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	12% (78 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 2 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 31st October 2024, we have been given the following figures.	
Pupil premium funding allocation this academic year	£125,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,745

Part A: Pupil premium strategy plan - Statement of intent

Principles

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.

We are committed to developing lifelong learners who value and exhibit qualities such as: **aspiration**, **collaboration**, **resilience**, **creativity** and **self-expression**.

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
All pupils, particularly disadvantaged pupils, have secure oral language and communication skills. 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. Improved attainment for disadvantaged pupils at the end of KS1and KS2	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment ● EYFS outcomes by 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. ● 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.
Pupils have a secure knowledge and understanding of how to apply their knowledge of mathematical concepts Improved attainment for disadvantaged pupils at the end of KS1and KS2	● 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.
Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions. To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils. Parents have an improved understanding of growth mindset and how to develop their children's resilience in and out of school. Parents are confident on how to support their children's positive mental health and wellbeing.	Sustained high levels of social, emotional and behavioural and health needs in 2026/27 demonstrated by: ● 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. Sustained high levels of resilience and growth mindset by 2026/27 demonstrated by: ● 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
To achieve and sustain improved attendance for all pupils; particularly the disadvantaged. 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	● Sustained high attendance by 2026/27 demonstrated by: ● Absence figures continue to be above nations figures ● The overall attendance figure for all pupils is above 97% ● The over attendance figure for disadvantaged pupils is never less than national ● The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year ● The percentage of all pupils who are persistently absent remain below national figures ● The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year

Disadvantaged pupils regularly access enrichment activities in and out of school	• 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)
Quality First Teaching Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, through coaching and mentoring 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)	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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium https://writing4pleasure.com/	1,2,3,
Deputy Head Teacher (DHT) for Inclusion Inclusion lead is accountable to the Federation's Governing body and keeps them informed of actions and achievement and progress of disadvantaged pupils 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 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 Build a trusting relationship with both pupils and parents to enable the school to provide advice and support to raise attainment, attendance and engagement in school and child's attitude towards their learning.	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. 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. https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding	1,2,3,4,5

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 To be effective, well-qualified and well-trained staff are essential at identifying and targeting under-attaining and underachieving pupils; particularly the disadvantaged pupils Ensuring all disadvantaged receive targeted support in their learning to secure strong progress across the school 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	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding	1,2,3
Salaries to maintain additional hours for TA support in class 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. Targeting higher attaining disadvantaged pupils to develop and embed their knowledge further, in particular those pupils whose end point at KS1 was equivalent to 2+ (internal assessment measure) or E2.3 (school based attainment measure) at the end of EYFS to ensure they make expected progress and reach Greater Depth Standard (links to the SIP plan – Inclusion).	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding	1,2,3,4,5
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	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	1,2,3,4,5

will be developed and reshaped, if necessary, over the academic year. 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. 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. 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. 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	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 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://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Kagan https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Shirley Clarke https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback htts://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Writing for Please Centre https://writing4pleasure.com/	
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 teaching for all pupils that need further support to embed their phonic knowledge in Year 3 – 6. 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.	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	1,2,3

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)
Salaries for Inclusion Team Learning Support Assistants and SEN Teaching Assistants 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. These interventions will take place over a longer period and include a mixture of pupils in KS2 (links to the SIP plan – Inclusion).	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding	1,2,3,4,5
Learning Mentor and Co-Mental Health Champion 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. Learning Mentor works closely with a number of children and parents/carers to deliver a variety of academic, wellbeing and mental health interventions.	Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic and professional situations. Ultimately, mentoring connects a young person to personal growth and development and social and economic opportunity. Based on our own internal data, discussions with various stakeholders, the support of our Learning Mentor is an integral part of the support throughout the school, impacting positively on the wellbeing and achievement of our disadvantaged as well as the non-disadvantaged pupils and their families. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=learning%20ment https://www.mentoring.org/mentoring-impact/ https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1,2,3,4,5
Tutoring – small group 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	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,4,5

tutoring will be disadvantaged, including those who are high attainers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 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). **Mastery** Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics. As a result, Gordonbrock has a number of small Maths led mastery groups a week to target our disadvantaged pupils.	
Developing oral language in EYFS – Nuffield Early Language (NELI) programme 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. https://www.teachneli.org/what-is-neli/evidence-and-programme-development/ Using the NELI programme to help young children overcome language difficulties, one-to-one sessions delivered targeting vocabulary, narrative skills, active listening and phonological awareness.	Oral language interventions can have a positive impact on pupils' language skills. Approaches focus on speaking, listening and a combination of the two show positive impacts on attainment. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2,3
Additional Learning resources 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.	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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	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
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice Developing strong relationships with our disadvantaged families to enable all of our pupils to attend school all the time 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 Liaising with Lewisham AWO, to look at how the Service Level Agreement is being used to improve attendance data Celebrate excellent attendance across the school through the use of attendance awards in assemblies and the weekly newsletter Continue embedding CPD on emotional based school avoidance for staff Continuing providing support to families for those pupils that are experiencing emotional based school avoidance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://assets.publishing.service.gov.uk/media/5a80ce9740f0b623026959aa/School_attendance_parental_responsibility_measures_statutory_guidance.pdf https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053 https://schoolsservices.lewisham.gov.uk/Page/33005	1,2,3,4,5
Opportunities for enrichment and extracurricular activities Increasing the number of wider curriculum opportunities for all children to develop meaningful experiences. Positively target disadvantaged pupils to provide additional exposure to the wide range of high-quality	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. 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	3, 4, 5

extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building skills such as confidence, resilience and socialising 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 Clip and Climb Theatre Trips Music Tuition Bikeability Engaging with Lewisham Holiday Club providers	continue to be threaded through our curriculum and work with parental engagement. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	
Behaviour expectations 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 Provide an additional PDM on how to maintain and sustain high expectations of behaviours in Autumn 2 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 Ensure that new members of staff and ECTs embed Kagan Cooperative strategies Staff continue to work with professionals and assertive mentoring identified pupils across the school 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	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: ● Kagan Cooperative Strategies ● Art therapy ● Lego Therapy ● Drawing and Talking ● Outreach Inclusion Support ● Assertive Mentoring ● Circle of Friends groups ● Buddy classes ● Mini Sanctuary ● Sanctuary https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour interventions | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4,5

