

# Eliot Bank Primary School Pupil premium strategy statement (2021-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Eliot Bank School	Data
School name	Eliot Bank Primary school
Number of pupils in school	405 including Nursery
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (Year 2 of 3 yr plan )
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Maria Gilmore <b>Executive Head of school</b>
Pupil premium lead	Lorraine McGuire <b>Deputy Head of school</b>
Governor / Trustee lead	Mr Peter Fidel Ms Katie Knowles

## Funding overview

Eliot Bank school	Amount
Please note, as of 31st October 2022, we have been given the following figures.	
Pupil premium funding allocation this academic year	£ 80,995.00 (received total)
Recovery premium funding allocation this academic year	£ 9,099.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.</i> <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 13,500
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£ 90,094.00 (+ £13,500) £ 103,594.00

# Part A: Pupil premium strategy plan Statement of intent

## Principles

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

We are committed to fair and equal access to the curriculum for all children, regardless of their starting points and taking into account any additional needs or challenges they may have. We are highly aspirational for all of our pupils, whether they are disadvantaged or not, and we do whatever it takes to enable them to overcome barriers to their learning. In many cases we have to think 'outside the box' if we are to ensure that a child maximises his/her potential. We work together to do what it takes, and we do not give up.

All of this is underpinned by our unwavering commitment to safeguarding and promoting the welfare of all pupils. Our approach is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We are very proud of our long track record of achievements and of our pupils' readiness for continuing their education beyond primary school at the end of Year 6.

## Our Approach to Teaching & Learning

At Eliot Bank, 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 high quality research led and driven teaching based on theories and proven evidence 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 pupils that attain the higher standard at the end of each key stage.
- Ensure disadvantaged pupils have access to a variety of opportunities to increase their own aspirations as well as their self-efficacy.

## Rationale for our 3-year Strategy

Our Strategy is based on the long-term approach to disadvantaged pupils planning recommended by the DfE and the Education Endowment Foundation (EEF); notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. It will be reviewed and updated at least once per year.

We believe in maximising the use of the Pupil Premium Grant and the Recovery Premium by utilising a long-term strategy aligned to the Whole School Improvement Plan priorities. This enables us to implement a blend of quality first teaching strategies, targeted support and wider strategies, and align disadvantaged pupils use with short, medium and long term wider school improvements.

## Challenges

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

Challenge number	Detail of challenge
1	As a result of missed content, observations and discussion indicate underdeveloped oral language and communication skills as well as vocabulary gaps among many disadvantaged pupils in KS1 and Lower KS2.
2	As a result of missed content, observations and discussions with staff and pupils indicate that disadvantaged pupils have greater difficulties with phonics than their peers. This has impacted their development as readers and writers; particularly in the Early Years and KS1 and Lower KS2.
3	As a result of missed content, observations and discussions indicate pupils' knowledge and understanding of basic skills in Maths (KS1) and the ability to reason and apply their knowledge of mathematical concepts is not yet embedded.
4	Increased number of pupils who have specific social, emotional, behavioural and physical and mental health needs
5	Lack of access to curriculum materials such as enrichment activities and technology.
6	Increased number of persistent absence pupils due to anxiety/trauma as a result of Covid.
7	Decrease in parental engagement as a result of school closures March 2020 and September 2021. Lack of parents/carers' understanding of how to support their children's growth mindset and develop their resilience as well as the importance of making mistakes.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome Main Plan	Success criteria
<p>All pupils, particularly disadvantaged pupils, have secure oral language and communication skills.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a deep and rich vocabulary, allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>EYFS outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language.</li> <li>EYFS outcomes in 2024/25 show that the internal gap between disadvantaged pupils that achieve a GLD in Communication and Language and their non-disadvantaged peers continues to diminish year on year</li> <li>KS1 reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.</li> <li>KS2 reading outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.</li> </ul>
<p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a secure knowledge of phonics and will not be significantly different to that of their non-disadvantaged peers.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, use their secure knowledge of phonics allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ul style="list-style-type: none"> <li>The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures</li> <li>EYFS outcomes in 2024/25 show that the internal gap between disadvantaged pupils that achieve a GLD in Comprehension, Word Recognition and Writing and their non-disadvantaged peers continues to diminish year on year</li> <li>KS1 outcomes in 2024/25 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures</li> <li>KS1 and KS2 outcomes in 2024/25 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils</li> <li>Increased number of disadvantaged pupils attaining the higher standard in Writing at the end of KS1 and KS2</li> </ul>
<p>Pupils have a secure knowledge and understanding of basic skills within Mathematics</p> <p>Improved attainment for disadvantaged pupils at the end of KS1</p>	<ul style="list-style-type: none"> <li>KS1 and KS2 outcomes in 2024/25 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures.</li> <li>KS1 and KS2 outcomes in 2024/25 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</li> <li>There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2</li> <li>Year 4 outcomes in 2024/25 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.</li> </ul>
<p>Pupils with specific social, emotional and behavioural and health needs are identified early</p>	<p>Sustained high levels of social, emotional and behavioural and health needs in 2024/25 demonstrated by:</p>

