

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% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (Year 3 of 3)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Maria Gilmore Executive Head of school
Pupil premium lead	Lorraine McGuire Deputy Head of school
Governor / Trustee lead	Mr Peter Fidel Ms Katie Knowles

Funding overview

Eliot Bank school	Amount
Pupil premium funding allocation this academic year	£ 85,085.00 (received total)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.</i></p> <p><i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£ 14,123.00
<p>Total budget for this academic year</p> <p><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></p>	<p>£ 85,085.00</p> <p>(+ £14,123.00)</p> <p>£ 99,208.00</p>

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"> 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 in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language. EYFS outcomes in 2023/24 show that the internal gap between disadvantaged pupils that achieve a GLD in Communication and Language and their non-disadvantaged peers continues to diminish year on year KS1 reading outcomes in 2023/24 show that 75% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2023/24 show that 75% of disadvantaged pupils met the expected standard.
<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"> The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures 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 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 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 Increased number of raw score in phonics check for all pupils; particularly disadvantaged pupils Increased number of disadvantaged pupils attaining the higher standard in Writing at the end of KS1 and KS2
<p>Pupils have a secure knowledge and understanding of basic skills within Mathematics</p> <p>Improved attainment for disadvantaged pupils at the end of KS1</p>	<ul style="list-style-type: none"> KS1 and KS2 outcomes in 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures. KS1 and KS2 outcomes in 2023/24 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year There is an increased number of disadvantaged pupils attaining the higher standard in Maths at the end of KS1 and KS2 Year 4 outcomes in 2023/24 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.
<p>Pupils with specific social, emotional and behavioural and health needs are identified early</p>	<p>Sustained high levels of social, emotional and behavioural and health needs in 2023/24 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"> • 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 greater resilience and independence in lessons • Qualitative data from teacher feedback, inclusion meetings and assessments shows children are making progress with independent learning skills.
<p>All disadvantaged pupils have access to learning at home</p> <p>Disadvantaged pupils regularly access enrichment activities in and out of school</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<ul style="list-style-type: none"> • Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school. • All pupils have access to 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. • Teachers are regularly responding to pupils’ work and moving their learning forwards • Disadvantaged children have access to a full school experience and not be disadvantaged because of lack of technology. • An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to. • Pupils have positive feelings about the future and are able to verbalise their 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.
<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 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Absence figures continued 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
<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 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall Parents’ Evening attendance rate for all pupils remains above 98% • The overall Parents’ Evening attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to diminish year on year

<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"> • 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 • 98% parents/carers of Reception starters attend 'Stay and Play / Meet the Teacher' sessions and events. • Increased number of responses from parent questionnaires <p>Sustained high levels of resilience and growth mindset from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • 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. • Increased number of responses from parent questionnaires • Qualitative data from parent questionnaires, pupil voice and teacher observations
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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: £ 60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed (Focus column)
<p>Quality First Teaching</p> <p>Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1 2 3 5</p>
<p>Additional teacher - Deputy Heads of school in Year 6 for English and Maths teaching.</p> <p>To be effective, well qualified and well trained staff are essential at identifying and targeting under-attaining and underachieving disadvantaged pupils.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</p>	<p>1 2 3</p>

<p>Staff will support and target pupils who need to diminish the difference.</p>		
<p>Teaching Assistant support</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 Higher standard (links to the SIP plan – Inclusion).</p>	<p>We continue to ring-fence funding to prioritise Teaching Assistant Support. As a result, each class will continue to have a full time Teaching Assistant to support all pupils, particularly the disadvantaged.</p> <p>The National Agreement to help raise pupil standards and tackle excessive teacher workload, in large part via new and expanded support roles and responsibilities for TAs and other support staff. The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1 2 3 4</p>
<p>CPD/ Staff Training</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>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>Kagan https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Shirley Clarke https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1 2 3 4</p>

<p>Deputy Head Teacher (DHT) Of Inclusion</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>https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership-latest-2020-publicati</p>	<p>4 5 6 7</p>
<p>Purchase additional resources to support the DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</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>SEND TA to lead on focused interventions/Booster groups (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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 2 3 4 5 6</p>
<p>Learning Mentor/ Attendance and Welfare Officer</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>https://www.mentoring.org/mentoring-impact/</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>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</p>	<p>1 2 3 4 5 6 7</p>
<p>Tutoring – small group/1:1</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3 6</p>

<p>be disadvantaged, including those who are high attainers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Additional learning resources</p> <p>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.</p>	<p>Resources including:</p> <ul style="list-style-type: none"> • Chrome books and laptops • Lexia Programme Licence (phonics support) • Mathletics and Times Table Rock Stars subscriptions • SEND resources • Purchase additional high-quality texts for classroom libraries • Art Therapist • Online library – Big Cat • Concrete manipulative <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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

