

Gordonbrock Primary School Pupil Premium Strategy statement (2024 - 2027)

This statement details our school's use of pupil premium fund (and recovery premium) for the **academic year 2024 to 2027** 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	632 including Nursery
Proportion (%) of pupil premium eligible pupils	13% (82 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2024/2025, 2025/2026, 2026/2027 (Year 1 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs. Jane Wright - Head of School Ms. Maria Gilmore - Executive Headteacher
Pupil premium lead	Miss Marinda Barry
Governor / Trustee lead	Ms. Katie Knowles

Funding overview

Detail	Amount
Please note, as of 31 st October 2024, we have been given the following figures.	
Pupil premium funding allocation this academic year	£125,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£125,800
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<i>This total is approximately -£40k funding from 2023 -2024 due to the recovery and tutoring fund ending in 2024.</i>

Part A: Pupil premium strategy plan - Statement of intent

Principles
<p>At Gordonbrock, we focus on providing a safe and nourishing environment where children feel accepted, included and able to take on new challenges. With this in place, we know that we can instil a love of learning in our children. We believe that high-quality, authentic relationships with all stakeholders are key. Our children are kind and compassionate and they take the lead in celebrating our commonalities and valuing and nurturing our differences.</p> <p>We are committed to developing lifelong learners who value and exhibit qualities such as: aspiration, collaboration, resilience, creativity and self-expression.</p>

We believe in the creation of a culture in which difficulty is seen, not just as normal, but as beneficial – where mistakes are seen as valuable. A mistake is another learning opportunity and children know that their classrooms are safe places to try new things.

We are committed to fair and equal access to the curriculum for all children, regardless of their starting points and taking into account any additional needs they may have. We are highly aspirational for all of our children 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 to lift the lid on learning, and we do not give up.

At Gordonbrock, expectations are high and excellence for all is the norm.

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 age related expectation and higher standards 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 an essential part of the broader school plan for educational recovery. It follows the long-term approach to Pupil Premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF). This includes targeted support for pupils most affected by the cost-of-living crisis, with a focus on both disadvantaged and non-disadvantaged students. The strategy will be reviewed and updated annually.

We are committed to maximising the impact of the Pupil Premium Grant through a long-term strategy that aligns with the priorities of the Whole School Improvement Plan (WSIP). This approach allows us to implement a combination of high-quality teaching, targeted interventions, and wider strategies, ensuring that Pupil Premium funding supports both immediate and long-term school improvements.

Challenges

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

Challenge number	Detail of challenge
1	There is often an underdevelopment of oral language and communication skills as well as vocabulary and language deficit among many disadvantaged pupils in KS1 and KS2 (linked to WSIP - continue to focus on outcomes for disadvantaged pupils, in particular in writing at the expected standard for all pupils and for boys in writing at the end of each key stage)
2	There is often limited ability to reason and apply their knowledge of mathematical concepts
3	Linked to challenge 1, many disadvantaged pupils lack a breadth and depth of experiences in the wider world and as a result, struggle to articulate, comprehend and generate their ideas for their writing
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	As a result of emotional school based avoidance, there is an increased number of persistent absence pupils

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 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>Improved attainment for disadvantaged pupils at the end of KS1 and KS2</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"> • EYFS outcomes by 2026/27 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language • EYFS outcomes by 2026/27 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 • The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures • EYFS outcomes by 2026/27 show that the internal gap between disadvantaged pupils that achieve a GLD in Comprehension, Word Recognition and Writing and their non-disadvantaged peers continues to diminish year on year • KS1 reading outcomes by 2026/27 show that 75% of disadvantaged pupils met the expected standard • KS1 outcomes by 2026/27 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures • KS2 reading outcomes by 2026/27 show that 75% of disadvantaged pupils met the expected standard.

	<ul style="list-style-type: none"> • KS1 and KS2 outcomes by 2026/27 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year • Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils • Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2.
<p>Pupils have a secure knowledge and understanding of how to apply their knowledge of mathematical concepts</p> <p>Improved attainment for disadvantaged pupils at the end of KS1 and KS2</p>	<ul style="list-style-type: none"> • KS1 and KS2 outcomes by 2026/27 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures • KS1 and KS2 outcomes by 2026/27 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year • There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2 • Year 4 outcomes by 2026/27 show that the percentage of disadvantaged pupils meeting the expected standard in the MTCs is never lower than the national figures.
<p>Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions.</p> <p>To achieve and sustain improved wellbeing of all pupils in our school; particularly the 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>Sustained high levels of social, emotional and behavioural and health needs in 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Early identification of children SEMH needs happens in a timely manner to ensure that the whole child is supported; ensuring that they will not be impacted negatively by economic difficulties • All pupils work with and demonstrate a greater resilience and independence in lessons • 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. <p>Sustained high levels of resilience and growth mindset by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from sources such as parent questionnaires, pupil voice and teacher observations and/or discussions demonstrates that strategies used to support families have made changes in approaches to parenting styles have a positive impact on the child's resilience and ability to understand challenges/mistakes and persevere through them

<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 emotional school based avoidance</p>	<ul style="list-style-type: none"> • Sustained high attendance by 2026/27 demonstrated by: • Absence figures continue to be above national figures • The overall attendance figure for all pupils is above 97% • The over attendance figure for disadvantaged pupils is never less than national • The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year • The percentage of all pupils who are persistently absent remain below national figures • The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year
<p>Disadvantaged pupils regularly access enrichment activities in and out of school</p>	<ul style="list-style-type: none"> • An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to • Pupils and parents/carers have positive feelings about the future for themselves or their child and are able to verbalise those aspirations • To ensure the 'whole' child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential. • All pupils have access to 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 • Disadvantaged pupils have access to a full school experience and not be disadvantaged because of lack of technology