<p>and provided with appropriate interventions.</p> <p>To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<ul style="list-style-type: none"> <li>• Early identification of children SEMH needs happens in a timely manner to ensure that the whole child is supported; ensuring that they will not be impacted negatively by economic difficulties.</li> <li>• All pupils work with greater resilience and independence in lessons</li> <li>• Qualitative data from teacher feedback, inclusion meetings and assessments shows children are making progress with independent learning skills.</li> </ul>
<p>All disadvantaged pupils have access to learning at home</p> <p>Disadvantaged pupils regularly access enrichment activities in and out of school</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<ul style="list-style-type: none"> <li>• Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school.</li> <li>• All pupils have access to the online learning. Families are able to continue communicating with teachers to ensure pupils are accessing the learning and that parents/carers have opportunities to build on their children's learning. Where evidence demonstrates a lack of engagement, it is communicated to relevant staff members to ensure the appropriate support is in place.</li> <li>• Teachers are regularly responding to pupils' work and moving their learning forwards</li> <li>• Disadvantaged children have access to a full school experience and not be disadvantaged because of lack of technology.</li> <li>• An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to.</li> <li>• Pupils have positive feelings about the future and are able to verbalise their aspirations.</li> <li>• To ensure the 'whole' child and family are supported in their personal, social and emotional needs, which will allow them to reach their potential.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils; particularly the disadvantaged.</p> <p>Families are supported, provided with relevant resources and/or materials and sign posted to outside agencies in a timely manner to address the trauma /anxiety as a result of covid.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Absence figures continued to be above nations figures</li> <li>• The overall attendance figure for all pupils is above 97%</li> <li>• The over attendance figure for disadvantaged pupils is never less than national.</li> <li>• The internal attendance gap between disadvantaged pupils and their non-disadvantaged peers continue to diminish year on year</li> <li>• The percentage of all pupils who are persistently absent remain below national figures</li> <li>• The internal persistent absence figure between disadvantaged pupils non-disadvantaged pupil continues to diminish year on year</li> </ul>
<p>To achieve and sustain consistent parent engagement of all pupils; particularly the parents of disadvantaged pupils.</p> <p>Parents have an improved understanding of growth mindset and how to develop their</p>	<p>Increased levels of parent engagement from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall Parents' Evening attendance rate for all pupils remains above 98%</li> <li>• The overall Parents' Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year</li> </ul>

<p>children's resilience in and out of school.</p> <p>Parents are confident on how to support their children's positive mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• There is an increased figures of male figure attendance from open mornings, learning meetings, Dads' breakfasts, workshops, reading/coffee mornings and all other social events within the school community</li> <li>• 98% parents/carers of Reception starters attend 'Stay and Play / Meet the Teacher' sessions and events.</li> <li>• Increased number of responses from parent questionnaires</li> </ul> <p>Sustained high levels of resilience and growth mindset from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Discussions between school staff and parents/carers, changes in approaches to parenting styles have a positive impact on the child's resilience and ability to understand challenges/mistakes and persevere through them.</li> <li>• Increased number of responses from parent questionnaires</li> <li>• Qualitative data from parent questionnaires, pupil voice and teacher observations</li> </ul>
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## 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: £ 60,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p><b>Quality First Teaching</b></p> <p>Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, coaching and mentoring with needs identified during focus weeks.</p> <p>Targeting pupils whose starting point at KS2 was Greater depth or equivalent to 2+, (school based attainment measure) to ensure that they continue working at Greater Depth (links to the Inclusion SIP plan).</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	1 2 3 5
<p><b>Additional teacher - Deputy Heads of school in Year 6 for English and Maths teaching.</b></p> <p>To be effective, well qualified and well trained staff are essential at identifying and targeting under-attaining and underachieving disadvantaged pupils. Ensuring all disadvantaged pupils receive targeted support in their learning to secure strong progress across the school.</p>	<p>Research shows that limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. Pay may be utilised as part of a strategy to attract and retain experienced, qualified and specialist teachers to schools with higher numbers of pupils eligible for the pupil premium.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</a></p>	1 2 3



