

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged and underachieving 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: 946 In school: 945* (*1 x Full Time Alternative Provision)
Proportion (%) of pupil premium eligible students	18.39% (158 PP students)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 (with some ongoing provision beyond 2023).
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Andrew Moss, Headteacher
Pupil premium lead	Jacqueline Pierce, Assistant Head Curriculum
Governor / Trustee lead	Mrs Jane Valner, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation 2022-23 academic year: <ul style="list-style-type: none"> Services: 111 students = £35,520 FSM: 21 (-1) students = £19,700 PLAC: 26 Students = £62,660 LAC: 1 Student = £2410 Details can be found here	Total funding amount: £120,290
Recovery premium funding allocation 2022-23 academic year: <ul style="list-style-type: none"> £276 per eligible pupil in secondary schools (FSM & PLAC) Details can be found here *Funding for looked-after children will be paid to the local authority	Total funding amount: £12,972
Pupil premium funding carried forward from previous years	£30,386.11
Total budget for this academic year	£163,648.11

Student cohort overview

Year Group	Services	FSM	PLAC	LAC
7	20	4	8	
8	19	2	3	
9	27	3	9	
10	31	4	4	
11	15	8 (-2)	2	1

Results overview 2022 GCSE Exams:

There were three Pupil Premium students that did not achieve 5 standard passes (includes English & Maths Grades 9-4)

- 1 x student did not achieve a standard pass in either English or Mathematics (Services)
- 2 x students achieved a standard pass in English but not Mathematics (PLAC, FSM, EHCP)

Whole School Students not achieving grade 4 in English or Maths

	2017-2018	2018-2019	2019-2020	2020-21	2021-22
Students NOT Achieving 9-4 in English or Maths	4	0	5	4 (1 x FSM)	1 (1 x Serv)
Students Achieving 9-4 in English but NOT Maths	8	10	3	7 (1 x FSM & 1 x Services)	6 (1 x FSM & 1 x PLAC)
Students Achieving 9-4 in Maths but NOT English	1	4	1	0	1

Attainment

Key Group	% achieve Standard Pass	% achieve Strong Pass	% achieve EBACC (standard)	% 9-7 in English & Maths	Average Total Att. 8 Grade	Progress 8
Whole Cohort	93.70%	77.80%	55.60%	25.40%	64.72	0.77
EAL	100%	92.90%	64.30%	28.60%	69.61	1.4
Pupil Premium	92.10%	73.70%	60.50%	21.10%	63.34	0.55
FSM Ever 6	80%	40%	20%	0%	53.1	-0.79
PLAC	50%	50%	50%	0%	48.75	-0.37
Services Ever	96.80%	80.60%	67.70%	25.80%	65.94	0.86
SEND	81%	61.90%	95.20%	9.50%	57.17	0.46
Boarder	97.60%	78%	68.30%	24.40%	64.39	0.71
Non - Boarder	91.80%	77.60%	98.80%	25.90%	64.88	0.79

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 has traditionally been substantial in the UK, across a range of different measures, and widened through the school years.¹ Whilst this does look to be improving,² the performance gap seen between students from more and less advantaged backgrounds has been cited by the OECD as ‘statistically significant’ within the United Kingdom³ and, therefore, remains of concern.

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”.⁴

As a consequence, the OECD suggests that

“school systems may be able to help mitigate the impact of families’ socio-economic status on their child’s life outcomes. Schools can serve to channel resources towards disadvantaged children and thus help create a more equitable distribution of learning opportunities and outcomes”.⁵

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.

The government has recently included students with SEN (Special Educational Needs) within their definition of disadvantaged students. However, for the purposes of this report and the targets and desired outcomes within it, when using the term ‘disadvantaged’ we will be referring to students from the following groups: FSM, PLAC, LAC. Our definition of ‘disadvantaged’ for this statement, therefore, will not include SEN students as they do not receive Pupil Premium funding. Nonetheless, like non-disadvantaged students, SEN students will appear in this report as they will benefit from Recovery Premium funding on the periphery of our disadvantaged students.

This statement, therefore, considers the needs of our disadvantaged students within the FSM, PLAC and LAC groupings, our Service Premium students (who are not be classified as disadvantaged), our SEN students (who have recently been included in the disadvantaged classification); and the wider school community of students regardless of whether they are disadvantaged or not.

