



The Eliot Bank and Gordonbrock Schools Federation



2020 - 2021 Pupil Premium Strategy for Gordonbrock School

2020-2021 COVID 19 Catch Up Strategy for Gordonbrock School

Amount of Pupil Premium Funding Received 2020 – 2021

Amount of COVID 19 Catch Up Funding Received

Total number of pupils on roll	623 + 30 Nursery places (15 part time and 15 full time)
Number of pupils in receipt of the Pupil Premium Grant (PPG)	106
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	71
Number of pupils who were entitled to FSM at any point since the last Census day and in receipt of PPG	74
Number of LAC pupil in receipt of PPG	3
Number of Service children pupil in receipt of PPG	0
Number of adopted pupils in receipt of PPG	5
Total PPG received	£150,570
Covid 19 Catch up Funding received	£49,000 (£28,000 received in Autumn 2020)
Total Funding received	£199,570



Identified Barriers to Educational Achievement

Gordonbrock will continue to break down the following barriers for some pupils currently in receipt of the Pupil Premium Grant by focusing on:

Focus 1	Access to the curriculum – under achieving groups, in particular those who should be working at Greater Depth in Reading, Writing and Maths combined (linked to WSIP – Quality of Teaching and Learning and attainment and Achievement).
Focus 2	Access to the curriculum – deepening pupils’ breadth and depth of vocabulary.
Focus 3	Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities
Focus 4	Attendance.
Focus 5	Parental engagement with the school - especially regarding attendance at information, workshops Parents’ Evenings and completion of remote learning and homework.
Focus 6	Pupils in receipt of the Pupil Premium Grant, who also have an SEND for cognition and learning - in particular, focusing on Writing.
Focus 7	Aspiration, determination and resilience – focusing particularly on higher achieving Pupil Premium pupils.
Focus 8	Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs.

Identified Barriers to Educational Achievement – COVID 19 Specific

Focus 9	Gaps in knowledge and understanding as a result of time missed in education during Summer 2020
Focus 10	Access to technology – inability to access the school’s online platform and curriculum
Focus 11	Poor mental health and wellbeing due to possible trauma during the pandemic



Rationale for PPG Funding Expenditure

All expenditure is based on data analysis and detailed knowledge of our families.

As identified in the 2019 – 2020 data, accelerated progress is required for Pupil Premium pupils in Reading, Writing and Maths for those pupils in Years 2, 3 and 4 (current Y3, Y4 and Y5). In line with the Whole School Improvement Plan, this year's strategy will continue to focus improving the number of pupils that attain the higher standard in Reading, Writing and Maths combined; with a particular focus on raising attainment in Boys Writing and Girls Maths in reasoning and problem solving. In addition to this, there will be a continued focus on Reading and exposing pupils to new vocabulary; enabling all pupils to apply this transferable vocabulary across the curriculum. Funding has been allocated to release the HoS and DHTs to teach specific English and Maths groups in Year 6. These groups include a large proportion of PP pupils who were not at Age Related Expectation (ARE) at the start of the year.

Once again, we have continued to fund additional TA hours to provide in class support to those Pupil Premium pupils with Special Educational Needs or Disabilities (SEND) as well as to extend those pupils working at or above age related expectations. We recognise the importance and the positive impact that TA interventions and targeted reading had on Pupil Premium pupils last year, which is why we are continuing to ring fence a proportion of the PPG funding for this purpose.

We have sustained the amount of time and range of activities undertaken by our Learning mentor and Inclusion TAs to support PPG pupils who

- have social communication, emotional and/or behavioural needs.
- lack aspiration and/or confidence and therefore fail to reach their potential.
- do not benefit from a wide range of enrichment activities in or outside of school.
- are developing their understanding of the English language.

This support will be ongoing. The work of the Learning Mentor and Inclusion TAs will continue to develop last year's programmes of support in class as well as build and develop their relationships with pupils when working on a 1:1 basis. To ensure we support our higher attaining Pupil Premium pupils, all members of staff, including the Inclusion TAs and the Learning Mentor, will continue to provide opportunities for pupils to become 'in class' experts as outlined in the Inclusion School Improvement Plan (SIP).