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 pupils or those with complex needs		
Well-being of Pupil Premium pupils 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 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 To utilise resources from outside agencies relating to positive mental health through the year. i.e. Mindfulness Advent resources, Young Minds, NSPCC School will also continue to embed regular use of circle times sessions to strengthen pupils mental health and wellbeing	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702383711	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: £125,000

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 **2024 - 2025** academic year.

At the time of assessment there were 84 disadvantaged pupils, 23 disadvantaged pupils also had a special educational need and/or disability.

For reference:

Year Group	Number of pupils	Year Group	Number of pupils
Nursery	0	**Year 3**	13
Reception	6	**Year 4**	12
Year 1	11	**Year 5**	11
Year 2	14	**Year 6**	18

This is the first review of the three-year pupil premium strategy (2024-2027)

As evidenced by research by the EEF and DfE, Covid-19 had a significant impact on the education system. The national picture evidences that our most disadvantaged pupils, who were not able to benefit from funded opportunities and targeted interventions to the degree schools had intended, were and continue to be impacted the most. 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 undertaken a thorough review of the attainment and progress of disadvantaged pupils across the 2024-2025 academic year. This analysis draws on a wide range of evidence, including national assessment outcomes (EYFS, KS2 results, the phonics screening check and the multiplication tables check) alongside our internal summative and formative assessment information. Examining this data collectively enables us to develop a deeper understanding of the impact of key challenges to achievement on our pupils and how these continue to differ across specific groups.

Intended outcome 1	Success criteria
All pupils, particularly disadvantaged pupils, have secure oral language and communication skills. 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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment ● EYFS outcomes by 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

Improved attainment for disadvantaged pupils at the end of KS1and KS2	● KS2 reading outcomes by 2026/27 show that 75% of disadvantaged pupils met the expected standard. ● 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.

Evidence, Impact and Headlines – Outcome 1

Success Criteria	**Disadvantaged Pupils**						**Non-Disadvantaged Pupils**					
EYFS outcomes by 2026/27 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**		
	100%			83%			92%			89%		
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	**Listening, attention and understanding**			**Speaking**			**Listening, attention and understanding**			**Speaking**		
	2023 100%	2024 73%	2025 100%	2023 100%	2024 73%	2025 83%	2023 94%	2024 96%	2025 92%	2023 93%	2024 95%	2025 89%

Building on the strong practice and successes of 2024, we continued to prioritise oral rehearsal and the development of language and communication skills for pupils in EYFS and KS1. High-quality teaching, rich discussion and responsive, in-the-moment feedback, combined with the Nuffield Early Language Intervention (NELI) programme in EYFS, ensured pupils had consistent exposure to ambitious vocabulary and were supported to make meaningful connections across subjects when expressing themselves as readers. As a result, EYFS pupils have not only met our expectations outlined above, but have done so with a strengthened foundation that will significantly enhance their long-term learning and literacy outcomes.

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 2025**	**Word Reading 2025**	**Writing 2025**	**Comprehension 2025**	**Word Reading 2025**	**Writing 2025**
	100% National 80% (all pupils)	83% National 77% (all pupils)	83% National 72% (all pupils)	89% National 80% (all pupils)	89% National 77% (all pupils)	89% National 72% (all pupils)

Success Criteria	Disadvantaged Pupils									Non-Disadvantaged Pupils								
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	**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**		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
	100%	73%	100%	100%	82%	83%	100%	73%	83%	94%	95%	89%	94%	94%	89%	93%	95%	89%

As highlighted in our Ofsted report in November 2024, '*The curriculum in Nursery and Reception classes is skilfully designed to provide children with the right foundations to be successful in their future learning. This ambition is supported by engaging activities that enable children to develop and apply knowledge with growing confidence. As a result, the school's youngest children thrive and make exceptional progress through the curriculum.*' Which in turn leads to outcomes outlined above where disadvantaged pupils have outperformed their non-disadvantaged peers.

Success Criteria	**Disadvantaged Pupils**			**Non-Disadvantaged Pupils**		
KS1 outcomes by 2026/7 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 2023	Percentage of Disadvantaged pupils that made phonics thresholds 2024	Percentage of Disadvantaged pupils that made phonics thresholds 2025	Percentage of Disadvantaged pupils that made phonics thresholds 2025	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2023	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2024
	100% National 80% (all pupils)	83% National 80% (all pupils)		82%	93% National 80% (all pupils)	95%
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 2023**	**Average Phonics Raw Score 2024**	**Average Phonics Raw Score 2025**	**Average Phonics Raw Score 2023**	**Average Phonics Raw Score 2024**	**Average Phonics Raw Score 2025**
	32.7	35.9	28.3	35.6	35.9	36.01

Early reading remains at the heart of our curriculum, laying the foundation for future learning and academic success. Since the implementation of the agreed synthetic phonics programme, Little Wandle, we have now fully embedded the approach to build upon our already strong phonics practice. The programme has been followed with fidelity, using the structured lesson plans and resources to ensure consistency and high-quality delivery across the school.

