

# Pupil premium strategy statement: Enfield County School for Girls

1. Summary information					
<b>School</b>	Enfield County School for Girls				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£297,797 Year 7 Catch up £9,000 tbc	<b>Date of most recent PP Review</b>	Autumn term 2018
<b>Total number of pupils</b>	1123	<b>Number of pupils eligible for PP</b>	318	<b>Date for next internal review of this strategy</b>	Autumn term 2019

2. Current attainment		
<b>% achieving 9 - 4 in English and Maths (2017/18)</b>	<i>Pupils eligible for PP (ECSfG)</i> 69%	<i>Pupils not eligible for PP (national average)</i> TBC
<b>Progress 8 score average (NA 2017/18)</b>	+0.06	TBC
<b>Attainment 8 score average (NA 2017/18)</b>	45.29	TBC

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy skills for students entering yr7 are lower for students eligible for PP than for other students; which can prevent them from making good progress throughout ks3
<b>B.</b>	Numeracy skills for students entering yr7 are lower for students eligible for PP than for other students; which can prevent them from making good progress throughout ks3
<b>C.</b>	Study, organisation and planning skills: PP students may need further support from school to ensure that they make at least as much progress as non PP students.
<b>D.</b>	Targeted support: PP students may need additional targeted support in school at KS4 to make as good progress with as improved outcomes as PP students.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	PP students do not always have access to facilities and resources such as laptops or the internet/learning apps outside of school which can impact on them making as much educational progress as non pp students when learning outside of the school environment.

<b>F.</b>	The impact that family issues and financial circumstances have on pp student educational outcomes and lifestyle limitations. This can affect attendance and punctuality.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP students make high levels of progress in the core subjects	Improved levels of progress in Core subjects at ks4
<b>B.</b>	PP students make high levels of progress in the non –core subjects	Improved levels of progress in non-core subjects at ks4
<b>C.</b>	PP students have support for learning outside of lessons	Improved progress and outcomes at ks4
<b>D.</b>	PP students have access to computers and internet/ learning apps outside of school hours.	Improved access to learning resources at ks4
<b>E.</b>	The attendance and punctuality of PP students is as good or better than non PP	Improved attendance and punctuality (95% or above)

## 5. Planned expenditure

<b>Academic year</b>	<b>2018-19</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment and progress in the core subjects.	8 English classes and 10 Maths classes at ks4.  5 Core science lessons Science per week in ks4  8 English classes in year 8 and 9	Lack of curriculum time or large class sizes have had a detrimental effect on student outcomes in core subjects. This has been a successful strategy for the school.	Deputy Headteacher to analyse and cost the curriculum to ensure the effectiveness of smaller classes and the necessity of increased curriculum time for the 3 core subjects. Subject leaders to effectively deploy staffing to ensure the best levels of staffing to ensure good teaching.	Deputy Headteacher, School Business Manager and Subject Leaders for English, Maths and Science	July 2019
Improved attainment across the curriculum in subjects other than English, mathematics and Science	Contribution to Intervention for GCSE students (lunchtime, after-school and Holiday Intervention).	To close the gap between all students and PP students	Subject leaders to effectively deploy staffing. Data analysis	AHT Raising Standards/ Senior AHT Ks4	August 2019
Maintaining availability of non-teaching support for PP students	Contribution to costs of Teaching Assistants (not support for EHCP students)	Some students need targeted support in lessons to ensure good progress and attainment.	Senco to oversee the allocation of resources, liaising with Subject Leaders to ensure value for money.	Senco	September 2018 January /April 2019
Ease of access to on-line resources	Contribution to cost of on-line resources. Pixl Lit purchased for all students	To enable equal access to online resources.	Feedback from teachers. Data analysis	AHT Raising Standards/ Senior AHT Ks4	October 2018 and continuing.
<b>Total budgeted cost</b>					<b>£119,930</b>