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p>Quality First Teaching</p> <p>Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, through coaching and mentoring</p> <p>Targeting pupils whose end point at KS1 was equivalent to 2+ (school-based attainment measure) or E2.3 (school based attainment measure) at the end of EYFS to ensure that they continue working at Greater depth (links to the Inclusion SIP plan)</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for Early Career Teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/ForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium</p>	<p>1,2,3,</p>
<p>Deputy Head Teacher (DHT) for Inclusion</p> <p>Inclusion lead is accountable to the Federation's Governing body and keeps them informed of actions and achievement and progress of disadvantaged pupils</p> <p>Conduct Pupil Premium Audits alongside the school's monitoring and evaluation cycle to monitor the impact of interventions; ensuring that they remain effective and are driven by rigorous data analysis</p> <p>Liaise and meet with all staff and professionals working within the Inclusion team – to ensure all team members are updated on pupils' progress and safeguarding</p> <p>Build a trusting relationship with both pupils and parents to enable the school to provide advice and support to raise attainment, attendance and engagement in school and</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>https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati</p> <p>https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p>	<p>1,2,3,4,5</p>

<p>child's attitude towards their learning.</p>		
<p>Salary Contributions for Deputy Head Teacher of Inclusion, Deputy Head for Curriculum and Assessment, SENDCo and Additional Teacher to release them to teach English and Maths and/or specific recovery interventions</p> <p>To be effective, well-qualified and well-trained staff are essential at identifying and targeting under-attaining and underachieving pupils; particularly the disadvantaged pupils</p> <p>Ensuring all disadvantaged receive targeted support in their learning to secure strong progress across the school</p> <p>Staff will support and target pupils who need to 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</p> <p>https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p>	<p>1,2,3</p>
<p>Salaries to maintain additional hours for TA support in class</p> <p>Targeting under-attaining and underachieving disadvantaged pupils in class. To ensure disadvantaged pupils receive targeted support in their learning to secure strong progress 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</p>	<p>We continue to ring-fence funding to prioritise Teaching Assistant Support. As a result, each class will continue to have a full time Teaching Assistant to support all pupils, particularly the disadvantaged.</p> <p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p>	<p>1,2,3,4,5</p>

<p>expected progress and reach Greater Depth Standard (links to the SIP plan – Inclusion).</p>		
<p>Training for Staff CPD for all staff will be based on the needs of pupils at Gordonbrock and driven by both research and data. CPD will be developed and reshaped, if necessary, over the academic year.</p> <p>The Assistant Headteacher, with support from various colleagues, will continue to deliver a programme of relevant CPD training to support all support staff to identify key points in a pupils learning, to provide feedback, using questioning strategies and monitor the pupils learning to support their progress.</p> <p>Additional training in Basic Skills for Teaching staff looking at the new expectations; particularly for EYFS. This will be delivered by our DHT for Inclusion and Maths Lead 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>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>As such, we have implemented a school professional development (PD) plan which includes teachers, Teaching Assistants (TAs), and Early Career Teacher mentoring. We allocate timetabled sessions to collaborative work to develop this plan, both across the whole school and in specific departments. This year, this work has focussed on using the latest evidence around scaffolding and feedback. Pg 13 https://d2tic4wvvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Kagan https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Shirley Clarke https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3,4,5</p>
<p>To purchase Little Wandle Rapid Catch-Up resources This is to support the DfE validated Systematic Synthetic Phonics programme (Little Wandle) to maintain strong phonics</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. Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p>Salaries for Inclusion Team Learning Support Assistants and SEN Teaching Assistants</p> <p>Identifying the gap of missed learning from school closures and providing intervention to increase attainment in reading and writing at KS2 for our underachieving disadvantaged.</p> <p>These interventions will take place over a longer period and include a mixture of pupils in KS2 (links to the SIP plan – Inclusion).</p>	<p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding</p>	1,2,3,4,5
<p>Learning Mentor and Co-Mental Health Champion</p> <p>Targeted support for pupils to develop their ability to recognise what is needed to improve their emotional state, which will in turn support their academic progress.</p>	<p>Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity.</p> <p>Based on our own internal data, discussions with various stakeholders, the support of our Learning Mentor is an integral part of the support throughout the school, impacting positively on the wellbeing and achievement of our disadvantaged as well as the non-disadvantaged pupils and their families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-</p>	1,2,3,4,5

<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>sel&utm_medium=search&utm_campaign=site_search&search_term=learning%20ment</p> <p>https://www.mentoring.org/mentoring-impact/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	
<p>Tutoring – small group</p> <p>In-school tutors 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:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. This is why as part of this strategy, we have ring-fenced funding to ensure Teaching Assistants receive high quality CPD (see above).</p> <p>Mastery</p> <p>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>	1,2,3,4,5
<p>Developing oral language in EYFS – Nuffield Early Language (NELI) programme</p> <p>Further training and/or release time for new Teachers and Teaching Assistants to plan for all pupils to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low language skills.</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p> <p>Using the NELI programme to help young children overcome language difficulties, one-to-one sessions delivered targeting vocabulary, narrative skills, active</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2,3

listening and phonological awareness.		
<p>Additional Learning resources</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 Communication in Print 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,2,3,4

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

Budgeted cost: £ 11,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance 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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://assets.publishing.service.gov.uk/media/5a80ce9740f0b623026959aa/School_attendance_parental_responsibility_measures_statutory_guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</p>	1,2,3,4,5

<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 in assemblies and the weekly newsletter</p> <p>Continue embedding CPD on emotional based school avoidance for staff</p> <p>Continuing providing support to families for those pupils that are experiencing emotional based school avoidance</p>	<p>https://schoolsservices.lewisham.gov.uk/Page/33005</p>	
<p>Opportunities for enrichment and extracurricular activities</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. 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</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>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053</p>	<p>3, 4, 5</p>

<p>Clip and Climb Theatre Trips Music Tuition Bikeability Engaging with Lewisham Holiday Club providers</p>		
<p>Behaviour expectations</p> <p>Maintain and sustain high expectations for positive behaviour; utilising expertise of SLT, SENDCo, more experienced colleagues to provide training and support for new members of staff and/or ECTs</p> <p>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 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</p>	<p>Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. Both targeted interventions and universal approaches can have positive overall effects. As a result, Gordonbrock will be implemented a variety of interventions and universal support including:</p> <ul style="list-style-type: none"> • Kagan Cooperative Strategies • Art therapy • Lego Therapy • Drawing and Talking • Outreach Inclusion Support • Assertive Mentoring • Circle of Friends groups • Buddy classes • Mini Sanctuary • Sanctuary <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3,4,5</p>

pupils or those with complex needs		
<p>Well-being of Pupil Premium pupils</p> <p>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>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702383711</p>	1,2,3,4 5
Contingency fund for acute issues	Based on our experiences and those of similar schools to our in Lewisham, we have identified a need to ring-fence a small amount of funding to respond quickly to the needs of our community that are yet to be identified.	1,2,3,4,5

Total budgeted cost: £125,800

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 **2023 - 2024** academic year.