Through careful embedding of Little Wandle, combined with a strong focus on oral rehearsal, repetition and consistent approaches, we have continued to see success in literacy outcomes in EYFS and phonics in Year 1. Our adults skillfully manage interactions to maximise the impact of activities.

We recognise that exposure to rich language through shared reading and language-rich environments is fundamental to pupils' development and enjoyment of reading. Alongside decoding, we place equal importance on fostering a love of reading and comprehension. Pupils' vocabulary and understanding are enriched through shared reading, story sessions and structured reading practice, with fluency naturally leading to a greater focus on comprehension.

To further strengthen our practice, we have provided ongoing professional development for staff to revisit and deepen their knowledge of Little Wandle. Importantly, all Teaching Assistants have received training to deliver the Rapid Catch-up programme in Years 3 - 6, ensuring consistent and confident delivery of phonics across the school. This embedded CPD across year groups has been key to maintaining high-quality phonics provision and supporting pupils who need additional catch-up.

As a result of these approaches, Year 1 phonics outcomes remain strong. These achievements demonstrate the effectiveness of a carefully embedded, school-wide phonics programme, reinforced by consistent teaching, ongoing professional development and an unwavering focus on enriching pupils' language and literacy skills.

As a result of the above, our strong practice was highlighted in our Ofsted report in November 2024:*'The school prioritises reading from the moment children start school. It took the ambitious decision to change the school's approach to phonics in order to improve already strong outcomes. As a result, the very large majority of pupils now develop the phonics knowledge they need to read confidently.'*

Success Criteria	**Disadvantaged Pupils**	**Non-Disadvantaged Pupils**
KS1 Reading outcomes by 2026/27 show that 75% of disadvantaged pupils met the expected standard	**Percentage of Disadvantaged pupils that made age related expectation in Reading 2025 (internal data)**	
	71% National (no longer publishing data for end of KS1)	
KS2 Reading outcomes by 2026/27 show that 75% of disadvantaged pupils met the expected standard.	**Percentage of Disadvantaged pupils that made age related expectation in Reading 2025**	
	78% National 75% (all pupils)	

In KS1, reading outcomes for disadvantaged pupils are broadly in line with 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 7% when compared to their outcomes in 2024.

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. It is also important to recognise that this cohort made demonstrable progress from KS1 outcomes by an increase of 28% who made age-related expectations and 28% making the greater depth standard.

Success Criteria	Disadvantaged pupils						Non-Disadvantaged pupils					
KS1 and KS2 outcomes by 2024/25 show that the internal gap in English between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year	**Percentage of Disadvantaged Pupils attaining ARE in 2023**		**Percentage of Disadvantaged Pupils attaining ARE in 2024**		**Percentage of Disadvantaged Pupils attaining ARE in 2025**		**Percentage of Non-Disadvantaged Pupil attaining ARE in 2023**		**Percentage of Non-Disadvantaged Pupil attaining ARE in 2024**		**Percentage of Non-Disadvantaged Pupil attaining ARE in 2025**	
	KS1 Reading 73%	KS1 Writing 55%	KS1 Reading 54%	KS1 Writing 38%	KS1 Reading 71%	KS1 Writing 57%	KS1 Reading 84%	KS1 Writing 78%	KS1 Reading 93%	KS1 Writing 79%	KS1 Reading 86%	KS1 Writing 77%
	KS2 Reading 75%	KS2 Writing 80%	KS2 Reading 40%	KS2 Writing 42%	KS2 Reading 78%	KS2 Writing 78%	KS2 Reading 92%	KS2 Writing 90%	KS2 Reading 86%	KS2 Writing 84%	KS2 Reading 97%	KS2 Writing 94%

Success Criteria	Disadvantaged pupils						Non-Disadvantaged pupils					
Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2	**Percentage of Disadvantaged Pupils attaining GDS in 2023**		**Percentage of Disadvantaged Pupils attaining GDS in 2024**		**Percentage of Disadvantaged Pupils attaining GDS in 2025**		**Percentage of Non-Disadvantaged Pupil attaining GDS in 2023**		**Percentage of Non-Disadvantaged Pupil attaining GDS in 2024**		**Percentage of Non-Disadvantaged Pupil attaining GDS in 2025**	
	KS1 Reading 0%	KS1 Writing 0%	KS1 Reading 8%	KS1 Writing 8%	KS1 Reading 14%	KS1 Writing 0%	KS1 Reading 24%	KS1 Writing 13%	KS1 Reading 37%	KS1 Writing 21%	KS1 Reading 53%	KS1 Writing 32%
	KS2 Reading 25%	KS2 Writing 0%	KS2 Reading 25%	KS2 Writing 0%	KS2 Reading 28%	KS2 Writing 17%	KS2 Reading 53%	KS2 Writing 22%	KS2 Reading 58%	KS2 Writing 25%	KS2 Reading 63%	KS2 Writing 31%

Our pedagogical approach to writing is underpinned by Talk for Writing. Driven by data and research led projects, we continue to utilise key principles from the writing for pleasure centre to ensure planning is purposeful, motivational and engaging; helping to ensure our pupils develop their own identity as a writer and how they can *'develop their skills to convey meaning effectively.'* (Literacy Hive).

Cross Federation work continues to be a strength of the school. As reported by Ofsted, in November 2024, *'The school provides staff with high-quality and regular training to support delivery of the curriculum. This enables teachers to develop their subject knowledge effectively. Teachers routinely check on how well pupils learn and remember the curriculum. They use this information well to identify and tackle any gaps or misconceptions in pupils' knowledge. This includes those pupils with SEND. This results in effective development of pupils' knowledge across the subjects.'*

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 2022.

