

Pupil premium strategy statement

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 Grammar School
Number of pupils in school	1200
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021 (draft)
Date on which it will be reviewed	ongoing
Statement authorised by	Mr. C. Lamb (HT)
Pupil premium lead	Mr. M Pieri (AHT)
Governor / Trustee lead	Mrs. T Holloway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,318
Recovery premium funding allocation this academic year	£36,323
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	£237,318

Part A: Pupil premium strategy plan

Statement of intent

At Enfield Grammar School, our intention is to provide a comprehensive, ambitious and inclusive school community where all our pupils, irrespective of the challenges they face in and out of school feel:

- Valued;
- Supported;
- That they are advised and guided with their best interests at heart;
- They benefit from excellent, innovative and high quality learning and teaching.

The ultimate objective of our pupil premium strategy is to close the attainment and progress gap between disadvantaged students and their peers ('diminish the difference'). This means that every child is given the best opportunity to achieve his potential and that no boy is left behind socially or academically because of financial disadvantage as defined by Pupil Premium.

As a school, Enfield Grammar's Pupil Premium Strategy intends to identify barriers to learning and put in place strategies to advise staff how best to support targeted groups of pupils.

When making the decisions about how to use the Pupil Premium funding, it is vital to understand and consider the context of the challenges faced (both in school and out).

Therefore using research conducted by the Educational Endowment Foundation (EEF) we can recognise, identify and intervene where common barriers to learning for disadvantaged children can be, namely:

- less support at home;
- weaker language and communication skills;
- lack of confidence;
- more frequent behaviour difficulties and attendance and punctuality issues;

There may also be complex family situations that prevent children from thriving. The challenges are therefore varied and as such, there is no "*one size fits all*".

In addition, research shows (from the Social Mobility Commission, 2017) that there is a strong "*secondary school drop off*" in progress for low income pupils and a strong "*within school*" effect. It is this second point that we at Enfield Grammar seek to influence.

As the EEF and the Sutton Trust consistently report, it is high-quality teaching that leads to improved pupil progress, for all, and this is at the core of Enfield Grammar School's strategy.

In applying the policy actions below, it is Enfield Grammar School's intention to *diminish the difference* between the disadvantage and non-disadvantaged pupil outcomes; but this cannot be at the expense non-disadvantaged pupils' attainment and progress being compromised.

Challenges

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

Challenge number	Detail of challenge
1	The Covid-19 pandemic has impacted negatively the opportunity for disadvantaged pupils to readily access learning from home. Hence, there are gaps in learning and knowledge due to less access to ICT and other technological resources.
2	Gaps in learning have become apparent over the last two years
3	Securing a consistent approach and a collective understanding of what is required to 'diminish the difference' for disadvantaged children from staff.
4	Literacy and Numeracy levels of disadvantaged children lag behind.
5	Due to a range of complex socio-economic factors, some families are less able to support home learning and provide enrichment 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
Progress 8 score for Disadvantaged Students to be at least zero	0.0 P8 by Summer 2022
HoDs and HoYs to take explicit ownership and responsibility for PP	Identifying, targeting disadvantaged children that require intervention and put interventions in place This can take the form of academic intervention (academic) or cultural capital opportunities (pastoral). Success criteria will be measured via 'department reviews' and 'pastoral care reviews'.
Gaps in learning since the pandemic to be diminished through targeted internal and external academic intervention e.g. provision of after-school classes and the attendance to NTP. Quality Teaching primarily.	Via summative assessments.
Literacy and Numeracy identified in diagnostics assessment to be addressed through academic intervention and quality teaching.	Regular Data Drops, data analysis and via 'department reviews'

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: £86,039.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR PE	Co-ordinating access to PE across the school.	2, 3
TLR English	Co-ordinating literacy across the school	2, 3, 4
Assistant Headteacher	CPD Programme. An extensive programme throughout the year.	1, 2, 3, 4, 5

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

Budgeted cost: £121,046.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA x 2	Daily interaction with identified students to intervene and aid in Diminishing the Difference. Evidence from reports and Data Drops.	1, 2, 3, 4
P/T TA x 2	Daily interaction with identified students to intervene and aid in Diminishing the Difference. Evidence from reports and Data Drops.	1, 2, 3, 4
HLTA	Daily interaction with identified students to intervene and aid in Diminishing the Difference. Evidence from reports and Data Drops.	1, 2, 3, 4
Step up to English Honorarium	Diminishing the Difference in English for identified students. Evidence from Data Drops and reports	1, 2, 3
Ring fenced budget	Opportunity for any member of staff to bid for a ring-fenced amount of money. Evaluation from each activity is the evidence.	1, 2, 3, 4, 5

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

Budgeted cost: £30,233.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and Wellbeing Manager	To be a conduit and supporting network for students. To be able to support, advice and guide on the pressure encountered between academic attainment and progress and mental wellbeing. To aid in parental support and guidance.	1, 2, 3, 4, 5
MFL Assistant	Aids the MFL department in delivering MFL to identified students.	1, 2, 3, 4, 5 (primarily in MFL)

Total budgeted cost: £237,318

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.

Disadvantaged estimated pupil progress 8 scores for last academic year with a comparison of previous two years: (Internal Data)

Year	PP	Non-PP
2019	-0.107	0.201
2020	0.09	0.57
2021	0.00	0.32

In 2020 the gap between PP and non-PP increased (0.48) but actual P8 score for both groups now firmly positive. (0.09 PP and 0.57 non-PP)

In 2021 both non-PP and PP are again NOT negative and GAP has diminished.

The impact of the Covid-19 pandemic and the subsequent lockdowns has impacted on children's pupil behaviour, wellbeing and mental health. It is no surprise that this impact was particularly significant for disadvantaged pupils. This is how EGS has justified the spend on our Safeguarding and Wellbeing Manager to address these issues as indicated in this plan.

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
N/A	