At the time of assessment there were 92 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	2	Year 3	14
Reception	11	Year 4	10
Year 1	12	Year 5	19
Year 2	12	Year 6	12

This is the final review in our three-year pupil premium strategy (2021-2024).

As evidenced by research by the EEF and DfE, Covid-19 had and continues to have a significant impact on the education system. The national picture demonstrates that 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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-2024), drawing on national assessment data from EYFS data, KS2 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 lasting impact of the pandemic on our pupils and how this varies between different groups of pupils.

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"> 1. EYFS outcomes by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language 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 3. KS1 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard 4. KS2 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard.

Evidence, Impact and Headlines – Outcome 1

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
EYFS outcomes by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language	Listening, attention and understanding	Speaking	Listening, attention and understanding	Speaking

	73%	73%	96%	95%								
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	Listening, attention and understanding			Speaking			Listening, attention and understanding			Speaking		
	2022 88%	2023 100%	2024 73%	2022 100%	2023 100%	2024 73%	2022 96%	2023 94%	2024 96%	2022 96%	2023 93%	2024 95%
KS1 Reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard	Percentage of Disadvantaged pupils that made age related expectation in Reading 2024 (internal data)											
	54% National (no longer publishing data for end of KS1)											
KS2 Reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard.	Percentage of Disadvantaged pupils that made age related expectation in Reading 2024											
	50% National 74% (all pupils)											

Building on the strong practices and successes of 2023, 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, EYFS pupils have met broadly in line with our expectations of 75%.

In KS1, reading outcomes for disadvantaged pupils have not met our expectations. This particular cohort faces intersectional challenges which need further time to embed their phonics as well as comprehension skills. However, 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 2023.

In KS2, strong practices in our whole class reading approach to comprehension and explicit literary text analysis 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. Whilst the data is not inline with national, this cohort did make demonstrable progress from KS1 outcomes by an increase of 32% who made age-related expectations and 25% making the greater depth standard.

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"> 1. The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures 2. 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 3. 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 4. 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

5. Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils
6. Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2.

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 2024	Word Reading 2024	Writing 2024	Comprehension 2023	Word Reading 2023	Writing 2023
	73%	82%	73%	95%	94%	95%
	National 80% (all pupils)	National 76% (all pupils)	National 71% (all pupils)	National 80% (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	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
	88%	100%	73%	88%	100%	82%	88%	100%	73%	96%	94%	95%	97%	94%	94%	97%	93%	95%

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 Disadvantaged pupils that made phonics thresholds 2024	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2022	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2023	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2024
	80%	100%	83%	92%	93%	95%
	National 76% (all pupils)	National 79% (all pupils)	National 80% (all pupils)	National 76% (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 2024	Average Phonics Raw Score 2022	Average Phonics Raw Score 2023	Average Phonics Raw Score 2024
	29.0	32.7	35.9	35.0	35.6	35.9

We know that early reading is at the heart of our curriculum and lays the foundation for future learning and academic success.

In 2022, we implemented the agreed synthetic phonics programme, Little Wandle. Despite our strong historical practices in phonics teaching, we were committed to continued improvement to our provision for all pupils. We followed the program with fidelity, using the provided lesson plans and resources to ensure consistency across the school.

After a successful implementation of Little Wandle in 2022 and 2023, it was reported by the Peer Review Team in April 2024 that *'adults' interactions with children are skillfully managed to promote language and communication as well as to help them to get the most out of the activities provided for them.'*

While decoding is the initial focus, we also place great emphasis on developing a love of reading and comprehension. Alongside phonics, we enrich pupils' exposure to language and comprehension skills through shared reading, story time, and reading practice sessions, where we focus on vocabulary development and understanding. As they become more fluent, comprehension becomes a greater focus in our reading curriculum. Our pupils benefit from a number of initiatives to develop reading for pleasure. There is an established reading culture in the school and pupils enjoy reading-rich classroom environments and the school 'Read a rainbow' in the library. It was noted in April 2024, by our Peer Review Team that *'children are highly engaged in well-structured and interesting activities. The environment is rich and purposeful across all areas hence stimulating children's learning and development.'*

Since then, we have further embedded our practice by providing staff with further professional development opportunities to revisit and embed their knowledge and understanding of the programme. In addition to this, all Teaching Assistants have had Little Wandle training to facilitate the delivery of the Rapid Catch-up programme which was implemented across Y2 - Y6. This helped to ensure that all staff are confident and consistent in delivering phonics is crucial to the success of our early reading approach.

In Year 1 Phonics, we have built upon the successes of the previous years. We continue to perform above national standards and there has been an improvement in the average raw score of disadvantaged pupils by 3.2 questions since 2023.

