

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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

Detail	Data
School name	Gordon's School
Number of students in school	On roll: 938 In school: 937 ( 1 x SOS)
Proportion (%) of pupil premium eligible students	18.44% (173 PP students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Moss, Headteacher
Pupil premium lead	Jacqueline Pierce, Assistant Head Curriculum
Governor / Trustee lead	Mrs J Valner, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,995
Recovery premium funding allocation this academic year	£4 x £1500 Total £6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,738.15
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£139,733.15</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The reason for Pupil Premium funding is to improve student attainment where circumstances may have caused them to fall behind their peer group. The attainment gap between students from disadvantaged backgrounds and their non-disadvantaged classmates is substantial nationally, across a range of different measures, and widens through the school years.<sup>1</sup> The performance gap seen between students from more and less advantaged backgrounds is cited by the OECD as 'statistically significant' within the United Kingdom<sup>2</sup>.

Further, the Education Endowment Foundation explains that

"The rationale for differential funding for disadvantaged students is rooted in consistent and pervasive gaps in childhood and later-life outcomes for those exposed to economic disadvantage during childhood. Disadvantaged children are less likely to achieve well at school and continue into post-compulsory education; they also have lower average earnings, poorer health and greater chances of involvement in crime than their more affluent peers".<sup>3</sup>

Consequently, Gordon's takes the use of Pupil Premium funding seriously and works hard to ensure the outcomes for our disadvantaged students are as positive as possible.

Our intention is that students from all backgrounds, regardless of the difficulties they may face, have the same opportunities and make good progress within the curriculum, particularly in facilitating subjects.

The aim of our Pupil Premium strategy, therefore, is to facilitate the success of disadvantaged students, including meaningful progress for previously high attaining students as well as those who are more vulnerable, have ongoing interaction with social services or are young carers. This statement also takes into account the needs of our Service Premium students, who may not be classified as disadvantaged, as well the wider school community of students regardless of whether they are disadvantaged or not.

Gordon's School is classified as 'Outstanding' by Ofsted, with teaching and learning being of a high standard. Quality-first teaching is central to our curriculum and is known to have the greatest impact and be the best value for money in helping disadvantaged students to achieve their potential and to close the attainment gap with their non-disadvantaged peers. Central to the intended outcomes detailed below is Gordon's commitment to continue offering this high quality teaching to ensure the sustained progress of both disadvantaged students and their non-disadvantaged peers across the curriculum.

In addition to this classroom based approach, Gordon's intends to make use of the funding available to offer additional tutoring to those students most severely impacted by interruptions to their education. This targeted recovery curriculum will be offered to both disadvantaged and non-disadvantaged students alike and will, therefore, be based on identified educational need.

In order to offer such targeted support, our selection of students will be based upon data collected as a result of both summative and formative assessment across the curriculum, but with specific focus on

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<sup>1</sup> All-Party Parliamentary Group on Social Mobility (2019), *Closing the regional attainment gap* <https://www.suttontrust.com/wp-content/uploads/2019/02/APPG-2019.pdf>

<sup>2</sup> OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris. [https://read.oecd-ilibrary.org/education/education-at-a-glance-2019\\_f8d7880d-en#page1](https://read.oecd-ilibrary.org/education/education-at-a-glance-2019_f8d7880d-en#page1)

<sup>3</sup> [https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)

performance in English Language and Maths. Inclusion in this support programme will not, therefore, be based on the expected impact of disadvantage but on the needs of individual students.

Additionally, as we have previously, Gordon's will continue to make use of pupil premium funding to offer support to students beyond the classroom. This may take many forms, including support for student mental health and well-being, assessments to identify specific learning needs and any other needs as they arise in order to support the academic progress of our students.