At Gordonbrock, we understand that there may be times when things are financially difficult and when parent/s or carers are unable to afford to pay for after school activity clubs, school trips and residential trips, we will consider subsidising these events. This is why we have ring fenced a proportion of the budget to provide extra support for our pupils as needed, at our discretion. As well as this, Gordonbrock will continue to provide access to a broader education including additional excursions, in school workshops and assemblies as well as clubs that will also be funded through the Pupil Premium Grant.



Rationale for Covid 19 Catch Up Funding Expenditure

All expenditure is informed by the Education Endowment Foundation (EEF) support guide for schools, DfE Catch up Premium Guidance, data analysis and a detailed knowledge of our families.

We know that our most vulnerable pupils and those from disadvantaged backgrounds are highly likely to have been affected particularly by school closures and may need more support to return to school and settle back into school life. However, we also recognise that this may be true for many families that are not eligible to receive the Pupil Premium grant. As a result, we have decided to consider how best to align our chosen approaches with the Pupil Premium Strategy as well as boarder school improvement priorities.

Across the Federation, we have had to make adjustments to the organisational and logistical aspects of school life, however, we continue to have high expectations for our pupils and strive to ensure all pupils achieve their potential. Which is why we will regularly review, evaluate and reshape the Covid Catch up fund strategies to ensure that we are maximising their impact on pupils' progress across the school.

As outlined in Education Endowment Foundation support guide for schools, we have grouped our strategies into Teaching and Whole School Strategies, Targeted Support and Wider Strategies to ensure that we best support the needs of our pupils.

Teaching and Whole School Strategies

Quality First Teaching is integral part of our pedagogy and we strongly believe that this continues to be the most important lever we have to improve achievement and outcomes for our pupils. That is why we have allocated some of the catch up funding to ensure every Teacher is supported and prepared for the new year. There will be a focus on providing staff with opportunities for professional development; with a particular focus on the remote curriculum.

All pupils will need support to transition back in school and we will be dedicating time to ensure planning and transitional support procedures are robust, and fully communicated with all stakeholders. We recognise there may be gaps due to time lost out of school. We intend to develop our curriculum through a consultative process between teachers and pupils, so that they are reassured that are being well supported to catch up on lost learning quickly (Recovery Curriculum Lever 3 – Transparent Curriculum). Assessment for Learning and a detailed knowledge of our families will help us to identify those that may need additional targeted transitional support. Some pupils may need on going or additional transitional support, which may be provided in a variety of ways to best support the needs of the pupils and/or their families.



Targeted Support

We intend to ring fence a significant amount of the funding to provide targeted 1:1 or small group tuition. As evidence by the EEF, personalised targeted support which is driven by a collaborative approach including Tutors, Teachers, Pupils and Parents is highly effective. Our intention is to ensure tuition is delivered by qualified teachers who will be fully guided by the needs of the pupil and link to our curriculum; with a strong focus on English and Maths.

We pride ourselves on building high quality authentic relationships and as a result we are aware of most vulnerable families and those that may require additional support. As part of our targeted support package, we will continue to support those who need specific intervention on other aspects of learning such as behaviour, or those pupils that have social, emotional and mental health needs. This bespoke package will vary and be based on the needs of the pupils and their families.

Wider Strategies

We are going to use part of the catch up fund to continue our commitment to providing extensive pastoral support to our wider community as part of the Recovery Curriculum (Lever 2 – Community). This year, we will be providing additional books and educational resources as well as offering advice about effective strategies for learning in English and Maths.

Access to technology in the home has been a barrier to some of our families. It has affected the extent to which pupils can learn effectively at home. Therefore, informed by audits and monitoring access to learning, we have decided to use a significant amount of the funding to purchase devices to ensure pupils are able to access to technology. In addition to this, we will continue to support those families that may find it difficult to navigate technology, including programmes, by providing them with direct support or guidance.

