



## Gordonbrock School Pupil Premium Strategy Statement (2021-2022)

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 strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had.

### School Overview

Detail	Data
School name	Gordonbrock Primary School
Number of pupils in school	626 including Nursery
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jane Wright, Head of school Maria Gilmore, Executive Head
Pupil premium lead	Miss M. Barry
Governor / Trustee lead	Mr Peter Fidel Ms Katie Knowles

### Funding Overview

Detail	Amount
<i>Please note, as of 1<sup>st</sup> December 2021, we have been given the following figures however, not all funds have been received. We hope to receive the balance by the end of the financial year (March 2022).</i>	
Pupil premium funding allocation this academic year	<b>£147,570</b> (received total)
Recovery premium funding allocation this academic year	<b>£48,080</b> (received total)
School-Led Tutoring Grant allocation this academic year	<b>£15,370</b> (received £3843 & outstanding £11,527)
Catch-up Grant allocation for academic year 2020/21 and 2021/22	<b>£12,351.69</b> (received £3602 & outstanding £8749.69)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£223,371.69</b> (Outstanding £20,276.69)

## **Part A: Pupil Premium Strategy Plan Statement of Intent**

### **Principles**

At Gordonbrock, we focus on providing a safe and nourishing environment where pupils feel accepted, included and able to take on new challenges. We are a dedicated team of professionals who are committed to developing lifelong learners who value and exhibit qualities such as: aspiration, imagination, confidence and collaboration.

We are committed to fair and equal access to the curriculum for all children, regardless of their starting points, taking into account any additional needs or challenges they may have. We are highly aspirational for all of our pupils, whether they are disadvantaged or not, and we do whatever it takes to enable them to overcome barriers to their learning. In many cases, we have to think 'outside the box' if we are to ensure that a child maximises his/her potential. We work together to do what it takes, and we do not give up.

All of this is underpinned by our unwavering commitment to safeguarding and promoting the welfare of all pupils. Our approach is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We are very proud of our long track record of achievements and of our pupils' readiness for continuing their education beyond primary school at the end of Year 6.

### **Our Approach to Teaching & Learning**

At Gordonbrock, we know that pupils who have a positive attitude towards their learning will make good progress and be successful.

We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

Central to this attitude and approach to learning is high quality, research based and driven teaching based on theories and proven evidence of Growth Mindset. This is a term coined by psychologist Carol Dweck and her research has identified the characteristics of learners with a fixed and a growth mindset.

Our knowledge-engaged curriculum is rich and deep whilst remaining exciting and firmly rooted in the knowledge and skills children need to progress to the next stage in learning. As we develop our curriculum, we make meaningful links between the different subjects. Ambition is threaded through all aspects of our work: teachers know and share the expectation that every child can and will achieve well.

## Ultimate Objectives for Disadvantaged Pupils

- To maintain our, historically, higher than national outcomes for disadvantaged pupils at the end of each key stage.
- To diminish the school based internal gap between disadvantaged and non-disadvantaged pupils at age related expectation at the end of each key stage.
- Improve the number of pupils that attain the higher standard at the end of each key stage.
- Ensure that disadvantaged pupils have access to a variety of opportunities to increase their own aspirations as well as their self-efficacy.

## Rationale for Our 3-Year Strategy

Our Strategy is integral to wider school plans for education recovery and is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF), notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. It will be reviewed and updated at least once a year.

We believe in maximising the use of the Pupil Premium Grant and the Recovery Premium by utilising a long-term strategy aligned to the Whole School Improvement Plan priorities. This enables us to implement a blend of quality first teaching strategies, targeted support and wider strategies, and align pupil premium use with short, medium and long term wider school improvements.

## Challenges

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

Challenge Number	Detail Of Challenge
1	As a result of missed content, observations and discussion indicate underdeveloped oral language and communication skills as well as vocabulary gaps among many disadvantaged pupils in KS1 and Lower KS2.
2	As a result of missed content, observations and discussions with staff and pupils indicate that disadvantaged pupils have greater difficulties with phonics than their peers. This has impacted their development as readers and writers; particularly in the Early Years and KS1 and Lower KS2.
3	As a result of missed content, observations and discussions indicate pupils' knowledge and understanding of basic skills (KS1) and application is not yet embedded.
4	Increased number of pupils who have specific social, emotional, behavioural and physical and mental health needs.
5	Lack of access to curriculum materials such as enrichment activities and technology.
6	Increased number of persistent absence pupils due to anxiety/trauma as a result of Covid.
7	Decrease in parental engagement as a result of school closures March 2020 and September 2021. Lack of parents/carers' understanding of how to support their children's growth mindset and the importance of mistake.