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Knowledge gaps:</b></p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students, albeit marginally for some. These findings are supported by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations across the curriculum.</p>
2.	<p><b>KS3 Maths - Year 7:</b></p> <p>The maths attainment of disadvantaged students has been particularly impacted recently and is lower than that of their peers. Baseline testing on entry to Year 7 in September 2021 suggests that many disadvantaged students joining the school this year are struggling with Maths.</p> <p>Assessments on entry to year 7 in 2021 indicate that 30% of our disadvantaged students arrived below age-related expectations* compared to 25% of their peers.</p> <p>*Data using Midyis – below 100 classified as below age-related expectations.</p>
3.	<p><b>KS3 Maths - Year 8:</b></p> <p>Maths attainment of students in the current Year 8 was also impacted by the first wave of Covid related school closures and these students continue to struggle in all areas of mathematical understanding, with particular difficulties in problem solving.</p> <p>Assessments across their time in Y7 and in the early stages of Year 8* demonstrate that between 37% of our disadvantaged students in the current Year 8 remain below their age-related expectations compared to 32% of their peers.</p> <p>*Data from T3.1</p>
4.	<p><b>KS3 Maths - non-disadvantaged students:</b></p> <p>In addition to the specific difficulties faced in Maths by our disadvantaged students at KS3, there are also ongoing concerns about the mathematical progress of some non-disadvantaged students with 36% across Years 7-9 remaining under their age-related expectations based on teacher assessments*.</p> <p>*Data from T3.1</p>
5.	<p><b>KS3 reading and comprehension:</b></p> <p>Assessments, observations and discussion with KS3 students also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p>

	<p>Across the current KS3 cohort, 32% of disadvantaged students remain below their age-related expectations in reading comprehension and 33% have a reading age below their chronological age*.</p> <p>*Data from T3.1 and reading age tests from March 2021</p>															
6.	<p><b>Year 11 progress – esp. English Language and Maths:</b></p> <p>Assessments of students in the current Year 11 indicate that disadvantaged students have generally made less progress since the start of Year 10 than their non-disadvantaged peers. This is particularly evident in English Language and Maths but is present across the curriculum.</p> <p>42.9% of disadvantaged students (3 out of 7 students) are achieving 5 strong GCSE passes, including English and Maths, compared to 75.4% of non-disadvantaged students (92 out of 119 students), based on predicted grade data.</p> <p>85.7% of disadvantaged students (6 out of 7 students) are achieving Grade 9-4 in English and Maths, compared to 93.2% of non-disadvantaged students (111 out of 119 students), based on predicted grade data.</p> <p>42.9% of disadvantaged students (3 out of 7 students) are achieving Grade 9-5 in English and Maths, compared to 78.2% of non-disadvantaged students (93 out of 119 students), based on predicted grade data.</p> <p>It is worth noting that for Maths, the residual progress gap is far greater than English, compared to other subjects (disadvantaged students are achieving, on average, a grade higher for English compared to Maths).</p>															
7.	<p><b>Mental health and wellbeing:</b></p> <p>Our data, observations and discussions with students and families have identified that social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem are a significant issue in the student population and may have increased as a result of the pandemic.</p> <p>These challenges particularly affect disadvantaged students, including their attainment and ability to assess the curriculum.</p> <table><tr><td></td><td>PLAC/LAC and FSM</td><td>Non-PLAC/LAC and FSM</td></tr><tr><td>Counselling (Sept 2021 to now)</td><td>4</td><td>49</td></tr><tr><td>Individual Welfare Plans – current status</td><td>8</td><td>50</td></tr><tr><td>Social Emotional and Mental Health Plans – current status</td><td>9</td><td>31</td></tr><tr><td>SEND – current status</td><td>15</td><td>49</td></tr></table>		PLAC/LAC and FSM	Non-PLAC/LAC and FSM	Counselling (Sept 2021 to now)	4	49	Individual Welfare Plans – current status	8	50	Social Emotional and Mental Health Plans – current status	9	31	SEND – current status	15	49
	PLAC/LAC and FSM	Non-PLAC/LAC and FSM														
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SEND – current status	15	49														

## Intended outcomes

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

Intended outcome	Success criteria
Quality first Teaching will seek to address the knowledge gaps students have developed over the course of the pandemic.	<p><b>Knowledge gaps:</b></p> <p>Internal assessments, along with the results of external examinations, will demonstrate student knowledge has improved as a result of the teaching received since returning to in-class learning.</p>