Overall, therefore, our intention is that students from all backgrounds, regardless of the difficulties they may face, have the same opportunities and make similarly good progress within the curriculum, particularly in

¹ 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>

² UK Government Policy paper - State of the Nation 2022: Chapter 3 – Intermediate outcomes: <https://www.gov.uk/government/publications/state-of-the-nation-2022-a-fresh-approach-to-social-mobility/state-of-the-nation-2022-chapter-3-intermediate-outcomes>

³ 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

⁴ https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

⁵ PISA 2018 Results (Volume II) : Where All Students Can Succeed. https://www.oecd-ilibrary.org/sites/b5fd1b8f-en/1/1/1/index.html?itemId=/content/publication/b5fd1b8f-en&csp_=8b1d61331755ac2184775658bc8e4cc4&itemIGO=oecd&itemContentType=book

facilitating subjects. Our Pupil Premium Strategy, therefore, aims to equalise access to success for our disadvantaged students, including meaningful progress for previously high attaining students and those who are more vulnerable, as well as those who have ongoing interaction with social services or are young carers.

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.

Gordon's also recognises the residual impact of the Covid Pandemic. The National Literacy Trust has confirmed that

"To date, studies appear to show that the impact of the pandemic on pupils' learning has been greater for those from disadvantaged backgrounds".⁶

Moreover, the DfE also confirmed that

"In autumn 2020, research carried out by the Department for Education (DfE), the Education Policy Institute and Renaissance Learning found a learning loss of up to 2 months in reading in both primary and secondary pupils".⁷

Therefore, in addition to our quality-first classroom-based approach, Gordon's intends to make use of the funding available to offer additional tutoring to those students most severely impacted by their disadvantage, whatever that may be, as well as to students impacted by interruptions to their education more generally. A targeted 'recovery curriculum' will be offered to both disadvantaged and non-disadvantaged students alike in small groups 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 performance in English Language and Maths. Inclusion in this support programme will not, therefore, be based solely on the expected impact of disadvantage but on the specifically identified 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, professional testing and assessments to identify specific learning needs, professional support for students with SEMH needs and any other needs as they arise in order to support the academic progress of our students.

⁶ COVID-19 and literacy: The attainment gap and learning loss. <https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/>

⁷ Pupils' progress in the 2020 to 2022 academic years. <https://www.gov.uk/government/publications/pupils-progress-in-the-2020-to-2022-academic-years>

Challenges

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

Challenge number	Detail of challenge
1.	<p>Knowledge gaps:</p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students was 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 some knowledge gaps leading to students falling behind age-related expectations across the curriculum.</p>
2.	<p>KS3 Maths - Year 7:</p> <p>The maths attainment of disadvantaged students was particularly impacted by the pandemic and remains of concern – it is demonstrably lower than that of their peers, who themselves have also been impacted.</p> <p>Baseline testing on entry to Year 7 in September 2022 suggests that some disadvantaged students joining the school this year are struggling with Maths.</p> <p>Assessments on entry to year 7 in 2022 indicate that 29% of our disadvantaged students arrived below age-related expectations* compared to 15% of their peers.</p> <p>*Data using Midyis – below 100 classified as below age-related expectations.</p>
3.	<p>KS3 Maths - Year 8&9:</p> <p>Maths attainment of students in the current Year 8 and Year 9 was also impacted by Covid related school closures and these students continue to struggle in all areas of mathematical understanding, with particular difficulties in problem solving.</p> <p>Midyis data indicates that 43% of our disadvantaged students arrived below age-related expectations* compared to 26% of their peers.</p> <p>Teacher assessment data** indicate 53% disadvantaged have made less than expected progress in Maths compared with 37% peers.</p> <p>*Data using Midyis – below 100 classified as below age-related expectations.</p> <p>**Data from T3.1 2021.22</p>
4.	<p>KS3 Maths - non-disadvantaged students:</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 40% across Years 7-9 having made less than expected progress based on teacher assessments*.</p> <p>*Data from T3.1</p>
5.	<p>KS3 reading and comprehension:</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>Reading age testing has only just been completed with this year group and the results are still being finalised. The data from this round of testing will be updated into this report as soon as it is available.</p>
6.	<p>Year 11 progress:</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-</p>

disadvantaged peers. This is particularly evident in Maths but is present across the curriculum.

