

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium (PP) 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 County School for Girls
Number of pupils in school	1079
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jennifer Gumbrell
Pupil premium lead	Helen O'Brien
Governor / Trustee lead	Kathy Hall Keith Carrano

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,580
Recovery premium funding allocation this academic year <i>(funding not yet received – allocation to be confirmed)</i>	£37,410
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	£7,128,086

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced.

We are a very diverse school community with our student representation reflecting families resident in the London Borough of Enfield.

Our students have many common barriers to learning that affect disadvantaged students across our borough and across London as a whole.

These may include (but are not exhaustive of) less support at home, weak 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 students from achieving their potential. The challenges are varied and there is no "one size fits all".

As a school we know that these barriers existed prior to Covid-19 and in 2021 this is even more the case for many of our students.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To ensure that the attendance of our disadvantaged students is as good as their peers and to provide support where it is not.
- ✓ To support our students' health and wellbeing and ensure that they have access to equal opportunities with regard to our extracurricular offer.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the students and that all students can access high quality lessons.
- When making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

The range of provision the school will consider making for this group include :

- To allocate students to 'Catch Up' classes - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring students have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges –

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

Challenge number	Detail of challenge
1	<p>Some disadvantaged students have a lack of wider subject knowledge due to a lower exposure to certain experiences than other non- PP students therefore there remains a small attainment gap at KS4 in the core subjects.</p> <p>Attainment 8 Score for All Students is 5.6 Attainment 8 Score for PP Students is 5.3 Grade 5 and above in English and Maths All Students is 62% Grade 5 and above in English and Maths for PP Students is 57% EBacc APS for All Students is 5.42 EBacc APS for PP Students is 5.11–</p>
2	<p>We know that many of our disadvantaged students experience difficulties of various kinds in the morning and this means that the attendance of PP students in KS4 is slightly lower than that of non-PP students.</p>
3	<p>In year 7 some students have a lower reading age than their chronological age and their lower level of comprehension impacts on their literacy levels.</p>
4	<p>Some of our students do not have access outside of school to opportunities that both enhance their curriculum/ wider subject knowledge or support their health and wellbeing. This makes it more difficult to engage them with our extracurricular programme as it is unfamiliar to them.</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 continue to close the attainment gap at KS4 in the core subjects.	PP students will achieve in line with non-PP students in the core subjects at GCSE by July 2024
To monitor and identify students with low attendance early in years 10 and 11 and implement strategies to improve attendance.	The attendance of PP students will improve at KS4 by July 2022
Literacy levels of our PP year 7 students will improve.	Results of the Suffolk reading tests taken at the start and end of the year will show improvement in literacy with this group of students. July 2022
PP have access to all areas of our extracurricular provision.	PP students will be well represented in all areas of extracurricular provision and extracurricular provision will reflect the needs of our students. July 2022

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: £ 112,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support in core subjects at KS4	Education Endowment Foundation: Making Best Use of Teaching Assistants. October 2018	1
SENDCo TLR – working with our year 7 students to improve literacy levels.	Education Endowment Foundation: Improving Literacy in Secondary Schools. July 2018	1 3
Literacy Co-ordinator TLR leading on peer reading tuition.	Evidence that this approach has high impact – Education Endowment Foundation – Teaching and Learning Toolkit.	3
Lead Practitioner – Leading on whole school mastery learning.	Evidence in school that this helps all students improve their outcomes and has high impact. Education Endowment Foundation – Teaching and Learning Toolkit.	1 2 3 4

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

Budgeted cost: £ 31,673

Activity	Evidence that supports this approach	Challenge number(s) addressed
Easter Master Classes	Teacher voice tells us that revision sessions have a positive impact on student outcomes.	1
Academic Clubs	Subject specific targeted support is key in raising both literacy levels at KS3 and outcomes at KS4. EEF	3 4