Staff will support and target pupils who need to diminish the difference.		
<p><b>Teaching Assistant support</b></p> <p>Targeting under-attaining and underachieving disadvantaged pupils in class. To ensure disadvantaged pupils receive targeted support in their learning to secure strong progress of disadvantaged pupils across the school.</p> <p>Targeting higher attaining disadvantaged pupils to develop and embed their knowledge further, in particular those pupils whose starting point at KS2 was equivalent to 2+, to ensure they make expected progress and reach Greater Depth (links to the SIP plan – Inclusion).</p>	<p>Each class will continue to have a TA to support all pupils, particularly DA/PPG within the class.</p> <p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p><b>CPD/ Staff Training</b></p> <p>CPD for all staff will be necessary and will develop over the academic year.</p> <p>Relevant CPD training to support all staff to identify key points in a pupils learning, to provide meaningful marking and feedback, using questioning strategies and monitor the pupils learning to support their progress.</p> <p>Additional training in Basic Skills for Teaching staff looking at the new expectations; particularly for EYFS. This will be delivered by our DHT for Inclusion and Maths Lead utilised knowledge gained from courses from NCETM and local Math Hub.</p> <p>Additional training on use of Google Classroom; upskilling staff in order to utilise blended learning within the classroom as well as enabling staff to be able to provide families technical support.</p>	<p>Research carried out show providing positive, effective feedback is a well-evidenced and has a high impact on learning outcomes. Impacts are highest when feedback is delivered by teachers and TA's in the moment. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><b>Kagan</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><b>Shirley Clarke</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

<p><b>Deputy Head Teacher (DHT) Of Inclusion</b></p> <p>Inclusion lead is accountable to the Federation's Governing body and keep them informed of actions and achievement and progress of disadvantaged pupils. Monitoring the impact of interventions, ensuring that they remain effective and are driven by rigorous data analysis.</p> <p>Liaise and meet with all staff and professionals working within the Inclusion team – to ensure all team members are updated on pupils progress and safeguarding.</p> <p>Build a trusting relationship with both pupils and parents to enable the school to provide advice and support to raise attainment, attendance and engagement in school and child's attitude towards their learning.</p>	<p>The evidence examined by this review indicates that effective school leadership is important but, in isolation, is not a sufficient condition for successful school improvement. It shows that leadership has important effects on school organisation, culture and on teachers. Effects on pupil outcomes are largely indirect, operating through direct effects on the organisation, culture and teaching and learning environment. Working closely as a federation creates a stronger appropriate to the expectations and the outcomes of all our DA/PPG pupils.</p> <p><a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati">https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati</a></p>	<p>4 5 6 7</p>
<p>Purchase additional resources to support the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> \we purchased last year (Little Wandle) to maintain strong phonics teaching for all pupils.</p> <p>Targeted interventions are provided to ensure that disadvantaged pupils are on track to archive their potential and demission the gap between DA and non DA pupils passing their phonics test in KS1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>As such, we have implemented a school professional development (CPD) 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 questions and feedback – in the moment.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	<p>1 2 3</p>

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

Budgeted cost: £ 24,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SEND TA to lead on focused interventions/Booster groups</b> (Linked to the Inclusion SIP)</p> <p>Identifying the gap of missed learning from school closures and providing intervention to increase attainment in reading and writing at KS2 for our underachieving disadvantaged pupils.</p> <p>These interventions will take place over a longer period and include a mixture of pupils in KS2.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Research demonstrates that a focus on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1 2 3 4 5 6
<p><b>Learning Mentor/ Attendance and Welfare Officer</b></p> <p>Targeted support for pupils to develop their ability to recognise what is needed to improve their emotional state, which will in turn support their academic progress.</p> <p>The Learning Mentor continues to work closely with pupils and families and other professional to support their needs</p>	<p>Based on our own internal data, discussions with various stakeholders, the support of our Learning Mentor is an integral part of the support throughout the school, impacting positively on the wellbeing and achievement of our disadvantaged as well as the non-disadvantaged pupils and their families.</p> <p><a href="https://www.mentoring.org/mentoring-impact/">https://www.mentoring.org/mentoring-impact/</a></p> <p>Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=learning%20ment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=learning%20ment</a></p>	1 2 3 4 5 6 7
<p><b>Tutoring – small group/1:1</b></p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2 3 6