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

As a result of the above, our strong practice was recognised in our Quality of Education Review in January 2024. It outlined that our fundamental *'skills, such as reading, are skillfully and patiently developed from the day that children join this school. From learning phonics, through early reading and on to reading complex narratives and technical texts at length, pupils demonstrate impressive reading skills.'*

Success Criteria	Disadvantaged pupils			Non-Disadvantaged pupils		
	Percentage of Disadvantaged Pupils attaining ARE in 2022	Percentage of Disadvantaged Pupils attaining ARE in 2023	Percentage of Disadvantaged Pupils attaining ARE in 2024	Percentage of Non-Disadvantaged Pupil attaining ARE in 2022	Percentage of Non-Disadvantaged Pupil attaining ARE in 2023	Percentage of Non-Disadvantaged Pupil attaining ARE in 2024
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	KS1 Reading 69%	KS1 Writing 46%	KS1 Reading 73%	KS1 Writing 55%	KS1 Reading 54%	KS1 Writing 38%	KS1 Reading 80%	KS1 Writing 72%	KS1 Reading 84%	KS1 Writing 78%	KS1 Reading 93%	KS1 Writing 79%
	KS2 Reading 81%	KS2 Writing 70%	KS2 Reading 75%	KS2 Writing 80%	KS2 Reading 40%	KS2 Writing 42%	KS2 Reading 90%	KS2 Writing 90%	KS2 Reading 92%	KS2 Writing 90%	KS2 Reading 86%	KS2 Writing 84%

Success Criteria	Disadvantaged pupils						Non-Disadvantaged pupils					
	Percentage of Disadvantaged Pupils attaining GDS in 2022		Percentage of Disadvantaged Pupils attaining GDS in 2023		Percentage of Disadvantaged Pupils attaining GDS in 2024		Percentage of Non-Disadvantaged Pupil attaining GDS in 2022		Percentage of Non-Disadvantaged Pupil attaining GDS in 2023		Percentage of Non-Disadvantaged Pupil attaining GDS in 2024	
Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2	KS1 Reading 0%	KS1 Writing 0%	KS1 Reading 0%	KS1 Writing 0%	KS1 Reading 8%	KS1 Writing 8%	KS1 Reading 33%	KS1 Writing 12%	KS1 Reading 24%	KS1 Writing 13%	KS1 Reading 37%	KS1 Writing 21%
	KS2 Reading 11%	KS2 Writing 0%	KS2 Reading 25%	KS2 Writing 0%	KS2 Reading 25%	KS2 Writing 0%	KS2 Reading 47%	KS2 Writing 23%	KS2 Reading 53%	KS2 Writing 22%	KS2 Reading 58%	KS2 Writing 25%

Our pedagogical approach to writing is underpinned by Talk for Writing. Building on the professional development training, delivered by the EYFS Phase Leader, we continued to refine our approaches to writing. This year, we used some of the key principles from the writing for pleasure centre which aligns very closely with our pedagogical approach.

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 from 2021. However, last year's data was impacted by a number of children that face intersectional challenges such as SEND and persistent absence.

In the higher standards, there have been some gains in KS1, where 8% of the disadvantaged pupils made the higher standard in Reading and Writing. For the second year in a row, 25% of the disadvantaged pupils in KS2 made the higher standard in Reading. No gains were made in higher standards in KS2 writing despite efforts made to ensure pupils made accelerated progress. It is important to note that a significant number of this particular KS2 cohort of pupils did not make GLD and our aim was to try and ensure as many pupils as possible made it to the expected standard. In comparison to their KS1 data, 40% more achieved age related expectation in reading and 42% more in writing.

This picture for disadvantaged pupils continues to be the national picture in English. As a result, this will be a priority of the next three-year strategy from 2024-2027 as we will continue to increase the number of pupils that make age-related expectations and to target those pupils that demonstrate potential for the higher standard in Reading and Writing across each key stage.

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"> 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 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 There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2 Year 4 outcomes by 2023/24 show that the percentage of disadvantaged pupils meeting the expected standard in the MTCs is never lower than the national figures.

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 Disadvantaged Pupils attaining ARE in Maths 2024	Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2022	Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2023	Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2024
<p>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</p> <p>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</p>	KS1	KS1	KS1	KS1	KS1	KS1
	67%	60%	46%	89%	87%	92%
	National 68% (all pupils)	National 70% (all pupils)		National 68% (all pupils)	National 70% (all pupils)	
	KS2	KS2	KS2	KS2	KS2	KS2
	85%	85%	42%	89%	92%	88%
	National 71% (all pupils)	National 73% (all pupils)	National 73% (all pupils)	National 71% (all pupils)	National 73% (all pupils)	National 73% (all pupils)

Success Criteria	Disadvantaged pupils			Non-Disadvantaged pupils		
	Percentage of Disadvantaged Pupils	Percentage of Disadvantaged Pupils	Percentage of Disadvantaged Pupils	Percentage of Non-Disadvantaged Pupil	Percentage of Non-Disadvantaged Pupil	Percentage of Non-Disadvantaged Pupil
There is an increased number of disadvantaged pupils						

attaining the higher standard in Maths at the end of KS1 and KS2	attaining GDS in Maths 2022		attaining GDS in Maths 2023		attaining GDS in Maths 2024		attaining GDS in Maths 2022		attaining GDS in Maths 2023		attaining GDS in Maths 2024	
	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2
	8%	15%	0%	0%	8%	0%	25%	49%	30%	43%	39%	39%

Through a triangulation of evidence, including observations, book scrutinies, and pupil voice, there is strong evidence that pupils are provided with opportunities to apply mathematics in a variety of real-life contexts. This approach aligns with the best practice outlined in the article "Five Big Ideas in Teaching for Mastery" from the NCETM, which emphasizes the importance of providing real-life contexts for learning. This approach nurtures problem-solving skills, critical thinking, and the ability to apply mathematics in various real-world settings. The integration of these contexts ensures that learning is not only about mastering abstract concepts but also about understanding their relevance and utility in the world outside the classroom.

By embedding real-life contexts into teaching, our lessons are engaging and meaningful, encouraging pupils to take ownership of their learning. Teachers are effectively using brain-friendly strategies, such as model examples, guided practice, and visual and pictorial representations, to support the teaching of a mastery approach. This ensures that students apply mathematical concepts to solve practical problems, which is a key feature of the mastery philosophy. Furthermore, external agencies have praised the well-established use of KAGAN cooperative learning strategies, noting how these strategies promote high-quality partner talk, enabling pupils to support one another and make progress.

