



# The Eliot Bank and Gordonbrock Schools Federation



## 2020 - 2021 Pupil Premium Strategy for Eliot Bank School

## 2020-2021 COVID 19 Catch Up Strategy for Eliot Bank School

### Amount of Pupil Premium Funding Received 2020 – 2021

### Amount of COVID 19 Catch Up Funding Received

Number of pupils on roll	434 (October Census 2020 - including nursery)
Number Eligible for Pupil Premium Grant	59 (October Census 2020)
Number of FSM in receipt of Pupil Premium Grant	56 (October Census 2020)
Number of LAC children in receipt of Pupil Premium Grant	0
Number of Pupil Entitled to Pupil Premium Plus	3
Number of pupils entitled to Early Years Pupil Premium	3
Total Pupil Premium Funding received	<b>£82,355</b> (October 2020) excluding EYPP
Total COVID 19 Catch Up Funding 2020	<b>£32,400</b>
Total Pupil Premium Funding and Catch up funding	<b>£114,755</b>
Number of pupils on roll	434 (October Census 2020 - including nursery)



### Identified Barriers to Educational Achievement

Eliot Bank has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

1. Access to the curriculum – under achieving groups, in particular those who should be working at Greater Depth in Reading, Writing and Maths combined
2. Emotional well-being and development of resilience
3. Closing the gap between Pupil Premium and disadvantaged and Non Pupil Premium and disadvantaged children achieving GDS in reading, writing and maths.
4. Attendance and punctuality
5. Parental engagement with school and the community
6. Access and opportunities for enrichment for high attaining Pupil Premium Pupils
7. Lack of aspiration for the future
8. Behaviour – pupils with specific social and emotional needs which affect their learning

### Identified Barriers to Educational Achievement – COVID 19 Specific

6. Gaps in knowledge and understanding as a result of time missed in education during Summer 2020
7. Access to technology – inability to access the school's online platform and curriculum
8. Mental health and well-being of pupils and families, which has intensified due to the pandemic.

Subject to ongoing review



### Rationale for PPG Funding Expenditure

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

In line with the Whole School Improvement Plan, this year's strategy will continue to focus improving the number of pupils that attain the higher standard in Reading, Writing and Maths combined. In addition to this, there will be a continued focus on reading and exposing pupils to new vocabulary; enabling all pupils to apply this transferable vocabulary across the curriculum. Funding has been allocated to release the DHTs to teach targeted English and Maths groups in Year 6. These groups include a large proportion of pupil premium and disadvantaged pupils who were not at Age Related Expectation (ARE) at the start of the year.

Our higher attaining Pupil Premium pupils will continue to be a priority. We will continue to ensure we fully support them with access to a broader education including additional excursions which will be funded through the pupil premium grant.

At Eliot Bank, now more than ever, we understand that times may be financially difficult for our parents and families. We have included in our expenditure a budget to support families who are unable to afford to pay for after school activity clubs, school trips and residential trips. We will consider subsidising these events and providing the extra support for our pupils as needed, at our discretion.

We have continued to fund additional TA hours to provide in class support to those pupil premium pupils with Special Educational Needs or Disabilities (SEND) as well as to extend those pupils working at or above age related expectations.

Our Learning Mentor is specifically deployed to support pupil premium and disadvantaged pupils with their academic resilience, behaviour management and social communication that, without support may lack aspiration and therefore fail to reach their full potential. This could be supporting the child in class, in small groups or 1:1.



### **Rationale for Covid 19 Catch Up Funding Expenditure**

All expenditure is informed by the Education Endowment Foundation (EEF) support guide for schools, DfE Catch up Premium Guidance, data analysis and a detailed Eliot Bank expenditure is informed by the Education Endowment Foundation (EEF) support guide for schools, who has provided early research evidence around projections for the impact of school closures during lockdown, DfE Catch up Premium Guidance, data analysis and a detailed knowledge of our families. The school's strategic plan response to devising and implementing the catch up funding programme fully taking these findings into account.

