

Gordonbrock Primary School Pupil Premium Strategy statement (2021-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gordonbrock Primary School
Number of pupils in school	633 including Nursery
Proportion (%) of pupil premium eligible pupils	14% (90 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/2022, 2022/2023 and 2023/2024 (Year 2 of 3)
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 Headteacher
Pupil premium lead	Miss M. Barry
Governor / Trustee lead	Ms. K. Knowles

Funding overview

Detail	Amount
Please note, as of 31 st October 2022, we have been given the following figures.	
Pupil premium funding allocation this academic year	£138,445 (received total)
Catch-up Grant allocation for academic year 2020/21 and 2021/22	£48,080 (received total)
Recovery premium funding allocation this academic year	£7358.50 (received total)
School-Led Tutoring Grant allocation this academic year	£13,266 (received total) - £13,783.50 recovery by DfE (Leaves a balance of -£517.20 from previous balance of £3602 received in 2021-2022)
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	£193,366.30 (received total) <i>This total is approximately -£30k funding from 2021 - 2022</i>

Part A: Pupil premium strategy plan - Statement of intent

Anything updated in light of covid or remote learning – highlighted in yellow

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 higher than national historical outcomes for disadvantaged pupils at the end of each key stage
- To diminish the internal gap between disadvantaged and non-disadvantaged pupils at age related expectation at the end of each key stage
- Improve the number of disadvantaged pupils that attain the higher standard at the end of each key stage
- Ensure that disadvantaged pupils have regular access to a variety of opportunities to raise their aspirations, and their self-efficacy; as well as ensuring that they have the cultural capital they need to succeed in life 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 per 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 professional discussions have indicated that there is an underdevelopment of 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 professional 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 in Maths (KS1) and ability to reason and apply their knowledge of mathematical concepts is not yet embedded
4	There are an increased number of pupils who have specific social, emotional, behavioural and physical and mental health needs
5	There are a number of pupils who lack of access to curriculum materials such as enrichment activities and technology
6	There is an increased number of persistent absence pupils due to anxiety/trauma as a result of covid (indirectly or directly)
7	There has been a decrease in parental engagement as a result of school closures March 2020 and September 2021. There is a lack of understanding from parents/carer about how to support their children's growth mindset and develop their resilience as well as the importance of making and learning from mistakes

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
<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"> 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 EYFS outcomes by 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language EYFS outcomes by 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 KS1 reading outcomes by 2024/25 show that 75% of disadvantaged pupils met the expected standard KS2 reading outcomes by 2024/25 show that 75% of disadvantaged pupils met the expected standard.
<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"> The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures EYFS outcomes by 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 KS1 outcomes by 2024/25 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures KS1 and KS2 outcomes by 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 Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2.
<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"> KS1 and KS2 outcomes by 2024/25 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures KS1 and KS2 outcomes by 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 There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2 Year 4 outcomes by 2024/25 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.
<p>Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions.</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"> 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

<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>	<ul style="list-style-type: none"> • All pupils work with greater resilience and independence in lessons • Qualitative data from a variety of sources such as: teacher feedback, inclusion meetings and assessments, book studies, the Federation PPG Audits, Parents' Evenings, emails and or verbal feedback, parent questionnaires, Assertive Mentoring, Team Around the Family meetings (TAFs) demonstrate that pupils are making progress with independent learning skills and give an overall picture of wellbeing of pupils.
<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"> • Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school • All pupils have access to the online learning. Families are able to continue communicating with teachers to ensure pupils are accessing the learning and that parents/carers have opportunities to build on their children's learning. Where evidence demonstrates a lack of engagement, it is communicated to relevant staff members to ensure the appropriate support is in place • Teachers are regularly responding to pupils' work and moving their learning forwards • Disadvantaged children have access to a full school experience and not be disadvantaged because of lack of technology • An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to • Pupils and parents/carers have positive feelings about the future for themselves or their child and are able to verbalise those aspirations • To ensure the 'whole' child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.
<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 by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Absence figures continue to be above nations figures • The overall attendance figure for all pupils is above 97% • The over attendance figure for disadvantaged pupils is never less than national • The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year • The percentage of all pupils who are persistently absent remain below national figures • The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year
<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>Increased levels of parent engagement by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall Parents' Evening attendance rate for all pupils remains above 98% • The overall Parents' Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year • 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