be disadvantaged, including those who are high attainers.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
<b>Additional learning resources</b>  Disadvantaged pupils are provided with more resources and targeted interventions to ensure they are on track to achieve their full potential and succeed in their achievements.	Resources including: <ul style="list-style-type: none"> <li>• Chrome books and laptops</li> <li>• Lexia Programme Licence (phonics support)</li> <li>• Mathletics and Times Table Rock Stars subscriptions</li> <li>• SEND resources</li> <li>• Purchase additional high-quality texts for classroom libraries</li> <li>• Art Therapist</li> <li>• Online library – Big Cat</li> <li>• Concrete manipulative</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1 2 3 4 5

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

Budgeted cost: £ 18,694.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p>Decreasing the persistent absences of our vulnerable pupils.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Developing strong relationships with our disadvantage families to enable all pupils to attend school all the time.</p> <p>Regularly liaising with Lewisham Attendance and Welfare Officer 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.</p>	<p>Learning mentoring working closely with all our families – supporting them where they needs is, such as uniform, food, community services access.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p>	6 7
<p><b>Engaging parents</b> Increasing parent engagement through continued support from all staff and learning mentor, ensuring parents continue to access resources and services.</p> <ul style="list-style-type: none"> <li>- Dads' Breakfast</li> <li>- Parent Workshops</li> <li>- Adult support for trips</li> <li>- Whole school events</li> <li>- Technology Training</li> <li>- Growth Mindset</li> </ul> <p><i>Sign posting to appropriate services:</i> Early Help, Mental Health Champions, Parenting Courses, Outside agencies.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	5 7
<p><b>Enrichment opportunities/ extra-curricular activities</b></p> <p>Increasing the wider curriculum opportunities for all children to develop meaningful experiences, including trips and visits outside school to internal visitors to school.</p>	<p>Urban Synergy, Free 2 Be, Subsidise Year 5/6 School journey, after school clubs, sports clubs, homework club, Mathletics club, mindfulness club, choir, sewing club.</p> <p>Research has shown that these interventions have positive benefits on learning, particularly for more vulnerable students. disadvantaged pupils. have access to aspirational activities giving them something in the future to aspire to. Pupils have a</p>	4 6 7

<p>Ensure pupils are not disadvantaged by financial back ground and are able to access the activities.</p> <ul style="list-style-type: none"> <li>- Urban Synergy Workshops</li> <li>- Lunch time clubs – sewing, Lego, drawing, chess, mindfulness club</li> <li>- Reading club/sessions</li> <li>- Table tennis club</li> <li>- Dance/drama club</li> <li>- Choir</li> </ul>	<p>positive feelings about the future and what they when become when they are an adult.</p>	
<p><b>Maintaining behaviour expectations</b></p> <p>Maintain and sustain the high expectations for positive behaviour; utilising expertise of SLT, SENDCo, more experienced colleagues to provide training and support for new members of staff.</p> <p>Providing targeted support for vulnerable pupils, working in partnership with staff, parents, and outside agencies, to implement a bespoke support plan, if needed.</p> <p>Staff continue to work with professionals and assertive mentoring identified pupils across the school.</p> <p>New members of staff embed Kagan co-operative strategies and behaviour policy/expectations.</p>	<p>Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches.</p> <ul style="list-style-type: none"> <li>- Art therapy</li> <li>- Drawing therapy</li> <li>- Kagan Co-operative Strategies</li> <li>- Outreach support</li> <li>- Assertive mentoring</li> <li>- Circle of friends groups</li> <li>- Buddy classes</li> <li>- Lego Therapy</li> <li>- Mindfulness club</li> <li>- Sewing Club</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4 6</p>
<p><b>Well-being of Pupil Premium pupils</b></p> <p>Pupils from disadvantaged families as well as those that have are finically just above the criteria to be in receipt of the pupil premium grant are well supported with their mental health and emotional wellbeing, particularly in light of Covid and school closures.</p>	<p>To promote and build the well-being and resilience of the pupils by going above and beyond, meeting the needs of the pupils and families, e.g buying school uniform, providing second hand clothing – such as shoes, trainers, coats, hats etc, PE kits, swimming kits, food hampers, subsidizing breakfast club and after school club sessions (when needed), homework club and other activities which occur on a need by need basis. School will also continue to embed regular use of circle times sessions to strengthen pupils PSHE. To continue to work with vulnerable families to safeguard and raise aspirations throughout.</p>	<p>4 6 7</p>
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to our own in Lewisham, we have identified a need to set a small amount of funding aside to respond quickly to the needs of our community that are yet to be identified.</p>	<p>4 5 6 7</p>