Budgeted cost: £ 15,208.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Decreasing the persistent absences of our vulnerable pupils.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance 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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning.</p>	<p>6 7</p>
<p>Engaging parents 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"> - Dads' Breakfast - Parent Workshops - Adult support for trips - Whole school events - Technology Training - Growth Mindset <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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5 7</p>
<p>Enrichment opportunities/ extra-curricular activities</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, sanctuary 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>	<p>4 6 7</p>

<p>Ensure pupils are not disadvantaged by financial back ground and are able to access the activities.</p> <ul style="list-style-type: none"> - Urban Synergy Workshops - Lunch time clubs – sewing, Lego, drawing, chess, mindfulness club - Reading club/sessions - Table tennis club - Dance/drama club - Choir - Mindfulness club - Sanctuary club - Yoga Club - Bikability 	<p>positive feelings about the future and what they when become when they are an adult.</p>	
<p>Maintaining behaviour expectations</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. Insistent and consistent approach to behaviour.</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"> - Art therapy - Drawing therapy - Kagan Co-operative Strategies - Outreach support - Assertive mentoring - Circle of friends groups - Buddy classes - Lego Therapy - Mindfulness club - Sewing Club - Sanctuary Club - SENCo TA <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4 6</p>
<p>Well-being of Pupil Premium pupils</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>

Contingency fund for acute issues	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.	4 5 6 7
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Total budgeted cost: £ 99, 208.00

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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.

- At the time of assessment there were 69 disadvantaged pupils on our register.
- 20 disadvantaged pupils also had a special educational need and/or disability.

For reference:

Year Group	Number of pupils	Year Group	Number of pupils
Nursery	4	Year 3	18
Reception	6	Year 4	9
Year 1	6	Year 5	8
Year 2	6	Year 6	12

This year our school's 2023 performance data was published by the DfE. We have analysed the performance data of our school's disadvantaged pupils during the previous academic year of 2022-2023. In school we draw on the national assessment data from EYFS data, end of Key Stage 1 and 2 performance data, phonics check and multiplication check results, as well as our own internal and formative assessments. From this information, we are able to analyse and compare our data, allowing us to better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

As evidenced by research by the EEF and DfE, Covid-19 had a significant impact on the education system. School closures 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. 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.

1) Intended outcome	Success criteria
<p>All pupils, particularly disadvantaged pupils, have secure oral language and communication skills.</p> <p>All pupils, particularly disadvantaged pupils in KS1 and Lower KS2, have a deep and rich vocabulary, allowing them to make connections when expressing themselves as readers and writers; as well as during discussions.</p>	<ul style="list-style-type: none"> • 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 in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language. • EYFS outcomes in 2023/24 show that the internal gap between disadvantaged pupils that achieve a GLD in Communication and Language and their non-disadvantaged peers continues to diminish year on year • KS1 reading outcomes in 2023/24 show that 75% of disadvantaged pupils met the expected standard. • KS2 reading outcomes in 2023/24 show that 75% of disadvantaged pupils met the expected standard.

Evidence, Impact and Headlines – Outcome 1

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
EYFS Outcomes By 2023/24 show that more than 75% of disadvantaged pupils met the expected standard in Communication and Language	Listening, attention and understanding	Speaking	Listening, attention and understanding	Speaking
	83%	83%	92%	92%
	National all pupils 83%	National all pupils 83%		
KS1 reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard	KS1 Percentage of Disadvantaged pupils that made age related expectation in Reading 2023		National for all pupils Reading 2023	
	80%		68%	
KS1 Reading outcomes By 2023/24 show that the internal gap between disadvantaged pupils that achieve expected standard in Reading - continues to diminish year on year	Percentage of Disadvantaged pupils that made age related expectation in Reading 2022/2023		Percentage of Non- Disadvantaged pupils that made age related expectation in Reading 2022/2023	
	2022	2023	2022	2023
	45%	80%	80%	88%
KS2 Reading outcomes by 2023/24 show that 75% of disadvantaged pupils met the expected standard.	KS2 Percentage of Disadvantaged pupils that made age related expectation in Reading 2023		KS2 National for all pupils	
	77%		73%	
KS2 Reading outcomes By 2023/24 show that the internal gap between disadvantaged pupils that achieve expected standard in Reading - continues to diminish year on year	Percentage of Disadvantaged pupils that made age related expectation in Reading 2022/2023		Percentage of Non- Disadvantaged pupils that made age related expectation in Reading 2022/2023	
	2022	2023	2022	2023
	75%	77%	88%	91%