<p>Parents are confident on how to support their children's positive mental health and wellbeing.</p>	<ul style="list-style-type: none">• 98% parents/carers of Reception starters attend 'Stay and Play / Meet the Teacher'• Increased number of responses from parent questionnaires <p>Sustained high levels of resilience and growth mindset by 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• Qualitative data from sources such as parent questionnaires, pupil voice and teacher observations and/or discussions demonstrates that strategies used to support families have made 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• Increased number of responses from parent questionnaires
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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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p>Quality First Teaching</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 end point at KS1 was GD or equivalent to 2+ (school based attainment measure) or E2.3 (school based attainment measure) at the end of EYFS 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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1,2,3,5</p>
<p>Deputy Head Teacher (DHT) for Inclusion</p> <p>Inclusion lead is accountable to the Federation's Governing body and keeps them informed of actions and achievement and progress of disadvantaged pupils.</p> <p>Conduct Pupil Premium Audits alongside the school's monitoring and evaluation</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</p>	<p>1,2,3,4,5,6,7</p>

<p>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>challenged, creates a stronger ethos of the importance of raising aspiration for our disadvantaged pupils.</p> <p>https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati</p>	
<p>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</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 need to diminish the difference.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</p>	1,2,3
<p>Salaries to maintain additional hours for TA support in class</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 end point at KS1 was equivalent to 2+ (internal assessment measure) or E2.3 (school based attainment measure) at the end of EYFS 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4,5,6,7

<p>Training for Staff 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 use of Google Classroom; upskilling staff in order to utilise blended learning within the classroom 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Kagan</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Shirley Clarke</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,4,5,6,7</p>
<p>To purchase additional resources to support the DfE validated Systematic Synthetic Phonics programme we purchased last year (Little Wandle) to maintain strong phonics teaching for all pupils.</p> <p>Targeted interventions are provided to ensure that disadvantaged pupils are on track to archive their potential and diminish the gap between disadvantage and the non-disadvantaged 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p>Salaries for Inclusion Team Teaching Assistants</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3,4,5,6,7</p>
<p>Learning Mentor and Co-Mental Health Champion</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 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.</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=learning%20ment</p> <p>https://www.mentoring.org/mentoring-impact/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1,2,3,4,5,6,7</p>
<p>Tutoring – small group/1:1</p> <p>Engaging with Winchmore Tutoring to provide a blend of tuition, mentoring and school-led tutoring</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5,7</p>

<p>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>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <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>Developing oral language in EYFS – Nuffield Early Language (NELI) programme</p> <p>Further training and/or release time for new Teachers and Teaching Assistants to plan for all pupils to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low language skills.</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</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. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2
<p>Additional Learning resources</p> <p>As part of recovery and ongoing work within school and, in partnership a variety of</p>	<p>Resources including:</p> <ul style="list-style-type: none"> • Chrome books and laptops • Mathletics and Times Table Rock Stars subscriptions • Lexia Programme Licence (phonics support) • SEND resources 	1,2,3,4,5

<p>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>	<ul style="list-style-type: none"> ● Purchase additional high-quality texts for classroom libraries ● Online library – Collins Big Cat ● Concrete manipulatives <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Decrease the number of persistent absences of our vulnerable pupils.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Developing strong relationships with our disadvantage families to enable all of our 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>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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1,2,3,4,6,7</p>
<p>Engaging parents Increasing parent engagement through continued support from all staff; ensuring parents continue to access resources and services in a timely matter.</p> <p>Dads' Breakfast Parent Workshops Adult support for trips Technology Training Growth Mindset Sign posting to appropriate services: 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</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>	<p>4, 7</p>
<p>Opportunities for enrichment and extra-curricular activities 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</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</p>	<p>4, 5</p>