Working Grade data from T3:1 in 2022 showed that **86.5%** of non-disadvantaged students were achieving 5 **Grade 9-5** passes including English Language and Maths compared to **60%** of disadvantaged students.

Working Grade data from T3:1 in 2022 showed that **54.8%** of non-disadvantaged students were achieving 5 **Grade 9-4** passes including English Language and Maths compared to **20%** of disadvantaged students.

Interestingly for disadvantaged students, the residual progress gap is greater in Maths compared to English, where students are achieving half a grade higher in English compared to Maths.

Across the whole cohort, students who were not achieving 9-4 in either English or Maths was 6 students in total of which 3 students are disadvantaged.

7.

Mental health and wellbeing:

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.

The number of students impacted by these issues certainly increased as a result of the Covid pandemic and associated lockdowns, and numbers continued to pose a challenge throughout 2021-22 and into 2022-23.

The figures below demonstrate that these challenges, percentage-wise, particularly affect disadvantaged students, which, in turn, likely impacted their attainment and ability to assess the curriculum.

	PLAC/LAC, FSM & Services Total number and % of PP students	Non PLAC/LAC, FSM & Services Total number and % of non-PP students
Counselling (Sept 2021 to July 2022)	20 (11.49%)	76 (8.10%)

So far, this academic year (2022-23), the following has been put in place:

		PLAC/LAC, FSM & Services Total number and % of PP students	Non PLAC/LAC, FSM & Services Total number and % of non-PP students
Counselling	26 counselling referrals in total for T1	4	22
Individual Welfare Plans	60 students open on an IWP in Autumn T1	16	44
Social Emotional and Mental Health Plans	21 students open on an SEMH plan in Autumn T1	7	14

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
<p>Quality first teaching will seek to address the knowledge gaps students have developed over the course of the pandemic and in the years since.</p>	<p>Knowledge gaps:</p> <p>Internal assessments, along with the results of external examinations, will demonstrate student knowledge has improved as a result of the teaching received and the focus on knowledge retention and retrieval (increased focus on retrieval practice across the curriculum).</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>
<p>Improved mathematical understanding among disadvantaged and non-disadvantaged students across KS3.</p>	<p>KS3 Maths:</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>
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>KS3 reading and comprehension:</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>
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on English Language and Maths.</p>	<p>Year 11 progress – esp. English Language and Maths:</p> <p>By the end of this academic year, 55.5% or more of disadvantaged KS4 students will achieve 5 Grade 9-5 passes including English Language and Maths.</p> <p>By the end of this academic year, 77.7% or more of disadvantaged KS4 students will achieve 5 Grade 9-4 passes including English Language and Maths.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations about the supportive nature of the school and the services we provide.

	<ul style="list-style-type: none">• Ability to maintain and be flexible about increasing our level of support to students who need additional counselling and referrals for their mental health and well-being.• 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 over a longer period.
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Activity in this academic year

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above and achieved the intended outcomes.

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 Recovery Premium funding will be detailed here.

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

Budgeted cost: **£60,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 small group numeracy and literacy support led by specialist internal 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 – see research linked below.</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><u>Maths Interventions</u></p> <p>Students will make use of Catch Up Numeracy in Year 7. This is an intervention addressing 10 key components of numeracy which enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.</p> <p>Catch Up Numeracy is featured in the DfE Report (Literacy and numeracy catch-up strategies, 2018)</p> <p>Average cost £130 per pupil.</p> <p>https://www.catchup.org/interventions.php</p> <p>Additional tutoring for students underperforming in maths across Key Stage 3.</p> <p><u>Literacy Interventions</u></p> <p>Literacy support group for Y7 students will enable learners to access Y7 English curriculum and support foundational skills of SPaG and comprehension.</p> <p>Additional literacy support in Years 8 and 9 will target reading comprehension and text analysis.</p> <p>Additional literacy support with inference and analysis for high achievers.</p>	<p>2, 3, 4, 5</p>

	<p><u>Supportive research</u></p> <p>Individualised instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Y10 & 11 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>A significant proportion of the students who receive tutoring 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><u>Supportive research</u></p> <p>Individualised instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 6</p>
<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 (both disadvantaged and non-disadvantaged). 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4, 5, 6,</p>