- At Eliot Bank we have continued to build on the strong 'Outstanding EYFS' *Ofsted April 2023* practices and successes of 2022/2023. Within the EYFS we have a strong focus on oral rehearsal and developing the language and communication skills of pupils in EYFS and KS1.
- This continues to develop through strong QFT practice of Talk for Writing, with daily phonics sessions and interventions, which allow the children to using high-quality discussions and in the moment feedback. This ensured pupils were exposed to rich vocabulary allowing them to make connections between subjects when expressing themselves as readers.
- As a result, our outcomes for our disadvantaged pupils remain in line with National data for all pupils of 83%. This was recognised in our Peer Review March 2023, '*In the early years, provision is strong with well-developed and well-structured tasks during continuous provision. There is good continuity and progression in the provision from Nursery to Reception. Oral work and development of language and communication is facilitated well by the staff in the early years in how they interact with children, question them and model the use of language for them*'.
- In KS1, our Reading outcomes for disadvantaged pupils are above our expectations of 75% and remain above national figures for all pupils. It is also important to recognise this cohort of pupils have increased the number of pupils on track to make age related expectations by 35% when compared to their outcomes in 2022. This is again due to the strong QFT and practice of our high-quality phonic program 'Little Wandle'. In April 2023, Ofsted

identified, 'Leaders prioritise reading to ensure pupils can read with fluency and confidence. Leaders have introduced a phonic programme, which is used effectively. They encourage pupils to use their phonics knowledge to write accurately'.

- In KS2, strong practices in our whole class reading approach to comprehension has supported pupils' understanding, their ability to articulate their answers and accurate use the text to build an evidence base for their responses. This was identified during our Peer Review March 2023, 'The high-quality texts chosen provide good challenge as well as opportunities for deeper learning for the more able. The level of fluency in reading by the end of Key Stage 1 is strong with many pupils who are already reading ahead of age-related expectations and very few who are still working towards these.'
- As a result, the data demonstrates there have been strong outcomes for disadvantaged pupils at all end of key stages. In KS2, disadvantaged pupils have met our expectations of 75% and remains above the national outcomes in comparison to all pupils.

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

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

Evidence, Impact and Headlines – Outcome 2

Success Criteria	Disadvantaged Pupils 2023			Non-Disadvantaged Pupils 2023		
	Comprehension	Word Reading	Writing	Comprehension	Word Reading	Writing
The percentage of pupils that attain a GLD in Comprehension, Word Recognition and Writing in EYFS is never lower than national figures	80%	80%	80%	88%	88%	88%
	National 81% (all pupils)	National 76% (all pupils)	National 71% (all pupils)	National 81% (all pupils)	National 76% (all pupils)	National 71% (all pupils)

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
KS1 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in phonics is never lower than national figures	Percentage of Disadvantaged pupils that made phonics thresholds 2022	Percentage of Disadvantaged pupils that made phonics thresholds 2023	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2022	Percentage of Non-Disadvantaged pupils that made phonics thresholds 2023
	75%	100%	90%	89%
	National 76% (all pupils)	National 79% (all pupils)		

Success Criteria	Disadvantaged Pupils				Non-Disadvantaged Pupils			
KS1 and KS2 outcomes by 2023/24 show that the internal gap in English between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year	Percentage of Disadvantaged Pupils attaining ARE in 2022		Percentage of Disadvantaged Pupils attaining ARE in 2023		Percentage of Non-Disadvantaged Pupil attaining ARE in 2022		Percentage of Non-disadvantaged Pupil attaining ARE in 2023	
	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
	KS1 45%	KS1 27%	KS1 80%	KS1 80%	KS1 89%	KS1 86%	KS1 90%	KS1 84%
	KS2 75%	KS2 50%	KS2 75%	KS2 75%	KS2 88%	KS2 79%	KS2 91%	KS2 85%

- It is important to recognise that even though schools are required to use an agreed 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, 80% of disadvantaged pupils in EYFS made age-related expectation in Speaking, Comprehension, Word reading and Writing.
- In Year 1, we have built upon the successes of last year and there has been an improvement in the percentage of disadvantaged pupils that make age-related expectations. This year, 100% of Year 1 disadvantaged pupils have outperformed in the phonics screening assessment when compared to their non-disadvantaged peers.
- In Year 2, 80% of disadvantaged pupils made age related expectation in Reading and Writing.
- Our pedagogical approach to writing is underpinned by 'Talk for Writing' in EYFS and Key Stage 1. Last year, we utilised the expertise of the EYFS teachers to lead on CPD training for staff on updates and refine their approaches to writing after attending Pie Corbett's 'EYFS Talk for Writing' course. As a result of strong practice and knowledge and understanding of our pupils, 80% of disadvantaged pupils in EYFS made age-related expectations in Comprehension, Word reading and Writing. This year, disadvantaged pupils have achieved our school expectations with only an 8% difference between our disadvantaged and non-disadvantaged pupils.