Discussions with pupils during Pupil Premium and SEND audits revealed their enjoyment of mathematics and investigative work, a sentiment supported by book reviews that show the widespread use of scaffolded strategies across all key stages.

While most pupils have made accelerated progress, disadvantaged pupils in Key Stage 1 and Key Stage 2 did not meet the school's high expectations of achieving above national averages. Over 54% of these disadvantaged pupils had SEND, with SEMH being their primary need, which significantly impacted their learning.

As outlined in the PPG Strategy and in line with national trends, our main priority in Maths remains to ensure that disadvantaged pupils achieve age-related expectations. We will continue to focus on addressing the challenges faced by our most able pupils in Maths and refine our strategies to ensure all pupils gain a deep, connected understanding through the mastery approach. By integrating more real-life contexts into the curriculum, we aim to enhance engagement and deepen pupils' understanding, ensuring that every pupil has the opportunity to master the skills necessary for success.

Success Criteria	Disadvantaged Pupils			Non- Disadvantaged Pupils		
	Average MTC Score 2022	Average MTC Score 2023	Average MTC Score 2024	Average MTC Score 2022	Average MTC Score 2023	Average MTC Score 2024
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.	15.3	20.3	20	22.4	21.5	23.3
	National 19.8 (all pupils) National 17.9 (disadvantaged pupils)	National 20.2 (all pupils) National 18.3 (disadvantaged pupils)	National 20.6 (all pupils) National 18.9 (disadvantaged pupils)	National 19.8 (all pupils)	National 20.2 (all pupils)	National 20.6 (all pupils)

A strong emphasis on fluency, underpinned by a deep understanding of the approaches outlined in the NCETM framework, has been integral to our practice in basic Maths skills. Our data demonstrates significant progress, with the average MTC scores rising by 5 additional correct answers on average since 2022. Moving forward, we will continue to embed targeted small-group interventions that reinforce pupils' times table knowledge and recall. These interventions will be grounded in the evidence-based strategies recommended by the NCETM, with a particular focus on regular engagement with Times Tables RockStars at home to further consolidate learning.

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"> • 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 • All pupils work with and demonstrate a greater resilience and independence in lessons • 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.

Evidence, Impact and Headlines – Outcome 4

The early identification of pupils with specific social, emotional, behavioural, and health (SEMH) needs has significantly contributed to the improved wellbeing of all pupils, particularly those who are disadvantaged. By identifying these needs in a timely manner, we ensure that each child receives the appropriate support, enabling them to thrive academically and socially without being negatively impacted by economic difficulties.

Our curriculum plays a vital role in supporting pupils' wellbeing, with PSHE embedded throughout. Staff use various opportunities to address pupils' social and emotional needs, including whole-class discussions and, where necessary, bespoke support through Mentoring and Coaching approaches. This holistic approach has been especially effective in both KS1 and KS2, where pupils have developed a deeper understanding of their emotions and the impact their actions and reactions can have on themselves and others. Through

these strategies, we have observed pupils demonstrate increased resilience and independence in lessons, managing challenges more effectively and engaging with their learning in a positive way.

Qualitative data from a variety of sources—such as teacher feedback, inclusion meetings, pupil and book studies, Federation PPG Audits, and feedback from Parents' Evenings, parent questionnaires, Assertive Mentoring, and Team Around the Family (TAF) meetings—demonstrate significant progress in pupils' independent learning skills. This data paints a comprehensive picture of the overall wellbeing of pupils, showing clear evidence of improvement across both social and academic domains.

The early and targeted interventions provided, combined with a strong focus on wellbeing through the curriculum, have ensured that pupils, especially those from disadvantaged backgrounds, are supported in a holistic way. This approach aligns with the Education Endowment Foundation (EEF) research, which emphasizes the importance of addressing SEMH needs early and providing sustained support to disadvantaged pupils and vulnerable families. By integrating social and emotional learning into the curriculum and offering tailored support, we have not only improved pupils' wellbeing but also fostered greater academic success and personal resilience.

This comprehensive approach has led to sustained improvements in pupils' wellbeing and learning outcomes, particularly for those most in need. By ensuring that both the academic and emotional needs of pupils are met, we are building a strong foundation for their future success.

Overall, this approach has not only supported the immediate needs of our pupils but also fostered a sustained, long-term improvement in their wellbeing and academic resilience.

Art Therapy

Once again, we committed to an increased service level agreement for art therapy, ensuring that the most vulnerable pupils have access to these valuable sessions. This intervention has had a profound impact, particularly for pupils with social, emotional, and behavioural needs. Feedback from both pupils and parents/carers has been overwhelmingly positive, with many highlighting how their child is now able to express themselves in a more regulated and constructive manner. The use of clear, effective strategies through art therapy has empowered these pupils to communicate their emotions and experiences, leading to improved emotional well-being and behaviour. The success of this intervention emphasises the importance of continued support for our most vulnerable learners.

Outreach Inclusion Service (OIS)

The OIS Service provided intensive support to several pupils last year, focusing on managing impulsivity, understanding boundaries (both their own and others'), and promoting socially acceptable behaviour. This targeted intervention has led to a noticeable reduction in both the frequency and severity of incidents involving these pupils, both in the classroom and playground. Additionally, there has been a positive impact on their ability to expand their social circles, as they have been equipped with the tools to form meaningful relationships with their peers. As a result, these pupils now have a more positive outlook on life, improved self-efficacy, and no longer require weekly support.

Furthermore, the OIS facilitated their annual transition workshop for the most vulnerable Year 6 pupils, many of whom have additional SEND. These workshops aimed to strengthen the pupils' resilience, motivation, aspirations, and awareness of physical, emotional, and online dangers. Over a two-week period, more than 30 pupils attended the workshops, where they were able to articulate practical strategies for navigating secondary school and forming friendships. The pupils also expressed confidence in discussing their concerns about the transition to secondary school, which prompted the OIS to adapt their planning to address these concerns directly. Many of these pupils, along with their parents, have since returned to Gordonbrock to share their successes and report a positive start to secondary school.