**Total budgeted cost: £ 103,596.00**



## 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 2021 to 2022 academic year.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. Our evaluation of the reasons for the outcome points directly to the negative impact of time and missed learning due to the pandemic, impacted subjects to varying degrees. As evidenced in schools across the country and research by the EEF and DfE shows, school closures and missed learning were most detrimental to our disadvantaged pupils, who were not able to benefit from funded improvements and targeted interventions to the degree we had intended. This disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check and multiplication check results and our own internal assessments and compared our results at a national level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

At Eliot Bank we recognise the challenges that schools are facing and we think it is extremely important that we consider the educational and emotional impact the pandemic has had on our pupils, along with the current cost of living crisis now risking making the situation even more difficult for our disadvantaged pupils. New research, from the EEF, shows schools continue *'to face big challenges supporting socio-economically disadvantaged and low attaining pupils because of the pandemic'*.

As a school, even with this national picture, we continue to have high expectations for our pupils. As a result of our high expectations to ensure that disadvantage pupils meet their potential, our data indicates that the outcomes for our disadvantaged pupils remain above or broadly in line with attainment by disadvantaged national at age related expectation at the end of every Key Stage (with the exemption of KS1 Writing and KS1 Overall) as a result of strong progress.

Last year, there was a heavy focus on oral rehearsal and developing the language and communication skills of pupils in EYFS and KS1. Strong QFT practice, using high quality discussions and targeted questioning in all of our EYFS daily practise, as well as ensuring pupils were exposed to rich vocabulary, allowed pupils to make connections between subjects when expressing themselves as readers and writers. It is also important to recognise that even though schools are required to use an agreed synthetic phonics programme, we have not lost sight of our strong practices in phonics teaching. As a result of strong practice and knowledge and understanding of our pupils, 100% of disadvantaged pupils in EYFS met age related expectation in Speaking, Comprehension, Word reading and Writing. In Year 1, 80% of disadvantaged pupils passed the Phonics check. In Year 6, 75% of disadvantaged pupils met age related expectation in Reading.

Another priority was to improve the attainment for disadvantaged pupils at the end of KS1 and ensure that pupils have a secure knowledge and understanding of basic skills within Mathematics. As a result, 100% of disadvantaged pupils in EYFS made age related expectation in Number and Numerical patterns. In Year 2, 62% of disadvantaged pupils made age related expectation in Maths.

Whilst the outcomes are strong, as we continued to have high expectations for all of our pupils, as a school we are never complacent. Analysis of the internal assessments during 2021/2022 indicates that the performance of disadvantaged

pupils was lower than in the previous 3 years' data (including comparisons to the data in the IDSR in 2018/19), and suggests the following:

- Under developed oral language and communication skills in EYFS and KS1.
- Knowledge and understanding of basic skills in Mathematics is not yet fully embedded.
- Decrease in the number of disadvantaged pupils achieving the higher standard at the end of KS1 and KS2.
- Emotional well-being and development of resilience affecting learning.

This is reflective of the national picture, demonstrating the additional impact of the pandemic on disadvantaged pupils and, as such, these areas of learning will remain part of our strategy going forward and they are outlined in the priorities above.

As outlined in last year's review, our resolve was driven by the Federation's strategic approach to maintaining a high-quality knowledge-engaged curriculum through regular review of its impact on pupils' achievement. Our review, as well as our use of high quality, evidence based assessment for learning, helped us to create a Recovery Mapping Tool. This has supported staff to map out and align the Federation's clear expectations of coverage, of how to make learning engaging, and of how to target all pupils, particularly disadvantaged pupils. The use of the Recovery Mapping Tool continued to be threaded through our evaluation and monitoring cycles, including pupil progress meetings, in which staff and Senior Leaders discuss strategic planning to support each cohort and to ensure disadvantaged pupils are making accelerated progress. For example, Eliot Bank continues to be committed to cross federation planning in which Middle Leaders and/or more confident staff from different phases work together to plan appropriate teaching sequences through high-quality discussions about teaching and learning. As a result, staff have further developed their understanding of planning, how to support and challenge through targeted questioning or how to utilise low stakes quizzes to inform and reshape future planning.