Success Criteria	Disadvantaged pupils				Non-Disadvantaged pupils			
Increased number of disadvantaged pupils attaining the higher standard in English at the end of KS1 and KS2	Percentage of Disadvantaged Pupils attaining GDS in 2022		Percentage of Disadvantaged Pupils attaining GDS in 2023		Percentage of Non-Disadvantaged Pupil attaining GDS in 2022		Percentage of Non-disadvantaged Pupil attaining GDS in 2023	
	KS1 Reading 0%	KS1 Writing 0%	KS1 Reading 20%	KS1 Writing 20%	KS1 Reading 36%	KS1 Writing 23%	KS1 Reading 36%	KS1 Writing 16%
	KS2 Reading 13%	KS2 Writing 0%	KS2 Reading 38%	KS2 Writing 0%	KS2 Reading 44%	KS2 Writing 10%	KS2 Reading 57%	KS2 Writing 21%

- Our data outlined above demonstrates there have been improvements made in the percentage of disadvantaged pupils that made age-related expectations in Reading and Writing. The data also evidence that the internal gap between disadvantaged pupils and non-disadvantaged pupils has decreased since 2022-2023.
- In KS1, 20% of the disadvantaged pupils made the higher standard in Reading or Writing, compared to the 2022 where 0% achieved the higher standard. In comparison, 38% of the disadvantaged pupils in KS2 made the higher standard in Reading and 0% made the high standard in Writing.
- As outlined in the PPG Strategy, in line with the national picture, the main priority in English is to ensure that the disadvantaged pupils make age-related expectations. However, we will continue to target those pupils that demonstrate potential for the higher standard in Reading and Writing across each key stage.
- Our Monitoring and Evaluation cycles continues to be a strength of the school. Working closely with our federated school, we continue to utilise our Recovery Mapping Tool as well as pupil progress meetings, SEND meetings and curriculum team school improvement priorities. Staff ensure that disadvantaged pupils are at the forefront of discussions, ensuring that gaps are identified in a timely manner to support strategic planning so that disadvantaged pupils are making accelerated progress.

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

Success Criteria	Disadvantaged Pupils		Non-Disadvantaged Pupils	
<p>KS1 and KS2 outcomes by 2023/24 show that the percentage of disadvantaged pupils that meet the expected standard in Maths is never lower than national figures</p> <p>KS1 and KS2 outcomes by 2023/24 show that the internal gap between disadvantaged pupils that meet the expected and their non-disadvantaged peers continues to diminish year on year</p>	Percentage of Disadvantaged Pupils attaining ARE in Maths 2022	Percentage of Disadvantaged Pupils attaining ARE in Maths 2023	Percentage of Non-Disadvantaged Pupil attaining ARE in Maths 2022	Percentage of Non-disadvantaged Pupil attaining ARE in Maths 2023
	KS1	KS1	KS1	KS1
	55%	80%	82%	84%
	National 68% (all pupils)	National 70% (all pupils)	National 68% (all pupils)	National 70% (all pupils)
KS2	KS2	KS2	KS2	
63%	77%	86%	84%	
National 71% (all pupils)	National 73% (all pupils)	National 71% (all pupils)	National 73% (all pupils)	

Success Criteria	Disadvantaged pupils		Non-Disadvantaged pupils	
There is an increased number of disadvantaged pupils attaining the higher standard in Maths at	Percentage of Disadvantaged Pupils attaining GDS in Maths 2022	Percentage of Disadvantaged Pupils attaining GDS in Maths 2023	Percentage of Non-Disadvantaged Pupil attaining GDS in Maths 2022	Percentage of Non-disadvantaged Pupil attaining GDS in Maths 2023

the end of KS1 and KS2	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2
	0%	13%	20%	15%	36%	38%	36%	24%

Success Criteria	Disadvantaged Pupils				Non-Disadvantaged Pupils			
	Percentage of pupils 2022		Percentage of pupils 2023		Percentage of pupils 2022		Percentage of pupils 2023	
Year 4 outcomes by 2023/24 show that the percentage of disadvantaged pupils meet the expected standard in the MTCs is never lower than the national figures.	15 out of 25	20 out of 25	15 out of 25	20 out of 25	15 out of 25	20 out of 25	15 out of 25	20 out of 25
	44%	33%	88%	55%	70%	60%	87%	72%
	National 19.8 (all pupils)		National 20.2 (all pupils)		National 19.8 (all pupils)		National 20.2 (all pupils)	
	National 17.9 (disadvantaged pupils)		National 18.3 (disadvantaged pupils)					

