

# Pupil premium strategy statement – [Enfield Grammar School]

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	879 (KS3-4)
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr C Lamb (HT)
Pupil premium lead	Mr C Marshall
Governor / Trustee lead	Mrs. T Holloway

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 242,708
Recovery premium funding allocation this academic year	£ 64,584
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 307, 292

# Part A: Pupil premium strategy plan

## Statement of intent

*At Enfield Grammar School, our focus for the 2023/24 academic year is on empowering all our students, irrespective of their socio-economic background, to realise their full potential. In pursuit of this goal, we are dedicated to addressing the attainment and progress gap that disadvantaged students may have encountered historically. Our aim is to ensure that financial challenges do not hinder their academic achievements.*

*Analysis of the 2023 GCSE results highlighted a noticeable difference in achievement, with disadvantaged students (PP) achieving a Progress 8 (P8) score of -0.36, compared to their non-disadvantaged peers who achieved a P8 of +0.22. This contrast underscores the importance of our mission.*

*Our strategy is anchored in several key principles. Primarily, we strive to deliver high-quality teaching to our pupil premium students, laying a solid educational foundation for all, setting them on a trajectory toward success. We also recognise the necessity for a comprehensive and evaluative approach to interventions, tailoring support to meet the unique needs of each student.*

*To ensure the effectiveness of our strategy, we are committed to providing our dedicated staff with contextualised guidance and tips on how to best support disadvantaged students. We believe that arming our educators with the knowledge and tools to address the specific needs of these students is crucial for their success.*

*Continuous monitoring and evaluation of our strategy, along with data-driven adjustments as needed, are integral components. This includes regular reviews and professional development opportunities for our staff to ensure the ongoing efficacy of the strategy.*

*Furthermore, we are actively engaging with parents, students, and relevant external organisations to establish a supportive network for disadvantaged students. We encourage parents to actively participate in their children's education and aim to foster a sense of belonging and community among students to enhance their well-being and motivation.*

*Transparent allocation of resources to specific interventions and support services, coupled with a strong emphasis on promoting equity, are fundamental aspects of our strategy. We aspire to break the cycle of disadvantage through education, ultimately creating more opportunities for these students in higher education and their careers.*

*In addition, we are exploring opportunities for collaboration with local community organisations, businesses, and individuals who can contribute to the success of disadvantaged students. Furthermore, we are establishing clear lines of accountability within our school's leadership and governance structures to ensure the effective implementation of the pupil premium strategy.*

*Our commitment to these principles will guide our efforts to create a more equitable and inclusive educational environment, where every student's potential is recognised and celebrated.*

## 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>2022/23 disadvantaged P8 was -0.36 compared to non-disadvantaged P8 of 0.22 a gap of 0.58. A P8 of -0.36 however signifies a positive shift from our previous years PP P8 of -0.58.</p>
2	<p>Lower CATs scores and reading ages on entry for disadvantaged students.</p> <p>The 2023 year 7 disadvantaged cohort have a mean CAT score of 96 compared to non-disadvantaged being 101. This data signifies a marginal increase (from 93.5) in comparison to our current year 8's scores when tested at the same point.</p> <p>In evaluating the current year 7 cohort, it is noteworthy that 30% of students are below their actual reading age. A more concerning statistic emerges when considering our Pupil Premium (PP) students, with 45% below their actual reading age. In contrast, 22.1% of non-PP students fall below their actual reading age.</p>
3	<p>Improved but persistent pattern of lower attendance by disadvantaged students and disproportionate persistent absenteeism.</p>

	<p>Our tracked 2022/23 attendance figures for disadvantaged students was way above national average of 85.3% at 91.8%, However, this still lags behind non-disadvantaged students whose attendance sat at 93.9%.</p>
4	<p>In some cases, the behaviour for learning of disadvantaged students is not as strong.</p> <p>60% of fixed term suspensions were pupil premium students</p>
5	<p>Home learning environment, due to financial circumstances, can limit the ability to learn outside of the classroom.</p>
6	<p>In certain instances, students facing socio-economic challenges may encounter obstacles related to aspirations and cultural capital. It's important to emphasise that this observation is not a blanket statement about all the Pupil Premium students.</p> <p>Cultural capital, as defined by OFSTED, refers to the fundamental knowledge that students require to become well-rounded citizens, exposing them to the finest intellectual and creative achievements of humanity.</p> <p>It's worth noting that the absence of cultural capital among some PP students could be linked to financial limitations and the demands of parental work commitments.</p>
7	<p>In certain instances, there may be varying degrees of parental engagement and support among PP students. It is crucial to stress that this observation is not a generalisation about all PP students.</p> <p>It's important to recognise that the circumstances leading to lower levels of parental engagement are diverse, with work commitments being a significant contributing factor in many cases. This understanding underscores the need for nuanced and individualised approaches to support students and families facing specific challenges.</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
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.