Sanctuary and Mini Sanctuary

As a result of early identification to support SEMH needs, there has been an increase in the number of children that regularly access both lunchtime sanctuary provision.

These lunchtime groups are designed to provide tailored support for pupils who find lunchtimes challenging. Led by the SENDCo and a highly experienced Inclusion SEN Teaching Assistant, the groups focus on enhancing skills such as listening, attention, communication, and social interaction. The goal of Sanctuary and Mini Sanctuary is not to encourage self-exclusion from the playground, but to offer a safe space where pupils can make new connections, have fun, and develop new skills. These skills are then intended to be applied not only in the playground but also in the classroom.

As a result of this initiative, we have seen an increased number of pupils wishing to attend the groups. A key success of both groups has been the active participation of dysregulated pupils, who attend the group to help them "calm down at lunchtime" or seek support from trusted adults when faced with challenging situations 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"> • Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school • All pupils have access to 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 • Disadvantaged pupils have access to a full school experience and not be disadvantaged because of lack of technology • An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to • Pupils and parents/carers have positive feelings about the future for themselves or their child and are able to verbalise those aspirations • To ensure the ‘whole’ child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.

Evidence, Impact and Headlines – Outcome 5

Technology

Over the past three years, the purchase of 60 chrome books has improved home learning opportunities for disadvantaged pupils. Through the use of Google Classroom, targeted pupils now have consistent access to high-quality Maths and English practise at home, reinforcing their in-school learning. Families are engaging actively with teachers, fostering stronger partnerships that support children’s educational progress. This collaboration has enabled parents and carers to build on their children’s learning, ensuring a cohesive approach to education between home and school.

Instances of low engagement are promptly identified and addressed through targeted interventions, ensuring no pupil is left behind. Furthermore, the provision of necessary technology has significantly reduced barriers to accessing home learning, allowing all disadvantaged pupils to fully participate in the school experience, both academically and socially. This holistic approach has contributed to narrowing the attainment gap and ensuring equitable learning opportunities for all.

Enrichment

From our extensive knowledge and understanding of our families and as outlined in the EEF research review, disadvantaged pupils have been significantly impacted by the lack of enrichment opportunities and access to extra-curricular activities due to the national pandemic and school closures. Over the past three years, as part of our strategy, we have sought to address this challenge. It has remained a priority in both

the Whole School Improvement Plan and the Inclusion Plan. Consequently, we have placed a strong emphasis on increasing access to enrichment activities across all Key Stages. Disadvantaged pupils have been specifically targeted, with efforts made to reduce the cost of enrichment activities, provide subsidies for clubs, and offer support through Learning Support Assistants to ensure that our most vulnerable pupils can participate.

Disadvantaged pupils are regularly engaged in a range of enrichment activities both within and beyond the school environment, fostering a sense of inclusion and broadening their horizons. As evidenced in the Pupil Premium Audit in Summer 2024, 100% of pupils had regular access to enrichment, a significant improvement from 88% in the Autumn Term 2023. These rich experiences, which go above and beyond the standard curriculum, include trips, visitors, events, and a range of extra-curricular opportunities. The school's approach to clubs has recently been reviewed to ensure they considerably strengthen the overall school offer, fostering opportunities for pupils to pursue a variety of interests.

Identifying and nurturing the talents of pupils, particularly those who are disadvantaged or have SEND, is a key focus for us. We actively support pupils in exploring their interests, whether it's in hockey, art, music, or other clubs. These opportunities play an essential role in their personal development and provide invaluable experiences that contribute to their growth outside of the classroom. The school offers a broad range of extra-curricular activities, both in the curriculum and beyond, that significantly enhance the school experience for all pupils. As a result, there has been a strong take-up of these opportunities, with disadvantaged pupils, including those with SEND, consistently benefiting from the excellent range of enrichment activities on offer. Club attendance ranges from 14% to 22%, with some clubs being oversubscribed due to high demand.

These opportunities aim to inspire and motivate pupils by increasing their participation in aspirational activities, helping them envision and work toward a positive future. Families facing financial difficulties are actively supported and signposted to relevant community services, ensuring they can access the help they need. Parental feedback has been extremely positive, particularly regarding additional opportunities such as the Year 6 consent workshop and the *Take One Building* exhibition based on the National Gallery's *Take One Picture* initiative. These events have not only enriched pupils' educational experiences but have also strengthened the school's partnership with families. As a result, pupils and their parents/carers develop a more optimistic outlook, with the ability to articulate their aspirations and goals. By focusing on holistic development and providing meaningful opportunities for all pupils, this approach addresses not only the academic needs of disadvantaged pupils but also their personal, social, and emotional development, empowering them and their families to thrive and reach their full potential.

The school's commitment to providing these experiences in a well-planned and coherent way has greatly enriched the overall educational offer and 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	Choir Turning of the Year at Blackheath Halls	Trinity Laban Year 5 Platform Cricket Year 4	Summer Fair Winter Fair
Urban Synergy Seminar	Take One Building Art Exhibition	PPG Hockey Club Year 3 and 4 and Year 5/6	FOG Autumn and Spring Discos - funded spaces
Year 6 Lewisham TFL Safety and Citizenship workshop	SongFest	Bikeability	
Year 6 Consent workshops	National Theatre - The Witches		
Climate Awareness Conference for Y5/6 Eco Team	BLPC Art project on Residential – PGL		
Eco Team to Beecroft Gardens	Song Easel Workshop		
Year 5/6 Bigfoot Theatre Production Company - Transition Workshops	Gordonbrock Termly Arts Bulletin		
Science Workshops and Assembly – delivered by Medical Mavericks	Peripatetic Lessons Orchestra		

Learning Mentor

The ongoing cost-of-living crisis has had a significant impact on many of our families throughout the year. In response, we have implemented various strategies to help alleviate some of the financial strain. For instance parent association, the Friends of Gordonbrock (F.O.G.) has provided over £500 in vouchers to support families who may not be eligible for Lewisham's holiday scheme vouchers. Additionally, our Learning Mentor has made referrals to the Boreman Fund, offering further financial assistance to those in need. These efforts have been crucial in easing the burden on families during these challenging times.