- 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, 80% of disadvantaged pupils in KS1 have achieved the Expected standard in Maths in 2023. It is important to recognise this is an increased number of pupils on track to make age - related expectations by 25% when compared to their outcomes in 2022.
- In KS2, 77% of disadvantaged pupils made age related expectation in Maths, which is about National average of all pupils in 2023. This is also an increase of 14% on the outcomes in 2022.
- Through a triangulation of evidence, including observations, book scrutinies and pupil voice, there is strong evidence that pupils are given opportunities to apply basic skills Mathematics in other contexts. For example, the evidence demonstrates that teachers are utilising brain-friendly strategies, such as model examples, guided practice, visual and pictorial representation to support the teaching of a mastery approach to Maths. External agencies have commented on how well established the use of KAGAN cooperative learning strategies to support high quality partner talk is used very effectively to enable pupils to support one another and make progress. Discussions with pupils during Pupil Premium and SEND audits have highlighted their enjoyment of Mathematics and investigation work. This was supported by book scrutinies which evidenced lots scaffolded strategies being used in Maths across all key stages.
- As outlined in the PPG Strategy, in line with the national picture, the main priority in Maths is to ensure that the disadvantaged pupils make age-related expectations. We will continue to work on challenges for the most able in Maths and refine strategies to ensure that pupils are gaining in-depth understanding through the mastery approach.
- A strong focus on fluency has helped to further refine our practice of basic skills in Maths. Our data demonstrates an improvement in the average MTC scores by 5 additional correct answers. The gap between disadvantaged pupils and non-disadvantaged pupils has decreased since last year. All pupils' average MTC score is above national. In 2023, 11% of our disadvantaged pupils scored 100%, compared to 0% in 2022.
- We will continue to target pupils in small groups to develop pupils' knowledge and recall of their times tables, ensuring that they are regularly accessing Times Tables Rockstars at home.

4) Intended outcome	Success criteria
Pupils with specific social, emotional and behavioural and health needs are identified	Sustained high levels of social, emotional and behavioural and health needs in 2023/24 demonstrated by:

<p>early and provided with appropriate interventions.</p> <p>To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<ul style="list-style-type: none"> • Early identification of children SEMH needs happens in a timely manner to ensure that the whole child is supported; ensuring that they will not be impacted negatively by economic difficulties. • All pupils work with greater resilience and independence in lessons • Qualitative data from teacher feedback, inclusion meetings and assessments shows children are making progress with independent learning skills. 	
<ul style="list-style-type: none"> • Current research, from the EEF, shows that nationally schools continue to face significant challenges supporting socio-economically disadvantaged and low attaining pupils. At Eliot Bank, we recognise the challenges that schools are facing and we think it is extremely important that we consider both the educational and emotional impact of Covid had on our pupils along with the current cost of living crisis which is impacting both our disadvantaged and most vulnerable families. 		
<p>Curriculum</p>		
<ul style="list-style-type: none"> • Last year, we used Barry Carpenter's Recovery Curriculum and 5 Levers to further shape our approach to teaching and learning. Staff have used research driven approaches to recovery and are excellent at utilising a wide range of brain-friendly strategies to best support pupils in the classroom to promote cooperative learning, helping to reduce pupil anxiety and improve their resilience. This was evidenced our Ofsted report April 2023 <i>'Leaders develop pupils' character through enrichment activities. Teachers encourage pupils to take on responsibilities'</i>. • PSHCE is threaded through our curriculum, and staff use many different opportunities to address pupils' social and emotional needs, including whole class discussions and, where needed, bespoke support is provided by Mentoring and Coaching approaches. This style of support has worked extremely well for pupils in KS1 and KS2, where we have seen pupils develop their knowledge and understanding of emotions and the impact their actions and reactions can have on themselves and others. 		
<p>Sanctuary Clubs</p>		
<ul style="list-style-type: none"> • This year at Eliot Bank we introduced a range of lunchtime Sanctuary clubs, which includes games clubs, mindfulness sessions reading sessions. This lunchtime groups are designed to provide a bespoke package of support to those pupils who find lunchtimes difficult to manage. These groups are led by our Learning Mentor and a highly experienced Inclusion SEN Teaching Assistant. There is a strong focus on team work, inclusion, relationships, as well as communication and language skills to help support the pupils' social skills. • The purpose of our Sanctuary clubs is not to allow pupils to self-exclude themselves from the playground but to provide a safe space to allow pupils to make new connections, have fun and to develop new skills in order for pupils to use them not only in the playground but their classroom as well. • As a result of the above, we have seen an increased up-take of pupils wanting to attend the groups. What we have found to be a success of these groups, particularly in the KS2 Sanctuary, is that dysregulated pupils are actively attending the group to help them 'calm down at lunchtime' or seeking support from trusted adults to help them regulate if they find a situation challenging during lunch. 		
<p>Outreach Art Therapy</p>		
<ul style="list-style-type: none"> • Last year, we continued the Art Therapy provision to ensure we were able to provide specific support to those pupils with social, emotional and behavioural needs. We have seen a real enthusiasm from pupils to attend, even reminding staff of their time to go to 'their session' usually a bit earlier than scheduled. Pupils and their parents/carers have provided us with positive feedback about the weekly sessions. Some parents have reported their children have been calmer and are more settled at home and able to manage their level of dysregulation more. They have also reported their children are talking more about their feelings and emotions. 		
<p>Outreach Inclusion Service (OIS)</p>		
<ul style="list-style-type: none"> • The OIS Service provided intensive support to a number of pupils last year, focusing impulsivity, boundaries (theirs and others), and socially acceptable behaviour. This targeted support has helped to reduce the number and 		

severity of incidents in the classroom and playground that these pupils have been involved in. As well as this, we have seen a positive impact on their ability to widen their circle of friends by giving them the tools to develop meaningful relationships with their peers. As a result, these pupils have a much more positive outlook on life, have improved their self-efficacy and no longer need to access this support on a weekly basis.