Extended school	Evidence from the EEF Teaching and Learning Toolkit on the impact of life skills and enrichment.	1 3 4
Dyslexia support TLR	Education Endowment Foundation: Improving Literacy in Secondary Schools. July 2018	3

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

Budgeted cost: £ 123,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art/Textiles/Food resources provided	Teacher voice and our knowledge of our students shows us that some of our students are unable to provide these resources from home.	4
Transport and visits, PP AEN (additional educational needs)	Teacher voice and our knowledge of our students shows us that some of our students also identified on the hardship database do not have the finance to pay for trips / residential.	4
Counsellor service in school - used to address barriers to attendance including emotional and attitudinal.	School attendance, exclusion and persistent absence – The British Psychological Society. June 2017	1 2
AHT – tracking attendance. Implementing strategies prior to EWO involvement.	School attendance, exclusion and persistent absence – The British Psychological Society. June 2017	2
Exam packs	Student voice shows that these resources are well used by some of our disadvantaged students and we know that sometimes access to the required exam equipment is a challenge for some of our students.	1
PP Software Lexia, GCSEPod, Parent App	Parents are given daily updates on attendance. Students' engagement with GCSEPod is high. More than 50 % of our disadvantaged students access GCSEPod weekly.	1 2 3

PP exam support	Targeted interventions to support and improve outcomes for PP at GCSE.	1
Printing allocation	Some of our PP students are unable to print resources as they have no credit on their account. All students are given credit on their printing account at the start of the year.	1 2 3 4
AHT – TLR - part of the TLR to be used to monitor attendance and implement strategies for students at KS4	School attendance, exclusion and persistent absence – The British Psychological Society. June 2017	2
Year 12 &13 PALs To monitor attendance and ensure equality of access to extra-curricular	School attendance, exclusion and persistent absence – The British Psychological Society. June 2017	2 3 4
Year 7-11 PALs To monitor attendance and ensure equality of access to extra-curricular	School attendance, exclusion and persistent absence – The British Psychological Society. June 2017 Teacher voice tells us that our knowledge of our students and the positive relationships between students and their PALs has a significant impact on raising attendance and increasing participation in the extra-curricular provision	2 3 4
Careers Lead In school to ensure that our disadvantaged students are given support and advice with regard to Post 16 and careers.	The good careers guidance report: Gatsby 2014 Gatsby Benchmarks – December 2017 Careers guidance and access for education and training providers – July 2021	4

Total budgeted cost: £267,580

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- PP students make high levels of progress in the core subjects – Achieved. Our internal progress indicators show a marked increase since 2019.
- PP students have access to computers and internet / learning apps outside of school hours – Achieved.
Evidence – All PP students were allocated a DfE laptop and PP students have been able to keep theirs following school re-opening. All students in years 7-13 have access to GCSEPod.
- The attendance and punctuality of PP students is as good or better than non-PP – Partially achieved due to COVID-19

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
GCSEPod	GCSEPod
PiXL – Build up	PiXL
Parent App to track attendance and behaviour	SIMs