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"> Absence figures continue to be above national figures The overall attendance figure for all pupils is above 97% The overall attendance figure for disadvantaged pupils is never less than national The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year The percentage of all pupils who are persistently absent remain below national figures The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year

Evidence, Impact and Headlines – Outcome 6

Data	All Pupils			
Gordonbrock Attendance	2020 - 2021	2021 -2022	2022 - 2023	2023 - 2024
	95.20%	94.60%	95.50%	96.14%
Gordonbrock Persistent Absence	14.14%	12.66%	10.47%	9.09%
	(55 pupils)	(60 pupils)	(58 pupils)	(50 pupils)

Data	Disadvantaged Pupils				Non-Disadvantaged Pupils			
Gordonbrock Attendance	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
	92.51%	89.55%	92.22%	93.76%	95.67%	95.56%	96.10%	96.56%

Gordonbrock Persistent Absence	26.23% (16 pupils)	35% (28 pupils)	32.56% (28 pupils)	26.19% (22 pupils)	11.89% (31 pupils)	8.12% (32 pupils)	6.41% (30 pupils)	6.01% (28 pupils)
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National Data for reference:

Please note that the academic year 2022/2023 and 2023/2024 – the data is for primary, secondary school and special schools combined and only includes Autumn and Spring Data. The data for the full academic year for primary schools have not yet been released.

Data	2020-2021	2021 - 2022	2022-2023 Autumn and Spring Term only	2023-2024 Autumn and Spring Term only
National Persistent Absence	8.8%	17.7%	21.2%	19.2%

The latest EEF research review report outlined clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.

We know that improving attendance is a multifaceted mission, requiring different approaches in different contexts. EEF research 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 addition to this, we have utilised the EEF attendance strategy, released in April 2024, to promote the need for strong attendance and punctuality at school by all pupils, particularly the disadvantaged pupils and those impacted by emotional based school avoidance (EBSA). This continues to be our utmost priority.

In 2023/24, the attendance for all pupils was 96.14% 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-disadvantaged peers. However, the gap continues to diminish between disadvantaged pupils and their non-disadvantaged peers.

Last year, persistent absence continued to be 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. In addition to the measures below, we have introduced an attendance cup and award which the children have engaged with really well and this helps to embed our culture of community and belonging for all pupils.

The measures are as follows:

- 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 three 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"> • The overall Parents' Evening attendance rate for all pupils remains above 98% • The overall Parents' Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year • There is an increased figures of male figure attendance from open mornings, learning meetings, parent events, workshops, reading mornings and all other social events within the school community • 98% parents/carers of Reception starters attend 'Stay and Play' and/or 'Meet the Teacher' • Increased number of responses from parent questionnaires • Sustained high levels of resilience and growth mindset by 2023/24 demonstrated by: <ul style="list-style-type: none"> ○ Qualitative data from sources such as parent questionnaires, pupil voice and teacher observations and/or discussions demonstrates that strategies used to support families have made changes in approaches to parenting styles have a positive impact on the child's resilience and ability to understand challenges/mistakes and persevere through them

Evidence, Impact and Headlines – Outcome 7

At Gordonbrock, we are committed to building strong, authentic relationships with our families, founded on trust and open communication. This continues to be a core strength of our school. We remain dedicated to supporting our pupils and their families, recognising that their needs are diverse and varied.

Following our internal assessments and observations, we have seen a significant rise in the number of families – both disadvantaged and non-disadvantaged – requiring additional, tailored support. This support often relates to issues such as trauma, anxiety, bereavement, and financial challenges. We anticipated this increased need and, as a result, have entered into a new service-level agreement to provide Art Therapy for an expanded group of highly vulnerable pupils.

As highlighted in our Impact Statement, this intervention has been well-received by both pupils and their families. In addition to working directly with pupils, the art therapist meets with parents and carers each

term to discuss their child's progress. These meetings play an important role in refining and adjusting the support provided.

This bespoke package of support not only benefits the pupils, but also helps parents better understand the strategies that are working well, and how they can support their child's development at home. This partnership ensures that the support we provide is collaborative and effective, creating a unified approach to meeting the needs of our most vulnerable children and families.

Parents' Evenings

This year, we made a concerted effort to ensure that the parents and carers of disadvantaged pupils were actively encouraged to book a slot for Parents' Evening. For those who struggled with using technology, staff were on hand to assist them in booking their appointment through the online platform. If any parents or carers were unable to attend or missed their scheduled time, staff offered alternative dates to ensure they could still engage in important discussions about their child's progress.

Reception Stay and Play

Historically, our Reception Stay and Play during the Summer Term is well attended. This year 99% of families came to the Stay and Play and those who were not able to come were provided with an alternative date to visit the school.

Male Parent/Carer Engagement

The importance of male representatives in education, particularly in supporting their children, has been highlighted by research from the Education Endowment Foundation (EEF) and various studies in the field of education. The involvement of fathers or male role models in a child's education can have significant positive effects on their academic and social development.

Research shows that when fathers or male caregivers engage in their children's education, it can lead to improved academic performance. The EEF highlights the importance of parental involvement in school life, which has been found to benefit children in terms of higher grades, improved cognitive development, and better school attendance. Male role models can provide additional support and encouragement that helps children develop a positive attitude toward learning, boosting their confidence and achievement.

In addition to this, male involvement in education also contributes to emotional and social development. Research shows that children with engaged fathers often develop better social skills, have improved emotional regulation, and demonstrate stronger problem-solving abilities. When male representatives take an active interest in their children's education, it promotes a healthy attitude toward relationships, responsibility, and respect, which are crucial skills for personal and academic growth.