## 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 - Main Plan	Success criteria
<p>All pupils, particularly disadvantaged pupils, have secure oral language and communication skills.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a deep and rich vocabulary, allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>EYFS outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language.</li> <li>EYFS outcomes in 2024/25 show that the internal gap between disadvantaged pupils that achieve a GLD in Communication and Language and their non-disadvantaged peers continues to diminish year on year.</li> <li>KS1 reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.</li> <li>KS2 reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.</li> </ul>

Intended Outcome - Main Plan	Success criteria
<p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a secure knowledge of phonics and will not be significantly different to that of their non-disadvantaged peers.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, use their secure knowledge of phonics allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ul style="list-style-type: none"> <li>• The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures.</li> <li>• EYFS outcomes in 2024/25 show that the internal gap between disadvantaged pupils that achieve a GLD in Comprehension, Word Recognition and Writing and their non-disadvantaged peers continues to diminish year on year.</li> <li>• KS1 outcomes in 2024/25 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures.</li> <li>• KS1 and KS2 outcomes in 2024/25 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year.</li> <li>• Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils.</li> <li>• Increased number of disadvantaged pupils attaining the higher standard in Writing at the end of KS1 and KS2.</li> </ul>
<p>Pupils have a secure knowledge and understanding of basic skills within Mathematics.</p> <p>Improved attainment for disadvantaged pupils at the end of KS1.</p>	<ul style="list-style-type: none"> <li>• KS1 and KS2 outcomes in 2024/25 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures.</li> <li>• KS1 and KS2 outcomes in 2024/25 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>• There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2</li> <li>• Year 4 outcomes in 2024/25 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.</li> </ul>
<p>Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions.</p> <p>To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<p>Sustained high levels of social, emotional and behavioural and health needs in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Early identification of children SEMH needs happens in a timely manner to ensure that the whole child is supported; ensuring that they will not be impacted negatively by economic difficulties.</li> <li>• All pupils work with greater resilience and independence in lessons</li> <li>• Qualitative data from teacher feedback, inclusion meetings and assessments shows children are making progress with independent learning skills.</li> </ul>

Intended Outcome - Main Plan	Success criteria
<p>All disadvantaged pupils have access to learning at home</p> <p>Disadvantaged pupils regularly access enrichment activities in and out of school</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<ul style="list-style-type: none"> <li>• Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school.</li> <li>• All pupils will have access to QFT online learning through any individual isolation periods, any bubble/school closure, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.</li> <li>• All pupils have access to the online learning and are able to continue Communication between teachers and pupils in the event of school closures is good. Where evidence demonstrates a lack of engagement, it is communicated to relevant staff members to ensure the appropriate support is in place</li> <li>• Teachers are regularly responding to pupils' work and moving their learning forwards</li> <li>• Disadvantaged children have access to a full school experience.</li> <li>• An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to.</li> <li>• Pupils have positive feelings about the future and are able to verbalise their aspirations.</li> <li>• To ensure the 'whole' child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils; particularly the disadvantaged.</p> <p>Families are supported, provided with relevant resources and/or materials and sign posted to outside agencies in a timely manner to address the trauma /anxiety as a result of covid.</p>	<p>Sustained high attendance 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Absence figures continued to be above nations figures</li> <li>• The overall attendance figure for all pupils is above 97%</li> <li>• The over attendance figure for disadvantaged pupils is never less than national.</li> <li>• The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year</li> <li>• The percentage of all pupils who are persistently absent remain below national figures</li> <li>• The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year</li> </ul>