Subject to ongoing review



The Eliot Bank and Gordonbrock Schools Federation



Planned PPG Funding Spending for 2020 – 2021

Area Of Spend	Focus	Total Allocation
Quality first teaching	Raising attainment to diminish the difference	£60, 000
Salary contributions for Deputy Head Teacher of Inclusion	Management of PP grant including monitoring of impact	£10, 000
Salary contributions for one full time Learning Mentor who supports the pupils from 8:30am – 4:30pm	Personal and social, English and Maths	£10, 000
Salaries for Inclusion Teaching Assistants (SEN TAs)	Personal and social, English and Maths	£20, 000
Salaries to provide additional hours for TA support in classes and for focused interventions	Attainment	£20, 000
Salary contributions for specialist teachers: Music, Art and French	Music, Art and French	£5, 000
Weekly intervention run by HoS, DHTs or SENDCo	English and Maths	£10, 000
Booster sessions (during or after school or during holiday times)	English and Maths	£5, 000
Additional learning resources <i>(iPads, Tablets, ICT programmes, Science resources, high quality texts for classrooms and the library)</i>	English, Computing, Maths	£2, 000
Staff training	Personal and social, English and Maths	£2, 000
Funding for after school activity clubs	Personal and social	£2, 000
Funding for extra enrichment activities such as: hockey, school trips, residential trips, Pantomime shows and theatre trips, KidZania, Clip and Climb. <i>*Please note that enrichment activities may vary from year to year.</i>	Personal and social	£2, 000
Well-being of Pupil Premium	Personal and social	£2, 500
Total expenditure of Pupil Premium Grant		£150,500

Planned COVID 19 Catch Up Funding Spending

Area Of Spend	Focus	Total Allocation
Staff Training with a specific focus on the Recovery Curriculum, Remote learning and Trauma	Raising attainment, Personal and Social, English and Maths	£5,000
National Tutoring Programme or Tutoring Services	Raising attainment, Personal and Social, English and Maths	£15,000
Additional Learning resources to provide children with access to technology <i>(iPads, Chromebooks, Dongles, Data Sim Cards)</i> <i>*Please note that devices may vary and access to the above is always in consultation with families and the Senior Leadership Team</i>	Personal and Social, Raising attainment, Computing	£15,000
Food vouchers	Personal and social	£10,000
Total expenditure of Covid 19 Catch up Funding		£45,000
Total expenditure		£149,500



The Eliot Bank and Gordonbrock Schools Federation



Planned PPG Funding Spending for 2020-2021

Area Of Spend	Focus	Actions	Outcomes
Quality First Teaching	1 2 3 6 7 9	<ul style="list-style-type: none"> • 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. • 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). 	<ul style="list-style-type: none"> • Most of teaching in the school to be outstanding (and never less than good). We believe outstanding teaching will ensure individual needs of pupil premium pupils are met and as a result they will continue to make accelerated progress. • An increased number of higher attaining PP pupils attain greater depth, in particular in Reading and Maths as well as RWM combined.
Salary Contributions For Deputy Head Teacher (DHT) Of Inclusion	1 3 4 5 6 7 8 9	<p>Deputy Head Inclusion is non-classed based in order to</p> <ul style="list-style-type: none"> • Coordinate the provision for Pupil Premium pupils • Attend pupil progress meetings to ensure teachers understand expectations from different starting points. • Liaise with all professionals involved – TAs, Learning Mentor, outside professionals. • Ensure that the SENDCo deploys all staff from the Inclusion team effectively • Liaise with Business Manager (BM) to ensure effective budget handling. • Build a trusting relationship with 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 • Work with pupils on resilience, aspiration and social skills (see Assertive Mentoring) • Spend at least a third of her time supporting and monitoring Pupil Premium pupils and reviewing the support that is in place in school to ensure it has impact on those in receipt of the Pupil Premium Grant, in particular those with SEND. • Be accountable to the Federation’s Governing body and keep them informed of actions and achievement and progress of Pupil Premium pupils, in particular those with SEND, by giving feedback of spending and impact, results of pupil interviews and analysis of data. This includes liaising with the link Governor for Pupil Premium. • Monitor impact of interventions, in particular those that target pupil premium pupils with SEND or those that use EAL, ensuring that they remain effective and are driven by rigorous data analysis. 	<ul style="list-style-type: none"> • A non-based class Deputy Head of Inclusion is available to liaise and support staff and to raise the profile of Pupil Premium, in particular those with SEND. • DHT of Inclusion is available to attend pupil progress meetings to monitor the impact of interventions and provide extra support if necessary. • Communication between staff and outside agencies is clear and that advice from professionals is implemented. • Inclusion Team provide targeted support, driven by data or by need. • The funding has been used effectively and with the optimum outcome for the achievement of those pupils in receipt of the Pupil Premium Grant as well as having an impact on those that are not. • The Inclusion team will have a clear understanding of their role and the intervention they are running and will be kept up to date with any guidance. • The DHT and BM will ensure that all records for the expenditure of the Pupil Premium Grant are clear and are being used effectively. • An increased number of families will engage with the school and attend workshops and meetings. • The Governing body will understand how the school intends to diminish the differences through various interventions / actions. The Governing body will be able to question the data and the impact of any of the actions included in the strategy. • Interventions remain purposeful and data driven, which in turn makes a positive impact upon the pupils, whether it be social, emotional or academic.