In the higher standards, there have been some gains in both KS1 and KS2 outcomes for disadvantaged pupils in Reading and Writing. For the third year in a row, 25% or greater of disadvantaged pupils in KS2 made the higher standard in Reading. This year, there were gains made in higher standards in KS2 writing. In comparison to their

KS1 data, 14% more achieved age related expectation in reading and 0% achieved GLD in writing. This cohort, present with significant interactional challenges.

These challenges mirror national trends but require targeted action. Our 2024-2027 strategy will continue to focus on maintaining gains at ARE while systematically developing provision for higher attaining disadvantaged pupils across both key stages.

Intended outcome 2	**Success criteria**
Pupils have a secure knowledge and understanding of how to apply their knowledge of mathematical concepts Improved attainment for disadvantaged pupils at the end of KS1and KS2	● 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.

Evidence, Impact and Headlines – Outcome 2

Success Criteria	**Disadvantaged pupils**			**Non-Disadvantaged pupils**		
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	**Percentage of Disadvantaged Pupils attaining ARE in Maths 2023**	**Percentage of Disadvantaged Pupils attaining ARE in Maths 2024**	**Percentage of Disadvantaged Pupils attaining ARE in Maths 2025**	**Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2023**	**Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2024**	**Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2025**
	KS1	**KS1**	**KS1**	**KS1**	**KS1**	**KS1**
	60% National 70% (all pupils)	46%	72%	87% National 70% (all pupils)	92%	86%
	KS2	**KS2**	**KS2**	**KS2**	**KS2**	**KS2**
	85% National 73% (all pupils)	42% National 73% (all pupils)	72% National 74% (all pupils)	92% National 73% (all pupils)	88% National 73% (all pupils)	94% National 74% (all pupils)

Success Criteria	Disadvantaged pupils						Non-Disadvantaged pupils					
There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2	**Percentage of Disadvantaged Pupils attaining GDS in Maths 2023**		**Percentage of Disadvantaged Pupils attaining GDS in Maths 2024**		**Percentage of Disadvantaged Pupils attaining GDS in Maths 2025**		**Percentage of Non-Disadvantaged Pupil attaining GDS in Maths 2023**		**Percentage of Non-Disadvantaged Pupil attaining GDS in Maths 2024**		**Percentage of Non-Disadvantaged Pupil attaining GDS in Maths 2025**	
	KS1 0%	KS2 0%	KS1 8%	KS2 0%	KS1 7%	KS2 17%	KS1 30%	KS2 43%	KS1 39%	KS2 39%	KS1 49%	KS2 47%

Through a triangulation of evidence—including lesson observations, book scrutinies and pupil voice - our mathematics curriculum is built on well-embedded, strong practice. Pupils are consistently provided with opportunities to apply mathematical concepts in a variety of real-life contexts, reflecting the mastery principles outlined in NCETM's *Five Big Ideas in Teaching for Mastery*. This approach develops problem-solving skills, critical thinking and the ability to transfer learning to practical situations, ensuring mathematics is meaningful and relevant beyond the classroom.

The curriculum's careful design, noted as a strength in the November 2024 Ofsted report, *"includes carefully selected opportunities for pupils to revisit important knowledge and regularly recap prior learning. This provides pupils, including those who are disadvantaged, with an excellent foundation for future learning. The curriculum also provides opportunities for pupils to apply and deepen their existing understanding. For example, in Year 5, pupils use their knowledge of how to convert fractions into percentages in different contexts, such as working out the amount of water covering the earth's surface."* This demonstrates how our embedded practices allow pupils to consolidate prior learning while extending their understanding in meaningful ways.

Our lessons are engaging and purposeful, with teachers skilfully using brain-friendly strategies such as modelled examples, guided practice and visual and pictorial representations to support the mastery approach. Real-life contexts are woven into teaching, enabling pupils to see the relevance of mathematics and take ownership of their learning. The well-established use of KAGAN cooperative learning strategies has also been externally praised for promoting high-quality partner talk, enabling pupils to scaffold one another's learning and make sustained progress.

Pupil voice and book reviews reveal that pupils enjoy investigative work and value the scaffolded strategies consistently applied across all key stages. While most pupils make accelerated progress, a small proportion of disadvantaged pupils in Key Stage 1 and Key Stage 2 did not yet achieve above national averages. Of the 28% that did not make age-related expectations, all of these pupils had SEND, with SEMH as their primary barrier to learning and or many intersectional challenges, highlighting the need for continued targeted support.

As outlined in the PPG Strategy, our key priority remains ensuring disadvantaged pupils achieve age-related expectations. We will continue to refine our mastery approach, embed more real-life contexts and provide targeted interventions to ensure all pupils, including our most able, gain a deep, connected understanding of mathematics. By building on our strong, well-embedded practice, we aim to ensure every pupil has the skills and confidence to succeed.

Success Criteria	Disadvantaged Pupils			Non- Disadvantaged Pupils		
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.	**Average MTC Score 2023**	**Average MTC Score 2024**	**Average MTC Score 2025**	**Average MTC Score 2023**	**Average MTC Score 2024**	**Average MTC Score 2025**
	20.3 National 20.2 (all pupils) National 18.3 (disadvantaged pupils)	20 National 20.6 (all pupils) National 18.9 (disadvantaged pupils)	23.41 National 21 (all pupils) National 19.3 (disadvantaged pupils)	21.5 National 20.2 (all pupils)	23.3 National 20.6 (all pupils)	23.28 National 21 (all pupils)

A strong emphasis on fluency, underpinned by a thorough understanding of the NCETM framework, continues to be central to our approach in developing pupils' core maths skills. Our data demonstrates consistent year-on-year improvement, with both disadvantaged and non-disadvantaged pupils achieving above national averages in the Multiplication Tables Check (MTC).