<p>building skills such as confidence, resilience and socialising</p> <p>Ensure pupils are not disadvantaged by financial background and are able to access the activities.</p> <p>Urban Synergy Workshops Sports Clubs Lunch time clubs Creative Clubs Clip and Climb Theatre Trips Music Tuition</p> <p>Plan in trips that have meaningful links to our knowledge-engaged curriculum</p>	<p>to continue be threaded through our curriculum and work with parental engagement.</p>	
<p>Behaviour expectations</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"> - Kagan Co-operative Strategies - Art therapy - Lego Therapy - Drawing and Talking - Inclusion Outreach support - Assertive Mentoring - Circle of friends groups - Friendship Terrace - Buddy classes <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4,6,7</p>
<p>Well-being of Pupil Premium pupils</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>1,2,3,4 5,,6,7</p>

Contingency fund for acute issues	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.	1,2,3,4,5,6,7
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Total budgeted cost: £193,366

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 **2021- 2022** academic year.

Wording taken from DfE exemplar – highlighted in blue

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. As evidenced by research by the EEF and DfE, Covid-19 had a significant impact on the education system and 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. This disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check and multiplication check results and our own internal assessments and compared our results at a national level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Current research, from the EEF, shows that nationally schools continue to face significant challenges supporting socio-economically disadvantaged and low attaining pupils. At Gordonbrock, we recognise the challenges that schools are facing and we think it is extremely important that we consider both the educational and emotional impact of Covid-19 on our pupils along with the current cost of living crisis which is impacting both our disadvantaged and most vulnerable families.

Even with this national picture, we continue to have high expectations for all of our pupils. As a result of our high expectations to ensure that disadvantage pupils meet their potential, our data indicates that the outcomes for our disadvantaged pupils remain above national at age related expectation at the end of every Key Stage (with the exemption of KS1 Writing and KS1 Overall) as a result of strong progress. The KS1 Writing outcome was broadly in line with national.

Last year, there was a heavy focus on oral rehearsal and developing the language and communication skills of pupils in EYFS and KS1. Through strong QFT practice, the use of high quality discussions and targeted questioning, alongside NELI (in EYFS), we ensured pupils were exposed to rich vocabulary, allowing them to make connections between subjects when expressing themselves as readers and writers. It is also important to recognise that even though schools are required to use an agreed synthetic phonics programme, we have not lost sight of our strong practices in phonics teaching. As a result of strong practice and knowledge and understanding of our pupils, 83% of disadvantaged pupils in EYFS met age related expectation in Speaking, Comprehension, Word reading and Writing. In Year 1, 80% of disadvantaged pupils passed the Phonics check. In Year 2, 72% of disadvantaged pupils made age related expectation in Reading.

Another priority was to improve the attainment for disadvantaged pupils at the end of KS1 and ensure that pupils have a secure knowledge and understanding of basic skills within Mathematics. As a result, 83% of disadvantaged pupils in EYFS made age related expectation in Number and Numerical patterns. In Year 2, 67% of disadvantaged pupils made age related expectation in Maths.

Whilst the outcomes above are strong, we are never complacent. Analysis of our internal assessments during 2021/2022 indicates that the performance of disadvantaged pupils is lower than in the previous 3 years' data (including comparisons to the data in the IDSR in 2018/19) and suggests the following:

- Under developed oral language and communication skills in KS1 and LKS2
- Knowledge and understanding of basic skills in Mathematics which is not yet fully embedded
- An increase in the internal school gap between the outcomes of the disadvantaged and non-disadvantaged pupils meeting the expected standard at the end of KS1 and KS2 in some other year groups
- A decrease in the number of disadvantaged pupils meeting the higher standard at the end of KS1 and KS2
 - This is reflective of national figures and demonstrates the additional impact of Covid-19 on disadvantaged pupils and, as such, these areas of learning will remain part of our strategy going forward and they are outlined in the priorities above.