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

Across the Federation, we continue to have high expectations for our pupils but know that we will have to make adjustments to the organisational and logistical aspects of school life. As outlined in Education Endowment Foundation support guide for schools, we have grouped our strategies into; Teaching and Whole School Strategies, Targeted Support and Wider Strategies to ensure that we best support the needs of our pupils.

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### Teaching and Whole School Strategies

All pupils will need support to transition back in school and we will be dedicating time to ensure planning and transitional support procedures are robust and communicating opening and clearly with all school community members, enabling our pupils are ready to learn.

Our priorities is developing a recovery curriculum which will build in a systematic process of re-engagement, which leads the pupils back to becoming to a fully engaged, authentic learner, reigniting the flame of learning in every child. Teacher assessments and observations of the pupils, as well as our knowledge of families will help us to identify those that may need additional targeted transitional support.

Quality First Teaching is an integral part of our pedagogy and we strongly believe that this continues to be the most important lever we have to improve achievement and outcomes for our pupils. We have allocated some of the catch-up funding to ensure every teacher is supported and prepared for the new academic year, providing additional support and resources addressing any gaps in the curriculum identified by teachers and senior leadership team. These gaps may be year group or key stage specific. There will be a continue to focus on providing staff with opportunities for professional development; with a particular focus on the remote curriculum.

### Targeted Support

We intend to allocate a significant amount of the funding to provide targeted 1:1 or small group tuition. As evidence by the EEF, 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.'

As a federation our intention is to ensure tuition is delivered by qualified teachers who will be fully guided by the needs of the pupils and link to our curriculum; with a strong focus on English and Maths.

Eliot Bank is proud of the high quality relationships we have built with our families in our school community and as a result we are fully aware of most vulnerable families and those that may require additional support. As part of our targeted support package, we will continue to support those who need specific intervention on other aspects of learning such as behaviour, or those pupils that have social, emotional and mental health needs. We have found this will be a continuous process, as we find we are identifying and supporting new families on a day to day basis.



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### **Wider Strategies**

Part of the catch up fund will be used to continue our commitment to providing extensive pastoral support to our wider community as part of the Recovery Curriculum (Lever 2 – Community). We have allocated significant amount of the funding to purchase devices to ensure pupils are able to access to technology. This has been a barrier to some of our families that have affected the extent to which pupils can learn effectively at home. Informed by audits, monitoring access to learning and knowledge of our families, we are able to identify those who need this additional support, ensuring our PPG and disadvantaged pupils are making social, emotional and academic progress in the event of a bubble or whole school closure.