Disadvantaged pupils' average MTC scores have risen steadily from 2023 to 2025. This highlights the impact of our evidence-based approach and the effectiveness of targeted interventions across year groups.

To build on these successes, we will continue to embed small-group interventions designed to reinforce times table knowledge and recall. These interventions are grounded in NCETM-recommended strategies and supported by regular engagement with Times Tables RockStars at home, ensuring pupils consolidate learning, develop fluency and maintain strong progress year on year. By 2026/27, our aim is that the percentage of disadvantaged pupils meeting the expected standard in the MTC will never fall below national figures, reflecting sustained excellence and equity in outcomes.

Intended outcome 3	Success criteria
Pupils with specific social, emotional and behavioural and health needs are identified early and provided with appropriate interventions. To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils. Parents have an improved understanding of growth mindset and how to develop their children's resilience in and out of school. Parents are confident on how to support their children's positive mental health and wellbeing.	Sustained high levels of social, emotional and behavioural and health needs in 2026/27 demonstrated by: ● 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. Sustained high levels of resilience and growth mindset by 2026/27 demonstrated by: ● 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 3

Impact Headlines

- Early identification of SEMH needs has strengthened pupil wellbeing and improved engagement, particularly for disadvantaged pupils.
- Targeted interventions and mentoring approaches have increased pupils' resilience, independence and ability to manage challenges.
- EEF-informed strategies, including the 2024 Attendance Guidance and Reflection Tool, have improved support for vulnerable families and contributed to better attendance and wellbeing outcomes.

The early identification of pupils with social, emotional, behavioural and health (SEMH) needs has been central to improving overall wellbeing across the school, with a particularly positive impact on disadvantaged pupils. Through timely assessment and the use of structured inclusion processes, staff are able to identify emerging needs quickly, ensuring pupils receive targeted and appropriate support before difficulties escalate. This early intervention ensures that pupils are able to engage fully with learning and are not disproportionately affected by wider economic pressures or vulnerabilities at home.

Our curriculum provides a strong foundation for supporting wellbeing, with PSHE woven throughout and delivered in a purposeful and responsive way. Staff use whole-class discussion, reflective activities and bespoke Mentoring and Coaching interventions to address pupils' social and emotional needs. This holistic, whole-school approach is evident in both KS1 and KS2, where pupils demonstrate an increasingly secure understanding of their emotions and the impact of their actions on themselves and others. As a result, pupils are showing greater resilience and independence in lessons, tackling challenges with more confidence and sustaining positive learning behaviours.

A broad range of qualitative evidence points to significant improvement in pupils' wellbeing and independent learning skills. This includes teacher feedback, notes from inclusion meetings, findings from pupil and book studies, Federation PPG audits, parent questionnaires and discussions captured through Parents' Evenings, Assertive Mentoring and Team Around the Family (TAF) meetings. Together, these sources present a comprehensive picture of pupil progress, showing clear gains in emotional literacy, problem-solving and perseverance, particularly among disadvantaged pupils.

The early and targeted interventions implemented throughout the year have been strengthened by the school's engagement with Education Endowment Foundation (EEF) research. The school has actively drawn on the EEF Attendance Strategy (April 2024) and the Supporting School Attendance: Reflection and Planning Tool, which emphasise the importance of early identification, personalised support and strong relationships with families. These tools have reinforced our belief that there is no single solution to improving pupil engagement. Consistent themes, such as nurturing trusting relationships, reducing barriers and sustaining regular communication have a powerful impact when working with disadvantaged families. By systematically applying the EEF principles, the school has strengthened its approach to attendance, punctuality and SEMH support, ensuring that pupils and families feel understood, supported and well-connected to the life of the school.

This comprehensive approach, combining early identification, targeted intervention and curriculum-embedded social and emotional learning, has led to sustained improvements in both wellbeing and academic resilience. Pupils are increasingly able to regulate their emotions, reflect on setbacks and engage with learning more positively and independently. For disadvantaged pupils, this has been particularly significant, enabling them to access learning more consistently and build the foundations required for long-term success.

Overall, this strategy has not only met the immediate needs of pupils but has also contributed to a long-term, sustainable improvement in their wellbeing, resilience and engagement with school. The school will continue to refine this work as part of its ongoing commitment to ensuring that every disadvantaged pupil receives the support needed to thrive academically, emotionally and socially.

Art Therapy

This year, the school continued to invest in an enhanced service level agreement for art therapy to ensure that our most vulnerable pupils, including those eligible for pupil premium, received timely and appropriate SEMH support. Pupils accessing the provision presented with a consistent profile of need, including trauma, safeguarding vulnerabilities, emotional dysregulation, behaviour difficulties and attendance concerns.

The intervention was delivered through weekly sessions, typically over a sustained block of 8–20 weeks, enabling pupils to build trust, develop emotional literacy and practise regulation strategies. Ongoing monitoring was integral to the provision: the art therapist and SENDCo met weekly to review progress, alongside termly written reports that informed whole-school pastoral and SEND planning.

Evidence from these reviews shows clear improvements in pupils' emotional regulation, their ability to use co-regulation strategies and their confidence in articulating their own needs. Teachers also reported improved engagement with learning and greater readiness to participate positively within the classroom environment. Feedback from parents/carers and pupil voice further confirmed the value of the intervention in supporting well-being and stability.