High quality teaching and learning discussions with Senior Leaders and Middle Leaders, as well as high quality professional development, including TA and teaching staff, ensured all staff had a clear understanding of the impact that missed content has had on the pupils that they work with. As outlined last year, Eliot Bank invested in high quality curriculum professional development (CPD) such as the Talk for Writing INSET in January and continued training in September. This has ensured the development of new members of staff as well as refining the practice of more experienced members of staff who are familiar with the structures that align with our school's writing pedagogy. This has supported the school's focus on oral rehearsal and providing pupils with further writing opportunities across the curriculum. ECTs have also had the opportunity to observe 'experts' as part of their first and second year ECT programme to ensure they are maximising opportunities to develop their own knowledge and understanding of the writing process which in turn will improve their ability to plan and deliver high quality writing lessons.

The Federation use research, internal data and continuous assessment for learning to develop a strong knowledge and understanding of the recovery curriculum. We ensured pupils' gaps were identified and assessment for learning was used to plan and implement a range of quality first teaching strategies and interventions to accelerate all pupils' progress. This was evidenced in our whole school improvement priorities, "*Continue to ensure that pupils catch up on any missed content as quickly as possible, particularly disadvantaged pupils by rapidly identifying and closing the gaps in their knowledge and skills base*" drawing upon Barry Carpenter's Recovery Curriculum and 5 Levers which very much aligned with our ethos and approach to teaching and learning. Our CPD approach was also centred around rebuilding strong relationships and helping pupils to reskill themselves as learners and explicitly discussing recovery rather than 'catch-up', which was also a whole school priority, "Ensure that the skills needed to be effective learners are explicitly reviewed with pupils so that they reskill and rebuild their confidence as learners" (*Recovery Curriculum - Lever 4 Metacognition*). Our monitoring and evaluation cycles, including pupil progress meetings, provided staff with the opportunities to discuss how they could adapt their teaching to target all pupils, especially disadvantaged. Staff work closely together to create targeted activities and resources to inform future planning. Staff were provided with quality CPD training on assessment for learning, how to provide purposeful feedback, using questioning strategies in class and how to monitor the pupils learning to support their progress within a lesson. These CPD sessions were based on the work of Shirley Clarke and John Hattie – Visible Learning Feedback.



This year, staff have built upon the strong approach to recovery and they continue to use a wide range of brain-friendly strategies to best support pupils in the classroom to promote co-operative learning, helping to reduce pupil anxiety related to 'missed content'. This was evidenced in the Pupil Premium audit, where 100% of pupils felt they had a trusted adult to talk to in school that *'helped them to solve some of their problems so [they] can concentrate on their learning better.'* Overall, attitude to learning and behaviour continues to be outstanding at Eliot Bank.

Last year, the Deputies for Inclusion and the SENDCos' work on cross federation Pupil Premium and SEND Audits continued. We remain committed to monitoring and evaluating the provision that our most vulnerable pupils receive. One of the strengths of the schools' provision, identified in the Pupil Premium audit last year, was the high level of engagement as a result of our knowledge-engaged curriculum. Pupils were able to explain what they enjoyed about lessons; in particular pupils spoke articulately about the non-core subjects and how much they enjoyed the creative freedom of the art curriculum. Overall, both audits have been strong and pupil voice has helped to shape our next steps and decision making, particularly regarding 'in the moment feedback' as the majority of pupils were able to articulate why they preferred verbal feedback, rather than distance marking.

In 2020-2021, we highlighted the cross federation work on SEND access tabs on the website. These resources continue to support a number of disadvantaged and non-disadvantaged pupils whether or not they have SEND needs. This year, this resources is being utilised not only by families but staff as well, to support them in delivering QTF strategies to support those who need reasonable adjustments. As staff have become more familiar with the content on the website, they were able to signpost families to specific resources to enable parents/carers to support pupils with their learning at home. Parents have reported that these resources and other resources provided to them by the SENCo have helped them to use familiar strategies with their children at home and this in turn has supported the pupils to embed this knowledge in their long-term memory.