Intended Outcome - Main Plan	Success criteria
<p>To achieve and sustain consistent parent engagement of all pupils; particularly the parents of disadvantaged pupils.</p> <p>Parents have an improved understanding of growth mindset and how to develop their children's resilience in and out of school.</p> <p>Parents are confident on how to support their children's positive mental health and wellbeing.</p>	<p>Increased levels of parent engagement from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall Parents' Evening attendance rate for all pupils remains above 98%</li> <li>• The overall Parents' Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year</li> <li>• There is an increased figures of male figure attendance from open mornings, learning meetings, Dads' breakfasts, workshops, reading mornings and all other social events within the school community</li> <li>• 98% parents/carers of Reception starters attend 'Stay and Play / Meet the Teacher'</li> <li>• Increased number of responses from parent questionnaires</li> </ul> <p>Sustained high levels of resilience and growth mindset from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Discussions between school staff and parents/carers, changes in approaches to parenting styles have a positive impact on the child's resilience and ability to understand challenges/mistakes and persevere through them.</li> <li>• Increased number of responses from parent questionnaires</li> <li>• Qualitative data from parent questionnaires, pupil voice and teacher observations</li> </ul>

### 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.

As outlined in the EEF, Guide to the Pupil Premium, school leaders will use their in-depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information, including:

- Attendance data and levels of persistent absence
- Teacher feedback on pupils' levels of engagement and participation
- Behaviour incidences and exclusions data
- Information on wellbeing, mental health and safeguarding
- Access to technology and curricular materials.

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £ 118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p>Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, coaching and mentoring with needs identified during focus weeks.</p> <p>Targeting pupils whose starting point at KS2 was GD or equivalent to 2+ (school based attainment measure) to ensure that they continue working at Greater depth (links to the Inclusion SIP plan).</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
<p><b>Deputy Head Teacher (DHT) for Inclusion</b></p> <p>Inclusion lead is accountable to the Federation's Governing body and keep them informed of actions and achievement and progress of disadvantaged pupils.</p> <p>Conduct Pupil Premium Audits alongside the school's monitoring and evaluation cycle to monitor the impact of interventions; ensuring that they remain effective and are driven by rigorous data analysis.</p> <p>Liaise and meet with all staff and professionals working within the Inclusion team – to ensure all team members are updated on pupils' progress and safeguarding.</p> <p>Build a trusting relationship with both pupils and parents to enable the school to provide advice and support to raise attainment, attendance and engagement in school and child's attitude towards their learning.</p>	<p>The evidence examined by this review indicates that effective school leadership is important but, in isolation, is not a sufficient condition for successful school improvement. It shows that leadership has important effects on school organisation, culture and on teachers. Effects on pupil outcomes are largely indirect operating through direct effects on the organisation, culture and teaching and learning environment.</p> <p>Working closely as a federation where low expectations or lack of aspiration for our disadvantaged are challenged, creates a stronger ethos of the importance of raising aspiration for our disadvantaged pupils.</p> <p><a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati">https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati</a></p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Salary Contributions for Deputy Head Teacher of Inclusion Deputy Head for Curriculum and Assessment, SENDCo and Additional Teacher to release them to teach English and Maths and/or specific recovery interventions.</b></p> <p>To be effective, well qualified and well trained staff are essential at identifying and targeting under-attaining and underachieving pupils; particularly the disadvantaged pupils.</p> <p>Ensuring all disadvantaged receive targeted support in their learning to secure strong progress across the school.</p> <p>Staff will support and target pupils who</p>	<p>Research shows that limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. Pay may be utilised as part of a strategy to attract and retain experienced, qualified and specialist teachers to schools with higher numbers of pupils eligible for the pupil premium.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</a></p>	
<p><b>Salaries to maintain additional hours for TA support in class</b></p> <p>Targeting under-attaining and underachieving disadvantaged pupils in class. To ensure disadvantaged pupils receive targeted support in their learning to secure strong progress of across the school.</p> <p>Targeting higher attaining disadvantaged pupils to develop and embed their knowledge further, in particular those pupils whose starting point at KS2 was equivalent to 2+ (internal assessment measure) to ensure they make expected progress and reach Greater Depth Standard (links to the SIP plan – Inclusion).</p>	<p>We continue to ring-fence funding to prioritise Teaching Assistant Support. As a result, each class will continue to have a full time Teaching Assistant to support all pupils, particularly the disadvantaged.</p> <p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Training for Staff</b></p> <p>CPD for all staff will be based on the needs of pupils at Gordonbrock and driven by both research and data. CPD will be developed and reshaped, if necessary, over the academic year.</p> <p>The Assistant Headteacher, with support from various colleagues, will continue to deliver a programme of relevant CPD training to support all support staff to identify key points in a pupils learning, to provide feedback, using questioning strategies and monitor the pupils learning to support their progress.</p> <p>Additional training in Basic Skills for Teaching staff looking at the new expectations; particularly for EYFS. This will be delivered by our DHT for Inclusion and Maths Lead utilised knowledge gained from courses from NCETM and local Math Hub.</p> <p>Additional training on Remote Learning and use of Google Classroom; upskilling staff in order to deliver high quality lesson remotely as well as enabling staff to be able to provide families technical support.</p> <p>Training on trauma bereavement, anxiety, the impact of covid on families and how to provide universal support and how to signpost families to specific targeted services.</p>	<p>Research carried out show providing positive, effective feedback is a well-evidenced and has a high impact on learning outcomes. Impacts are highest when feedback is delivered by teachers and TA's in the moment. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>As such, we have implemented a school professional development (PD) plan which includes teachers, Teaching Assistants (TAs), and Early Career Teacher mentoring. We allocate timetabled sessions to collaborative work to develop this plan, both across the whole school and in specific departments. This year, this work has focussed on using the latest evidence around scaffolding and feedback. Pg 13</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><b>Kagan</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>.</p> <p><b>Shirley Clarke</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p><b><u><a href="#">Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</a></u></b></p> <p>Targeted interventions are provided to ensure that disadvantaged pupils are on track to archive their potential and dismissal the gap between DA and non DA pupils passing their phonics test in KS1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	

**Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Salaries for Inclusion Team Teaching Assistants</b></p> <p>Identifying the gap of missed learning from school closures and providing intervention to increase attainment in reading and writing at KS2 for our underachieving disadvantaged.</p> <p>These interventions will take place over a longer period and include a mixture of pupils in KS2. (links to the SIP plan – Inclusion).</p>	<p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p><b>Learning Mentor and Co-Mental Health Champion</b></p> <p>Targeted support for pupils to develop their ability to recognise what is needed to improve their emotional state, which will in turn support their academic progress.</p> <p>Learning Mentor works closely with a number of children and parents/carers to deliver a variety of academic, wellbeing and mental health interventions.</p>	<p>Research confirms that <u>quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity.</u></p> <p>Based on our own internal data, discussions with various stakeholders, the support of our Learning Mentor is an integral part of the support throughout the school, impacting positively on the wellbeing and achievement of our disadvantaged as well as the non-disadvantaged pupils and their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=learning%20ment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=learning%20ment</a></p> <p><a href="https://www.mentoring.org/mentoring-impact/">https://www.mentoring.org/mentoring-impact/</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutoring – small group/1:1</b></p> <p>Engaging with the Winchmore Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> </ul> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. This is why as part of this strategy, we have ring-fenced funding to ensure Teaching Assistants receive high quality CPD (see above).</p> <p>Mastery: Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics. As a result, Gordonbrock have a number of small Maths led mastery groups a week to target our disadvantaged pupils.</p>	
<p><b>Developing oral language in EYFS – Nuffield Early Language (NELI) programme</b></p> <p>Training / release time for teachers to plan for all pupils to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low language skills.</p> <p><a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a></p> <p>Using the NELI programme to help develop young children overcome language difficulties, one-to-one sessions delivered targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional learning resources</b></p> <p>As part of recovery and ongoing work within school and, in partnership a variety of stakeholders, including Curriculum Leads, our in depth knowledge of the pupils and their needs will be used to make effective decision making as to what resources will be needed.</p> <p>Buy another set of 30 Chrome Books to ensure that no disadvantaged pupil are unable to access the curriculum whilst at home because of lack of technology.</p>	<p>Resources including:</p> <ul style="list-style-type: none"> <li>• Chrome books and laptops</li> <li>• Mathletics and Times Table Rock Stars subscriptions</li> <li>• Lexia Programme Licence (phonics support)</li> <li>• SEND resources</li> <li>• Purchase additional high-quality texts for classroom libraries</li> <li>• Online library – Collins Big Cat</li> <li>• Concrete manipulatives</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	

**Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 30,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>Decreasing the persistent absences of our vulnerable pupils.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Developing strong relationships with our disadvantaged families to enable all pupils to attend school all the time.</p> <p>Regularly liaising with Lewisham AWO and Inclusion lead, ensuring that any concerns of poor attendance is challenged in a timely manner and that families are given the necessary support to improve attendance.</p>	<p>Learning mentoring working closely with all our families – supporting them where they needs is, such as uniform, food, community services access.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	
<p><b>Engaging parents</b> Increasing parent engagement through continued support from all staff and learning mentor, ensuring parents continue to access resources and services.</p> <ul style="list-style-type: none"> <li>- Dads' Breakfast</li> <li>- Parent Workshops</li> <li>- Adult support for trips</li> <li>- Technology Training</li> <li>- Growth Mindset</li> </ul> <p><i>Sign posting to appropriate services:</i> Early Help, Mental Health Champions, Parenting Courses, Outside agencies.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year..</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Based on data from Parents' Evening, drop ins, Parent Questionnaires, drop off and collections arrangements, it still suggests that male figures do not attend school events as much as female figures do. Therefore, school will continue to positively target male involvement within school and their child/ren.</p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Opportunities for enrichment and extra-curricular activities</b></p> <p>Increasing the number of wider curriculum opportunities for all children to develop meaningful experiences.</p> <p>Positively target disadvantaged pupils to provide additional exposure to the wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building skills such as confidence, resilience and socialising</p> <p>Ensure pupils are not disadvantaged by financial back ground and are able to access the activities.</p> <ul style="list-style-type: none"> <li>- Urban Synergy Workshops</li> <li>- Lunch time clubs – sewing, Lego, drawing, chess.</li> <li>- Reading club</li> <li>- Table tennis club</li> <li>- Dance/drama club</li> </ul> <p>Plan in trips that have meaningful links to our knowledge-engaged curriculum.</p>	<p>Research has shown that these interventions have positive benefits on learning, particularly for more vulnerable students. Disadvantaged pupils that have regular access to aspirational activities improves their self-efficacy and their mindset about their future life chances.</p> <p>As evidenced from discussions with our pupils they are positive about their aspirations and have a good understanding of what the ‘journey’ needs to look like to achieve their goals. This is something that we feel needs to continue be threaded through our curriculum and work with parental engagement.</p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Behaviour expectations</b></p> <p>Maintain and sustain high expectations for positive behaviour; utilising expertise of SLT, SENDCo, more experienced colleagues to provide training and support for new members of staff and/or ECTs.</p> <p>Ensure that new members of staff and ECTS embed Kagan co-operative strategies.</p> <p>Provide targeted support for vulnerable pupils across the school, working in partnership with parents and outside agencies if necessary, to implement a bespoke support plan if needed.</p> <p>Staff continue to work with professionals and assertive mentoring identified pupils across the school.</p>	<p>Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. Both targeted interventions and universal approaches can have positive overall effects. As a result, Gordonbrock will be implemented a variety of interventions and universal support including:</p> <ul style="list-style-type: none"> <li>- Kagan Co-operative Strategies</li> <li>- Art therapy</li> <li>- Lego Therapy</li> <li>- Drawing therapy</li> <li>- Inclusion Outreach Support</li> <li>- Assertive Mentoring</li> <li>- Circle of friends groups</li> <li>- Friendship Terrace</li> <li>- Buddy classes</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><b>Well-being of Pupil Premium pupils</b></p> <p>Pupils from disadvantaged families as well as those that have are finically just above the criteria to be in receipt of the pupil premium grant are well supported with their mental health and emotional wellbeing, particularly in light of Covid and school closures.</p>	<p>To promote and build the well-being and resilience of the pupils by going above and beyond, meeting the needs of the pupils and families, e.g buy school uniform, PE kits, swimming kits, food hampers, offering breakfast club, homework club and other expenses which occur on a need by need basis. School will also continue to embed regular use of circle times sessions to strengthen pupils PSHE. To continue to work with vulnerable families to safeguard and raise aspirations throughout.</p>	
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to our in Lewisham, we have identified a need to ring-fence a small amount of funding to respond quickly to the needs of our community that are yet to be identified.</p>	

**Total Budgeted Cost: £ 223,371**

## **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.

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021 outcomes.

Our assessment of the reasons for these outcome points primarily to the negative impact of content missed due to Covid 19, which has impacted subjects to varying degrees. As evidenced in schools and research by the EEF and Dfe, school closures were most detrimental to our disadvantaged pupils, who were not able to benefit from funded improvements and targeted interventions to the degree we had intended. As a result, one of the main outcomes in last year's strategy (to increase the number of disadvantaged pupils that achieve Reading, Writing and Maths combined at the higher standard) was not fully realised.