While the impact has been significant, the depth and complexity of SEMH needs across the school has grown. Through our communication with families, ongoing pupil voice and findings from both the pupil premium and SEND audits, we identified the need to broaden the therapeutic offer and adopt a more specialised trauma-informed approach. As a result and in alignment with our whole-school improvement priority to support underachieving learners, the school has secured the services of a Child and Adolescent Counsellor & Psychotherapist for the next academic year. This will allow us to provide more specialised therapeutic intervention and ensure that the most vulnerable pupils receive the level of support required to remove barriers to learning.

Outreach Inclusion Service (OIS)

The Outreach Inclusion Service provided intensive and highly tailored support for a group of pupils whose needs centred on impulsivity, boundary awareness and the development of socially appropriate behaviours. This targeted work has resulted in a some reduction in both the frequency and severity of incidents in the classroom and playground. Pupils involved also demonstrated increased confidence in widening their social circles, supported by explicit teaching on relationship-building and respectful interaction. As a result, most pupils now present with improved self-efficacy, a more positive outlook and no longer require ongoing weekly intervention.

In addition, the OIS delivered their annual transition workshops for our most vulnerable Year 6 pupils, including many with identified SEND needs. The programme focused on building resilience, motivation and aspirations, as well as increasing pupils' understanding of physical, emotional and online risks. Over a two-week period, more than 30 pupils engaged in sessions that helped them articulate practical strategies for managing secondary school life and forming new friendships. Pupils were confident in voicing their worries around transition, enabling the OIS to adapt and tailor the workshop content accordingly. Many pupils, along with their parents, have since returned to Gordonbrock to share their positive experiences and report a strong, successful start to Year 7.

Sanctuary and Mini Sanctuary

Sanctuary and Mini Sanctuary are targeted relational and social-communication groups designed to support pupils with emerging or identified SEMH needs. Due to effective early identification, an increasing number of pupils are now accessing these lunchtime provisions on a regular basis.

Led by the SENDCo and a highly experienced Inclusion SEN Teaching Assistant, the groups provide structured, supportive environments for pupils who find lunchtimes challenging. Sessions focus on developing key skills such as listening, attention, communication and positive social interaction. The intention is not to encourage pupils to opt out of playground activities, but to offer a safe, nurturing space where they can build relationships, enjoy purposeful activities and rehearse the skills needed to be successful in wider school contexts.

The impact of this provision has been evident. More pupils are choosing to attend and a notable success has been the engagement of pupils who experience dysregulation at lunchtime. These pupils now proactively seek out Sanctuary or Mini Sanctuary to help them calm, regulate and access trusted adult support during more demanding

social situations. This has contributed to improved emotional regulation and more positive lunchtime experiences across the school.

Intended outcome 4	Success criteria
To achieve and sustain improved attendance for all pupils; particularly the disadvantaged. 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	● Sustained high attendance by 2026/27 demonstrated by: ● Absence figures continue to be above nations figures ● The overall attendance figure for all pupils is above 97% ● The over attendance figure for disadvantaged pupils is never less than national ● The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year ● The percentage of all pupils who are persistently absent remain below national figures ● The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year

Evidence, Impact and Headlines – Outcome 4

Data	All Pupils				
Gordonbrock Attendance	**2020 - 2021**	**2021 - 2022**	**2022 - 2023**	**2023 - 2024**	**2024 - 2025**
	95.20%	94.60%	95.50%	96.14%	96.03%
Gordonbrock Persistent Absence	14.14% (55 pupils)	12.66% (60 pupils)	10.47% (58 pupils)	9.09% (50 pupils)	8.19% (44 pupils)

Data	Disadvantaged Pupils				Non-Disadvantaged Pupils			
Gordonbrock Attendance	**2021 - 2022**	**2022 - 2023**	**2023 - 2024**	**2024 - 2025**	**2021 - 2022**	**2022 - 2023**	**2023 - 2024**	**2024 - 2025**
	89.55%	92.22%	93.76%	93.41%	95.56%	96.10%	96.56%	96.45%
Gordonbrock Persistent Absence	35% (28 pupils)	32.56% (28 pupils)	26.19% (22 pupils)	23.38% (18 pupils)	8.12% (32 pupils)	6.41% (30 pupils)	6.01% (28 pupils)	5.65% (26 pupils)

National Data for reference:

Data	2021 - 2022	2022-2023	2023-2024	2024 - 2025
National Persistent Absence	**17.7%**	**21.6%**	**17.1%**	**20.06%**

The latest EEF attendance context for schools document notes that 'absence and particularly persistent absence, is an immediate challenge facing schools up and down the country.' Whilst there appear to have been improvements in attendance in 2023 -2024, figures still remain significantly below pre-pandemic levels. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.

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, as outlined in our previous impact statement, 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 and Supporting School Attendance Reflection and Planning tool to promote the need for strong attendance and punctuality at school by all pupils, particularly the disadvantaged pupils. It recognises that there is no one-size-fits all approach but there are common themes that support successful engagement of pupils and families.

In 2024/25, the attendance for all pupils was 96.03% which is slightly lower than the school's high expectation of 97%. When broken down, attendance for disadvantaged pupils did not meet our high expectations in comparison to their non-disadvantage peers. The gap between the two groups has not significantly widened but remains.

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.

