of pupils eligible for PP	35%	Date for next PP Strategy Review	

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.

With a third of the school falling in this bracket, we have a duty to ensure that the wider factors that relate to the children and his or her environment influencing their educational development. We aim to ensure our teachers play an important role in establishing children as enthusiastic learners with all the lifelong tools to succeed.

We have a responsibility to avoid the gap between the PP children and their peers and ensure it does not continue to widen by continuously addressing inequalities and raising the attainment for those children in low-income families.

It is for schools to decide how the Pupil Premium, allocated to FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent the previous year and its impact on eligible and other pupils. **Our key objective is using the Pupil Premium Grant to diminish the difference between pupil groups and raise the aspirations of pupils in the community.**

Enfield Heights Academy Attainment (Y2 SATs 2018-2019)							
	% EHA other EXS	% EHA PP EXS	% National other EXS	% EHA other GDS	% EHA PP GDS	% National Other GDS	
Reading	59		78	15	4	28	
Writing	59		73	7	0	17	
Maths	78		79	22	12	24	
Phonics	83		84				

Enfield Heights Academy Attainment and Progress (Y6 SATs 2018-2019)										
	% EHA other EXS	% EHA PP EXS	% National other EXS	%EHA other GDS	% EHA PP GDS	% National other GDS	Progress score EHA other	Progress score for PP children	Progress Score National Other	PP Progress Quintile
Reading	56	56	78	11	19	31	-8.18	-4.25	0.3	
Writing	78	75	83	11	19	24	-3.55	-2.14	0.3	
Maths	78	75	84	0	19	32	-3.06	-3.28	0.4	
Combined (RWM)	44	50	71	0	13	13				
GPS	89	50	83	0	17	41				

2. Barriers to future Attainment (for pupils eligible for PP)	
Accessing Teaching and Learning <i>(Deployment of Staff & Targeted Learning Support)</i>	
A.	Whole School ethos of attainment for all in Reading, Writing and Maths. PP pupils are not yet making accelerated progress to achieve age related expectations or above in-line with their peers in Reading, Writing and Maths.
Emotional, Social & Behavioural Support <i>(Accessing Learning Effectively)</i>	
B.	Behaviour, confidence and communication skills
Enrichment <i>(Opportunities to widen life experiences)</i>	
C.	Limited access to enrichment activities – Parents/Carers are unable to provide a rich range of life experiences.
D.	High socio-economic deprivation
Wider Barriers <i>(Require action outside school!)</i>	
E.	Attendance and punctuality
F.	Lack of parental engagement

3. Outcomes (Desired outcomes and how they will be measured)		Success Criteria
Accessing Teaching and Learning (<i>Deployment of Staff & Targeted Learning Support</i>)		
A.	<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</p>
Emotional, Social & Behavioural Support (<i>Accessing Learning Effectively</i>)		
B.	<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>
Enrichment (<i>Opportunities to widen life experiences</i>)		
C.	<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 taking up offer of music lessons</p>
D.	<p>PP children have high aspirations for their future</p>	<p>Feedback from targeted parents and children</p> <p>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>
Wider Barriers (<i>Require action outside school</i>)		
E.	<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>Reduce the persistent absence of PP pupils from 2017-2018 data.</p>
F.	<p>Targeted PP families attend outreach programmes</p>	<p>List of parents taking up the offer of outreach programmes</p> <p>Attendance at school led workshops</p>

4. Planned expenditure					
Academic Year	2019-2022				
Accessing Teaching and Learning <i>(Deployment of Staff & Targeted Learning Support)</i>					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
PP children are identified, tracked and supported from Nursery to Year 6	<ul style="list-style-type: none">- Implement PAPs for teachers so that they can easily see the desired outcomes for PP in their class- Staff training on the implications of being a PP child and its impact this has on future life chances- Implement a Pupil Premium trail- Create a pathway to success for those children identified as under-attaining in the EYFS through to Y6	<ul style="list-style-type: none">• No current system that easily supports teachers in identifying and tracking progress and attainment of key groups of children including PP children• No current system that tracks PP children's interventions, activities and outcomes overtime• All children including PP are not achieving ARE or GDS• Gaps are generally growing for PP children across the school	<ul style="list-style-type: none">• The school can demonstrate the opportunities and support given to PP children and the impact of these on outcomes• The school can demonstrate the effectiveness of the PP Spend on pupil outcomes• Pathway of interventions and support is embedded across the school for under-attaining PP pupils•	SLT SEND	January 2020 March 2020 July 2020
Increase the number of PP children who meet and exceed end of year expectations across the school	<ul style="list-style-type: none">- New reading resources for Guided Reading- Love4Reading Project- Improve & embed Guided Reading structure.- Y3/4 reading clubs- Home reading records- Reading interventions (Y6)- TT Education customised support for writing.- Writing clubs- Marking tutorials for PP.	<ul style="list-style-type: none">• National data on the gaps between PP and their peers• Internal attainment gap growing• PP children not meeting or exceeding ARE• Guided Reading not consistent across the school.• Lack of parental engagement in reading at home.• Teacher feedback shows gaps in subject knowledge and lack of confidence in assessing and providing experiences that will allow	<ul style="list-style-type: none">• Improved attendance at a wide variety of additional learning clubs• Gaps are closing for disadvantaged pupils across the school• Greater number of PP children achieve ARE in each year group• PP children make good/accelerated progress across the school• End of KS2 results show that PP children are achieving as well as their peers• Parents engaged in home reading.• Weekly checks and celebration of achievements.	HT SLT SEND	January 2020 March 2020 July 2020

