

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	871 (KS3-4)
Proportion (%) of pupil premium eligible pupils	28.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr. C. Lamb (HT)
Pupil premium lead	Ms. J. McCall (DHT)
Governor / Trustee lead	Mrs. T Holloway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,310
Recovery premium funding allocation this academic year	£69,276
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	£311,586

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;
- That 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 alongside our well-established and extensive wellbeing provision.

Challenges

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

Challenge number	Detail of challenge
1	<p>Drop-off at KS4 in numbers of disadvantaged students reaching benchmark grades and subsequent attainment and progress gap.</p> <p>Disadvantaged P8 was -0.58 compared to non-disadvantaged P8 of -0.2</p>
2	<p>Lower CATs scores and reading ages on entry for disadvantaged students.</p> <p>The 2022 Year 7 PP cohort have mean score of 93.5 compared to 98.6 for non-PP. The non-verbal and quantitative tests show the largest gap.</p> <p>For the school as a whole, the mean non-PP CAT score is 101.34 compared to 95.21 for PP students.</p> <p>On entry in 2022, Year 7 PP students had a -0.2 years difference between actual and reading age. Non-PP students had a positive difference of 0.84 years.</p>
3	<p>Improved but persistent pattern of lower attendance by disadvantaged students and disproportionate persistent absenteeism.</p> <p>In 2021-22 the attendance rate for FSM6 students was 88.6% compared to 90.7% for non-FSM6</p> <p>Persistent absence (>10%) was at 26.7% for PP versus 8.4% for non-PP.</p>
4	<p>In some cases, the behaviour for learning of disadvantaged students is not as strong.</p> <p>In 2021-22 PP students had an average behaviour points score of 310 but for non-PP students it was 212.</p>
5	<p>Home learning environment, due to financial circumstances, can limit the ability to learn outside of the classroom</p>
6	<p>In some cases, disadvantaged students lack aspiration and cultural capital</p>
7	<p>In some cases, parental engagement and support is not as strong</p>

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
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To narrow progress and achievement gap at GCSE for disadvantaged students	A minimum P8 of 0.0 and a significantly narrowed gap to be at least in-line with national non-disadvantaged figure.
To identify and address gaps in learning as a result of the pandemic for all cohorts	All disadvantaged students to reach benchmarks in all subjects. Where they are not, subject specific intervention plans are in place and progress is demonstrated.
To narrow the on-entry reading age in-line with actual age for disadvantaged students	All disadvantaged students with a reading age gap to make more than 1 year's progress each year until gap is overcome.
Improved tracking and outcomes of behaviour indicators e.g. attribute scores, behaviour points, exclusions	Improved behaviour indicators on average and for students whose behaviour is not improving, individual pastoral plans in place.
To raise aspirations of disadvantaged students by involving them in the wider life of the school, prioritising them for a variety of opportunities including careers support and ensuring inclusivity through the provision of resources and tracking of participation	Participation of disadvantaged students to exceed that of non-disadvantaged students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Pupil surveys indicate sustained/improved wellbeing for all including for disadvantaged students. Wellbeing team evaluations indicate successful interventions for disadvantaged students.

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
Twilight and Inset CPD time dedicated to adaptive teaching, feedback, curriculum design, effective assessment and other high quality teaching strategies	According to the EEF, "Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment."	1, 2, 4
Data analysis/assessment practices 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'.	Some PP students do not make as rapid progress as non-PP students so appropriate interventions need to be planned, reviewed and amended regularly. The National Forum on Education Statistics (2012) Forum Guide to Taking Action with Education Data, includes five primary phases or activities: 1. Seek information. 2. Access/gather data. 3. Analyse/interpret data. 4. Act. 5. Evaluate.	1, 2, 3, 4
Conduct Reading age tests annually for Years 7-10 and CATs tests on entry (including mid-year).	Internal data demonstrates lower CATs scores and a greater reading age gap for disadvantaged students. Continued use of these standardised tests enables identification of intervention needs and evaluation of the success of interventions.	2, 1
Teachers mark PP students' exercise books first with a focus on clear, actionable targets. All students are given time to respond to feedback.	According to the EEF review of the evidence on written marking, the use of targets to make marking as specific and actionable as possible is likely to increase pupil progress but students are unlikely to benefit from marking unless	1, 2, 4

	some time is set aside to enable pupils to consider and respond to marking.	
Whole-school focus on live-marking and whole-class feedback	According to the EEF, there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2, 4