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
Salary contributions for one full time Learning Mentor (also our Attendance and Welfare Officer) who supports the pupils and families from 8:30am – 4:30pm	1 3 4 5 6 7 8 9	<ul style="list-style-type: none"> • To work 1:1 in or out of class where appropriate or in small groups with identified pupils to support their resilience and their emotional and social well-being. This may be for a short term targeted programme or longer term support if required. • To deliver a number of programmes to support various aspects of pupils' social and emotional well-being such as: <ul style="list-style-type: none"> ○ Lego Therapy ○ Drawing and Talking ○ Meditation ○ Friendship Terrace ○ Circle of Friends ○ HELP meetings • To build a trusting relationship with parents and support them to attend all the workshops and meetings arranged in school, trying to ensure that they are actively involved with their child's education • To work alongside families on specific issues which are creating barriers to their child's success at school. These can range from family illness, parenting behaviour management strategies to bereavement or temporary transport issues. • To support with the transition of Y6 pupils to Secondary schools. • Work with pupils on team building and social skills (see Lego Therapy) • To monitor attendance and punctuality of Pupil Premium pupils and put in to place strategies to ensure attendance is at least in line with national. Liaise with HoS, DHT of Inclusion and AWO as appropriate. • When appropriate, to use guidance and training from attachment disorder course and Mental Health Champion course to support some of our more vulnerable pupils. 	<ul style="list-style-type: none"> • Target pupils develop a growth mindset in which to learn. Pupils will have developed the skills to make good academic progress and reach age related expectations / greater depth. • Pupil's emotional and social well-being will improve. • Families are enabled to better support their pupils at home, particularly focusing on their communication and social skills, resilience as well as their learning. • Targeted pupils will have better communication skills, empowering pupils to talk about their feelings, and to solve problems. • An improvement in the pupils' abilities to change their behaviour, understand and learn about the world in which they live. • An improvement in social competency and an ability to adapt to social situations. • Pupils and parents are supported through the process of Secondary school transition and have access to extra support and guidance during the transition phase to Year 7. • Parents are clear about the School's expectations of their child's attendance and understand the policies and procedures for attendance. As a result, attendance of this group continues to exceed national. • Pupils who demonstrate consistently high standards of attendance are rewarded and celebrated.



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
Salaries for Inclusion Teaching Assistants (SEND TAs)	1 2 3 6 7 8 9	<ul style="list-style-type: none"> • Linked to the SEND SIP. • To ensure PP pupils receive targeted support in their learning to secure strong progress of PP across the school. • Targeting under-attaining and underachieving PP pupils in class. • To provide targeted support in class, driven by the most need. • To run data driven interventions across phases <ul style="list-style-type: none"> ○ British Picture Vocabulary Scale (BPVS) for Reception ○ Lexia ○ PAT ○ Circle of Friends ○ Social and communication groups ○ Language groups ○ BPVS ○ EAL, GPS and vocabulary groups • To assess and monitor interventions <ul style="list-style-type: none"> ○ British Picture Vocabulary Scale (BPVS) for Reception ○ Lexia ○ PAT ○ Circle of Friends ○ Lego Therapy ○ HELP!!! ○ Private SALT social skills groups ○ Social and communication groups ○ Language groups ○ EAL, GPS and vocabulary groups • When appropriate, to deliver a number of programmes to support various aspects of pupils' social and emotional well-being such as: <ul style="list-style-type: none"> ○ Mini Sanctuary ○ Circle of Friends ○ Social skills group ○ Lego Club (lunch time) 	<ul style="list-style-type: none"> • PP pupils that were underachieving make accelerated progress. • Target pupils begin to transfer vocabulary across the curriculum and as a result make accelerated progress in Literacy. • Mini sanctuary ensures that pupils enjoy a healthy meal, use good table manners and are supported to engage in lunchtime games and to teach appropriate social, emotional and interaction skills. • Pupils that are assessed by the BPVS programme are monitored or support is put into place for pupils where necessary. • Pupils with emotional or behavioural difficulties develop resilience, confidence, an understanding of the learning brain and other life skills and therefore improve their ability to access the curriculum.