Collaboration across the Federation continued to be a priority as all stake holders had opportunities to discuss the priorities for short, medium- and long-term planning throughout the year. For example, the Deputy Heads for Curriculum and Assessment worked closely with the Inclusion Deputies and Curriculum Leads. They utilised the expertise and knowledge of more experienced colleagues as well research and resources from high quality websites such as NCETM and Talk for Writing to inform future planning. They carefully considered the expectations for each year group and looked at where missed content could best be revisited or taught without losing sight of the expectations for the curriculum. Staff ensured pupils' gaps were identified in a timely manner using assessment for learning and discussed their range of quality first teaching strategies and interventions to accelerate pupils' progress during pupil progress throughout the year.

Communication with our parents, especially during the pandemic has been paramount. Our strong relationships and consistent communication with families remains a real strength of the school. Last year, we remained committed to supporting our pupils and their families, whose needs are wide ranging, and to thinking creatively, trying to overcome many barriers to learning and mitigate the impact of missed content as well as anxiety and/or trauma as a direct or indirect result of the pandemic. Internal assessments and observations have indicated that there has been an increase in the number of families (of disadvantaged and non-disadvantaged pupils) that have needed a more bespoke package of support for trauma, anxiety or bereavement and/or financial support. We anticipated this would be the case and signed a new service level agreement for Art Therapy for a number of highly vulnerable pupils. This intervention has been well received by pupils and our key families. We increased the financial support available for both disadvantaged and non-disadvantaged pupils by providing food vouchers as well as heavily subsidised spaces at our after school clubs. As and when necessary, we have also funded wrap around care for very vulnerable families. In addition to this, staff were able to provide further targeted support for families and /or signposted them to external agencies. These families benefited from a range of interventions that best suited their needs. For example, referrals to external agencies were made in a timely manner, in consultation with families, to ensure they were provided with the right support as quickly as possible. This supported any PSCH barriers and minimised the impact on pupils' academic achievement. As a result of all the above strategies, our internal data and feedback outcomes indicated that parents felt well supported by the school and, the additional measures implemented made a difference to the wellbeing of the pupils, as well as their families. This data was also supported by the increase of disadvantaged pupils' parental engagement to events, trips and parents' evenings throughout the year.

In 2020/21, non-disadvantaged pupils maintained the school's high expectations for strong attendance (97%). In comparison, attendance for disadvantaged pupils did not meet our high expectations. There was a difference of 8%. The national figures for persistent absence for the entire academic year 2021 – 2022 have not yet been released (they are due to be released in March 2023). As a result of rigorous targeted family support from our inclusion team and learning mentor to ensure our pupils are attending school on a regular basis, the attendance for our disadvantaged pupils has become broadly in line with whole school for 2021/2022, with a figure of 95%. This is a vast improvement on our previous figures.

Our Senior Leaders and attendance officer have worked very closely with the Local Authority, who have decided to conduct attendance meetings earlier than usual (if pupils are identified as being close to becoming persistently absent) and particularly if pupils were persistently absent the previous year and needed support with their attendance. The attendance and welfare officer has also increased telephone contact with parents to ensure that reasons for absence are in-line with NHS guidance - 'Should I keep my child at home'. In addition to the above, we continue to support families of pupils who have been identified as being persistently absent and/or historically persistently absent by drawing upon the expertise of many stake holders and outside agencies in order to improve their attendance. The national figure for persistent absence for Autumn Term 2021 was 24%. Compared to the same time frame, the school remains below National at 9.7%. As a result of all of the above interventions, school has reduced the number of disadvantaged pupils who became persistent absence pupils, resulting in our 2021/2022 figure of 7.4%, which was 2% below the entire school.

It is important to recognise that due to the significant and sustained efforts of many members of staff in our school, there were many improvements in attendance made for a number of our highly vulnerable pupils. Any intervention that is used at Eliot Bank is research driven and as such we have studied the latest EEF research review. The research review looked at the findings of 72 studies into interventions aimed at improving pupils' attendance. Whilst there is evidence of positive impact for some approaches, the report states that more research is needed to provide schools with a clearer picture on how best to support pupils that are persistently absent. However, one of the approaches shown to have a positive impact is sending personalised 'nudge' letters and/or texts to parents of who are persistently absent, which Eliot Bank has used very successfully. In addition to this, another intervention that led to some positive outcomes is a responsive approach, where schools identify and address individual causes or barriers behind a pupils' persistent absence, an approach we also continue to use to ensure that all families know that strong attendance at school by all pupils, particularly the disadvantaged pupils, is our utmost priority.