As outlined in last year's review, our resolve was driven by the Federation's strategic approach to maintaining a high-quality knowledge-engaged curriculum through regular review of its impact on pupils' achievement. Our review, as well as our use of high quality, evidence based assessment for learning, helped us to create a Recovery Mapping Tool. This has supported staff to map out and align the Federation's clear expectations of coverage, of how to make learning engaging, and of how to target all pupils, particularly disadvantaged pupils. The use of the Recovery Mapping Tool continued to be threaded through our evaluation and monitoring cycles, including pupil progress meetings, in which staff and Senior Leaders discuss strategic planning to support each cohort and to ensure disadvantaged pupils are making accelerated progress. For example, Gordonbrock continues to be committed to cross federation planning in which Middle Leaders and/or more confident staff from different phases work together to plan appropriate teaching sequences through high-quality discussions about teaching and learning. As a result, staff have further developed their understanding of planning, how to support and challenge through targeted questioning or how to utilise low stakes quizzes to inform and reshape future planning.

As outlined last year, Gordonbrock invested in high quality curriculum professional development (CPD) such as the Talk for Writing INSET in January. This has ensured the development of new members of staff as well as refining the practice of more experienced members of staff who are familiar with the structures that align with our school's writing pedagogy. This has supported the school's focus on oral rehearsal and providing pupils with further writing opportunities across the curriculum. ECTs have also had the opportunity to observe 'experts' as part of their first and second year ECT programme to ensure they are maximising opportunities to develop their own knowledge and understanding of the writing process which, in turn, will improve their ability to plan and deliver high quality writing lessons. This has been further supported by the Federation's work on providing 'in the moment' feedback (see additional information below for more detail) to ensure that pupils are receiving clear and purposeful feedback within lessons. Initial monitoring and evaluation has evidenced that there has been some strong progress made by pupils within lessons and over a period of time.

To continue driving standards in English, the English Team Lead has also led several CPD sessions on whole class reading for KS2 and relaunched the library to encourage a love of reading and improve pupils' ability to draw upon the texts they read to support their writing choices. All classes from Reception to Year 6 have been given a library slot to encourage pupils to explore high quality texts and widen their knowledge of other genres. This year, Year 5 and Year 6 Librarians and Parent Librarians have also been 'employed' to promote different texts and lead discussions and book reviews. Our next step will be to positively target underachieving disadvantaged pupils to spend time with both types of Librarians. As a result, as outlined above, the Writing outcomes remain strong overall but there is a need to decrease the internal gap between disadvantaged and non-disadvantaged pupils. This remains a priority for 2022-2023.

Last year, the Deputies for Inclusion and SENDCos' work on cross federation Pupil Premium and SEND Audits continued. We remain committed to monitoring and evaluating the provision that our most vulnerable pupils receive. One of the strengths of the schools' provision, identified in the Pupil Premium audit last year, was the high level of engagement as a result of our knowledge-engaged curriculum. Pupils were able to explain what they enjoyed about lessons; in particular pupils spoke articulately about the non-core subjects and how much they enjoyed the creative freedom of the art curriculum. Overall, both audits have been strong and pupil voice has helped to shape our next steps and decision

making, particularly regarding 'in the moment feedback' as the majority of pupils were able to articulate why they preferred verbal feedback during the lesson, rather than distance marking.

In 2020-2021, we highlighted the cross-federation work on SEND access tabs on the website. These resources continue to support a number of disadvantaged and non-disadvantaged pupils whether or not they have SEND needs. This year, these resources are being utilised not only by families but staff as well, to support them in delivering QTF strategies to support those who need reasonable adjustments. As staff have become more familiar with the content on the website, they were able to signpost families to specific resources to enable parents/carers to support pupils with their learning at home. Parents have reported that these resources have helped them to use familiar strategies with their children at home and this in turn has supported the pupils to embed this knowledge in their long-term memory. We intend to continue this collaborative approach to learning by running SEND workshops and/or 'How to videos' online.