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
Salaries to maintain additional hours for TA support in classes and for focused interventions	1 2 3 5 6 7 8 9	<ul style="list-style-type: none"> • To ensure PP pupils receive targeted support in their learning to secure strong progress of PP across the school. • To ensure PP pupils have at least one extra opportunity per week to read with an adult on a 1:1 basis. • Targeting under-attaining and underachieving PP pupils in class • Targeting higher attaining PP pupils to develop and embed their knowledge further, in particular those pupils whose starting point at KS2 was equivalent to 2+ to ensure they make expected progress and reach Greater depth (links to the SIP plan – Inclusion). • Targeting those pupils who may need pre-teaching before a new topic for example investigating words or how vocabulary can be transferred across the curriculum. 	<ul style="list-style-type: none"> • Smaller groups, targeted support allow for a quick, flexible response to any issues for groups or individuals, in particular for those with SEND. • Gaps between PP and Non-PP pupils continue to diminish as those that are under achieving begin making more progress • PP pupils that were underachieving start making accelerated progress. • Target pupils begin to transfer vocabulary across the curriculum and as a result make accelerated progress in Literacy. • An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined. • Higher attainers to become ‘experts’ and develop their skills and knowledge by helping to peer coach in line with our Kagan cooperative learning strategies.
Salary contributions for specialist teachers: Music, Art and French	1 2 3 4 5 6 7 8 9	<ul style="list-style-type: none"> • Linked to Curriculum SIP. • Using specialist teachers to teach subjects. • Specialist teacher plans and delivers lesson when team teaching with staff. • Special teachers promote their subject across the school (trips/days/displays) <ul style="list-style-type: none"> ○ Links to Curriculum SIP. • Specialist teachers use every opportunity to identify talent and target PP pupils. 	<ul style="list-style-type: none"> • PP pupils benefit from the expertise of the specialist teacher. • PP pupils with talent are identified and supported to meet their potential. • Staff will be trained by specialists and work closely alongside them which leads to a better understanding of the subjects – ensuring that PP pupils are receiving quality first teaching. • PP to take part in whole-school projects.
Weekly interventions run by HoS or DHT for pupils at risk of not making ARE	1 2 5 6 7 8 9	<ul style="list-style-type: none"> • To plan and deliver outstanding Maths and English lessons to targeted pupils within a small group setting. <ul style="list-style-type: none"> ○ Linked to the SEND SIP • To identify any parts of the curriculum that the pupils are finding challenging and use that assessment for learning to adapt teaching to meet their needs. • To ensure that any gaps in knowledge are diminished. 	<ul style="list-style-type: none"> • All learners are secure within the age appropriate standard at least in line with national expectations. • Pupils are to feel more secure which boosts their self-esteem and resilience. • PP pupils benefit from small groups and more targeted support to make accelerated progress.
Booster sessions (after school or during holiday times) run by HoS, DHT and experienced teachers	1 5 6 7 8 9	<ul style="list-style-type: none"> • To plan and deliver outstanding Maths and English lessons to targeted pupils • Increase the adult to child ratio and therefore further support the targeted learners • Develop the skills of high attaining Pupil Premium pupils to ensure they reach their maximum potential • Arrange booster and intervention programmes 	<ul style="list-style-type: none"> • For all Pupil Premium pupils, in particular those with an SEND, benefit from small groups and more targeted support and make accelerated progress. • Pupils to achieve in line or exceed national expectation at the end of Year 6. • Pupils feel successful and are able to celebrate their achievements. • An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
Booster sessions (after school or during holiday times) run by HoS, DHT and experienced teachers	1 5 6 7 8 9	<ul style="list-style-type: none"> • To plan and deliver outstanding Maths and English lessons to targeted pupils • Increase the adult to child ratio and therefore further support the targeted learners • Develop the skills of high attaining Pupil Premium pupils to ensure they reach their maximum potential • Arrange booster and intervention programmes 	<ul style="list-style-type: none"> • For all Pupil Premium pupils, in particular those with an SEND, benefit from small groups and more targeted support and make accelerated progress. • Pupils to achieve in line or exceed national expectation at the end of Year 6. • Pupils feel successful and are able to celebrate their achievements. • An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.
Lego Therapy sessions run by the Learning Mentor	1 2 3 4 5 6 7 8 9	<ul style="list-style-type: none"> • To promote social interaction between pupils. • To develop role-play. • To give pupils an understanding of the perspective of other pupils. <ul style="list-style-type: none"> ○ Linked to the SEND SIP 	<ul style="list-style-type: none"> • Better communication skills, enabling pupils to talk about their feelings, and to solve problems. An improvement of pupils' abilities to change their behaviour, understand and learn about the world in which they live. • An improvement in social competency and an ability to adapt to social situations much better.
Assertive Mentoring Assertive mentoring is an intensive programme for targeted pupils. The focus is to develop their ability to recognise what is needed to improve their emotional state, which in turn will support their academic progress.	1 2 3 4 5 6 7 8	<ul style="list-style-type: none"> • To raise standards for targeted pupils whose behaviour/attitude to learning is severely impacting on their learning • To motivate and involve pupils in their learning • Discuss what is going well in their learning and why as well as focus on how positive behaviour directly links to attainment. • To build resilience and develop a positive mindset in line with the Whole School improvement plan (WSIP). • To inform and involve parents/carers in their child's learning. • To celebrate the positive aspects of their week. Where a child is not making the expected progress, appropriate focused targets are set for the following week to be reviewed by the Mentor. 	<ul style="list-style-type: none"> • Pupils judge their own learning and begin to set high expectations for independently. • Pupils are clear on what they are working towards in their learning. • Pupils are empowered to take responsibility of their learning. • Support is consistent and clear so that all pupils are entitled to the same high level of support. • Raised standards for all. • Pupils feel valued and have a voice. • Pupils become more organised and proactive. • Parents engage with the school and their child's progress and echo the encouragements of the mentors to ensure the pupils reach their potential



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
Additional learning resources	1 2 3 5 7 8 9	<ul style="list-style-type: none"> • Clicker – links to the SEND SIP. • Update programmes on the iPads. • Purchase Amazon Fire Tablets. • Purchase Teach your Monster to Read. • Provide 50% of the cost of Science resources – Links to Science SIP. • Purchase additional high quality texts for classrooms and the library. 	<ul style="list-style-type: none"> • The skills learnt from computing can be transferred to many other subjects, increasing pupils’ independent and consolidates their learning. • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning. • Increase independence as pupils use iPads to create PowerPoints to report findings from School Council meetings. • Teachers and TAs utilise the various programmes to support a range of pupils. • Teachers are more aware of apps available to support different areas of need (i.e. spelling, memory, times tables, multi-language applications). As a result, they will continue to make accelerated progress. • Science resources will give all pupils a deeper understanding of Biology, Chemistry and Physics by <ul style="list-style-type: none"> ○ Providing opportunities for pupils to learn through exciting hands on experiments.
Training for staff	1 5 6 8 9	<ul style="list-style-type: none"> • Linked to Inclusion and SEND SIPs. • SALT training for staff with a focus on the use of communication and language • Anxiety training for staff • NQT programmes of CPD • TA CPD • Detachment disorder training • LAC training • Adoption UK membership • Mental Health training 	<ul style="list-style-type: none"> • Most of teaching in the school to be outstanding (and never less than good). We believe outstanding teaching will ensure individual needs of pupil premium pupils are met and as a result they will continue to make accelerated progress. • Staff will be trained by specialists and increased knowledge and understanding of particular subjects ensures that PP pupils are receiving quality first class teaching. • Targeted pupils will have improved communication skills. • An increased number of staff able to support pupils to develop social competency and an ability to adapt to social situations. As a result, there is an improvement in the pupils’ abilities to change their behaviour, understand and learn about the world in which they live. • Pupils are empowered and confident to talk about their feelings, and to solve problems. • Staff are aware of different ways pupils can present when their mood is low and rapidly intervene with QTF strategies, seek support from more experienced members of staff or refer on to relevant outside agencies.



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
Funding for after school activity clubs	2 5 6 7 8 9	<ul style="list-style-type: none"> • To ensure pupils have the opportunity to engage in a range of outside clubs to support their talents and interests and expose them to a wide variety of experiences. • To encourage, and where necessary, support PP pupils to access clubs • To promote a healthy lifestyle and give pupils the opportunity to do something meaningful to do after school. • To engage with parents of target pupils and create a dialogue to encourage them to allow their child to attend enrichment activities. • Inclusion Deputy, with the support of the after-school Activity Club Manager, to monitor attendance of outside clubs and actively support the participation of range of clubs. 	<ul style="list-style-type: none"> • More Pupil Premium pupils have access to the enrichment activities that the school offers. • Targeted pupils have access to a number of wider opportunities which can give them experiences that enrich their lives. This will support their academic success as these experiences will lay the foundations for new knowledge and skills. • Pupils begin to convey their aspirations and think about how they are going to achieve them. • Pupils build resilience through engaging in more social and team experiences. • Pupils develop a healthier lifestyle. • Inclusion Deputy and Activity Club Manager will monitor low attendance and contact parents to re-engage pupils and support families to ensure that the pupils' attendance does not fall below 95%. • Rotated participation in clubs will result in a wider variety of opportunities.
Funding for extra enrichment activities such as: hockey, school trips, residential trips, theatre shows, Kidzania and Clip and Climb * <i>*Please note enrichment activities may vary each year.</i>	2 5 6 7 8 9	<ul style="list-style-type: none"> • To subsidise school journey and school trips • To ensure PP pupils experience a wealth of real- life experiences, bringing the curriculum to life. • To speak to parents of target pupils to explain the benefit of out of school activities and how this can support their child as a learner. • PP Pupils to contribute towards the <i>GB Weekly</i> 	<ul style="list-style-type: none"> • Heavily subsidised school journey and school trips ensure they are affordable to all Pupil Premium pupils so they are not disadvantaged compared to their Non-Pupil Premium counterparts. • Develops a dialogue between pupils about the opportunities they have experienced. • Provides PP pupils with a purpose and an opportunity to write a report on a real life experience and contribute towards whole school celebrations. • Pupils begin to convey their aspirations and think about how they are going to achieve them. • Increased self-motivation and self-belief, linked with our work to the Growth Mindset.
Well-being of Pupil Premium Pupils	1 2 5 6 7 8 9	<ul style="list-style-type: none"> • To promote the well-being of the pupils and build resilience by going above and beyond and do as we see fit depending on circumstances e.g. buy school uniform for pupils, PE kit, swimming kit, hampers, offer free breakfast club, homework club on an ad hoc basis etc 	<ul style="list-style-type: none"> • To ensure that the 'whole' child is supported academically, socially, and emotionally to diminish any differences they have, which may be preventing them from reaching their potential.



The Eliot Bank and Gordonbrock Schools Federation



Planned COVID 19 Catch Up Funding Spending for 2020-2021

Area Of Spend	Focus	Actions	Outcomes
Staff Training with a specific focus on the Recovery Curriculum, Remote learning and Trauma	1 2 3 5 6 7 9 10 11	<ul style="list-style-type: none"> • INSET on Formative Assessment delivered by Shirley Clarke as part of the Recovery Curriculum • Staff training on the Education Endowment Fund Report • Staff Training Programme on Google Classroom • Staff Training on Trauma and Attachment (targeted members of staff) • Staff training on Website development (targeted members of staff) • Physical educational resources for staff and pupils in the event of a class closure • Subscription to Spelling Shed • Purchase of Timetable Rock stars for all pupils 	<ul style="list-style-type: none"> • Staff ensure pupils' gaps are identified and use assessment for learning is used to plan and implement a range of quality first teaching strategies and interventions to accelerate pupils' progress. • Staff use a range of brain-friendly strategies to best support pupils in the classroom to promote co-operative learning and help pupils reskill as leaners. • Staff have a strong of understanding of Google Classroom and how to navigate the site as well as deliver a remote curriculum. • Middle Leaders will include the remote learning offer in their school Improvement plans and deliver Professional Development Meetings, offer guidance and support to teachers to ensure that any learning set on Google Classroom aligns with the school's curriculum and expectations. • Staff begin to refine work set on Google Classroom to closely link to the curriculum that would be delivered in the classroom as well as make it accessible to families. • All staff have a clear understanding of the impact of lost learning on pupils they work with. • All staff are supported to provide targeted support for those families that may have experienced trauma during the pandemic; this includes a knowledge of external agencies which families can be signposted to. • Families that may require a more bespoke package of support for trauma, anxiety or bereavement will benefit from a range of interventions that best suit their needs. • Referrals for external agencies will be made in a timely manner in consultation with families to ensure they are provided with the right support as quickly as possible. • Families feel well supported by the school and the additional measures implemented are making a difference to the wellbeing of the pupil's and their parents. • Families feel confident that the remote package is aligned with the school's curriculum and is helping to minimise the impact of learning time lost in the event of a class closure. • Educational Teachers resources will be provided to staff in order for them to deliver the remote learning package in the event of a class closure. • Educational resources including packs and physical resources will be provided for those families identified in need in the event of a class closure. • The school uses a range of programmes to provide children with a range of online experiences across the curriculum.