### ii Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved Key Stage 3 literacy progress	Year 7 students who arrive with below ARE in Reading are identified for 1-to-1 support through Lexia and small group provision of CatchUp and GROW3. Year 8 and 9 students who are below ARE have one to one and group tuition delivered by teachers and TAs using Lexia	Students need targeted literacy support to catch up. This is a programme which has been evaluated and shown to be effective in our school.	Organise timetable to ensure staff delivering/students having provision have sufficient time. Data tracking of these students to show impact of the programme. Continuing Professional Development (CPD) for TAs /ks3 coordinator delivering Lexia. Senco to liaise with parent(s)/carer(s) of targeted children.	Senco Ks3 Co-ordinator	June 2019
Improved Year 7 mathematics progress	Year 7 students who arrive with below ARE in mathematics are identified for 121 support and small group provision.	Some of the students need targeted mathematics support to catch up. This is a programme which has been evaluated and shown to be effective in our school.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Senco to liaise with parents of targeted children.	Senco/KS3 Maths Lead	June 2019
Improved progress for and 11 students in English and Maths  Yr9	Weekly small group/1-to- 1 sessions in maths for PP pupils with maths tutor or equivalent.  Summer catch up intervention	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision.	Extra teaching time within maths as directed teacher time with HOD overview.	Subject Leader: Mathematics	March 2018
Support for students looked after or formerly looked after	Personalised in consultation with Children Looked After (CLA) support workers	We want to ensure that CLA or former CLA students feel supported.	Engage with external agencies, parents and pupils before secondary phase begins to address any concerns. Ensure Care Plans are in place.	LAC lead	Termly

Improved attendance and punctuality to impact positively on teaching and learning outcomes.	A structured approach to improving attendance and punctuality	We want to work towards attendance of pp students being in line with or better than non pp.	2018-19 SIP identifies attendance as a priority with actions. with Regular meetings to support a coordinated approach	SAHT's HOY's AHT Raising Standards Attendance Admin	July 2019
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**Total budgeted cost**    **£18,783**

**iii Other approaches**

<b>Desired outcome</b> <i>It is essential that all students can</i>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<i>access the many opportunities that education can provide.</i>					
Pupil premium students to have access to IAG and careers information	IAG pre and Post 16 to promote high aspirations and progression to higher education, training and employment.	Ensure that pp students are not denied opportunities open to them that they may not be aware of.	PP Students to be prioritised in whole school delivery.	Dep Head Careers linked staff PP lead	July 2019
Increased access to computers and the internet	To provide lap tops/USB's etc for students in yr11/12/13	We can't improve attainment for children if they cannot access their learning outside of school hours.	SLT/HOY 11/'pp' lead to identify students and inform parents about the need to access learning out of school hours.	SAHT ks4 School Business Leader	Jan 2018
Equal participation and access to enrichment, educational and cultural experience for all.	Encouragement and selection to be part of enrichment activities with financial support where necessary	Ensure that students are not denied the opportunity to learn and experience enrichment activities.	Pupils are identified for a range of enrichment and pupils/ parents know they can apply for finance support (including instrumental lessons)	HOY Subject Leaders Trips and visits coordinator School Business Leader	Dec 2018, April and July 2019
Support for students who need guidance with homework or do not have an appropriate space at home	Extension of opening hours of school libraries for working, IT and homework support. Signposting by teaching and non-teaching staff to homework clubs	Ensure that students are not denied the opportunity to learn due to financial circumstances.	Students to be identified and targeted.	SAHT Ks3/4 HOY PP lead	Dec 2018, April and July 2019
Uniform items	To have a bank of school uniform items in school	Ensure that students are in full school uniform.	Day to day management	HOY KS co- ordinators Student services	Ongoing
Improved mental health and study skills	Contribution to School Counsellor, Academic Mentor, Learning Mentors and Educational Psychologist	Ensure students health and mental well-being.	Inclusion Manager to liaise with all the relevant parties to ensure students are well provided for.	Inclusion Manager	Dec 2017, April and July 2018
Maintaining high level of pastoral support and access to relevant external agencies	Contribution to costs of KS Co-ordinators	Ensure students know whom to go to if they need to discuss pastoral issues. Non-teaching KS3/4 co-ordinators= £41,441 x2 = £82,882	SAHT KS3/4 meet fortnightly with Inclusion Teams.	SAHT KS3/4	Dec 2018, April and July 2019