Despite the challenges presented, we continue to celebrate many successes throughout the year evidenced through outcomes and progress outlined above as well as personal success stories for some of our most vulnerable pupils, disadvantaged as well as non-disadvantaged. It has been recognised in parental feedback and incidental conversations between staff, at Full Governing Body meetings, Peer Reviews and Local Authority School reviews, that as a school, we are extremely passionate and committed to raising outcomes and accelerating progress for our disadvantaged pupils.

As a result of all the information outlined above, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Art Therapist	Inclusion Outreach
Inclusion Outreach Services	Lewisham
Private SaLT (1 day a week)	NHS Speech and Language
Google Classroom Online provision	Google
Stem Role Model Seminars	Urban Synergy
Lexia Core 5	Lexia Learning
Mathletics online maths programme	3P Learning
Times Table Rockstars Online times table programme	Maths Circle Limited
Online Library – E Library	Collins Big Cat
People Scape Theatre company	Lewisham
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)

Our Pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice in the area of **feedback**. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to work on our approach across the Federation to further **diversify the curriculum** so that it reflects the daily lived lives of all of our community; ensuring that children are able to identify themselves across our knowledge-engaged curriculum.
- continuing to invest in high-quality CPD in English such as the Talk for Writing INSET and utilising the support and CPD from the Early Years Quality and Inclusion Team in Lewisham who delivered training on Supporting SEND in the EYFS.

### Feedback

At Eliot Bank, we started to develop our practice around feedback over three years ago, looking at best practise for marking and feedback across the curriculum and across the key stages. This collaborative approach, ensured that teachers had the opportunity to share their practice and discuss the impact that it has had on their pupils.

Following on from this piece of work, the Executive Headteacher and Head of Schools have worked with the Deputy Heads for Curriculum and Assessments to further shape and develop our approach to marking and feedback. There have been several Professional Development Meetings (PDMs) across the year to look at our approach to marking and the impact of 'in the moment marking' and as well as the purpose and balance of 'distance marking'. As a result of collaboration with the federation, Senior Leadership team, and an experienced colleague in Writing, the school has produced a bespoke addendum to the marking and feedback policy to trial in Autumn 2022 and Spring 2023, focusing on the impact of 'in the moment marking'.

This continues to be a whole school priority, particularly in when pupils are given the opportunity to write across the curriculum.

### Diversifying the curriculum

This work is being led by a number of stakeholders, including Senior Leaders and Middle Leaders attending training with Gulshan Kayembe and Lewisham's Equality Training, Racial Literacy Training for Inclusion and Curriculum Leads as well as self-directed study to inform our decision making when refining our practice and curriculum.

Most recently, the Executive Headteacher and Head of School have planned in another piece of work with Gulshan Kayembe to look at how we can take our work on diversifying the curriculum further by utilising the knowledge and lived-experience of our community to help ensure the curriculum reflects all voices in our community.

### Planning, implementation, and evaluation

In planning our new Pupil premium strategy, Senior Leaders across the Federation have evaluated which approaches had greatest impact and why other approaches, previously undertaken in 2020/21 and 2021/22, have had not had the degree of success that we had expected or that we have achieved historically. We will continue to make the yearly Pupil Premium and SEND audits a priority to consider evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers. We will use these to assess the impact that activities, outlined in our pupil premium strategy, are making towards achieving our ultimate goals for our disadvantaged pupils.

We are continuing to invest in high-quality CPD for staff including, Middle Leader training. The Middle Leaders have now had two years of training with the Deputy Head teacher for Curriculum and Assessment. As part of their subject specific improvement priorities, Middle Leaders continue to utilise CPD from Lewisham Learning, with opportunities such as those provided by local Maths and English Hubs to attend training on best practice. Ensuring that this information and/or sourcing is shared across the relevant year groups and that it is driven by members of the curriculum teams is a priority.

In addition to the research driven approach to our previous strategies, we will continue to look reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the [EEF's implementation guidance](#) to help us develop our strategy and we will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time as necessary to secure better outcomes for disadvantaged pupils.