<p>To identify and address gaps in learning as a result of the pandemic and other factors for all cohorts</p>	<p>All disadvantaged students reach benchmarks in all subjects. Where they are not, subject specific intervention plans are in place and progress is demonstrated.</p>
<p>To reduce the disparity between the chronological age and reading age of disadvantaged students, bringing their reading skills more in line with their actual age.</p>	<p>Reading tests demonstrate improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>Improved tracking and outcomes of behaviour indicators e.g. attribute scores, behaviour points, exclusions</p>	<p>Improved behaviour indicators on average and for students whose behaviour is not improving, individual pastoral plans in place.</p>
<p>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</p>	<p>Participation of disadvantaged students to exceed that of non-disadvantaged students.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Pupil surveys indicate sustained/improved wellbeing for all including for disadvantaged students. Wellbeing team evaluations indicate successful interventions for disadvantaged students.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations shows disadvantaged students are happier and more engaged in school</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>A reduction in the proportion of disadvantaged students engaged in negative behaviours</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: £ 145, 726

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 EFF, "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
SLT / HODs to perform regular learning walks, book looks and lesson observations. The findings from these monitoring activities will be used to support the professional development of staff to further support the progress of	According to research conducted by the EFF, High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom	1, 2, 4

disadvantaged students.		
<p>Whole school holistic approach in ensuring that each student's learning experience is thoughtfully tailored, fostering a supportive and encouraging educational atmosphere.</p> <p>As a Trauma-Informed Practice (T.I.P's) school, this philosophy permeates every aspect of our approach. We aim to realise our mission by providing training to student-facing staff on conducting scripted conversations, emphasising effective communication to support students.</p> <p>Additionally, where appropriate, students will be issued with learning and/or T.I.Ps passports to facilitate a deeper understanding of their unique needs and backgrounds.</p> <p>This will then in turn lead to teachers being supported in creating context sheets and seating plans that not only cater to individual needs but also contribute to the overall positive learning climate.</p>	<p>According to Praetorius et al. (2018) model, the Dynamic Model (Creemers &amp; Kyriakides, 2011) and the CLASS framework (Pianta et al., 2012) promoting a positive climate of student-student and student- teacher relationships, characterised by respect, trust, cooperation and care which in turn promotes good progress over time.</p>	1, 2, 3, 4
<p>Teachers mark PP students' exercise books first with a focus on clear, actionable targets. All students are given time to respond to feedback.</p>	<p>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 some time is set aside to enable pupils to consider and respond to marking</p>	1, 2,4
<p>Whole-school focus on live-marking and whole class feedback</p>	<p>According to the EEF, there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact</p>	1, 2, 4

	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.	
Conduct Reading age tests annually for Years 7-10 and CATs tests on entry (including midyear).	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.	1, 2

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

Budgeted cost: £ 155, 627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted departmental intervention sessions.	<p>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.</p> <p>According to EEF targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy</p>	1,2, 5



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	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
Introduction of Ruth Muskins 'Fresh Start' phonics programme.	According to EEF research phonics interventions have been consistently found to be effective in supporting pupils to master the basics of reading, with an average impact of an additional five months' progress.	1, 2, 5
Online tuition provided to targeted Year 7-10 students in English, maths and science.	<p>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 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.</p> <p>Students and parents who were involved in the process in 2022/ 23 have reported the positive impact this has had.</p>	1, 2, 5, 7
Online tuition provided in range of targeted subjects for Year 11 students	As above	1, 2, 5, 7
Recruitment of additional HLTA and TA for in-class, 1 to 1 and small group interventions.	<p>Our current Year 7 PP students have an average Quantitative CATs score of 96 compared to 101 for non-disadvantaged so particular help is needed to bridge the gap.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF).</p>	1, 2, 4

	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.	
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 academic mentoring with SLT.	According to the EEF, some studies have found that mentoring has more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 3, 4, 7

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

Budgeted cost: £ 15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday Activity Fund sessions being delivered by Kidzplay at EGS. With disadvantaged EGS students given priority.	<p>Evidence states that Summer (holiday) schools can provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support.</p> <p>According to the EEF extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning. The evidence goes on to mention that Summer (holiday) schools have a positive impact on average</p>	4, 5, 6, 7