- In addition to this, the OIS provided a yearly Secondary School Transition Workshop to the most vulnerable Year 6 pupils, many of whom have additional SEND. Their focus is to build upon our foundations of resilience, motivation, aspiration and awareness of dangers – physical, emotional, and online. These sessions ran over four-weeks by and supported over 20 pupils. Pupils were able to articulate the ‘Top Tips’ for practical support and navigating secondary schools and friendships. Most importantly, the pupils reported that they felt confident enough to discuss their concerns about secondary schools and as a result, the OIS adapted their planning to cover these areas in their workshops. Many of these pupils, and parents, have returned to Eliot Bank to share their successes and their positive start to secondary school.

Learning Mentor

- Our Learning Mentor continues to work closely with identified pupils who need a 1:1 or group support programme based on their needs. Research has shown 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.

5) Intended outcome	Success criteria
<p>All disadvantaged pupils have access to learning at home</p> <p>Disadvantaged pupils regularly access enrichment activities in and out of school</p> <p>Families that experience financial difficulty are supported and signposted to relevant services within the community.</p>	<ul style="list-style-type: none"> • Targeted disadvantaged pupils have access to quality Maths and English practise at home, supplementing the learning they are doing in school. • All pupils have access to 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. • Teachers are regularly responding to pupils’ work and moving their learning forwards • Disadvantaged children have access to a full school experience and not be disadvantaged because of lack of technology. • An increased participation in aspirational activities, particularly the disadvantaged pupils; giving them something in the future to aspire to. • Pupils have positive feelings about the future and are able to verbalise their 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.

Technology

- In last year’s impact statement, we committed to purchasing another set of 35 chrome books to ensure disadvantaged pupils had access to learning at home. We continue to provide these devices on long and short term loans as and when families need them. As a result, there has been an increase in the number of pupils accessing their home learning via Google Classroom.
- To further support pupils and their family’s understanding of Google Classroom, we provided some technological support to ensure that they have a good understanding of the platform and the security measures in place to help safeguard their child/children online.

- Staff are good at identifying pupils that are not regularly engaging in tasks set and have worked hard to engage those families to access home learning by following up through telephone calls, meetings, Parents' Evenings and/ or emails. In addition to this, Staff have ensured that all parents of disadvantaged pupils that did not attend Parents' Evening had a meeting (telephone or face-to-face) so that parents/carers have a clear understanding of their child/children's strengths and developments and/or needs. When necessary, we have utilised the skill set of members of staff to provide translation services for our families that use English as an additional Language (EAL).

Enrichment

- As outlined in the EEF research review, disadvantaged pupils have been significantly impacted by the lack of enrichment and opportunities to access extra-curricular activities as a result of the national pandemic and school closures. This was and remains a priority in the Whole School Improvement Plan and Inclusion Plan. As a result, there has been a strong focus on increasing access and participation of enrichment across all Key Stages. We have positively targeted our disadvantaged pupils, reduced the cost of enrichment activities, provided subsidies for clubs as well as supported our most vulnerable pupils with Learning Support Assistants to ensure they are able to access clubs. As evidenced in the Pupil Premium Audit in Summer 2023, 85% of pupils had regular access to enrichment compared to 45% of pupils in the Autumn Term 2022.

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

Enrichment Curriculum
<ul style="list-style-type: none"> • Lewisham Migration Stories Project • Urban Synergy Seminar • PGL Residential (also a catch up for a missed year group) • School Council – Eco projects and Bug Hotels • Brass instruments in Year 5 • Year 5/6 Bigfoot Theatre Production Company - Transition Workshops • Black History Month theatre Big Cat (whole school) and workshops for Year 3 and 4. • Black History Month Musical Performance for whole school • Macbeth Shakespeare theatre company/workshop • Choir Turning of the Year at Blackheath Halls • Bikeability • New whole school library space

Other highlights

- Our School council have been working closely with our school association parent group, EBSA to develop a new bug hotel structure, fully out of recycled wood, for the pond area. The children have worked closely with parents and teachers to ensure all materials are sustainable and friendly to the school environment. This area will support the extended outdoor learning across the whole school, across all areas of the curriculum.
- We have worked with Urban Synergy, a mentoring and coaching company that offers role-model seminars, for over 14 years. As part of our Year 6 programme, we host Urban Synergy each year. Their focus aligns with our priorities to inspire, guide and ignite the ambitions of our pupils. The role-model seminars help pupils to connect with outstanding culturally diverse mentors, from industry-leading companies that will help pupils to see themselves in such careers in the future. The pupils love hearing the mentor's pathways into different careers.
- For many of our disadvantaged pupils, their exposure to financial literacy and the variety of career pathways is so limited. This is why Eliot Bank is committed to exposing all of our pupils to this knowledge through trips, visits and visitors and events to increase their understanding, confidence, aspiration and life chances beyond primary school.