	<p>The gap between the knowledge of disadvantaged and non-disadvantaged students will be reduced.</p> <p>Teachers and the Wider Leadership Team should be able to recognise this improvement through engagement in lessons, data analysis and scrutiny of student work.</p>
Improved mathematical understanding among disadvantaged and non-disadvantaged students across KS3.	<p><b>KS3 Maths:</b></p> <p>Maths tests will demonstrate improved mathematical understanding and problem solving skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Where non-disadvantaged students have demonstrated attainment below their expected progress, they will show a closing of this gap and an improvement in their mathematical understanding and problem solving skills.</p> <p>Teachers and the Wider Leadership Team should be able to recognise all these improvements through engagement in lessons, data analysis and scrutiny of student work.</p>
Improved reading comprehension among disadvantaged students across KS3.	<p><b>KS3 reading and comprehension:</b></p> <p>Reading comprehension tests and reading age tests will demonstrate improvement among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers and the Wider Leadership Team should be able to recognise this improvement through engagement in lessons, data analysis and scrutiny of student work.</p>
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on English Language and Maths.	<p><b>Year 11 progress – esp. English Language and Maths:</b></p> <p>By the end of this academic year (2021-22), 43% or more of disadvantaged KS4 students will achieve 5 Grade 9-5 passes including English Language and Maths. In last year's GCSE results, this figure was 37.5%.</p> <p>By the end of this academic year (2021-22), 84% or more of disadvantaged KS4 students will achieve 5 Grade 9-4 passes including English Language and Maths. In last year's GCSE results, this figure was 75%.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations about the supportive nature of the school and the services we provide.</li> <li>• Ability to maintain our level of support to students who need additional counselling and referrals for their mental health and well-being.</li> <li>• Maintenance of stability for students who need long term support through counselling etc. by ensuring that we continue to fund support for those who need it.</li> </ul>

## Activity in this academic year

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

The school will offer considerably more support for students across the school to ensure the best outcomes, however, many of these will be funded through the wider school budget rather than Pupil Premium funding. Only activity specifically financed by Pupil Premium or Catch Up Premium will be detailed here.

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

Budgeted cost: **£50,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 small group numeracy and literacy support led by specialist English and Maths teachers.</p> <p>Termly programme of support to target students' comprehension and numeracy as well as develop age related reading/numeracy expectations.</p> <p>A significant proportion of the students who receive this support will be disadvantaged.</p>	<p>Targeted instruction, especially within a small group setting, can be an effective approach to increasing student attainment, particularly within a secondary school environment.</p> <p>This is particularly the case when interventions are delivered over a shorter timespan e.g. termly, with regular reviews of progress.</p> <p>Individualised instruction:  <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>Small group tuition:  <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> <p>Reading comprehension strategies:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2, 3, 4, 5
<p>Y11 small group numeracy and literacy support led by subject specialist external tutors.</p> <p>Termly programme of support to target students' comprehension and numeracy as well as develop age related reading/numeracy expectations.</p> <p>Focus will also be given to content detail for GCSE literacy texts.</p>	<p>Targeted instruction, especially within a small group setting, can be an effective approach to increasing student attainment, particularly within a secondary school environment.</p> <p>This is particularly the case when interventions are delivered over a shorter timespan e.g. termly, with regular reviews of progress.</p> <p>Individualised instruction:  <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>Small group tuition:  <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, 6

A significant proportion of the students who receive tutoring will be disadvantaged.	Reading comprehension strategies: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
<p>Personalised tuition is available across all year groups via private tuition companies approved by the School.</p> <p>A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high prior attainers.</p>	<p>Private 1:1 tuition is offered to all students in receipt of Pupil Premium funding. Engagement is voluntary and, where necessary, additional funding can be made available for students who wish to continue tuition beyond the scope of their initial PP funding allocation.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind their expected progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 3, 4, 5, 6,
Provision of specific school related materials such as laptops, digital and traditional revision material etc. which are designed to facilitate access to education from home and encourage the development of academic performance and the attainment of age related expectations.	<p>Both The Education Development Trust and Cambridge Assessments, amongst others, suggest that digital inequality in education is a significant issue, the impact of which has worsened since the beginning of the pandemic. Students from disadvantaged backgrounds are disproportionately impacted by the widening gap between those with, and those without, satisfactory digital access.</p> <p>Schools, therefore, have a critical role to play in supporting disadvantaged pupils and their families to bridge the digital divide and mitigate its impact on children's learning. <a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on">https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on</a> <a href="https://www.cambridgeassessment.org.uk/blogs/has-covid-19-highlighted-a-digital-divide-in-uk-education/">https://www.cambridgeassessment.org.uk/blogs/has-covid-19-highlighted-a-digital-divide-in-uk-education/</a></p>	1, 2, 3, 4, 5, 6,