PP students have level of study resources available to other students	Revision Books Revision stationery packs Food and Nutrition ingredients  Music Tuition	Ensure that students are not denied the opportunity to learn due to the financial circumstances. £1,500 + £9,292	Pupils will be asked about requirements and stationary/items supplied.	KS4 SAHT PP lead School Business Manager	Dec 2018, April and July 2019
Maintaining PP students physical and mental health on exam days	Contribution to Public Exam Day breakfasts and water and Pre Public Exam water	Ensure that students have had a nutritional breakfast and have hydration before an exam. £1,000	Pupils know that this is available to them	Ks4 SAHT Exam Officer PP lead	May 2019
<b>Total budgeted cost</b>					<b>£163,948</b>

## 6. Review of expenditure

**Previous Academic Year**                      **2017/18** (PP Funding £310,918 / Y7 catch up £9000 / Students eligible 331)

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£219,708</b>
Improved attainment and progress in the core subjects. Creating smaller teaching groups years 9-11	Smaller teaching groups KS3 and KS4. Targeted support for individuals including PP. Increase staffing in core subjects	Pupil Premium Outcomes in line with all students at Key Stage 3 Gaps being targeted at KS4 through the School Improvement Plan.		
Maintain excellent attitudes for learning and the best standards of behaviour by	Maintain a strong and effective Pastoral Team by continuing with existing structure including KS Co-ordinators. Strengthen team by funding CAMHS (HEWS).	KS Co-ordinators support bfl and student support working alongside the HOY and Inclusion team.		
Strengthening the Pastoral Team	Enhance the role of the Form Tutor.	The need for CAMHS exceeds availability and ks co-ordinators enhance in school support.		

### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£40,000</b>

Improved fluency in English and literacy levels.	Implementation of SEND review to create individualised support for EAL students who have limited English. Appointment of an EAL specialist September 16	SEND review took place in June 2018. This led to further school improvement planning and development for 2018-19. An EAL specialist was not appointed	SIP with SEN actions being implemented this academic year	
Improved attendance of target group.	Structured approach to tracking attendance and following up absence with a particular focus on the target groups.  Strategies such as late gate, first day call, detentions for lateness and rewards for good attendance. Regular meetings with EWO.  Termly analysis of attendance and comparisons with previous years by GB Safeguarding Team	The attendance of students improved compared to the previous academic year.	Student Attendance/persistent absence continues to be a focus for this academic year.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£54,014</b>

<p>Equality of opportunity for all.</p>	<p>To provide a wide range of cultural and enrichment activities to enhance educational experience and provide 'cultural capital' for all. To meet individual needs by buying breakfasts, food technology ingredients, uniform, revision books, funding school visits, activities and experiences etc. including music tuition. Providing effective pastoral support and access to other support agencies as required. Arranging alternative educational provision at KS4 if individual need requires. Extend opening hours of the libraries to provide access to quiet working areas, IT and homework support. Provide CAG Post 16 to promote high aspirations and enable successful progression to HE, training and employment.</p>	<p>Students were able to access a range of support and enrichment experience to support their achievement.</p>	<p>We continue to look at Equality of opportunity for pp students. We have a pupil premium staff lead and a detailed plan (see above) for supporting students to have equal access and opportunity.</p>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: [www.highschool.sch.uk](http://www.highschool.sch.uk)

We have used the following available data in compiling and updating this strategy statement:

No of students:	All students 185	PP Students 55	Other students 130	National
Progress 8	+0.22	+0.06	+0.27	
English	+0.12	-0.01	+0.16	
Mathematics	+0.3	+0.14	+0.39	
Ebacc	+0.44	+0.33	+0.47	
Other	-0.01	-0.21	+0.08	
Attainment 8	50.89	45.29	54.44	
EAL	57 Students	17 Students	40 students	