	<ul style="list-style-type: none"> - Active Maths Scheme; weekly maths training & mentoring. - Maths workshops - NCETM Maths mastery hub - Resources for classroom environment to support pupils. - Digital learning devices. - Year group interventions established for R, W, M - Easter school - Additional CT/TA - Before and after school interventions – spelling, maths, reading - LA review of T & L and support. - Subject Lead training & support. - Cross schools and LA moderations. - Staff training & CPD in core subjects for CT's & TA's. - Music tuition for children - Free places on paid after school clubs - Free breakfast club places - Small group learning tuition - 	pupils to excel in reading, writing & maths.	<ul style="list-style-type: none"> • Outcomes of internal and external reviews • Pupil conferencing shows enjoyment of reading & writing. • T & L reviews/observations show impact of training & CPD 		
Total budgeted cost					£60,000

Emotional, Social & Behavioural Support <i>(Accessing Learning Effectively)</i>					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
Improve PP children behaviour and attitude to learning, confidence and communication skills.	<ul style="list-style-type: none"> - Review Behaviour policy - CPD on behaviour expectations and improving attitudes to learning. - Opportunities for performance throughout the year. - School council - Debate clubs - Sport coaches - Role play across the curriculum - Music tuition for children - Free places on paid after school clubs - Free breakfast club places - Small group learning tuition 	<ul style="list-style-type: none"> • Inconsistency in behaviour management across the school. • PP children display lack of confidence and self-esteem academically and socially with peers and adults. • More opportunities for pupil's voices to be heard more and shown that their views and opinions matter. • Pupils struggle with conflict and resolution and display negative behaviours including verbal and physical threats. • Difficulties getting involved in class discussions. • Issues with discipline (following rules), working as a team 	<ul style="list-style-type: none"> • Staff are clear and consistent with behaviour expectations. • Less behaviour incidents recorded. • Improved attitudes to learning resulting in improved progress and attainment. • Better understanding and accepting of differing views and opinions without conflict. Improved confidence in expressing own views and opinions. 		
Total budgeted cost					£13,000

Enrichment <i>(Opportunities to widen life experiences)</i>					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
PP children have the same access to a rich range of experiences and opportunities as those from wealthier backgrounds	<ul style="list-style-type: none"> - Fund/part fund educational visits, enrichment activities, music lessons, clubs and breakfast and after school care - Work within the Edmonton Community Partnership to provide additional, fun opportunities for PP to get involved in - Targeted PP children attend Warwick University to raise aspirations Y5/Y6 - 11 by 11 Initiative 	<ul style="list-style-type: none"> • We believe in developing the whole child and through parent, child communication we know how much value is placed on developing sport, music, drama, thinking skills and art and the impact that this has on standards and pupil well-being • Our children live in an area of high deprivation and crime and need to the opportunity to look outside of their community to see other possibilities 	<ul style="list-style-type: none"> • Introduction of new clubs to develop a wide range of skills and interests • PP children are tracked individually to analyse support, enrichment and outcomes • ACC carry out pupil conferencing to establish the quality of enrichment activities on PP children 	HT TA leader	January 2020 March 2020 July 2020

	<ul style="list-style-type: none"> - External trips to places of interest - Introduce clubs run by outside agencies that develop different skills and opportunities - Music tuition for children - Free places on paid after school clubs - Free breakfast club places - Small group learning tuition 				
Pupils have an understanding of their environment and tools to deal with situations they may be exposed to.	<ul style="list-style-type: none"> - Links with Community Officers - Awareness of dangers in the area - Well-Being workshops - Bike ability - Breakfast & Afterschool Clubs - Force for Positive Change Initiative; opportunities to make a difference 	<ul style="list-style-type: none"> • High levels of crime in area • Exposure to gangs • 	<ul style="list-style-type: none"> • 		
Total Budgeted Cost					£16,000

Wider Barriers (Require action outside school))					
Desired outcome	Chosen action / approach	What is the rationale for this choice?	What evidence shows that it has been implemented well?	Staff lead	Review
Improve attendance of children who are identified as persistently absent	<ul style="list-style-type: none"> - Rigorous monitoring of attendance by Education Welfare Officer - Regular notices in the newsletter which focus on year group attendance and the benefits of good attendance - Introduction of new attendance rewards and acknowledgements. 	<ul style="list-style-type: none"> • High number of children identified as PAs across the school • Internal monitoring shows a number of children identified as PP 	<ul style="list-style-type: none"> • Improved attendance for identified PA children • Decrease in the number of pupils identified as PA • Improved overall attendance • Children and parents engaged in attendance matters 	DHT	January 2020 March 2020 July 2020

	<ul style="list-style-type: none"> - SLT on gates at start and end of day. - Contact with parents; first day calling of absent pupils before 9:30am - Persistent absence letters/meetings - Free places on paid after school clubs - Free breakfast club places 				
More parental engagement in pupil's school life	<ul style="list-style-type: none"> - Invitation to celebration assemblies - Coffee mornings - Opportunities to come and view children's learning and work - Establish PTA - Parental workshops in Phonics, Reading, Writing, Maths 	<ul style="list-style-type: none"> • Little involvement in child's school experiences • Effective collaboration with parents supports pupils' learning and progress (research) • Engagement with parents in the school environment has a positive impact on children's confidence, attainment & progress. 	<ul style="list-style-type: none"> • Improved attendance and engagement of parents at coffee mornings and workshops • Monitor parental engagement both formally and informally and adopt next steps approach 		
Total budgeted cost					£ 9,000