Collaboration across the Federation continued to be a priority as all stake holders had opportunities to discuss the priorities for short, medium- and long-term planning throughout the year. For example, the Deputy Heads for Curriculum and Assessment worked closely with the Inclusion Deputies and Curriculum Leads. They utilised the expertise and knowledge of more experienced colleagues as well research and resources from high quality websites such as NCETM and Talk for Writing to inform future planning. They carefully considered the expectations for each year group and looked at where missed content could best be revisited or taught without losing sight of the expectations for the curriculum. Staff ensured pupils' gaps were identified in a timely manner using assessment for learning and discussed their range of quality first teaching strategies and interventions to accelerate pupils' progress during pupil progress throughout the year.

As outlined in last year's strategy, we used Barry Carpenter's Recovery Curriculum and 5 Levers to further shape our approach to teaching and learning. This year, staff have built upon the strong approach to recovery and they continue to use a wide range of brain-friendly strategies to best support pupils in the classroom and to promote co-operative learning, helping to reduce pupil anxiety related to 'missed content'. This was evidenced in the Pupil Premium audit, where 100% of pupils felt they had a trusted adult to talk to in school that *'helped them to solve some of their problems so [they] can concentrate on their learning better.'* Overall, attitude to learning and behaviour continues to be outstanding at Gordonbrock.

Our strong relationships and consistent communication with families remains a real strength of the school. Last year, we remained committed to supporting our pupils and their families (whose needs are wide ranging) and to thinking 'outside the box,' trying to overcome many barriers to learning and mitigate the impact of missed content as well as anxiety and/or trauma as a direct or indirect result of the pandemic. Our internal assessments and observations have indicated that there has been an increase in the number of families (of disadvantaged and non-disadvantaged pupils) that have needed a more bespoke package of support for trauma, anxiety or bereavement and/or financial support. We anticipated this would be the case and signed a new service level agreement for Art Therapy for a number of highly vulnerable pupils. This intervention has been well received by pupils and families. We also increased the financial support available for both disadvantaged and non-disadvantaged pupils by providing food vouchers as well as heavily subsidised spaces at breakfast club and/or after school clubs. As and when necessary, we have also funded wrap around care for very vulnerable families. In addition to this, staff were able to provide further targeted support for families and /or signposted them to external agencies. 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. This supported any PSICHE barriers and minimised the impact on pupils' academic achievement. As a result of all the above strategies, our 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. This data was also supported by the increase of disadvantaged pupils' parental engagement to events, trips and parents' evenings throughout the year.

In 2020/21, non-disadvantaged pupils maintained the school's high expectations for strong attendance (96%). In comparison, attendance for disadvantaged pupils did not meet our high expectations. There was a difference of 5%. The national figures for persistent absence for the entire academic year 2021 – 2022 have not yet been released (they are due to be released in March 2023). The national figure for persistent absence for Autumn Term 2021 was 24%. Compared to the same time frame, the school remains below National at 11.15%. However, whilst evidence demonstrated that

persistent absence was low across the entire school the gap between disadvantaged and non-disadvantaged has widened. Persistent absence among disadvantaged pupils was significantly higher than their non-disadvantaged peers in 2021/22. It is still important to recognise that due to the significant and sustained efforts of many members of staff, there were some improvements made for a number of pupils. However, many of our persistent absence pupils were impacted by trauma and anxiety as a result of Covid. We recognise the gap is too large which is why raising the attendance of our disadvantaged pupils is a priority of our current plan.