We recognise this research and as such continued to positively target male parents and carers to engage within the wider school community. Informal data demonstrates that there continues to be strong parental engagement across the school, particularly from male parents and carers. Informal conversations with staff and families have evidenced a sustained and slightly increasing number of discussions with male parents and carers about their children's progress and ways to better support their learning at home. In addition to increased male attendance at meetings, Open Mornings, prospective parent visits, and Parents' Evenings, there has also been a notable rise in fathers volunteering for school events, trips, and visits. Most noticeably, was the number of male parents and carers that attended the EYFS and KS1 reading mornings as well as the Middle Leader Workshops across year groups to enhance parents' and carers' understanding of our curriculum e.g. phonics and early reading as well as basic skills in maths.

For the second year running, Friends of Gordonbrock (F.O.G.) has seen a rise in male involvement, with 8 out of 20 regular volunteers being male.

Summary

While national trends show that disadvantaged pupils are making gradual progress, we maintain high expectations for all of our pupils. These expectations are reflected in our strong outcomes for disadvantaged pupils at Gordonbrock.

Although these results are encouraging, we remain focused on continual improvement and do not take our progress for granted. Despite the challenges faced, we celebrate numerous successes throughout the year. These successes are not only reflected in our academic outcomes and progress, but also in the personal achievements of some of our most vulnerable pupils, both disadvantaged and non-disadvantaged. This commitment has been acknowledged through feedback from parents, informal conversations among staff, and discussions at Full Governing Body meetings.

In light of this, we have revisited our strategy plan and made adjustments to how we allocate our budget for this academic year, as detailed in the "Activity in This Academic Year" section above. Further details about our planning, implementation, and evaluation processes are provided in the "Further Information" section below.

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 enhanced by additional activities that are not funded by the pupil premium or recovery premium. These include:

Embedding Effective Feedback Practices

Research from the Education Endowment Foundation (EEF) highlights the significant benefits of effective feedback, especially for disadvantaged pupils. Since the feedback working party in 2021 and the creation of a bespoke addendum (2022) to our marking and feedback policy, the whole school approach to effective feedback continues to be embedded across the core subjects. In addition to this, we have built on the successes of the addendum to provide a similar approach by reviewing our practices across the non-core.

Writing for Pleasure and Purpose

Building on the Real World Writers approach by Ross Young and Felicity Ferguson, we have offered CPD opportunities for staff to engage with the Writing for Pleasure Centre. We specifically looked at pupil conferencing and the process of this approach. This has helped enhance the understanding of the 14 principles of writing among both teaching and support staff.

Diversifying the Curriculum

The push to diversify our curriculum was sparked by several key social, cultural and political developments over the past 5-10 years. These events and movements highlighted the need for greater representation, equity and inclusion in education e.g. Covid times - Black Lives Matter, feminist and LGBT+ advocacy, studies on educational outcomes, Lewisham Racial Equality Pledge.

Prior to this, we had a relatively diverse curriculum - but we have made a commitment to further strengthen this work. Diversifying the curriculum to ensure that it reflects the daily lived experiences of pupils remains a whole-school priority for this academic year and we recognise that it will be an on-going piece of work.

Over the past three years, a core body of work has taken place in History/Geography/Art/Music/Science. Adjustments to the curriculum made previously are becoming more embedded, while new content and links are continually being explored.

The diversifying the curriculum toolkit developed by Federation's Curriculum Team Leaders continues to be a focus for joint planning sessions. This document provides suggested links to diversify each year group's overarching Context for Learning each term and our teaching staff are encouraged to bring their own ideas to these planning meetings - drawing on the staff body experiences/expertise rather than simply a top-down model. We have developed these documents further so that links are now evaluated. This feedback from staff enables further development and refinement by Curriculum Team Leaders and Curriculum DHTs

We aim to integrate diversity authentically and as a result, we pursue genuine curriculum links - not tokenistic (undermine our work with superficial representation, reinforce stereotypes, portray underrepresented groups as 'add ons', not empowering).

The school continues to mark national themed days and months (for example, Black History Month, World Afro Day, LGBT+ History Month and International Women's Day) and utilises these to explore further links. Where possible and appropriate, links to year group subject areas are made with a view to embedding these subjects to evaluation by teachers and Curriculum leads (e.g. Alan Turing - World War II. Child in peer review: *"important his story needs to be heard"*). Pupils have also benefited from workshops from Bigfoot Arts Education on gender stereotypes, and assemblies from British Science Week 'Smashing Stereotypes' theme.

There is diverse representation in the school environment and new books have been purchased by middle leaders and our Library lead to ensure this representation extends to literature. A prominent feature of the library is the feature book displays throughout the year in the library - e.g. females in

STEM, BHM, LGBT+ History Month, etc. The librarians have supported middle leaders to ensure that these displays are regularly changed with quality texts.

High-Quality CPD for Staff

We continue to invest in high-quality Continuing Professional Development (CPD) for staff, including targeted Middle Leader training. Middle Leaders have worked closely with the Deputy Headteacher for Curriculum and Assessment and with colleagues across the federation, this ensures that best practices are shared across year groups, and subject teams take a leading role in driving improvements.

This year, Middle Leaders will also benefit from a bespoke coaching program designed to help them focus on raising standards within their subjects. In addition to monitoring and evaluating their subjects through data analysis, pupil voice, and book scrutinies, some Middle Leaders will observe teachers alongside Senior Leadership to ensure the vision for their subjects is consistently implemented across year groups, particularly in EYFS.

This year, a number of Y6 colleagues were asked to present Gordonbrock's approach to expanded success criteria at Lewisham's Y6 Conference to Lewisham wide colleagues, including senior leaders. In addition to this, Gordonbrock continues to support a number of schools across Lewisham, developing their curriculum as well as their approaches to moderation.

Linked to the work on diversifying the curriculum, staff have attended CPD organised by Lewisham. The Curriculum Team Leader attended a training course on decolonising the curriculum with a specific link to the teaching of Ancient Egypt which fed into the work on adapting plans.

Focus Areas for Middle Leaders

Aligned with our Whole School Improvement Plan, Middle Leaders will continue to focus on:

- The use of technical vocabulary within lessons
- Ensuring key skills are taught according to subject disciplines
- Progression within subjects, particularly between key stages, with a focus on EYFS
- Refining the use of working walls to support learning in lessons