Subject to on going review



Pupil Premium Funding 2020/2021

Area Of Spend	Focus	Actions	Outcomes	Total Allocation
Quality First Teaching	1,2,3,4,5 6,7,8	<ul style="list-style-type: none"> <li>Lessons planned with focussed support for PPG children</li> <li>All PPG children are named on planning.</li> <li>Pupil premium pupils are discussed at pupil progress meetings by the whole team and their individual needs are identified</li> <li>All high attaining under achieving children are identified and specifically targeted.</li> <li>Target children to ensure they reach their potential of GDS in reading</li> </ul>	<ul style="list-style-type: none"> <li>All children have access to Outstanding lessons which are planned and delivered to best support their needs</li> </ul>	£20,000
Teaching Assistant support	1,2,3,4,5 6,7, 8	<ul style="list-style-type: none"> <li>To work alongside the class teacher in the delivery of Outstanding lessons</li> <li>To support children who need to diminish the difference with intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>Support is given to ensure full understanding and engagement at the time of lesson delivery.</li> <li>The difference is diminished quickly by the early identification of need.</li> </ul>	£10,500
Extra Teacher (Deputy Head) in year 6 for English and Maths teaching	1,2,3,5, 8	<ul style="list-style-type: none"> <li>Pupil premium pupils are discussed at pupil progress meetings by the whole team and their needs individual are identified.</li> <li>To plan and deliver outstanding Maths and English lesson to targeted pupils</li> <li>Increase the adult child ratio and therefore better support the targeted learners</li> <li>1:1 additional teacher support when further embedding of knowledge if required. Group booster sessions when required to fill any gaps in knowledge.</li> <li>Develop the skills of high attaining Pupil Premium children to ensure they reach their maximum potential.</li> </ul>	<ul style="list-style-type: none"> <li>All learners are secure within the age appropriate standard.</li> <li>Any gap in the child's knowledge is quickly identified and interventions are put in place to ensure the difference is diminished as quickly as possible.</li> </ul>	£10,500
Head of School, Deputy Heads	1,2,3,4 5, 8,11	<ul style="list-style-type: none"> <li>Assertive mentoring programme for targeted pupils. The focus is to develop their ability to recognise what is needed to improve their emotional state, which will in turn support their academic progress</li> </ul>	<ul style="list-style-type: none"> <li>Target pupils are in a better position to learn and have the skills they required to make the academic progress needed to be secure within the age appropriate standard.</li> </ul>	
Learning mentor interventions	1,2,3,4 5, 8,11	<ul style="list-style-type: none"> <li>To work 1:1 or in small groups with identified children to support their resilience and their emotional and social well-being. This may be for a short term targeted programme or longer term support if required.</li> <li>Assertive mentoring programme for targeted pupils. The focus is to develop their ability to recognise what is needed to improve their emotional state, which will in turn support their academic progress.</li> <li>Talking and Drawing Therapy sessions</li> <li>Resilience groups</li> <li>Needs specific groups (e.g. ASD children)</li> <li>Supporting attendance of pupil premium and vulnerable pupils. Regularly liaising with Lewisham AWO.</li> <li>Providing food bank parcels</li> </ul>	<ul style="list-style-type: none"> <li>Target pupils are in a better position to learn and have the skills they required to make the academic progress needed to be secure within the age appropriate standard.</li> <li>Wellbeing of pupils and families is supported</li> </ul>	£12,000



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Area Of Spend	Focus	Actions	Outcomes	Total Allocation
Learning mentor interventions continued: Lego Therapy Sewing Club	1, 2, 3, 4, 6, 11	<ul style="list-style-type: none"> <li>To give opportunities for pupils to have social interaction with other pupils through the school.</li> <li>To develop role play</li> <li>Encourage older children to support younger pupils in school.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop pupils social and communication skills, enabling pupils to talk about their feelings and to solve problems.</li> <li>An improvement of pupils' abilities to change their behaviour, understand and learn about the world they live in.</li> </ul>	£955
Deputy Head for Inclusion	1,2,3,4 5,6,7,8	<ul style="list-style-type: none"> <li>Coordinate the provision for pupil premium pupils</li> <li>Attend pupil progress meetings</li> <li>Liaise with all staff on the Inclusion team.</li> <li>Deploy staff to where the current needs lie.</li> <li>Liaise with Business manager to ensure effective budget handling</li> </ul>	<ul style="list-style-type: none"> <li>The funding has been used effectively and with the optimum outcome</li> </ul>	£5,000
Lexia Programme Licence (phonics support)	1,2,5,8	<ul style="list-style-type: none"> <li>Specialist TA support to support the children using Lexia (supporting phonics) in school</li> <li>Provide logins for targeted children to use at home</li> <li>Talk to parents about the benefits of Lexia as a reading programme</li> <li>Supporting parents and carers to use Lexia at home</li> </ul>	<ul style="list-style-type: none"> <li>To ensure differences in reading are diminished quickly have no lasting impact on progress</li> </ul>	£1,500
Library Group	1,2,3,6 7,8	<ul style="list-style-type: none"> <li>Learning Mentor to take target year 4 children to the local library once a week.</li> <li>Introduce children to the joy of books and reading</li> <li>To support those who do not have access to a wide range to literature.</li> <li>Encourage reading and talking about books</li> </ul>	<ul style="list-style-type: none"> <li>Support targeted children in developing their English skills</li> </ul>	£1,500
Urban Synergy, Free 2 Be	2,6,7	<ul style="list-style-type: none"> <li>Give enrichment opportunities in and out of school.</li> <li>Experiences which the children can access giving them aspiration for the future.</li> </ul>	<ul style="list-style-type: none"> <li>PPG children have access to aspirational activities giving them something in the future to aspire to. The child is able to have positive feelings about the future and what they when become when they are an adult</li> </ul>	£1,100 £1,000
Subsidise Year 5 School journey	2,6,7	<ul style="list-style-type: none"> <li>Given enrichment opportunities outside of school</li> <li>Ensure children are not disadvantaged by financial back ground.</li> </ul>	<ul style="list-style-type: none"> <li>PPG children have access to aspirational activities giving them something in the future to aspire to. The child is able to have positive feelings about the future.</li> </ul>	£2,700
Special Education Needs Coordinator	1,2,3,5 8	<ul style="list-style-type: none"> <li>To ensure all PPG with SEN are targeted intervention and support</li> <li>To give parents accurate information and guidance</li> <li>To work with outside agencies when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Any PPG child with SEN is correctly support to achieve to the best of their ability</li> </ul>	£5,000