Learning Mentor

- Over the past few years, we have had a number of families who have moved into emergency or temporary accommodation and have limited capacity financially to fund the extreme travel costs in order to sustain their child/children's attendance at Eliot Bank. The Learning Mentor has applied to a number of charities and organisations to support families with their individual needs, such as referral to Social super market, Free 2 Be, Young carers, Free cycle for house hold items and Free legal advice based at the Children Family Centre.
- In addition to this, our Parent Association, Eliot Bank School Association (EBSA), have also provided over £1000 worth of shopping vouchers to help offset some of the additional cost of travel as families were able to use them for both food and clothing. They are also committed to support school trip and phase budgets to support enrichment opportunities for all pupils at Eliot Bank.

6) Intended outcome	Success criteria
<p>To achieve and sustain improved attendance for all pupils; particularly the disadvantaged.</p> <p>Families are supported, provided with relevant resources and/or materials and sign posted to outside agencies in a timely manner to address the trauma /anxiety as a result of covid.</p>	<ul style="list-style-type: none"> • Sustained high attendance from 2023/24 demonstrated by: • Absence figures continued 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 6

Data	All Pupils		
	2020 - 2021	2021 - 2022	2022 - 2023
Eliot Bank Attendance	95.58%	94.89%	95.69%
Eliot Bank Persistent Absence	17.27% (48 pupils)	11.93% (39 pupils)	9.14% (32 pupils)

Data	Disadvantaged Pupils			Non-Disadvantaged Pupils		
	2020 - 2021	2021 - 2022	2022 - 2023	2021	2022	2023
Eliot Bank Attendance	93.77%	94.59%	93.93%	94.95%	96.03%	97.13%
Eliot Bank Persistent Absence	21.43 (9)	9.62 (5)	16.95% (10)	12.36 (34)	7.56 (22)	4.32 (12)

National Data for reference:

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

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

- In 2022/23, the attendance for all pupils was 95.69% and was broadly in-line with the school's high expectation of 97%. All pupils' attendance has improved year on year for the last three academic years. In comparison, attendance for disadvantaged pupils did not meet our high expectations in comparison to their non-disadvantage peers. However, the gap continues to diminish between disadvantaged pupils and their non-disadvantaged peers.
- Persistent absence was low across the entire school and the gap between disadvantaged and non-disadvantaged decreased from the previous year's data. However, persistent absence among disadvantaged pupils remains

significantly higher than their non-disadvantaged peers. We recognise this gap is too large which is why improving the attendance of disadvantaged pupils continues to be a priority for our school.

- Despite all of the measures implemented across the school, it is still important to recognise that last year's plan and strong focus on attendance helped to support some improvements made for a number of pupils.

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

- Sending personalised letters and/or texts
- A responsive approach, where schools identify and address individual causes or barriers behind a pupils' persistent absence.
- Face to face meetings with parents.

In line with new government attendance guidance, we continue to promote the need for strong attendance and punctuality at school by all pupils, particularly the disadvantaged pupils, is our utmost priority. The following outlines the measure we continue to put into place:

- 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 Learning Mentor and class teachers/phase leaders 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
- We have made referrals to Family Thrive based on the outcomes of AWO and Local Authority meetings
- Issued fines for unauthorised holidays
- Importance of attendance addressed in School Weekly newsletter and punctuality

- As a result of the data above, Senior Leaders and the attendance officer have looked into current research that links to the national picture of increased persistent absence for disadvantaged 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 letters and/or texts to parents of who are persistently absent. 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.
- Eliot Bank has used the responsive approach very successfully and continues to do so. To further tackle persistent absence, we lowered the threshold for persistent absence in line with new government attendance guidance and have sent significantly more of the letters to families irrespective of the reasons for the absences to ensure that all families know that strong attendance at school by all pupils, particularly the disadvantaged pupils, is our utmost priority.
- This year, we continue to work with the Local Authority and have decided to conduct attendance meetings earlier than usual (if pupils are identified as being close to becoming persistently absent), particularly if pupils were persistently absent the previous year. 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 that 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.

7) Intended outcome

Success criteria

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

- Our 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 families.
- At Eliot Bank we pride ourselves in developing strong authentic relationships with our families that is built on consistent communication and trust. This remains a real strength of the school. As always, we remain committed to our resolve to support our pupils and their families (whose needs are wide ranging). Missed content as well as anxiety and/or trauma as a direct or indirect result of the pandemic continues to impact many of our families. Last year, we thought creatively and seized opportunities and to try and overcome these barriers to learning and mitigate the impact of missed content.
- We also increased the financial support available for both disadvantaged and non-disadvantage pupils by providing food vouchers as well as non-school uniform clothing, school uniform and household items e.g. free washing machines and sofa sourced online by our Learning Mentor.
- In addition to this, staff were able to provide further targeted support 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 to support any PSCE barriers to minimise 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.