Our continues approach is as follows:

- Attendance cup award
- 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

Persistent absence among disadvantaged pupils has improved and we remain committed to reducing the gap between them and their non-disadvantaged peers. Despite a strong focus on attendance and punctuality over the past three years, persistent absence in the disadvantaged cohort continues to be significantly higher. It is important to acknowledge that last year’s plan contributed to measurable improvements for some pupils; however, the overall gap remains too wide. For this reason, improving attendance for disadvantaged pupils continues to be a key priority for the school.

Intended outcome 5	**Success criteria**
Disadvantaged pupils regularly access enrichment activities in and out of school	● 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

Evidence, Impact and Headlines – Outcome 5

Drawing on our strong understanding of our community, our relational approach and the EEF research review, the school recognises that disadvantaged pupils and those that don’t meet the threshold for additional support continue to be impacted by the national social-economical crisis.

Targeted actions, including subsidising trips and clubs, providing LSA support and reducing financial barriers, has widened access. By Summer 2025, the number of disadvantaged pupils accessing regular enrichment opportunities, increased significantly from Autumn 2024. The school has also reviewed club provision to ensure a broader and more purposeful offer, with strong take-up and some clubs oversubscribed (14–22% attendance).

These experiences support personal development and help pupils develop aspirations for the future. Families requiring financial assistance are supported through community partnerships, ensuring no pupil is excluded due to cost.

Positive parental feedback reflects the impact of additional opportunities, including Medical Mavericks Workshops as well as the importance of the Year 6 Talk Consent Workshop and Year 6 Knife Crime Workshops. Pupils and their families are increasingly able to articulate personal goals and aspirations, demonstrating improved confidence, motivation and optimism.

Enrichment

Part of a Pupil Premium Aspect following a Pupil Premium and SEND Audit

Hobbies and Being Active

Impact: Pupil participation in extracurricular activities and sports has remained strong, with high levels of engagement and excitement about expanded provision following pupil voice feedback.

Evidence: 70% of pupils engaged in at least one extracurricular activity, maintaining the positive engagement from January. The school has responded to school council feedback requesting more extracurricular opportunities, adding two new activities for the following year: dodgeball and drama. Pupils expressed considerable excitement about these additions and "hoped to get a spot in the club," demonstrating demand for enrichment opportunities.

Financial constraints and family time commitments continue to be barriers for some families. Although we continue to be committed to expanding provision dependent on capacity. Participation in funded activities continues to correlate with higher levels of enjoyment and motivation.

School Life

Impact: Overall, pupils express highly positive attitudes toward school, with strong engagement from the majority and specific appreciation for curriculum content and enrichment experiences. Compared to January, pupils are now articulating more specific aspects of their school experience they value.

Evidence: 85% of pupils reported enjoying school, maintaining the positive trend from January. However, the depth of feedback has increased significantly. Pupils specifically reported enjoying "the curriculum in English and Maths, Science and trips," showing engagement with academic content. Educational trips continue to be highly valued, with PGL (Year 5), Battersea Zoo (Reception) and London Zoo (Year 2) mentioned as particularly memorable experiences. Notably, pupils retained detailed memories of curriculum-linked activities, including being a "zoologist" and "creating fact files on their favourite animals," demonstrating the lasting impact of experiential learning.

Pupils in Years 4 and 5 reported that they were "listening better," indicating developing learning behaviours. They referenced specific curriculum content including "suspense stories and fractions, percentages in maths," showing engagement with age-appropriate challenging material. All parents attended parents' evening, demonstrating strong home-school partnerships, though home learning engagement via Google Classroom "was not consistent across all three year groups," suggesting this remains an area requiring attention.

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
Urban Synergy Seminar Year 6 Lewisham TFL Safety and Citizenship workshop Year 6 Talk Consent workshops Climate Awareness Conference for Y5/6 Eco Team Residential – PGL Year 5/6 Bigfoot Theatre Production Company - Transition Workshops Science Workshops and Assembly – delivered by Medical Mavericks	Choir Turning of the Year at Blackheath Halls Ticket to Jazz Peripatetic Lessons Orchestra Eliot Bank and Gordonbrock Song Fest Take One Country Art Exhibition Frank Bowling Art project Gordonbrock Termly Arts Bulletin	Trinity Laban Year 5 Platform Cricket Year 4 PPG Hockey Club Year 3/4 and Year 5/6 Bikeability Year 5 Lewisham speed bounce competition Lewisham Primary School Swimming Gala	Summer Fair Winter Fair FOG Autumn and Spring Discos - funded spaces

Learning Mentor

The ongoing cost-of-living crisis has intensified the needs of many families. In response, the school has strengthened its pastoral and financial support offer, with F.O.G providing over £500 in vouchers and the Learning Mentor facilitating referrals to the Boreman Fund.

A rising number of families now require tailored support, related to trauma, anxiety, bereavement and financial strain. To address this, the school expanded its Art Therapy provision through a new service-level agreement as outlined earlier in the impact statement.

This holistic and collaborative approach enables vulnerable pupils to thrive academically, socially and emotionally, while equipping families with strategies to support their children at home.

Parents' Evenings

Targeted efforts ensured strong attendance from disadvantaged families at Parents' Evenings, including staff support with online booking and flexible rescheduled appointments.

Reception Stay and Play

Our Reception Stay and Play continues to be well-attended and saw 99% attendance, with alternative dates offered for the small number unable to attend.

Technology

As outlined in previous impact statements, the investment of 60 Chromebooks has substantially improved home-learning access for disadvantaged pupils. Families are now confident at using Google Classroom and continue to benefit from regular, high-quality Maths and English practice beyond the school day, strengthening the continuity of learning between home and school. There has been increased parental engagement which has further enhanced this impact, with many families now working more closely with teachers to reinforce classroom learning.