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SENTAs	1,2,3,5 8	<ul style="list-style-type: none"> <li>To ensure all PPG with SEN are targeted intervention and support.</li> <li>To develop and foster a love of learning</li> </ul>	<ul style="list-style-type: none"> <li>Any PPG child with SEN is correctly support to achieve to the best of their ability</li> </ul>	£8,000
If entitled to FSM subsidise after school clubs and school trips. Subsidise some trip and clubs for PPG children	2,3,5,6, 7	<ul style="list-style-type: none"> <li>Reduced costs for clubs and trips for FSM children</li> <li>Ensure the children access enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>PPG children have access to aspirational activities giving them something in the future to aspire to. Support the child to have positive feelings about the future.</li> </ul>	£2,000
Homework club  Mathletics Club	2,5,6,7 8,10, 11	<ul style="list-style-type: none"> <li>To give opportunities for the child and parents to work together on home learning activities</li> <li>Support of a teacher to foster the love of learning and enrichment outside of school hours</li> </ul>	<ul style="list-style-type: none"> <li>All children have access to the resources need to support their learning</li> </ul>	None
Well-being of Pupil Premium Pupils	1, 2, 3, 4, 5, 6, 7, 11	<ul style="list-style-type: none"> <li>To promote and build the well-being and resilience of the pupils by going above and beyond, meeting the needs of the pupils and families, e.g buy school uniform, PE kits, swimming kits, food hampers, offering breakfast club, homework club and other outgoing which occur on a need by need basis.</li> </ul>	<ul style="list-style-type: none"> <li>PPG and disadvantaged children have access to a full school experience.</li> <li>To ensure the 'whole' child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.</li> </ul>	£600



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### COVID 19 Catch Up Funding 2020/2021