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Recent redistribution of teachers linked to KS3 & 4 Mathematics sets – we had unconsciously allocated our Head of Maths and A level teachers to ‘top set’ classes; when 2020/21 timetable planning, we made a conscious decision to distribute staffing to mid/lower achieving sets. This has continued this year.
- Science KS4 sets – same strategy as maths but different starting point. We removed the GCSE option of Triple science three years ago, as it did not have the impact on KS5 or school leaver destinations as once thought. In addition, our top 10% achieving students in biology and chemistry A level all came from core science classes in the 3 year trend leading up to the decision. Similar to maths, our A level teachers were allocated to Triple – now, they’re teaching mid/lower science sets, along with Triple students now integrated into ‘soft’ science sets with all other students.
- Introduction of new GCSEs (Classics and Film Studies in 2020 and Psychology in 2021) as part of the broad and balanced pathway for **all** students; 32% of students who took Classics GCSE are PP.
- Planning for all rather than some’ – Curriculum focus on scaffolding ‘up’ rather than differentiating down; our majority mixed-ability classes enable a non-assumptive starting point in every lesson.
- ‘Needs of all our students’ rather than targeted PP interventions – we always try to implement whole year group or subject interventions, thus ensuring ‘inclusion in school life’ rather than exposing any disadvantaged students.
- We recognise the need for our disadvantaged students to fit in, recognising the socio-economic gap and we work as a school to ensure our disadvantaged students don’t feel left out of the norm – therefore we insist on excellent relationships, and staff **knowing** each student– non-pupil premium focus but *knowing* they’re PP.
- Early reading assessments in Y7 – as early as possible in Y7, due to x27 primary school feeders, all students have very different experiences – important to benchmark reading standards early on.
- From September 2021, we identified ‘wasted’ form time for Y10 & 11 due to the split site and inconsistency of form tutor issue. We now use 3 form times a week (20 minute sessions) for KS4 core interventions with the students’ own English, Maths and Science teachers. This means a total of 37.5 hours of inclusive writing/reading time for ALL students. Planned focus on reading and writing as English and Science departments felt that there was a gap in writing practice due to the pandemic and online/ keyboard focus. Initially students were reluctant to be on time; a letter was sent to all parents/ carers explaining

the 37.5 hours catch-up time for **all** students – attendance dramatically increased. Core teachers monitor PP student attendance and inform PALs of any absences.

- Far less 'friendship' issues affecting disadvantaged students due to raising of standards of behaviour and expectations.
- This year we have introduced 'Learning Zones' before school and after school on both sites for any student that needs extra help with homework or just a quiet place to study.
- In consultation with our PiXL partner, we identified the library at upper school as an underused space; from September 2021, it is now the Post 16 SRC – Study & Research Centre – where ALL KS5 students spend their free periods silently studying. There are now x20 PCs/laptops in there for independent study along with a Careers Surgery and UCAS Hub. Disadvantaged students' attendance to the SRC is monitored as a priority by the Post 16 admin team.
- It is important for us that all students are represented and included in students' forums and in the wider life of the school and our student voice is representative of our whole school community including our disadvantaged students.
- We have students from across the school taking part in leadership activities, such as peer mentoring and the peer reading scheme. These opportunities are open to all students and we work hard to ensure that every student including our disadvantaged students have equality of access to these opportunities.
- We are proud of the fact that relationships between students in different Key Stages are good and we encourage all our students to take part in activities that develop these relationships and develop the leadership and communication skills of all our students. We have students in year 9 leading games and eating lunch with groups of year 7 students. Again these opportunities are not targeted at just our PP students but are inclusive of all our students.
- We have good links with the Behaviour Support Service and all of our students have access to weekly mentoring sessions.
- We have a mental health team, including a school counsellor that all students can be referred to for support with any issue.
- We celebrate the achievements of all our students regularly in our weekly assemblies and in form times.
- Our assembly programme covers a range of topics both statutory and non-statutory and is designed to educate and inform all our students about the wider world. Topics covered include, British Values, Black History Month, the media and 'fake news' and assemblies on personal safety delivered by officers from our safer schools team. The aim is to provide all students, regardless of their starting point, with a depth of knowledge on these topics.

- All students including our disadvantaged students have access to the clubs offered in school. Our extracurricular timetable is shared with parents and students and is something we are looking to develop further to ensure that the clubs and activities reflect the interests of all our students.
- Throughout lockdown the school supported many disadvantaged students with food deliveries in addition to the food vouchers that were made available via Edenred.
- We are using the 'Covid Grant Meals' funding to provide free school meals to all students in years 7-11 in the last week of the autumn term.
- We applied for and received funding for school uniform and we have used these vouchers to purchase items of school uniform including PE kit that can be given to any student in the school including our PP students when needed.