Where engagement has been low, the school has responded swiftly with targeted interventions, ensuring pupils are re-engaged and supported. This provision has removed significant barriers to home learning, enabling disadvantaged pupils to participate fully in the academic and wider life of the school. As a result, the availability of technology has continued to contribute to a measurable narrowing of the attainment gap and has promoted more equitable learning experiences.

Summary

Nationally, disadvantaged pupils continue to make steady progress and at Gordonbrock we remain firmly committed to maintaining high expectations for every learner. Our outcomes for disadvantaged pupils reflect this ambition and demonstrate that our approach is having a positive and sustained impact.

While these results are encouraging, we remain focused on ongoing improvement and do not view current progress as a limit to what can be achieved. Throughout the year, we have seen notable successes not only in academic attainment and progress but also in the wider personal development of many of our most vulnerable pupils; both disadvantaged and non-disadvantaged. These achievements have been reinforced through feedback from parents, observations and discussions among staff and conversations at Full Governing Body meetings.

In response to this continuous evaluation, we have reviewed and refined our Pupil Premium strategy for the current academic year. This has included adjusting our budget allocation to ensure that resources more precisely meet pupils' needs, as outlined in the "Activity in This Academic Year" section. Further detail regarding our planning, implementation and evaluation processes is available 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
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

Building on the strengths of previous years, we continued to prioritise high-quality feedback as a key driver of improved outcomes for disadvantaged pupils. Research from the Education Endowment Foundation (EEF) consistently highlights the positive impact of effective feedback, particularly for pupils eligible for the Pupil Premium. Since the establishment of our feedback working party in 2021 and the introduction of a bespoke addendum to our marking and feedback policy in 2022, a whole-school approach to feedback has been successfully embedded across core subjects. Last year, we extended this effective practice further by applying the principles of the addendum to non-core subjects, ensuring consistency and sustained impact across the full curriculum.

Writing for Pleasure and Purpose

Writing continues to be a whole-school priority, as identified in the WSIP, despite the positive gains made this year in the number of pupils achieving age-related expectations across the school. Building on the strengths of previous years, we have continued to develop and refine our approach to the teaching of writing, ensuring sustained impact for disadvantaged pupils. Over the past two years, staff have engaged with the Real-World Writers approach by Ross Young and Felicity Ferguson and this has remained an integral part of our work.

Looking ahead, we will consider how the research behind The Reading Project can complement and enhance our Real-World Writers work, ensuring alignment across reading and writing to better support progress for all pupils, including those eligible for the Pupil Premium.

Diversifying the Curriculum

Our work to diversify the curriculum is an ongoing commitment, driven by the belief that our provision must reflect the lived experiences, identities and voices of our school community. This is not a completed task but a continuous process of reflection, refinement and development. It is a piece of work we are deeply passionate about and its strength has been recognised through multiple external validations, including our local authority peer reviews, our school development group and our November 2024 Ofsted, *'The school has worked successfully to diversify the curriculum to better reflect the school's wider community and to support pupils to understand different perspectives and experiences.'*

Diversifying the curriculum remains a whole-school priority for this academic year. Over the past four years, substantial development has taken place across History, Geography, Art, Music and Science. Earlier adjustments to curriculum content are now becoming embedded, while new opportunities and authentic links continue to be explored. To support this, the Federation's *Diversifying the Curriculum Toolkit* remains central to joint planning sessions. Staff use the toolkit to identify meaningful ways to enrich each year group's Context for Learning while bringing their own expertise, lived experiences and ideas to the process, ensuring a collaborative, not top-down, approach. These documents have evolved to include evaluative feedback, enabling Curriculum Team Leaders and Curriculum DHTs to refine and strengthen the guidance further.

A core principle of our work is that diversity is integrated authentically. We avoid tokenistic or superficial representation, recognising that such approaches undermine the purpose of this work and can perpetuate stereotypes or present underrepresented groups as "add-ons." Instead, we pursue genuine, high-quality curriculum links that meaningfully broaden pupils' understanding.

Alongside curriculum development, the school continues to engage with national themed days and months, including: Black History Month, World Afro Day, LGBT+ History Month and International Women's Day; to deepen pupils' knowledge and create further cross-curricular connections. Where appropriate, these themes are linked to subject content (for example, Alan Turing within the World War II unit). Pupils also benefit from workshops and assemblies, such as Bigfoot Arts Education on gender stereotypes and British Science Week's 'Smashing Stereotypes' theme.

This work remains central to our mission to provide an inclusive, empowering curriculum for all pupils; one that reflects who they are, broadens their horizons and prepares them for the world beyond school.

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 benefitted from a bespoke coaching program designed to help them focus on raising standards within their subjects, including a more specific focus on supporting disadvantaged pupils with intersectional challenges such as SEND. In addition to monitoring and evaluating their subjects through data analysis, pupil voice and book scrutinies, some Middle Leaders have observed teachers alongside Senior Leadership to ensure the vision for their subjects is consistently implemented across year groups, particularly in EYFS.

Gordonbrock continues to support a number of schools across Lewisham, developing their curriculum as well as their approaches to moderation.

Focus Areas for Middle Leaders next year:

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

- Continue to focus on improving outcomes in writing at the expected and greater depth levels for all pupils.
- Refine reading for pleasure provision, enabling more pupils to achieve greater depth
- Continue to ensure that targeted support for any underachieving groups is in place, enabling them to make rapid and sustained progress
- Further refine and embed the teaching of reasoning and oracy in Maths, ensuring pupils are able to consistently articulate their mathematical thinking.
- Further develop the curriculum beyond the academic, ensuring pupils have a wide, rich set of experiences to draw upon within their learning