Area Of Spend	Focus	Actions	Outcomes	Total Allocation
Resources - Additional home learning packs	1, 2, 3, 4, 6, 7, 9, 10, 11	<ul style="list-style-type: none"> <li>Providing additional books and educational resources to pupils and families, with support and guidance, for example, offering advice about effective strategies for reading with children.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted PPG and disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school.</li> </ul>	£1,500
Google classroom training / release time for teachers to plan for PPG/DA pupils	1, 3, 6, 7, 8, 9, 10, 11	<ul style="list-style-type: none"> <li>Providing teachers time to set up and develop Google Classroom platform for home learning use for individuals and groups</li> <li>Supporting the well-being and workload of staff</li> </ul>	<ul style="list-style-type: none"> <li>All pupils will have access to QFT online through any bubble/school closure, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.</li> </ul>	£4,200
Purchase of remote learning devices – Chromebooks, Data SIM cards.	1, 2, 3, 4, 6, 7, 9, 10, 11	<ul style="list-style-type: none"> <li>School will purchase 30 Google Chrome books to be used in the case of a bubble/school closure (these can be loaned to families during this period).</li> <li>Purchase software for the chrome books to enable families to access the online platforms/home learning.</li> <li>To ensure all PPG and disadvantaged pupils have to opportunity to access remote home learning in the event of a bubble close.</li> <li>Purchase data sim cards to give to families who do not have internet access (3 months access)</li> </ul>	<ul style="list-style-type: none"> <li>All children have access to the online learning and are able to continue Communication between teachers and pupils in the event of school closures is good.</li> <li>Teachers are regularly responding to pupils' work and moving their learning forwards.</li> </ul>	Approx. £8,500 - <b>£10,500</b>  Sim cards: no cost
Resources - Additional home learning packs	1, 2, 3, 4, 6, 7, 9, 10, 11	<ul style="list-style-type: none"> <li>Providing additional books and educational resources to pupils and families, with support and guidance, for example, offering advice about effective strategies for reading with children.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted PPG and disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school.</li> </ul>	£1,500
Recovery curriculum: Developing pupils resilience and growth mind set - Shirley Clarke strategies/resources	1, 2, 3, 4, 6, 7, 8, 9, 10, 11	<ul style="list-style-type: none"> <li>For all pupils to have improved resilience and growth mindset through access to wider opportunities that will impact positively on their behaviours and outcomes</li> <li>Staff understand the importance of resilience and feel confident adopting Shirley Clarke strategies.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils work with greater resilience and independence in lessons</li> <li>Assessments shows children are making progress with independent learning skills – closing the gap</li> </ul>	



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Area Of Spend	Focus	Actions	Outcomes	Total Allocation
National Tutoring Programme	1, 2, 3, 4, 6, 7, 9, 10,	<ul style="list-style-type: none"> <li>• EEF -'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</li> <li>• Targeted children receiving 1:1 /1:2/ 1:3/ small group tuition catch up</li> <li>• Targeted children's time spent reading 1:1 to an adult, additional maths interventions.</li> <li>• Targeted writing interventions</li> </ul>	<ul style="list-style-type: none"> <li>• To support to close the gap in reading, writing and maths progress.</li> <li>• Pupils to achieve expectation standard at the end of expected year group.</li> <li>• Pupils feel successful and are able to celebrate their achievements.</li> <li>• An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.</li> </ul>	£11,900
Targeted funding for the recovery curriculum	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	<ul style="list-style-type: none"> <li>• Providing additional support and resources addressing any gaps in the curriculum identified by teachers and senior leadership team. These gaps may be year group or key stage specific:               <ul style="list-style-type: none"> <li>- EYFS – fine/gross motor skills and phonics skills have been identified as a gap in the baseline/Autumn term observations.</li> <li>- KS1 - To be identified after Autumn term outcomes</li> <li>- KS2 - To be identified after Autumn term outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Closing any gaps in areas of development that may have occurred during the lockdown period.</li> </ul>	£200.00 per year group  <b>£1,600</b>
Supporting families during holiday periods - Food vouchers and food hampers	5, 11	<ul style="list-style-type: none"> <li>• Provides families in receipt of FSM food vouchers during the holiday periods up until the end of Easter Holidays 2021</li> <li>• Provide families who are not eligible for FSM but may be experiencing financial hardship, as a result of the pandemic, with food vouchers.</li> </ul> <p><i>PPG Costing: (£15.00 vouchers per child and/or family)</i></p> <p><i>1 week: £765 / 2 weeks: £1,530 / 3 weeks: £2,296</i></p> <p><i>Including Disadvantaged pupils –</i></p> <p><i>1 week: £900 / 2 weeks: £1,800 / 3 weeks: £2,700</i></p>	<ul style="list-style-type: none"> <li>• To ensure that the 'whole' child is supported by meeting their basic needs, ensuring that they will not be impacted negatively due to economic difficulties.</li> </ul>	Max £2,700



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### **Date of next Pupil Premium Strategy Presentation:**

Full Governors – December 2020, March 2021, June 2021

PPG Cross Federation Audit – Spring 2021 and Summer 2021 TBC

PPG Strategy Review September 2021

COVID 19 Strategy Review – currently ongoing

Subject to on going review