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

Budgeted cost: **£42,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of professional counselling services for students to self-refer to as well as be directed towards.	<p>EIF's report on adolescent mental health found good evidence that a variety of mental health interventions were successful in supporting young people's social and emotional health and wellbeing and reducing symptoms of anxiety and depression: <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	7

<p>Provision of alternative SEMH therapies for specific students e.g. Equine Assisted Therapy (EAT)</p>	<p>Thematic analysis of interview data found that EAT is beneficial to children experiencing current or prior problematic parental substance use as it offers an environment in which children can feel safe and secure and are supported to grow, personally and socially, by mastering fears, making new friends, and improving their interpersonal behaviours:</p> <p><a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/cfs.12378">https://onlinelibrary.wiley.com/doi/abs/10.1111/cfs.12378</a></p> <p>Studies also indicate that EAT can be as effective as other therapies currently in use and could be an alternative to talking and existing experimental and creative therapies:</p> <p><a href="https://www.scie-socialcareonline.org.uk/examining-the-literature-on-the-efficacy-of-equine-assisted-therapy-for-people-with-mental-health-and-behavioural-disorders/r/a1CG0000000GUIFMAW">https://www.scie-socialcareonline.org.uk/examining-the-literature-on-the-efficacy-of-equine-assisted-therapy-for-people-with-mental-health-and-behavioural-disorders/r/a1CG0000000GUIFMAW</a></p> <p>There is also research to suggest some benefit for students with ASD and ADHD:</p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/30670226/">https://pubmed.ncbi.nlm.nih.gov/30670226/</a>  <a href="https://pubmed.ncbi.nlm.nih.gov/32379642/">https://pubmed.ncbi.nlm.nih.gov/32379642/</a></p>	<p>7</p>
<p>Provision of educational psychologist assessments e.g. for ASD, ADHD etc.</p>	<p>Providing funding for these assessments means that students for whom these conditions impact their learning no longer have to wait up to 18 months for an NHS or CHAMS referral and can access the assessments they need in good time so the curriculum can be adjusted as necessary to meet their needs.</p> <p>Value of EP work -</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf</a></p> <p><a href="https://dera.ioe.ac.uk/12356/1/epwg%20research%20report.pdf">https://dera.ioe.ac.uk/12356/1/epwg%20research%20report.pdf</a></p> <p><a href="https://www.myfamilyourneeds.co.uk/support-child/education-health-and-care-plan-assessments-what-is-the-role-of-an-educational-psychologist/">https://www.myfamilyourneeds.co.uk/support-child/education-health-and-care-plan-assessments-what-is-the-role-of-an-educational-psychologist/</a></p> <p>Availability of EPs -</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf</a></p>	<p>All</p>
<p>Music and LAMDA lessons (Public Speaking)</p>	<p>Providing funding for both Music and LAMDA (Public Speaking) lessons is important as it allows students to access this form of creative and developmental support who wouldn't otherwise be able to.</p>	



	<p>Both music and public speaking have been demonstrated to have an important role to play in the wider educational development of students and are therefore views as important enough to warrant funding through the Pupil Premium fund.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf</a></p> <p><a href="https://www.researchgate.net/publication/242560857_The_power_of_music_Its_impact_on_the_intellectual_social_and_personal_development_of_children_and_young_people">https://www.researchgate.net/publication/242560857_The_power_of_music_Its_impact_on_the_intellectual_social_and_personal_development_of_children_and_young_people</a></p> <p><a href="https://go.gale.com/ps/i.do?id=GALE%7CA75099663&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=00220892&amp;p=HRCA&amp;sw=w&amp;userGroupName=anon%7E8221d380">https://go.gale.com/ps/i.do?id=GALE%7CA75099663&amp;sid=googleScholar&amp;v=2.1&amp;it=r&amp;linkaccess=abs&amp;issn=00220892&amp;p=HRCA&amp;sw=w&amp;userGroupName=anon%7E8221d380</a></p> <p><a href="https://open.lib.umn.edu/publicspeaking/chapter/1-1-why-is-public-speaking-important/">https://open.lib.umn.edu/publicspeaking/chapter/1-1-why-is-public-speaking-important/</a></p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £92,000.00**