	(three months' additional progress) but can be expensive and may not be cost-effective for schools to implement. We have mitigated the impacts of this by sourcing a DfE funded organisation.	
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, Group work, Wellbeing Ambassadors, Conflict Resolution, Creative Writing, Humankind 121 - Substance Misuse support, Mindful Arts and Crafts, Emotional Literacy Support Programme.	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 appointments, work experience Mediated employer engagement including Future Frontiers career coaching for Year 10. Additional support will be given to PP students to ensure that they are able to find suitable placements for work experience.	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 school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment.	6
Form tutors and HoYs to prioritise and track contact with home for disadvantaged students	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	3, 4, 6, 7

	engage with all parents to avoid widening attainment gaps.	
Extra-curricular opportunities e.g. trips, public speaking workshops, music lessons, Duke of Edinburgh	<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. According to the EEF, Arts Participation has a +3 month effect size.</p> <p>In addition, evidence from our 22/23 PP student voice survey indicated that 43.3% of the students questioned believe that trips would have a positive impact on their outcomes.</p>	6
Deployment of Educational Welfare Officer	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>	3, 7

**Total budgeted cost: £ 316,753**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the pursuit of educational excellence and equity, we conducted a thorough examination of the outcomes for our disadvantaged pupils during the 2022/2023 academic year. This assessment was based on key stage 4 performance data and internal evaluations, aiming to provide a comprehensive analysis of their performance with a focus on key statistical measures.

Progress 8 serves as a critical metric in assessing the effectiveness of our teaching and learning strategies. It goes beyond raw exam results by evaluating the progress made by each student from their starting point at the end of primary school to their achievements at the end of key stage 4. This nuanced measurement allows us to identify areas where our disadvantaged pupils may need additional support and interventions, guiding us in tailoring our educational approach to meet their specific needs.

The Progress 8 score for our disadvantaged pupils in the 2021/2022 academic year was -0.58. We are encouraged to report that there has been improvement, with the latest figure (22/23) standing at -0.36. While this marks significant progress, it is important to note that the performance is still below the expected levels and we continue to strive to narrow this gap. In comparison to the national figures, our school's disadvantaged P8 score of -0.36, is well above the national average of -0.57. However, as previously mentioned, there remains room for improvement, and our commitment to further enhance these outcomes is unwavering.

Attainment 8 is a holistic gauge of academic achievement, encompassing a diverse set of subjects. This measure enables us to evaluate the breadth and depth of our curriculum, ensuring that it adequately prepares students for the challenges of higher education and the workforce. By scrutinising the individual scores across different subjects, we gain insights into the areas where disadvantaged pupils may face challenges or excel, informing our strategies for both targeted support and enrichment opportunities.

The Attainment 8 score for our disadvantaged pupils was 39.3 in 2022 and has marginally increased to 39.57 in 2023. However, this still highlights a gap of 11.96 when compared to non-disadvantaged students. Attainment 8 measures the overall attainment across eight subjects, providing a comprehensive view of academic achievement. Closing this gap is important to ensuring equitable educational outcomes for all students.

Our commitment extends to ensuring that students have a range of pathways to explore and develop their strengths, fostering a well-rounded and capable future generation.

In terms of entry into the EBacc pathway, a positive shift has been observed, with 34.2% of disadvantaged pupils participating, marking a 1.2% increase from the previous year. The entry into EBacc pathways is considered important for promoting a broad and balanced education, encompassing subjects like English, mathematics, sciences, a language, and humanities. These pathways are designed to offer a comprehensive and challenging curriculum that equips students with essential skills and knowledge for future success.

While recognising the importance of EBacc pathways, we equally emphasise the value of providing students with opportunities to excel in alternative pathways, such as the arts. Our belief is grounded in the understanding that fostering a well-rounded individual involves nurturing diverse talents and interests. The aim is to build individuals who not only excel academically but also flourish in areas that contribute to their holistic development.

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

Despite these challenges, we are pleased to report that our tracked attendance figures for disadvantaged students in the 2022/2023 academic year were notably above the national average of 85.3%, standing at 91.8%. However, it is important to acknowledge that this still lags behind non-disadvantaged students, whose attendance is at 93.9%. We remain committed to addressing these attendance differentials and ensuring a supportive environment for all students.

While there have been positive developments, the persistent gaps in attainment and progress for disadvantaged pupils underscore the need for ongoing efforts. Addressing these disparities is essential for fulfilling our commitment to providing an equitable and enriching educational experience for all students. The findings of this report will inform our strategies for the upcoming academic years, ensuring that our interventions are targeted and effective in narrowing the gaps and promoting educational equality.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider