

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

This statement details our school's use of pupil premium fund (and recovery premium) for the **academic year 2022 to 2023** and how it helped to improve the attainment of our disadvantaged pupils as well as the effect that last year's spending of pupil premium had within our school. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

## School overview

Detail	Data
School name	Gordonbrock Primary School
Number of pupils in school	636 including Nursery
Proportion (%) of pupil premium eligible pupils	14% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years 2021/2022, 2022/2023 and 2023/2024 (Year 3 of 3)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs. Jane Wright - <b>Head of School</b> Ms. Maria Gilmore - <b>Executive Headteacher</b>
Pupil premium lead	Miss Marinda Barry
Governor / Trustee lead	Ms. Katie Knowles

## Funding overview

Detail	Amount
Please note, as of 31 <sup>st</sup> October 2023, we have been given the following figures.	
Pupil premium funding allocation this academic year	£122, 220
Catch-up Grant allocation for academic year 2023/2024	£22, 566
Recovery premium funding allocation this academic year	£7358.50 (received total)
School-Led Tutoring Grant allocation this academic year	£8,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,144 <i>This total is approximately -£30k funding from 2022 -2023</i>

## Part A: Pupil premium strategy plan - Statement of intent

### Principles

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

We are committed to fair and equal access to the curriculum for all children, regardless of their starting points, taking into account any additional needs or challenges they may have. We are highly aspirational for all of our pupils, whether they are disadvantaged or not, and we do whatever it takes to enable them to overcome barriers to their learning. In many cases, we have to think 'outside the box' if we are to ensure that a child maximises their 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 teaching that is driven by high quality research and based on theories and proven evidence of the theory 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 deepen their knowledge of life beyond the classroom, 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.

### 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 by the national pandemic, 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 (WSIP) 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 fully embedded
4	There are an increased number of pupils who have specific social, emotional, behavioural and physical and mental health needs that impact their ability to access the curriculum
5	There are a number of pupils who are unable to access curriculum materials due to a lack of technology. There are also a high number of pupils that are not accessing opportunities beyond the curriculum due to the cost of living crisis and/or the reduction of funding being made available for pupils to access extra-curricular activities
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 their understanding of 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>	<p>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</p> <ul style="list-style-type: none"> <li>● EYFS outcomes by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language</li> <li>● EYFS outcomes by 2023/24 show that the internal gap between disadvantaged pupils that achieve a GLD in Communication and Language and their non-disadvantaged peers continues to diminish year on year</li> <li>● KS1 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard</li> <li>● KS2 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard.</li> </ul>
<p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a secure knowledge of phonics and will not be significantly different to that of their non-disadvantaged peers.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, use their secure knowledge of phonics allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ul style="list-style-type: none"> <li>● The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures</li> <li>● EYFS outcomes by 2023/24 show that the internal gap between disadvantaged pupils that achieve a GLD in Comprehension, Word Recognition and Writing and their non-disadvantaged peers continues to diminish year on year</li> <li>● KS1 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures</li> <li>● KS1 and KS2 outcomes by 2023/24 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>● Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils</li> <li>● Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2.</li> </ul>
<p>Pupils have a secure knowledge and understanding of basic skills within Mathematics</p> <p>Improved attainment for disadvantaged pupils at the end of KS1</p>	<ul style="list-style-type: none"> <li>● KS1 and KS2 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures</li> <li>● KS1 and KS2 outcomes by 2023/24 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>● There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2</li> <li>● Year 4 outcomes by 2023/24 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.</li> </ul>
<p>Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions.</p> <p>To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.</p>	<p>Sustained high levels of social, emotional and behavioural and health needs in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Early identification of children SEMH needs happens in a timely manner to ensure that the whole child is supported; ensuring that they will not be impacted negatively by economic difficulties</li> <li>● All pupils work with and demonstrate a greater resilience and independence in lessons</li> <li>● Qualitative data from a variety of sources such as: teacher feedback, inclusion meetings and assessments, pupil and book studies, the Federation PPG Audits, Parents' Evenings, emails</li> </ul>

	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"> <li>● Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school</li> <li>● All pupils 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</li> <li>● Disadvantaged pupils have access to a full school experience and not be disadvantaged because of lack of technology</li> <li>● An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to</li> <li>● Pupils and parents/carers have positive feelings about the future for themselves or their child and are able to verbalise those aspirations</li> <li>● To ensure the 'whole' child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils; particularly the disadvantaged.</p> <p>Families are supported, provided with relevant resources and/or materials and sign posted to outside agencies in a timely manner to address the trauma /anxiety as a result of covid.</p>	<ul style="list-style-type: none"> <li>● Sustained high attendance by 2023/24 demonstrated by:</li> <li>● Absence figures continue to be above nations figures</li> <li>● The overall attendance figure for all pupils is above 97%</li> <li>● The over attendance figure for disadvantaged pupils is never less than national</li> <li>● The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year</li> <li>● The percentage of all pupils who are persistently absent remain below national figures</li> <li>● The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year</li> </ul>
<p>To achieve and sustain consistent parent engagement of all pupils; particularly the parents of disadvantaged pupils.</p> <p>Parents have an improved understanding of growth mindset and how to develop their children's resilience in and out of school.</p> <p>Parents are confident on how to support their children's positive mental health and wellbeing.</p>	<p>Increased levels of parent engagement by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>● The overall Parents' Evening attendance rate for all pupils remains above 98%</li> <li>● The overall Parents' Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year</li> <li>● There is an increased figures of male figure attendance from open mornings, learning meetings, parent events, workshops, reading mornings and all other social events within the school community</li> <li>● 98% parents/carers of Reception starters attend 'Stay and Play' and/or 'Meet the Teacher'</li> <li>● Increased number of responses from parent questionnaires</li> <li>● Sustained high levels of resilience and growth mindset by 2023/24 demonstrated by:</li> <li>● 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</li> <li>● Increased number of responses from parent questionnaires</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

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

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

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p><b>Quality First Teaching</b></p> <p>Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, through coaching and mentoring</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><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1,2,3,5</p>
<p><b>Deputy Head Teacher (DHT) for Inclusion</b></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 cycle to monitor the impact of interventions; ensuring that they remain effective and are driven by rigorous data analysis</p>	<p>The evidence examined by this review indicates that effective school leadership is important but, in isolation, is not a sufficient condition for successful school improvement. It shows that leadership has important effects on school organisation, culture and on teachers. Effects on pupil outcomes are largely indirect operating through direct effects on the organisation, culture and teaching and learning environment.</p> <p>Working closely as a Federation where low expectations or lack of aspiration for our disadvantaged are challenged, creates a stronger ethos of the importance of raising aspiration for our disadvantaged pupils.</p> <p><a href="https://www.educationdevelopmenttrust.com/our-">https://www.educationdevelopmenttrust.com/our-</a></p>	<p>1,2,3,4,5,6,7</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><a href="https://www.educationendowmentfoundation.org.uk/research-and-insights/research/successful-school-leadership-latest-2020-publicati">research-and-insights/research/successful-school-leadership-latest-2020-publicati</a></p>	
<p><b>Salary Contributions for Deputy Head Teacher of Inclusion, Deputy Head for Curriculum and Assessment, SENDCo and Additional Teacher to release them to teach English and Maths and/or specific recovery interventions</b></p> <p>To be effective, well-qualified and well-trained staff are essential at identifying and targeting under-attaining and underachieving pupils; particularly the disadvantaged pupils</p> <p>Ensuring all disadvantaged receive targeted support in their learning to secure strong progress across the school</p> <p>Staff will support and target pupils who need to make accelerated progress to make age related expectations and/or pupils who need to be challenged in order to attain the higher standard</p>	<p>Research shows that limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. Pay may be utilised as part of a strategy to attract and retain experienced, qualified and specialist teachers to schools with higher numbers of pupils eligible for the pupil premium.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</a></p>	1,2,3
<p><b>Salaries to maintain additional hours for TA support in class</b></p> <p>Targeting under-attaining and underachieving disadvantaged pupils in class. To ensure disadvantaged pupils receive targeted support in their learning to secure strong progress 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,4,5,6,7
<p><b>Training for Staff</b></p> <p>CPD for all staff will be based on the needs of pupils at Gordonbrock and driven by both research and data. CPD will be developed and reshaped, if necessary, over the academic year.</p> <p>The Assistant Headteacher, with support from various colleagues, will continue to</p>	<p>Research carried out show providing positive, effective feedback is a well-evidenced and has a high impact on learning outcomes. Impacts are highest when feedback is delivered by teachers and TA's in the moment. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1,2,3,4,5,6,7

<p>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 utilising the knowledge gained from courses from NCETM and local Math Hub.</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>Emotional Literacy Training to be delivered to Support staff across Key Stages, who can disseminate the knowledge and understanding to teaching staff and other support staff</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  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Kagan  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Shirley Clarke  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p><b>To purchase Little Wandle Rapid Catch-Up resources</b>  This is to support the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle) to maintain strong phonics teaching for all pupils that need further support to embed their phonic knowledge in Year 3 – 6.</p> <p>Targeted interventions are provided to ensure that disadvantaged pupils are on track to achieve 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.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3



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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p><b>Salaries for Inclusion Team Learning Support Assistants and SEN Teaching Assistants</b></p> <p>Identifying the gap of missed learning from school closures and providing intervention to increase attainment in reading and writing at KS2 for our underachieving disadvantaged.</p> <p>These interventions will take place over a longer period and include a mixture of pupils in KS2 (links to the SIP plan – Inclusion).</p>	<p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,4,5,6,7
<p><b>Learning Mentor and Co-Mental Health Champion</b></p> <p>Targeted support for pupils to develop their ability to recognise what is needed to improve their emotional state, which will in turn support their academic progress.</p> <p>Learning Mentor works closely with a number of children and parents/carers to deliver a variety of academic, wellbeing and mental health interventions.</p>	<p>Research confirms that 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. Based on our own internal data, discussions with various stakeholders, the support of our Learning Mentor is an integral part of the support throughout the school, impacting positively on the wellbeing and achievement of our disadvantaged as well as the non-disadvantaged pupils and their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=learning%20ment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=learning%20ment</a></p> <p><a href="https://www.mentoring.org/mentoring-impact/">https://www.mentoring.org/mentoring-impact/</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	1,2,3,4,5,6,7
<p><b>Tutoring – small group/1:1</b></p> <p>Engaging with NTP and/or in-school Tutors to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2,4,5,7

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>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 has a number of small Maths led mastery groups a week to target our disadvantaged pupils.</p>	
<p><b>Developing oral language in EYFS – Nuffield Early Language (NELI) programme</b></p> <p>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><a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a></p> <p>Using the NELI programme to help develop young children overcome language difficulties, one-to-one sessions delivered targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1,2
<p><b>Additional Learning resources</b></p> <p>As part of recovery and ongoing work within school and, in partnership with a variety of stakeholders, including Curriculum Leads, our in-depth knowledge of the pupils and their needs will be used to make effective decision making as to what resources will be needed.</p>	<p>Resources including: Mathletics and Times Table Rock Stars subscriptions Lexia Programme Licence (phonics and comprehension support) SEND resources Purchase additional high-quality texts for classroom libraries Online library – Collins Big Cat Concrete manipulatives</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	1,2,3,4,5

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

Budgeted cost: £ 10,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b> Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice</p> <p>Developing strong relationships with our disadvantaged families to enable all 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. When necessary, challenge persistent absence and utilise parenting contracts and referrals to panel meetings when parents/carers fail to work with school to improve their child/children's attendance</p> <p>Liaising with Lewisham AWO, to look at how the Service Level Agreement is being used to improve attendance data</p> <p>Celebrate excellent attendance across the school through the use of attendance awards</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/5a80ce9740f0b623026959aa/School_attendance_parental_responsibility_measures_statutory_guidance.pdf">https://assets.publishing.service.gov.uk/media/5a80ce9740f0b623026959aa/School_attendance_parental_responsibility_measures_statutory_guidance.pdf</a></p>	<p>1,2,3,4,6,7</p>
<p><b>Engaging parents</b> Increasing parent engagement through continued support from all staff; ensuring parents continue to access resources and services in a timely matter</p> <p>When necessary, provide additional support through support plans, and/or make regular agreed contact times to share both successes and development points for targeted pupils and/families</p> <p>EYFS Stay and Play Events (supporting transition for new pupils) Parent Learning Meetings Parent Workshops – Middle Leader Events Positively targeting parents/carers to participate and provide 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702383711">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702383711</a></p> <p>Based on data from Parents' Evening, drop-ins, Parent Questionnaires, drop off and collections arrangements, it still suggests that male figures do not attend school events as much as female figures do. Therefore, school will continue to positively target male involvement within school and their child/ren.</p>	<p>4, 7</p>

<p>Engaging more parents to join the Parent Association (Friends of Gordonbrock – F.O.G)</p>		
<p><b>Opportunities for enrichment and extracurricular activities</b></p> <p>Increasing the number of wider curriculum opportunities for all children to develop meaningful experiences.</p> <p>Positively target disadvantaged pupils to provide additional exposure to the wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building skills such as confidence, resilience and socialising</p> <p>Ensure pupils are not disadvantaged by finance and are able to access the activities.</p> <p>Plan in trips that have meaningful links to our knowledge-engaged curriculum:          After School Extra-Curricular Activities and Clubs          Lunch time clubs          Street Trees for Living Project in Ladywell          Urban Synergy Workshops          Science Workshops          Clip and Climb          Theatre Trips          Music Tuition          Bikeability          Engaging with Lewisham Holiday Club providers</p>	<p>Research has shown that these interventions have positive benefits on learning, particularly for more vulnerable students. Disadvantaged pupils have regular access to aspirational activities to improve their self-efficacy and their mindset about their future life chances.</p> <p>As evidenced from discussions with our pupils they are positive about their aspirations and have a good understanding of what the 'journey' needs to look like to achieve their goals. This is something that we feel needs to continue to be threaded through our curriculum and work with parental engagement.</p>	<p>4, 5</p>
<p><b>Behaviour expectations</b></p> <p>Maintain and sustain high expectations for positive behaviour; utilising expertise of SLT, SENDCo, more experienced colleagues to provide training and support for new members of staff and/or ECTs</p> <p>Provide an additional PDM on how to maintain and sustain high expectations of behaviours in Autumn 2</p> <p>Regularly share strategies, research and videos to enable teachers and support staff to revisit strategies as the needs of their pupils and/or cohort change</p> <p>Ensure that new members of staff and ECTS embed Kagan Cooperative strategies</p> <p>Staff continue to work with professionals and assertive mentoring identified pupils across the school</p> <p>Provide targeted support for vulnerable pupils across the school, working in partnership with parents/carers and outside agencies if necessary, to implement a bespoke support plan if needed</p> <p>When necessary, for vulnerable pupils, including those that have SEND, ensure agreed approaches and</p>	<p>Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. Both targeted interventions and universal approaches can have positive overall effects. As a result, Gordonbrock will be implemented a variety of interventions and universal support including:</p> <ul style="list-style-type: none"> <li>● Kagan Cooperative Strategies</li> <li>● Art therapy</li> <li>● Lego Therapy</li> <li>● Drawing and Talking</li> <li>● Outreach Inclusion Support</li> <li>● Assertive Mentoring</li> <li>● Circle of Friends groups</li> <li>● Buddy classes</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">Behaviour interventions   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,6,7</p>

<p>actions are shared with appropriate members of staff and parents/carers. As and when needed, clear risk assessments should be used to support the needs of the most vulnerable pupils or those with complex needs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><b>Well-being of Pupil Premium pupils</b> Pupils from disadvantaged families as well as those that have are financially just above the criteria to be in receipt of the pupil premium grant are well supported with their mental health and emotional wellbeing</p> <p>The Inclusion Lead, SENDCo and the Mental Health Champion to provide additional support to teachers by sign posting them to resources and or approaches to support positive mental health</p> <p>To utilise resources from outside agencies relating to positive mental health through the year. i.e. Mindfulness Advent resources, Young Minds, NSPCC</p> <p>School will also continue to embed regular use of circle times sessions to strengthen pupils mental health and wellbeing</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, P.E kits, swimming kits, food hampers, offering breakfast club, homework club and other expenses which occur on a need by need basis. To continue to work with vulnerable families to safeguard and raise aspirations throughout.</p>	<p>1,2,3,4 5,6,7</p>
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to our in Lewisham, we have identified a need to ring-fence a small amount of funding to respond quickly to the needs of our community that are yet to be identified.</p>	<p>1,2,3,4,5, 6,7</p>

**Total budgeted cost: £160,144**

## 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 **2022 - 2023** academic year.

At the time of assessment there were 94 disadvantaged pupils, 22 disadvantaged pupils also had a special educational need and/or disability.

For reference:

Year Group	Number of pupils	Year Group	Number of pupils
Nursery	1	Year 3	12
Reception	9	Year 4	19
Year 1	10	Year 5	13
Year 2	10	Year 6	20

This year the DfE released our school's 2023 performance data. We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022-2023), drawing on national assessment data from EYFS date, end of Key Stage 1 and 2 performance data, phonics check and multiplication check results as well as our own internal and formative assessments. In doing so, it helps us to 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 opportunities 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. As noted by the DfE, comparing results of disadvantaged and non-disadvantaged pupils at national, local and internal levels are to be considered with caution given the ongoing impact of the national pandemic.

Intended outcome 1	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>	<p>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</p> <ol style="list-style-type: none"> <li>1. EYFS outcomes by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language</li> <li>2. EYFS outcomes by 2023/24 show that the internal gap between disadvantaged pupils that achieve a GLD in Communication and Language and their non-disadvantaged peers continues to diminish year on year</li> <li>3. KS1 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard</li> <li>4. KS2 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard.</li> </ol>

## Evidence, Impact and Headlines – Outcome 1

Success Criteria	Disadvantaged Pupils				Non-Disadvantaged Pupils			
<b>EYFS outcomes</b> by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language	<b>Listening, attention and understanding</b>		<b>Speaking</b>		<b>Listening, attention and understanding</b>		<b>Speaking</b>	
	100%		100%		94%		93%	
<b>EYFS outcomes</b> by 2023/24 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	<b>Listening, attention and understanding</b>		<b>Speaking</b>		<b>Listening, attention and understanding</b>		<b>Speaking</b>	
	2022	2023	2022	2023	2022	2023	2022	2023
	88%	100%	100%	100%	96%	94%	96%	93%
<b>KS1 Reading</b> outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard	<b>Percentage of Disadvantaged pupils that made age related expectation in Reading 2023</b>							
	70%      National 68% (all pupils)							
<b>KS2 Reading</b> outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard.	<b>Percentage of Disadvantaged pupils that made age related expectation in Reading 2023</b>							
	75%      National 73% (all pupils)							

Building on the strong practices and successes of 2022, we continued to place a strong focus on oral rehearsal and developing the language and communication skills of pupils in EYFS and KS1. Through strong QFT practice, using high quality discussions and in the moment feedback alongside The Nuffield Early Language Intervention (NELI) programme (in EYFS) ensured pupils were exposed to rich vocabulary allowing them to make connections between subjects when expressing themselves as readers. Pupils that accessed the NELI programme now demonstrate greater confidence in speaking and listening. As a result, as outlined above 100% of disadvantaged pupils met GLD in EYFS in Communication and Language.

In KS1, reading outcomes for disadvantaged pupils remain above national figures. They have met broadly in line with our expectations of 75%. It is important to recognise this particular cohort has increased the number of pupils on track to make age related expectations by 9% when compared to their outcomes in 2022.

In KS2, strong practices in our whole class reading approach to comprehension has supported pupils' understanding, their ability to articulate their answers and improved their accuracy to use the text as an evidence base for their responses. This was recognised in our Peer Review Report dated March 2023, which stated that *'whole class reading higher up the school is very well organised. High quality texts support and challenge pupils' reading.'* As a result of the above, reading outcomes for disadvantaged pupils remain above national figures.

Overall, the data demonstrates there have been strong outcomes for disadvantaged pupils at the end of all key stages.

Intended outcome 2	Success criteria
<p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a secure knowledge of phonics and will not be significantly different to that of their non-disadvantaged peers.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, use their secure knowledge of phonics allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ol style="list-style-type: none"> <li>The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures</li> <li>EYFS outcomes by 2023/24 show that the internal gap between disadvantaged pupils that achieve a GLD in Comprehension, Word Recognition and Writing and their non-disadvantaged peers continues to diminish year on year</li> <li>KS1 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures</li> <li>KS1 and KS2 outcomes by 2023/24 show that the internal gap in English between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils</li> <li>Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2.</li> </ol>

### Evidence, Impact and Headlines – Outcome 2

Success Criteria	Disadvantaged Pupils			Non-Disadvantaged Pupils		
The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures	Comprehension 2023	Word Reading 2023	Writing 2023	Comprehension 2023	Word Reading 2023	Writing 2023
	100%	100%	100%	94%	94%	93%
National 81% (all pupils)	National 76% (all pupils)	National 71% (all pupils)	National 81% (all pupils)	National 76% (all pupils)	National 71% (all pupils)	

Success Criteria	Disadvantaged Pupils						Non-Disadvantaged Pupils					
EYFS outcomes by 2023/24 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	Percentage of Disadvantaged pupils that made age related expectation in comprehension		Percentage of Disadvantaged pupils that made age related expectation in Word Reading		Percentage of Disadvantaged pupils that made age related expectation in Writing		Percentage of Non-Disadvantaged pupils that made age related expectation in Comprehension		Percentage of Non-Disadvantaged pupils that made age related expectation in Word Reading		Percentage of Non-Disadvantaged pupils that made age related expectation in Writing	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
88%	100%	88%	100%	88%	100%	96%	94%	97%	94%	97%	93%	

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
KS1 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures	Percentage of Disadvantaged pupils that made phonics thresholds 2022	Percentage of Disadvantaged pupils that made phonics thresholds 2023	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2022	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2023
	80%	100%	92%	93%
National 76% (all pupils)	National 79% (all pupils)			



Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils	Average Phonics Raw Score 2022	Average Phonics Raw Score 2023	Average Phonics Raw Score 2022	Average Phonics Raw Score 2023
	29.0	32.7	35.0	35.6

Last year, we implemented the agreed synthetics phonics programme, Little Wandle. It is also important to recognise that even though schools are required to use an agreed synthetics phonics programme, we have not lost sight of our strong historical practices in phonics teaching. The Peer Review Team, reported in March 2023 that *'the new phonics programme is being rolled out well and is being embedded effectively.'*

Our pedagogical approach to writing is underpinned by Talk for Writing. Last year, we utilised the expertise of the EYFS Phase Leader to feedback updates and refine their approaches to writing after attending Pie Corbett's EYFS Talk for Writing course. As a result of strong practice and knowledge and understanding of our pupils, 100% of disadvantaged pupils in EYFS made age-related expectations in Comprehension, Word reading and Writing. This year, disadvantaged pupils have outperformed their non-disadvantaged peers.

In Year 1 Phonics, we have built upon the successes of last year and there has been an improvement in the percentage of disadvantaged pupils that make age-related expectations as well as the average raw score of disadvantaged pupils. This year, 100% of Year 1 disadvantaged pupils have outperformed in the phonics screening assessment when compared to their non-disadvantaged peers.

The data demonstrates there have been strong outcomes for disadvantaged pupils in EYFS and Year 1 Phonics.

Success Criteria	Disadvantaged pupils				Non-Disadvantaged pupils			
KS1 and KS2 outcomes by 2023/24 show that the internal gap in English between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year	Percentage of Disadvantaged Pupils attaining ARE in 2022		Percentage of Disadvantaged Pupils attaining ARE in 2023		Percentage of Non-Disadvantaged Pupil attaining ARE in 2022		Percentage of Non-disadvantaged Pupil attaining ARE in 2023	
	KS1 Reading 69%	KS1 Writing 46%	KS1 Reading 73%	KS1 Writing 55%	KS1 Reading 80%	KS1 Writing 72%	KS1 Reading 84%	KS1 Writing 78%
	KS2 Reading 81%	KS2 Writing 70%	KS2 Reading 75%	KS2 Writing 80%	KS2 Reading 90%	KS2 Writing 90%	KS2 Reading 92%	KS2 Writing 90%

Success Criteria	Disadvantaged pupils				Non-Disadvantaged pupils			
Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2	Percentage of Disadvantaged Pupils attaining GDS in 2022		Percentage of Disadvantaged Pupils attaining GDS in 2023		Percentage of Non-Disadvantaged Pupil attaining GDS in 2022		Percentage of Non-disadvantaged Pupil attaining GDS in 2023	
	KS1 Reading 0%	KS1 Writing 0%	KS1 Reading 0%	KS1 Writing 0%	KS1 Reading 33%	KS1 Writing 12%	KS1 Reading 24%	KS1 Writing 13%
	KS2 Reading 11%	KS2 Writing 0%	KS2 Reading 25%	KS2 Writing 0%	KS2 Reading 47%	KS2 Writing 23%	KS2 Reading 53%	KS2 Writing 22%

Cross Federation work continues to be a strength of the school, utilising the our Recovery Mapping Tool, as outlined in last year's strategy, as part of our evaluation and monitoring cycles, including pupil progress meetings. Staff ensure that

disadvantaged pupils are at the forefront of discussions, ensuring that gaps are identified in a timely manner to support strategic planning to ensure disadvantaged pupils are making accelerated progress.

The data outlined above demonstrates there have been improvements made in the percentage of disadvantaged pupils that made age-related expectations in Reading and Writing. The data also evidence that the internal gap between disadvantaged pupils and non-disadvantaged pupils has decreased since 2022-2023.

In KS1, 0% of the disadvantaged pupils made the higher standard in Reading or Writing. In comparison, 25% of the disadvantaged pupils in KS2 made the higher standard in Reading and 0% made the high standard in Writing.

As outlined in the PPG Strategy, in line with the national picture, the main priority in English is to ensure that the disadvantaged pupils make age-related expectations. However, we will continue to target those pupils that demonstrate potential for the higher standard in Reading and Writing across each key stage (see additional information for further detail on our approach to Reading and Writing).

Intended outcome 3	Success criteria
<p>Pupils have a secure knowledge and understanding of basic skills within Mathematics</p> <p>Improved attainment for disadvantaged pupils at the end of KS1</p>	<ul style="list-style-type: none"> <li>KS1 and KS2 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures</li> <li>KS1 and KS2 outcomes by 2023/24 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2</li> <li>Year 4 outcomes by 2023/24 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.</li> </ul>

### Evidence, Impact and Headlines – Outcome 3

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
	Percentage of Disadvantaged Pupils attaining ARE in Maths 2022	Percentage of Disadvantaged Pupils attaining ARE in Maths 2023	Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2022	Percentage of Non-disadvantaged Pupil attaining ARE in Maths 2023
KS1 and KS2 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures	<b>KS1</b>	<b>KS1</b>	<b>KS1</b>	<b>KS1</b>
	67%	60%	89%	87%
KS1 and KS2 outcomes by 2023/24 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year	National 68% (all pupils)	National 70% (all pupils)	National 68% (all pupils)	National 70% (all pupils)
	<b>KS2</b>	<b>KS2</b>	<b>KS2</b>	<b>KS2</b>
85%	85%	89%	92%	
National 71% (all pupils)	National 73% (all pupils)	National 71% (all pupils)	National 73% (all pupils)	

Success Criteria	Disadvantaged pupils				Non-Disadvantaged pupils			
There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2	Percentage of Disadvantaged Pupils attaining GDS in Maths 2022		Percentage of Disadvantaged Pupils attaining GDS in Maths 2023		Percentage of Non-Disadvantaged Pupil attaining GDS in Maths 2022		Percentage of Non-disadvantaged Pupil attaining GDS in Maths 2023	
	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2
	8%	15%	0%	0%	25%	49%	30%	43%

Through a triangulation of evidence, including observations, book scrutinies and pupil voice, there is strong evidence that pupils are given opportunities to apply mathematics in other contexts. For example, the evidence demonstrates that teachers are utilising brain-friendly strategies, such as model examples, guided practice, visual and pictorial representation to support the teaching of a mastery approach to Maths. External agencies have commented on how well established the use of KAGAN cooperative learning strategies to support high quality partner talk is used very effectively to enable pupils to support one another and make progress. Discussions with pupils during Pupil Premium and SEND audits have highlighted their enjoyment of mathematics and investigation work. This was supported by book scrutinies which evidence lots of scaffolded strategies being used in Maths across all key stages.

Despite most pupils making accelerated progress, disadvantaged pupils in KS1 did not make the school's high expectation of achieving higher than national data. Over 50% of the disadvantaged pupils had SEND and their primary needs of SEMH was a significant barrier to their learning. In comparison, there were strong outcomes in KS2 as 85% of disadvantaged pupils made age-related expectations and were broadly in-line with their non-disadvantaged pupils. In both KS1 and KS2, 0% of the disadvantaged pupils made the higher standard.

As outlined in the PPG Strategy, in line with the national picture, the main priority in Maths is to ensure that the disadvantaged pupils make age-related expectations. We will continue to work on challenges for the most able in Maths and refine strategies to ensure that pupils are gaining in-depth understanding through the mastery approach.

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
Year 4 outcomes by 2023/24 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.	Average MTC Score 2022	Average MTC Score 2023	Average MTC Score 2022	Average MTC Score 2023
	15.3	20.3	22.4	21.5
	National 19.8 (all pupils) National 17.9 (disadvantaged pupils)	National 20.2 (all pupils) National 18.3 (disadvantaged pupils)	National 19.8 (all pupils)	National 20.2 (all pupils)

A strong focus on fluency has helped to further refine our practice of basic skills in Maths. This was recognised in the Peer Review Report, March 2023, '*pupils had opportunities to problem solve and reason in Maths as well as develop their fluency work. Most [pupils] have a good recall of number facts, including their times tables.*' Our data demonstrates an improvement in the average MTC scores by 5 additional correct answers. The gap between disadvantaged pupils and non-disadvantaged pupils has decreased since last year. All pupils' average MTC score is above national. We will continue to target pupils in small groups to develop pupils' knowledge and recall of their times tables, ensuring that they are regularly accessing Times Tables RockStars at home.

Intended outcome 4	Success criteria
<p>Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions.</p> <p>To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.</p>	<p>Sustained high levels of social, emotional and behavioural and health needs in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Early identification of children SEMH needs happens in a timely manner to ensure that the whole child is supported; ensuring that they will not be impacted negatively by economic difficulties</li> <li>• All pupils work with and demonstrate a greater resilience and independence in lessons</li> <li>• Qualitative data from a variety of sources such as: teacher feedback, inclusion meetings and assessments, pupil and 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.</li> </ul>

#### Evidence, Impact and Headlines – Outcome 4

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 our families are facing. There has been a continued focus on how to support our most vulnerable families who continue to be impacted emotionally and academically by Covid-19 and the current cost of living crisis.

Outlined below captures some of the ways in which we have provided emotional and social support to sustain improved wellbeing for our all pupils.

#### Curriculum

Last year, we used Barry Carpenter's Recovery Curriculum and 5 Levers to further shape our approach to teaching and learning. Staff have used research driven approaches to recovery and are excellent at utilising a wide range of brain-friendly strategies to best support pupils in the classroom to promote cooperative learning, helping to reduce pupil anxiety and improve their resilience. This was evidenced in the Pupil Premium audit, where 100% of pupils talked positively about making mistakes, one child reported that, '*Mistakes are celebrated [at Gordonbrock]. We don't get told off when we make mistakes in our learning.*'

PSHCE is threaded through our curriculum, and staff use many different opportunities to address pupils' social and emotional needs, including whole class discussions and, where needed, bespoke support is provided by Mentoring and Coaching approaches. This style of support has worked extremely well for pupils in KS1 and KS2, where we have seen pupils develop their knowledge and understanding of emotions and the impact their actions and reactions can have on themselves and others.

#### Art Therapy

Last year, we increased the capacity of Art Therapy to ensure we were able to provide specific support to those pupils with social, emotional and behavioural needs. We have seen a real enthusiasm from pupils to attend, even reminding staff of their time to go to 'their session' usually a bit earlier than scheduled. Pupils and their parents/carers have provided us with positive feedback about the weekly sessions. Some parents have reported that their child is more open with them at home, whilst some have reported their child/ren have been calmer and are settling into night-time routines without the level of dysregulation as before.

#### Outreach Inclusion Service (OIS)

The OIS Service provided intensive support to a number of pupils last year, focusing impulsivity, boundaries (theirs and others), and socially acceptable behaviour. This targeted support has helped to reduce the number and severity of incidents in the classroom and playground that these pupils have been involved in. As well as this, we have seen a positive impact on their ability to widen their circle of friends by giving them the tools to develop meaningful relationships with their peers. As a result, these pupils have a much more positive outlook on life, have improved their self-efficacy and no longer need to access this support on a weekly basis.

In addition to this, the OIS provided their yearly transition workshop to the most vulnerable Year 6 pupils, many of whom have additional SEND. Their focus is to build upon our foundations of resilience, motivation, aspiration and awareness of dangers – physical, emotional, and online. These workshops were well attended over a two-week period of time by over 30 pupils. Pupils were able to articulate the ‘Top Tips’ for practical support and navigating secondary schools and friendships. Most importantly, the pupils reported that they felt confident enough to discuss their concerns about secondary schools and as a result, the OIS adapted their planning to cover these areas in their workshops. Many of these pupils, and parents, have returned to Gordonbrock to share their successes and their positive start to secondary school.

### Sanctuary and Mini Sanctuary

These lunchtime groups are designed to provide a bespoke package of support to those pupils who find lunchtimes difficult to manage. These groups are led by the SENDCo and a highly experienced Inclusion SEN Teaching Assistant. There is a strong focus on listening, focus and attention, as well as communication and language skills to help support the pupils’ social skills. The purpose of Sanctuary and Mini Sanctuary is not to allow pupils to self-exclude themselves from the playground but to provide a safe space to allow pupils to make new connections, have fun and to develop new skills in order for pupils to use them not only in the playground but their classroom as well.

As a result of the above, we have seen an increased up-take of pupils wanting to attend the groups. What we have found to be a success of these groups, particularly in the KS2 Sanctuary, is that dysregulated pupils are actively attending the group to help them ‘calm down at lunchtime’ or seeking support from trusted adults to help them regulate if they find a situation challenging during lunch.

Intended outcome 5	Success criteria
<p>All disadvantaged pupils have access to learning at home</p> <p>Disadvantaged pupils regularly access enrichment activities in and out of school</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community</p>	<ul style="list-style-type: none"> <li>● Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school</li> <li>● All pupils have access to home 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</li> <li>● Disadvantaged pupils have access to a full school experience and not be disadvantaged because of lack of technology</li> <li>● An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to</li> <li>● Pupils and parents/carers have positive feelings about the future for themselves or their child and are able to verbalise those aspirations</li> <li>● To ensure the ‘whole’ child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.</li> </ul>

### Evidence, Impact and Headlines – Outcome 5

#### Technology

In last year’s impact statement, we committed to purchasing another set of 30 chrome books to ensure disadvantaged pupils had access to learning at home. We continue to provide these devices on long- and short-term loans as and when families need them. As a result, there has been an increase in the number of pupils accessing their home learning via Google Classroom.

To further support pupils and their family’s understanding of Google Classroom, we have provided some technological support to ensure that they have a good understanding of the platform and the security measures in place to help safeguard their child/children online.

Staff are good at identifying pupils that are not regularly engaging in tasks set and have worked hard to engage those families to access home learning by following up through telephone calls, meetings, Parents’ Evenings and/ or emails. In addition to this, Staff have ensured that all parents of disadvantaged pupils that did not attend Parents’ Evening had a meeting (telephone or face-to-face) so that parents/carers have a clear understanding of their child/children’s strengths

and developments and/or needs. When necessary, we have utilised the skill set of members of staff to provide translation services for our families that use English as an additional Language (EAL).

## Enrichment

As outlined in the EEF research review, disadvantaged pupils have been significantly impacted by the lack of enrichment and opportunities to access extra-curricular activities as a result of the national pandemic and school closures. This was and remains a priority in the Whole School Improvement Plan and Inclusion Plan. As a result, there has been a strong focus on increasing access and participation of enrichment across all Key Stages. We have positively targeted our disadvantaged pupils, reduced the cost of enrichment activities, provided subsidies for clubs as well as supported our most vulnerable pupils with Learning Support Assistants to ensure they are able to access clubs. As evidenced in the Pupil premium Audit in Summer 2023, 100% of pupils had regular access to enrichment compared to 60% of pupils in the Autumn Term 2022.

As part of our commitment to enrichment, we increased the number of extra-curricular activities available to pupils as well as provided additional opportunities (listed below) throughout the academic year.

Curriculum	Arts	Sporting	AOB
Lewisham Migration Stories Project Urban Synergy E-Seminar Science Fair Showcase Year 6 Lewisham TFL Safety and Citizenship Visit at Lee Fire Station Climate Awareness Conference for Y5/6 Eco Team Residential – PGL Eco Team to Beecroft Gardens Year 5/6 Bigfoot Theatre Production Company - Transition Workshops Science Workshops and Assembly – delivered by Medical Mavericks	Choir Turning of the Year at Blackheath Halls Bexley Grammar School Visit – Y6 pupils for Music and Art Song Easel Workshop  Gordonbrock Termly Arts Bulletin Peripatetic Lessons Gifted and Talented Samba Group	Trinity Laban Year 5 Platform Cricket Year 4 PPG Hockey Club Year 3 and 4 and Year 5/6 Bikeability	Summer Fair

Feedback has been overwhelmingly positive, particularly in reference to the Migrations Stories Projects. Parents commented how well the pupils retold the migration stories of the local community through song, dance and narrative. One parent described the children as having *'dynamic ways of expressing such an emotional subject'* and that they personally felt *'captured by the heart of the show because it reflected a lot of their own personal journey.'*

## Other highlights

The Year 5/6 Eco team used their knowledge of sustainability gained from the Climate Awareness course, that they designed and ran an Eco-friendly Bauble stall at the Winter Fair in 2022, raising over £100 for Brockley Conservation Area in Brockley.

PPG Pupils from Year 3 and 4 enjoyed the weekly hockey sessions so much that they came to discuss the provision for Year 5 and Year 6 in the Summer Term. The pupils were passionate that hockey sessions should continue and were able to articulately express why the sessions would benefit so many other children. They explained to Senior Leaders that it was important for children at Gordonbrock to have an opportunity to learn new skills and hockey was an excellent way to build new friendships as well as develop teamwork *'even if [they didn't] have the opportunity themselves anymore.'*

The Medical Mavericks were a huge success. To focus on raising disadvantaged pupils' aspirations, they ran a Science Careers assembly which focused on the types of careers using STEM subjects. In addition to the assembly, they ran two workshops for over 60 pupils in Year 5 and 6 in which pupils were able to look at the practical skills that underpin many roles within the medical section. For example, pupils were able to use an ultrasound, draw blood like a phlebotomist, record an ECG and perform keyhole surgery. The pupils were enthusiastic and inquisitive and many pupils asked questions, enquiring into different medical career paths. 100% of the pupils feedback positively about the workshops and

was mentioned many times in the Pupil Premium Audit in Summer 2023 when pupils were asked about their favourite experiences and opportunities at Gordonbrock.

We have worked with Urban Synergy, a mentoring and coaching company that offers role-model seminars, for over 14 years. As part of our Year 6 programme, we host Urban Synergy each year. Their focus aligns with our priorities to inspire, guide and ignite the ambitions of our pupils. The role-model seminars help pupils to connect with outstanding culturally diverse mentors, from industry-leading companies that will help pupils to see themselves in such careers in the future. The pupils love hearing the mentor's pathways into different careers. One pupil remarked, *'I thought university was the only way to go but I'm thinking an apprenticeship in banking or accounting might be for me. I'm quite good at Maths so it makes sense to at least check it out.'* Another pupil explained how she had connected with a fashion designer as she wanted to *'design clothes for the LGBTQ+ community and [that she] hoped to one day start her own business. [She'd] worried it wasn't a well-paying job but now she knows there are business loans out there for people like [her].'*

For many of our disadvantaged pupils, their exposure to financial literacy and the variety of career pathways is so limited. This is why Gordonbrock is committed to exposing all of our pupils to this knowledge through trips, visits and visitors and events to increase their understanding, confidence, aspiration and life chances beyond primary school.

### Learning Mentor

A number of families have been moved into emergency or temporary accommodation this year and have limited capacity financially to fund the extreme travel costs in order to sustain their child/children's attendance at Gordonbrock. The Learning Mentor has applied to a number of charities, including the Boreman Fund to provide some financial support.

In addition to this, our Parent Association, Friends of Gordonbrock (F.O.G), have also provided over £1000 worth of shopping vouchers to help offset some of the additional cost of travel as families were able to use them for both food and clothing.

Intended outcome 6	Success criteria
<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 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Absence figures continue to be above national figures</li> <li>• The overall attendance figure for all pupils is above 97%</li> <li>• The overall attendance figure for disadvantaged pupils is never less than national</li> <li>• The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year</li> <li>• The percentage of all pupils who are persistently absent remain below national figures</li> <li>• The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year</li> </ul>

### Evidence, Impact and Headlines – Outcome 6

Data	All Pupils		
Gordonbrock Attendance	2020 - 2021	2021 -2022	2022 - 2023
	95.20%	94.60%	95.50%
Gordonbrock Persistent Absence	14.14%	12.66%	10.47%
	(55 pupils)	(60 pupils)	(58 pupils)

Data	Disadvantaged Pupils			Non-Disadvantaged Pupils		
	2020 - 2021	2021 - 2022	2022 - 2023	2020 - 2021	2021 - 2022	2022 - 2023
<b>Gordonbrock Attendance</b>	92.51%	89.55%	92.22%	95.67%	95.56%	96.10%
<b>Gordonbrock Persistent Absence</b>	26.23% (16 pupils)	35% (28 pupils)	32.56% (28 pupils)	11.89% (31 pupils)	8.12% (32 pupils)	6.41% (30 pupils)

**National Data for reference:**

Please note that the academic year 2022/2023 – the data is for primary and secondary school combined and only includes Autumn and Spring Data. The data for the full academic year for primary schools have not yet been released (this data due to be released in March 2024)

Data	2020-2021	2021 - 2022	2022-2023 Autumn and Spring Term only
<b>National Persistent Absence</b>	<b>8.8%</b>	<b>17.7%</b>	<b>21.2%</b>

As outlined in last year’s impact strategy, the latest EEF research review report outlined that many interventions to improve pupil attendance do not have sufficient evidence to reach a conclusion on effectiveness. It stated that more research is needed to provide schools with a clearer picture on how best to support pupils that are persistently absent. However, the two approaches to have shown some positive impact were:

- Sending personalised ‘nudge’ letters and/or texts
- A responsive approach, where schools identify and address individual causes or barriers behind a pupils’ persistent absence

In line with new government attendance guidance, we continue to promote the need for strong attendance and punctuality at school by all pupils, particularly the disadvantaged pupils, is our utmost priority. In 2022/23, the attendance for all pupils was 95.50% and was broadly in-line with the school’s high expectation of 97%. All pupils’ attendance has improved year on year for the last three academic years. In comparison, attendance for disadvantaged pupils did not meet our high expectations in comparison to their non-disadvantage peers. However, the gap continues to diminish between disadvantaged pupils and their non-disadvantaged peers.

Last year, persistent absence was low across the entire school. As a result of the following measures (listed below) the gap between disadvantaged and non-disadvantaged has decreased from the previous year’s data.

These measure

- 100% attendance awards
- We lowered threshold for attendance first letters from 90% to 95%
- Any further absences receive another secondary letter
- We have conducted parent attendance meeting with class teachers and/or Deputy Head for Inclusion
- AWO meetings School attendance panel meetings with Parents



- Referred parents/carers back to the Local Authority for panel meetings if a pupil's attendance did not improve following a school and AWO meeting
- Made referrals to Family thrive references as outcomes of AWO and Local Authority meetings
- Issued fines for unauthorised holidays
- Attendance and punctuality, NHS Guidance - 'Should I keep my Child at Home' is addressed and shared in The Gordonbrock Weekly newsletter

Despite our strong focus on attendance and punctuality over the last two years, persistent absence among disadvantaged pupils remains significantly higher than their non-disadvantaged peers. It is still important to recognise that last year's plan has helped to support some improvements for a number of pupils. However, we recognise this gap is too large which is why improving the attendance of disadvantaged pupils continues to be a priority for the school.

Intended outcome 7	Success criteria
<p>To achieve and sustain consistent parent engagement of all pupils; particularly the parents of disadvantaged pupils.</p> <p>Parents have an improved understanding of growth mindset and how to develop their children's resilience in and out of school.</p> <p>Parents are confident on how to support their children's positive mental health and wellbeing.</p>	<p>Increased levels of parent engagement by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall Parents' Evening attendance rate for all pupils remains above 98%</li> <li>• The overall Parents' Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year</li> <li>• There is an increased figures of male figure attendance from open mornings, learning meetings, parent events, workshops, reading mornings and all other social events within the school community</li> <li>• 98% parents/carers of Reception starters attend 'Stay and Play' and/or 'Meet the Teacher'</li> <li>• Increased number of responses from parent questionnaires</li> <li>• Sustained high levels of resilience and growth mindset by 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul>

**Evidence, Impact and Headlines – Outcome 7**

At Gordonbrock we pride ourselves in developing strong authentic relationships with our families that are built on consistent communication and trust. This remains a real strength of the school. As always, we remain committed to our resolve to support our pupils and their families (whose needs are wide ranging). As anticipated, our internal assessments and observations have indicated a significant 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 an increased number of highly vulnerable pupils. As outlined earlier in the Impact Statement, this intervention has been well received by pupils and families. As well as working with pupils within the school, the art therapist has termly meetings with parents/carers to discuss their child's progress which helps to shape and refine the next steps of the process. This bespoke package of support has benefited parents, as they have a better understanding of what is working well and what they might to work on at home to ensure a collaborative approach.

**Parents' Evenings**

Disadvantaged pupils' parents/carers were positively targeted this year to ensure that they had booked in a Parents' Evening slot. Those parents/carers who find technology difficult to use were supported by staff to book a slot on the online platform. For those parents/carers that did not attend or were not able to attend Parents' Evening, staff

**Reception Stay and Play**

Historically, our Reception Stay and Play during the Summer Term is well attended. This year 98% of families came to the Stay and Play.

## **Male Parent/Carer Engagement**

A positive from the pandemic that has supported male engagement is the new structure of remote working. A significant number of our families' work patterns have changed which have allowed parents/carers, particularly male, to access events across the school as well as have an increased presence at the beginning and end of the day.

Through incidental conversations between families and school, staff have discussed the increase of discussions with male parents/carers about their child/ren's progress and how best to support their children at home.

In addition to the increased presence of male engagement in meetings, Open Mornings, prospective parents visits and Parents' Evenings, we have seen an increased number of males volunteering for events, trips and visits. For example, 8/12 parents that volunteered for the trip to the London Zoo were male.

F.O.G has also seen an increase of male parent/carers engagement. This year, 3/10 of the regular volunteers were male.

Overall, we have seen an increase of parental engagement since the decrease after the national pandemic two years ago. Next year, our aim is to continue to find ways to engage parents in school life, which is why as outlined in our 2023/24 strategy we are going to hold Middle Leader Workshops across the year groups to help support parent/carers' understanding of our curriculum. We are also going to reintroduce reading mornings in EYFS to continue promoting a love of reading.

## **Summary**

Although the national picture for disadvantaged pupils demonstrates they are making incremental progress, we continue to have high expectations for all of our pupils. As a result of our high expectations to ensure that disadvantaged pupils meet their potential, our data indicates that the outcomes for our disadvantaged pupils at Gordonbrock are strong.

Whilst the outcomes above are strong, we are never complacent and 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. This has been recognised from parental feedback and incidental conversations between staff, at Full Governing Body meetings and as well as during our Peer Review, School Development Group 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
Outreach Inclusion Service	Lewisham
Art Therapy	Lewisham
Online Safeguarding Systems	CPOMS
Google Classroom Online Platform	Google
Stem Role Model Seminars	Urban Synergy
Lexia Core 7	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
Rapid Catch-up Programme - 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 around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
  - As outlined in last year's impact statement, we started to develop our practice around feedback over four years ago, looking at best practice for marking and feedback across the curriculum and across the key stages. This collaborative approach, ensuring best practice was shared and discussion led to our Executive Headteacher and Head of School galvanising highly experienced staff from across the key stages to create a marking and feedback party.
  - Subsequently, the Executive Headteacher and Head of Schools have worked with the Deputy Headteachers for Curriculum and Assessments to further shape and develop our approach to marking and feedback. Through high quality Professional Development Meetings (PDMs), looking at our approach to marking and the impact of 'in the moment marking' and as well as the purpose and balance of 'distance marking' we produced a bespoke addendum to the marking and feedback policy to trial in Autumn 2022 and Spring 2023.
  - This bespoke addendum to the marking and feedback policy has continued to be refined in Summer 2023 and this academic year since its implementation in Autumn 2022. As a result, the whole school priority continues to focus on embedding this addendum, with a particular focus on ensuring that pupils are given more opportunities to write across the curriculum.
  - In addition to this, work has begun on writing for pleasure and purpose, sharing best practice of how to teach children to have a more refined and controlled author's voice to help increase pupils' potential to be great depth writers based on *Real World Writers* by Ross Young and Felicity Ferguson.
  - One of the strengths of the schools' provision identified in the Pupil Premium audit last year was the high levels of engagement as a result of our knowledge-engaged curriculum. Pupils spoke articulately about 'in the moment feedback' as the majority of pupils were able to explain why they preferred verbal feedback during the lesson in comparison to distance marking.
- Diversifying the curriculum is a piece of work that has been developed over many years and we continue to be refined based on the pupils that attend our school so that our approach to learning reflects the daily lived lives of all of our community; ensuring that children are able to identify themselves across our knowledge-engaged curriculum.
  - Following on from the training received by various stakeholders at Gordonbrock, including Lewisham's Equality Training, Racial Literacy Training for Inclusion and Curriculum Leads, 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 the daily lived lives of our pupils.
- Over the last three-years, we have invested in high-quality CPD for staff including Middle Leader training. The Middle Leaders have now had three 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 the CPD from our Lewisham Professional develop opportunities such as those provided by Local Maths and English Hubs in Lewisham to deliver 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.

- This year, Middle Leaders across the Federation will benefit from a bespoke Coaching programme, delivered by the Deputy Head teacher for Curriculum and Assessment. This will enable Middle Leaders to focus on driving standards within their subject.
- In addition to monitoring and evaluating their subject through analysing data, pupil voice and book scrutinies, some Middle Leaders are now in a position to observe teachers alongside the Senior Leadership to ensure their vision and big ideas for their subject are being delivered consistently across the year groups.
- In-line with the Whole School Improvement Plan, Middle Leaders will continue to focus on the following:
  - use of technical vocabulary within lessons
  - the key skills taught are related to subject disciplines
  - the progression in their subject between key stages, particularly in EYFS and
  - refining best practice of the use of working walls and how they remain live and provide pupils with additional support within lessons

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, Senior Leaders across the Federation have evaluated why activities undertaken in the last three years have resulted in positive impact in both hard and soft data or have not had the degree of impact 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.