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	875 (KS3-4)
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr. C. Lamb (HT)
Pupil premium lead	Ms. J. McCall
Governor / Trustee lead	Dr. H. Lovell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,600
Pupil premium funding carried forward from previous years	£ 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*	£ 264,600

Part A: Pupil premium strategy plan

Statement of intent

At Enfield Grammar School, our focus for the 2024/25 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 2024 GCSE results highlighted a noticeable difference in achievement, with disadvantaged students (PP) achieving a Progress 8 (P8) score of -0.24, compared to their non-disadvantaged peers who achieved a P8 of +0.04. Whilst the gap has narrowed since 2023 when disadvantaged students (PP) achieved a Progress 8 (P8) score of -0.36, compared to their non-disadvantaged peers who achieved a P8 of +022, the persistent gap 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	Drop-off at KS4 in numbers of disadvantaged students reaching benchmark grades and subsequent attainment and progress gap. The 2022/23 disadvantaged P8 was -0.36 compared to non-disadvantaged P8 of 0.22 (a gap of 0.58) signifying a positive shift from our previous year's disadvantaged P8 of -0.58, but a persistent gap nevertheless. 2023/24 disadvantaged P8 was -0.24 compared to non-disadvantaged P8 of 0.04 (a gap of 0.2) signifying a narrowing, but again, persistent gap at GCSE. In contrast, at the end of KS3, disadvantaged students in this cohort had an estimated P8 score of 0.03 compared to non-disadvantaged students on -0.14.

2	Lower CATs scores (and reading ages) on entry for disadvantaged students. The 2024 year 7 disadvantaged cohort have a mean CAT score of 96.4 compared to a non-disadvantaged score of 100.1. This data signifies a marginal increase (from 96.0) in comparison to our current year 8s' scores when tested at the same point. The 2024 gap is particularly pronounced in the Verbal Test scores (5.1 gap). In 2023, the reading age of 45% of disadvantaged students was below actual age. 22.1% of non-PP students fell below their actual age indicating a significant gap. In contrast, in the first testing of the 2024 cohort, the usual trend has reversed with 30.77% of non-PP students being below actual compared to 33.3% non-PP.
3	Improved but persistent pattern of lower attendance by disadvantaged students and disproportionate persistent absenteeism. In 2023/24, attendance for disadvantaged students was 92.9%, way above national average of 85.4%, yet still 1.3% behind our non-disadvantaged students whose attendance sat at 94.2% The gap has narrowed slightly since our tracked 2022/23 attendance figures of 91.8% for disadvantaged students, 2.1% behind non-disadvantaged students whose attendance sat at 93.9%.

4	In some cases, the behaviour for learning of disadvantaged students is not as strong. In 2023/24, 55% of fixed term suspensions were of pupil premium students, a drop of 5% from the 2022/23 academic year when 60% of fixed term suspensions were of pupil premium students but remaining disproportionate nevertheless.
5	Home learning environment, due to financial circumstances, can limit the ability to learn outside of the classroom.

6	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. 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. It is 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.
7	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. It is 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.

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. *N.B. P8 will not be published for the 2024 and 2025 GCSE cohort so success will be determined by the extent to which proportion of disadvantaged students achieving average grades of 4/5 and above including in English and math is in-line with non-disadvantaged students in school and nationally.*

To identify and address gaps in learning as a result of the pandemic and other factors for all cohorts	All disadvantaged students reach benchmarks in all subjects. Where they are not, subject specific intervention plans are in place and progress is demonstrated.
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.	Reading tests demonstrate improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
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. Qualitative data from student voice, student and parent surveys and teacher observations shows disadvantages students are happier and more engaged in school A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A reduction in the proportion of disadvantaged students engaged in negative behaviours

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 high quality teaching strategies how to structure a lesson to scaffold towards independence. In addition, disaggregation of two INSET days and investment in online platform so that teachers can undertake bespoke training suited to their areas for development.	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 disadvantaged children that require intervention and put interventions in place Investment in Provision Map platform so both academic and non-academic interventions can be tracked including on the basis of disadvantage.	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 disadvantaged students.	According to research conducted by the EEF, 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

Whole school holistic approach in ensuring that each student's learning experience is thoughtfully tailored, fostering a supportive and encouraging educational atmosphere. 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. 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. 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.	According to Praetorius et al. (2018) model, the Dynamic Model (Creemers & 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.	1, 2, 3, 4
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 some time is set aside to enable pupils to consider and respond to marking	1, 2,4
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	1, 2, 4

	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 bi-annually for Years 7-10 and CATs tests on entry (including midyear admissions).	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: £ *103,474*

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

Embedding of Ruth Miskins '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
Recruitment of additional HLTA and TA for in-class, 1 to 1 and small group interventions including a qualified maths teacher.	Our current Year 8 PP students have an average Quantitative CATs score of 99.9 compared to 103.7 for non-disadvantaged. Our current Year 8 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. 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 academic mentoring.	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.	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. 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 (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.	4, 5, 6, 7

Windows to Our World Experience Programme established so that disadvantaged students in Year 8-10 are funded to partake in three enrichment activities (on-site or trips) per year with the aim of enhancing cultural literacy.	According to Ofsted, "A double unfairness is created when schools in disadvantaged areas feel pressure to narrow their curriculums in order to focus on headline results. So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school." With this in mind, we look to broaden the opportunities in our curriculum by investing curriculum time in experiences for all so that our students can be "educated citizens, [by] introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."	

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 though 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 engage with all parents to avoid widening attainment gaps.	3, 4, 6, 7

Extra-curricular opportunities e.g. trips, public speaking workshops, music lessons, Duke of Edinburgh	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. 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.	6
Deployment of Educational Welfare Officer	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 antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	3, 7

Total budgeted cost: £ *264,600*

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 2023/2024 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. The 2022/23 outcomes saw an improvement to -0.36. We are encouraged by a further improvement to -0.24 compared to non-disadvantaged P8 of 0.04 signifying a narrowing, but persistent gap at GCSE.

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 -0.24, is well above the national average of -0.57. However, 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, marginally increasing to 39.57 in 2023 and again to 40.4 in 2024. However, this still highlights a gap of 7.1 when compared to the cohort as a whole. Attainment 8 measures the overall attainment across eight subjects, providing a comprehensive view of academic achievement. Closing this gap is therefore 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 39.1%marking a 4.9% increase from 2023 further to the 1.2% increase from 2022. 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.

In 2023/24, attendance for disadvantaged students was 92.9%, way above national average of 85.4%, yet still 1.3% behind our non-disadvantaged students whose attendance sat at 94.2%

The gap has narrowed slightly since our tracked 2022/23 attendance figures of 91.8% for disadvantaged students, 2.1% behind non-disadvantaged students whose attendance sat at 93.9%.

Despite these challenges, we are pleased to report that our tracked attendance figures for disadvantaged students in the 2023/2024 academic year were notably above the national average of 85.3%, standing at 92.9% a slight improvement on the 91.8% of 2022/2023. However, it is important to acknowledge that this still lags behind non-disadvantaged students, whose attendance is at 94.2%. 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