As a result of the data above, Senior Leaders and the attendance officer have looked into current research that links to the national picture of increased persistent absence for disadvantaged pupils. Any intervention that is used at Gordonbrock is research driven and as such we have studied the latest EEF research review. The research review looked at the findings of 72 studies into interventions aimed at improving pupils' attendance. Whilst there is evidence of positive impact for some approaches, the report states that more research is needed to provide schools with a clearer picture on how best to support pupils that are persistently absent. However, one of the approaches shown to have a positive impact is sending personalised 'nudge' letters and/or texts to parents of who are persistently absent. In addition to this, another intervention that led to some positive outcomes is a responsive approach, where schools identify and address individual causes or barriers behind a pupils' persistent absence.

Gordonbrock has used the responsive approach very successfully and continues to do so. To further tackle persistent absence, we lowered the threshold for persistent absence in line with new government attendance guidance and have sent significantly more of the 'nudge' letters to families, irrespective of the reasons for the absences, to ensure that all families know that strong attendance at school by all pupils, particularly the disadvantaged pupils, is our utmost priority.

This year, we continue to work with the Local Authority and have decided to conduct attendance meetings earlier than usual if pupils are identified as being close to becoming persistently absent and particularly if pupils were persistently absent the previous year (2021-2022). The attendance and welfare officer has also increased telephone contact with parents to ensure that reasons for absence are in-line with NHS guidance - 'Should I keep my child at home'. In addition to the above, we continue to support families of pupils' who have been identified as being persistently absent and/or historically persistently absent by drawing upon the expertise of many stake holders and outside agencies in order to improve their attendance.

Despite the challenges presented, we continue to celebrate many successes throughout the year evidenced through outcomes and progress outlined above as well as personal success stories for some of our most vulnerable pupils, disadvantaged as well as non-disadvantaged. It has been recognised in parental feedback and incidental conversations between staff, at Full Governing Body meetings, Peer Reviews and Local Authority School reviews, that as a school, we are extremely passionate and committed to raising outcomes and accelerating progress for our disadvantaged pupils.

As a result of all the information outlined above, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
NHS SaLT	Lewisham
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
Little Wandle Revised Letters and Sounds	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 in the area of 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 practice for marking and feedback across the curriculum and 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 School galvanised highly experienced staff from across the key stages to create a marking and feedback working party.
 - Following on from this piece of work, the Executive Headteacher and Head of School have worked with the Deputy Heads for Curriculum and Assessment to further shape and develop our approach to marking and feedback. There have been several Professional Development Meetings (PDMs) across the year to look at our approach to marking and the impact of 'in the moment marking' and as well as the purpose and balance of 'distance marking'. As a result of collaboration with the Senior Leadership team, and an experienced colleague in Writing, the school has produced a bespoke addendum to the marking and feedback policy to trial in Autumn 2022 and Spring 2023, focusing on the impact of 'in the moment marking'.
 - This continues to be a whole school priority, particularly in when pupils are given the opportunity to write across the curriculum.
- We will be further developing our 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.
 - Most recently, the Executive Headteacher and Head of School have planned in another piece of work with Gulshan Kayembe to look at how we can take our work on diversifying the curriculum further by utilising the knowledge and lived-experience of our community to help ensure the curriculum reflects all voices in our community.
- Continuing to invest in high-quality CPD for staff including, Middle Leader training. The Middle Leaders have now had two years of training with the Deputy Head teacher for Curriculum and Assessment. As part of their subject specific improvement priorities, Middle Leaders continue to utilise CPD from Lewisham Learning, with opportunities such as those provided by local Maths and English Hubs to attend training on best practice. Ensuring that this information and/or sourcing is shared across the relevant year groups and that it is driven by members of the curriculum teams is a priority.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, Senior Leaders across the Federation have evaluated which approaches had greatest impact and why other approaches, previously undertaken in 2020/2021 and 2021/2022, have not had the degree of success that we had expected or that we have achieved historically. We will continue to complete the yearly Pupil Premium and SEND audits alongside the robust evaluation and monitoring schedule to triangulate evidence from multiple sources of data including assessments, subject specific book scrutinies, 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, Senior Leaders and Curriculum Leads will continue to look at reports, studies and research 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. 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 stronger outcomes for disadvantaged pupils.