Parents' Evenings

- Disadvantaged pupils' parents/carers were positively targeted this year to ensure that they had booked in a Parents' Evening slot. Those parents/carers who find technology difficult to use were supported by staff to book a slot on the online platform. Our Learning Mentor would contact key families to given them gentle reminders of the Parents' Evening dates and also support with booking arrangements. For those parents/carers that did not attend or were not able to attend Parents' Evening, staff would make additional appointments to meet with these key families to ensure they were not missing the opportunities to discuss their children's progress.

Stay and Play/ Open mornings / Reading mornings

- Historically, our Nursery and Reception 'Stay and Play/ Stay and Read' sessions during the Spring and Summer Term is well attended. This year 90% of families attended.
- Overall, we have seen an increase of parental engagement since the decrease after the national pandemic two years ago. Next year, our aim is to continue to find ways to engage parents in school life, which is why as outlined in our 2023/24 strategy, we are going to hold workshops across the year groups to help support parent/carers' understanding of our curriculum, in particular phonics and we are also going to reintroduce reading mornings in EYFS to continue promoting a love of reading.

Summary

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

Whilst the outcomes above are strong, we are never complacent and despite the challenges presented, we continue to celebrate many successes throughout the year evidenced through outcomes and progress outlined above as well as personal success stories for some of our most vulnerable pupils; disadvantaged as well as non-disadvantaged. This has been recognised from parental feedback and incidental conversations between staff, at Full Governing Body meetings and as well as during our Peer Review, School Development Group reviews, that as a school, we are extremely passionate and committed to raising outcomes and accelerating progress for our disadvantaged pupils.

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

Externally provided programmes

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

Programme	Provider
Art Therapist	Inclusion Outreach
Inclusion Outreach Services	Lewisham
NHS SaLT	Lewisham 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
Online Safeguarding system	CPOMs

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:

- Outlined in our last year statement we have embedded more effective practice in the area of **feedback**. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Our last year's statement also included our 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.
- Also outlined in our last year statement, we have continued 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.
- Over the last four years, we have developed our practice around feedback 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 our federation school, 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 bespoke addendum to the marking and feedback policy has continued to be refined in Summer 2023 and this academic year since its implementation in Autumn 2022. As a result, the whole school priority continues to focus on embedding this addendum, with a particular focus on ensuring that pupils are given more opportunities to write across the curriculum.

Diversifying the curriculum

- Diversifying the curriculum is a piece of work that has been developed over many years and we continued to be refined based on the pupils that attend our school so that our approach to learning reflects the daily lived lives of all of our community; ensuring that children are able to identify themselves across our knowledge-engaged curriculum.
- Following on from the training received by various stakeholders at Eliot Bank, including Lewisham's Equality Training, Racial Literacy Training for Inclusion and Curriculum Leads, the Executive Headteacher and Head of School have planned in another piece of work with Gulshan Kayembe to look at how we can take our work on diversifying the curriculum further by utilising the knowledge and lived-experience of our community to help ensure the curriculum reflects the daily lived lives of our pupils.

CPD training

- Over the last three-years, we have invested in high-quality CPD for staff including Middle Leader training. The Middle Leaders have now had three years of training with the Deputy Head teacher for Curriculum and Assessment. As part of their subject specific improvement priorities, Middle Leaders continue to utilise the CPD from our Lewisham Professional develop opportunities such as those provided by Local Maths and English Hubs in Lewisham to deliver training on best

practice; ensuring that this information and/or sourcing is shared across the relevant year groups and that it is driven by members of the curriculum teams.

- This year, Middle Leaders across the Federation will benefit from a bespoke Coaching programme, delivered by the Deputy Head teacher for Curriculum and Assessment. This will enable Middle Leaders to focus on driving standards within their subject, focusing on the Intent and the Impact of their subjects.
- In addition to monitoring and evaluating their subject through analysing data, pupil voice and book scrutinies, some Middle Leaders are now in a position to observe teachers alongside the Senior Leadership to ensure the intent and the impact of their subject are delivered
- In-line with the Whole School Improvement Plan, Middle Leaders will continue to focus on the following:
 - the progression in their subjects between key stages, particularly in EYFS
 - the understanding of the intent of their subject, then moving onto the impact.

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 the last three years have resulted in positive impact in both hard and soft data or have not had the degree of impact that we had expected or that we have achieved historically.
- We will continue to 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, pupil voice, conversations with parents 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.
- In addition to the research driven approach to our previous strategies, we will continued to look at reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the [EEF's implementation guidance](#) to help us develop our strategy and we will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time as necessary to secure better outcomes for disadvantaged pupils.