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
Small group literacy interventions by primary practitioner.	According to the EEF the teaching of reading comprehension strategies appears effective in secondary schools (+7 months).	1, 2
Additional small group literacy lessons taught by librarian and HTLA	Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months) (EEF). Low attaining pupils particularly benefit from small group tuition	1, 2
Literacy Planet use in KS3 English lessons	According to the EEF, there are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	1,2
Online tuition provided to targeted Year 7-10 students in English, maths and science.	The October '22 'Independent Evaluation of the National Tutoring Programme Year 2: Implementation and Process Evaluation' found that the majority of senior leaders and teachers across all routes perceived the NTP to have had a positive impact on pupils' attainment, self-confidence and ability to catch up with their peers. The	1, 2, 5, 7

	majority of senior leaders across all routes perceived the NTP to have had a positive impact on schools, in terms of reducing the attainment gap for disadvantaged pupils and tutoring being well aligned to the curriculum and learning needs of pupils.	
Online tuition provided in range of targeted subjects for Year 11 students	As above.	2, 5, 7
Targeted departmental intervention sessions for GCSE subjects in Year 11	Internal data indicates that some disadvantaged students are further behind than their peers in some subjects. Disadvantaged students are therefore tracked and prioritised for interventions.	2, 5, 7
Year 10 and 11 'Step Up to English' timetabled lessons taught by H/T and DHT	Emphasis on foundational reading and writing skills will support access to curriculum as a whole. Studies into cumulative disadvantage in literacy ('the Matthew Effect') suggest "Well-timed, targeted instruction and intervention, provided by experienced teachers, can serve as a way to nudge students from a cumulative disadvantage trajectory to a compensatory trajectory in reading achievement." (Northrop, 2017)	1, 2
Recruitment of additional HLTA and TA for in-class, 1 to 1 and small group interventions including maths specialist.	Our current Year 7 PP students have an average Quantitative CATs score 95.45 compared to 102 for non-disadvantaged so particular help is needed to bridge the numeracy gap. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF). We are mindful of the need to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1, 2, 4
Ring fenced budget	Opportunity for any member of staff to bid for a ring-fenced amount of money for academic resources or to enable participation in enrichment activities. The evidence of impact will vary according to the bid and likely impact will determine success of bid.	1, 2, 5, 6
Disadvantaged underachieving Year 11 students prioritised for	According to the EEF, some studies have found that mentoring has more positive impacts for pupils from	1, 3, 4, 7

academic mentoring with SLT.	disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £104,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing interventions provided by wellbeing team (Wellbeing and Safeguarding Manager and three Wellbeing and SEMH practitioners) e.g. Star tool Yr 7 transition group project, Creative Arts, Bereavement Support, outreach with Enfield Carers Centre, Food Poverty Scheme, 121 Mentoring, Healthy Relationships Group, Wellbeing Ambassadors, Conflict Resolution, Creative Writing, Compass 121 - Substance Misuse support, Boxing, Mindful Arts and Crafts	According to figures from the DfE, pupils who receive FSM are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate	1, 2, 3, 4, 5
Careers advice and guidance e.g. assemblies, one-to-one careers	According to the EEF “Young people who have a good understanding of what they need to do in school to achieve their career ambitions, [...] do a lot better economically later in life than their peers.” “Careers education works best when it is personalised and targeted to individuals’ needs [...] This, together with	6

<p>appointments, work experience</p> <p>Mediated employer engagement including Future Frontiers career coaching for Year 10</p>	<p>school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment.</p> <p>Future Frontier's external evaluation as reported in their 2021-22 impact report demonstrated that participants had statistically significant increases in indicators of successful post-16 transitions.</p>	
<p>Form tutors and HoYs to prioritise and track contact with home for disadvantaged students</p>	<p>The EEF has concluded that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	3, 4, 6, 7
<p>Extra-curricular opportunities e.g. trips, public speaking workshops, music lessons, Duke of Edinburgh</p>	<p>A 2019 United Learning Trust survey found that employers valued the Duke of Edinburgh Award highest of all activities undertaken at school. The organisations surveyed were asked what attributes and characteristics they valued as key determinants in the selection of employees and rated the following most highly: leadership, teamwork, self-motivation, communication, confidence, consideration and the ability to learn.</p> <p>According to the EEF, Arts Participation has a +3 month effect size.</p>	6
<p>Deployment of Educational Welfare Officer</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	3, 7

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.58. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 39.3. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.2, and the Attainment 8 score was 49.1. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that many of our disadvantaged Year 11 students engaged less well both in class and in our GCSE intervention programmes last year.

EBacc entry for disadvantaged pupils was 33%, which is 13% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was slightly higher than their peers in 2021/22 and persistent absence significantly higher. Whilst this is an improving picture, we recognise this gap should be monitored and addressed which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and we therefore continue to make significant and sustained investment in our wellbeing provision.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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	