At Gordonbrock, it is extremely important that we consider both the educational and emotional impact of Covid-19 on our pupils. However, we continue to have high expectations for all of our pupils. Our internal assessments during 2020/21 suggests that the performance of disadvantaged pupils was lower than in the previous 3 year's data (including comparisons to the data in the IDSR in 2018/19) in the following key areas:

- Under developed oral language and communication Skills in KS1 and LKS2
- Less of a secure knowledge and understanding of phonics in EYFS, KS1 and LKS2
- Knowledge and understanding of basic Skills in Mathematics is not fully embedded
- Decrease in the number of disadvantaged pupils meeting the higher standard at the end of KS1 and KS2

Despite the above, our internal data indicates that the outcomes of our disadvantaged pupils remain above national at age related expectation at each Key Stage as a result of strong progress. However, the internal gap between the outcomes of the disadvantaged and non-disadvantaged pupils has widen. The impact was mitigated by our resolve to maintain a high quality curriculum, including during periods of partial closure. This was driven by the Federation's strategic approach to review the curriculum and use assessment for learning to map out clear expectations of coverage, how to make learning engaging, and how to target all pupils; particularly disadvantaged pupils. This continued to be part of our evaluation and monitoring cycles, including pupil progress meetings, in which staff discussed how they could adapt their teaching, using the remote provision and online platform to recreate the physical classroom, and therefore quality first teaching, in to a virtual classroom. For example, Middle Leader and/or more confident staff from different phases worked together to offer guidance and support to their colleagues in order to upskill their understanding of how to creative interactive differentiated targeted resources or utilise low stakes quizzes to inform and reshape future planning; making it accessible to all families. In addition to this, the SENDCos worked across the Federation with Office team members to create access tabs for families finding resourcing or strategies challenging in the home environment. This was very well received and supported

a number of disadvantaged and non-disadvantaged pupils despite having SEND needs or not. As a result, any learning set on Google Classroom aligned with the school's curriculum and expectations.

During 2020/21 we remained committed to our resolve to support our pupils and their families (whose needs are wide ranging) and think 'outside the box,' trying to overcome many barriers to learning and mitigate the impact of missed content. During school closures and partial school closures Gordonbrock had as many as 180 pupils of key workers attending on a daily basis. We recognised the importance of supporting vulnerable pupils (disadvantaged and non-disadvantaged) in school alongside pupils whose parents/carers had key worker status. For this reason, we did not cap the number of children we supported in school. Instead, we redeployed staffing effectively to support the increasing number of pupils attending school.

The consistent communication with families during the pandemic was a real strength. Internal data and feedback outcomes indicated that parents felt well supported by the school and the additional measures implemented made a difference to the wellbeing of the pupils, as well as their families. Staff recorded training videos to develop parents' technical skills and aid their own understanding of content. This helped them to navigate Google Classroom and provide support to pupils to help them access the remote learning package. Parental feedback also demonstrated that parents felt confident that the remote package was aligned with the school's curriculum and helped minimise the impact of missed content as a result of class closures. As a result of a rigorous contact timetable, the most vulnerable families were able to access support and provision quickly minimising the impact on their ability to access the curriculum. This has supported and helped to maintain a high level of engagement with the remote learning.

Our internal assessments and observations indicated that support for any families was provided in a timely manner to support any PSCHE barriers to help minimise the impact on the academic achievement. Staff were able to provide targeted support for those families that may have experienced trauma during the pandemic; this included a knowledge of external agencies which families could be signposted to. Staff identified families that required a more bespoke package of support for trauma, anxiety or bereavement. These families benefited from a range of interventions that best suited their needs. For example, referrals to external agencies were made in a timely manner in consultation with families to ensure they were provided with the right support as quickly as possible.

Last year, collaboration across the Federation continued to be a priority as all stakeholders had opportunities to discuss the priorities for short, medium and long term planning throughout the year. For example, the Deputy heads for Assessment worked closely with the Inclusion Deputies and Curriculum Leads. They utilised the expertise and knowledge of more experienced colleagues as well as research and resources from high quality websites such as NCETM and Talk for Writing to inform future planning. Carefully, considering the expectations for each year group and look at where missed content could best be revisited or taught without losing the expectations for the curriculum. Staff ensured pupils' gaps were identified in a timely manner and assessment for

learning and discussed their range of quality first teaching strategies and interventions to accelerate pupils' progress during pupil progress throughout the year.