The Eliot Bank and Gordonbrock Schools Federation



Area Of Spend	Focus	Actions	Outcomes
National Tutoring Programme or Tutoring Services	1 2 5 9 11	<ul style="list-style-type: none"> • To support underachieving children with access to the recovery curriculum and provide personalised targeted support in Maths and English. <p><i>Please note the following:</i></p> <ul style="list-style-type: none"> - Pupils chosen to participate will be based on a number of factors including but not exclusive to SEND, attendance, achievement and attainment data. - Packages vary i.e. 6 weeks of 1 hr support, 6 weeks of 2hr support and could be on a 1:1, 2:1, 3:1 basis which may be online or face to face. - These packages will not be offered to all pupils. 	<ul style="list-style-type: none"> • Gaps from learning lost will be quickly assessed, planned for and pupils will be allocated with a programme of support. • Underachieving pupils will benefit from targeted, bespoke programme of support and make accelerated progress. • Pupils to achieve in line or exceed national age related expectation or make demonstrable progress. • Pupils feel successful and are able to celebrate their achievements. • An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.
Additional Learning resources to provide children with access to technology (Chromebooks, Dongles, Data Sim Cards) *Please note that devices may vary and access to the above package will be audited in consultation with families and the Senior Leadership Team	1 2 3 5 7 9 10	<ul style="list-style-type: none"> • To purchase a class set of Chrome books which can be loaned to families, without technology, in the event of a class closure. • To purchase a set of dongles (as and when necessary) which can be loaned to families, without access to the internet, in the event of a class closure. • To purchase 90-day connectivity data sim cards to give to families that do not have access to the internet connectivity for a 3-month period. • To purchase software for the chrome books to enable families to have access to programmes that are used within school. • To provide families with technological support to enable them to access Google Classroom and/or other programmes. <p><i>Please note the following:</i></p> <ul style="list-style-type: none"> - Devices will be loaned to families assessed by need and in consultation with the Senior Leadership team - Devices may vary. - Families will be expected to sign a loan agreement form with terms and conditions. - Devices or sims packages will not be offered to all pupils. 	<ul style="list-style-type: none"> • Families will have a device in order to access the school's remote learning package. • Families will be able to access the internet. • As a result of the above, pupils will be able to access Google Classroom and the learning that staff have set. • As and when necessary, families will be provided with personalised support to access Google Classroom and/or other programmes to enable them to support their child's learning at home. • Families will feel supported by the staff and begin to develop or feel confident to navigate the hardware or software. • Families will have a clear understanding of the remote learning package
Food vouchers	11	<ul style="list-style-type: none"> • To provide those families in receipt of FSM food vouchers during the holiday periods up until the end of Easter Holidays 2021 • To provide those families who are not eligible for FSM but may be experiencing financial hardship, as a result of the pandemic, with food vouchers. <p><i>Please note the following:</i></p> <ul style="list-style-type: none"> • Any vouchers allocated will be based on need and in consultation with the Senior Leadership team. 	<ul style="list-style-type: none"> • To ensure that the 'whole' child is supported by meeting their basic needs, ensuring that they will not be impacted negatively due to economic difficulties. • Families will feel supported by the school in times of challenge and/or financial hardship.



The Eliot Bank and Gordonbrock Schools Federation



Important Dates:

Full Governors – December 2020, March 2021, June 2021.

PPG Audit – Spring 2021 and Summer 2021 TBC

PPG Strategy Review September 2021

COVID 19 Catch Up Strategy Review – currently ongoing

Subject to on going review