The high quality curriculum professional development (CPD), high quality discussions at all levels and quality first teaching strategies ensured that all staff had a clear understanding of the impact of the missed content had on the pupils that they work with. The Federation used research, internal data, assessment for learning to develop a strong knowledge and understanding of the recovery curriculum. This was evidenced in this year's whole school improvement priorities, drawing upon Barry Carpenter's Recovery Curriculum and 5 Levers which very much aligned with our ethos and approach to teaching and learning. After transitions from partial school closures, our approach to was centred around rebuilding strong relationships and helping pupils to reskill themselves as learners and explicitly discussing recovery rather than 'catch-up'. Staff used a range of brain-friendly strategies to best support pupils in the classroom to promote co-operative learning and help pupils reskill as learners, helping to reduce anxiety and aid transition back into the classroom. As a result, attitude to learning and behaviour continues to be outstanding.

In 2020/21, all pupils maintained the school's high expectations for strong attendance; in particular, the non-disadvantaged pupils (97%+) for non-disadvantaged pupils was maintained. In comparison, attendance for disadvantaged pupils did not meet our high expectations in comparison to their non-disadvantage peers. There was a difference of 2.86%. Persistent absence for the school remains below National at 6.51%. Evidence demonstrated that whilst persistent absence was low across the entire school the gap between disadvantaged and non-disadvantaged had widen. Senior Leaders and the attendance officer worked very closely with the Local Authority to mitigate this by supporting those children identified as being persistently absent; drawing upon the expertise of many stake holders and outside agencies to support families in order to improve targeted pupils' attendance. Due to the efforts of many members of staff, there was some improvements but many of our persistent absence pupils were impacted by trauma and anxiety as a result of Covid. It is for this reason that attendance will be made a target for the 2021 Pupil Premium Strategy.

Despite the challenges 2020/21 presented, we celebrated many successes throughout the year evidenced through outcomes and progress as well as personal success stories for some of our most vulnerable pupils; disadvantaged as well as non-disadvantaged. This has been recognised from parental feedback and incidental conversations between staff, at Full Governing Body meetings and as well as during our Green School review that as a school we are extremely passionate and committed to raising outcomes and accelerating progress for our disadvantaged pupils.

## 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
Assessment for Learning INSET	Shirley Clarke
Private SaLT (1 day a week)	Naomi Young
Inclusion Outreach Service	Lewisham
Art Therapy	Lewisham
Google Classroom Online Platform	Google
Stem Role Model Seminars	Urban Synergy
Lexia Core 5	Lexia Learning
Mathletics Online Maths Programme	3P Learning
Times Tables Rockstars Online Times Table Programme	Maths Circle Limited
Teach your Monster to Read Online Phonics Programme	Usborne Foundation
Online Library	Collins Big Cat

## 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 (Optional)

### Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
  - At Gordonbrock we started to develop our practice around feedback over three years ago, looking at best practise for marking and feedback across the curriculum across the key stages. This collaborative approach, ensured that teachers had the opportunity to share their practice and discuss the impact that it has had on their pupils. Following on from Professional Development Meetings (PDMs) and an INSET with Shirley Clarke, our Executive Headteacher and Head of Schools galvanised the staff to create a marking and feedback party.
- Continuing to work on our approach across the Federation to further diversify the curriculum so that it reflects the daily lived lives of all of our community; ensuring that children are able to identify themselves across our knowledge-engaged curriculum.
  - This work is being led by a number of stakeholders, including Senior Leaders and Middle Leaders attending training with consultant Gulshan Kayembe and Lewisham’s Equality Training, Racial Literacy Training for Inclusion and Curriculum Leads as well as, self-directed study to inform our decision making when refining our practice and curriculum.
- Continuing to invest in high-quality CPD in English such as the Talk for Writing INSET (January 2022) and utilising the support and CPD from our Local Maths Hubs in Lewisham to deliver training on new expectations of Maths in EYFS.

### Planning, Implementation, And Evaluation

In planning our new pupil premium strategy, Senior Leaders across the Federation have evaluated why activities under-taken in 2020/21 had not had the degree of impact that we had expected or that we have achieved historically. We will continue to make the yearly Pupil Premium and SEND audits a priority to consider triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers to assess the impact that activities, outlined in our pupil premium strategy, are making towards achieving our ultimate goals for our disadvantaged pupils.

In addition to the research driven approach to our previous strategies, we will continue to look reports, studies and re-search papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. This year, Senior Leaders and Curriculum Leads have also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and we will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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