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

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of professional counselling and well-being support services for students to self-refer to as well as be directed towards.	<p>The <i>Education Endowment Foundation's</i> 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:</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	7
Provision of alternative SEMH therapies for specific students e.g. Art Therapy & Equine Assisted Therapy (EAT)	<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>https://onlinelibrary.wiley.com/doi/abs/10.1111/cfs.12378</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>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/a1CG000000GUIFMAW</p> <p>There is also research to suggest some benefit for students with ASD and ADHD:</p> <p>https://pubmed.ncbi.nlm.nih.gov/30670226/ https://pubmed.ncbi.nlm.nih.gov/32379642/</p> <p>Additionally, Art therapy is suggested by <i>Mind</i> to be able to help students communicate thoughts and feelings that they find difficult to put into words; to find new ways to look at problems or difficult situations, and to help students talk about complicated feelings or difficult experiences.</p> <p>https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</p>	7
Provision of educational psychologist assessments e.g. for ASD, ADHD etc.	Providing funding for these assessments means that students for whom these conditions impact their learning no longer have to wait up to 2 years for an NHS or CHAMS referral and can access the	All

	<p>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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf</p> <p>https://dera.ioe.ac.uk/12356/1/epwg%20research%20report.pdf</p> <p>https://www.myfamilyneeds.co.uk/support-child/education-health-and-care-plan-assessments-what-is-the-role-of-an-educational-psychologist/</p> <p>Availability of EPs -</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf</p>	
Music and LAMDA lessons (Public Speaking)	<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 may not 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, viewed as important enough to warrant funding through the Pupil Premium fund.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf</p> <p>https://www.researchgate.net/publication/242560857_The_power_of_music_Its_impact_on_the_intellectual_social_and_personal_development_of_children_and_young_people</p> <p>https://go.gale.com/ps/i.do?id=GALE%7CA75099663&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=00220892&p=HRCA&sw=w&userGroupName=anon%7E8221d380</p> <p>https://open.lib.umn.edu/publicspeaking/chapter/1-1-why-is-public-speaking-important/</p>	All
Contingency fund for acute issues.	<p>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.</p>	All

Total budgeted cost: £120,000.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Financial conclusions:

“Equality of outcomes matters. We know that poor children are 43 per cent less likely to go to university, and three times as likely to claim unemployment-related benefits at age 19, and their earnings are estimated to be 28 per cent lower at age 34”⁸.

Financial Summary for 2021-21

Description of spend	FY 2021-22 Spend
Top Slice Allocation	£34,351.25
Top Slice Spend	£70,337.02
Top Slice overspend	-£35,985.77
Bottom Slice Allocation	£68,702.50
Bottom Slice Spend	£33,068.77
Bottom Slice Underspend	£35,633.73
2021-22 Allocation	£103,053.75
Underspend from previous years	£30,738.15
Total Available	£133,791.90
Total Spend	£103,405.79
Balance Remaining to carry over to 2022-23	£30,386.11

Review of Targeted academic support

Continuing the post pandemic trend of recent years, the uptake of Pupil Premium funded personalised academic tuition, provided by external tutors, was not as high as we would have hoped. We did see some of the more traditional increase in uptake by Y11 students around Easter due to the reinstatement of GCSE exams this year, however, many students had not developed this pattern of learning in recent years and so we remained under the pre-pandemic levels in this area.

Moreover, whilst some of our students did continue with online tuition from home in the early part of the 2021 academic year, others once again chose not to engage with this method of delivery and so the money available was not utilised to the same extent as it would normally be.

Despite this, Gordon's continues to value 1:1 tuition, and the return to in-person sessions at the end of 2021-22 did see a slow increase in uptake. For some students, this personalised tuition continued to take place until the end of the summer term and, for others, into the summer holidays.

⁸ <https://epi.org.uk/wp-content/uploads/2018/01/disadvantage-report.pdf>

We will continue to make private tuition available to our Pupil Premium students in 2022-23 and will encourage students to engage with it more fully.

Additionally, we will continue to make use of other personalised tuition both individually and in small groups provided to KS3 students by our own teaching staff, and to Year 10 and 11 students provided by external companies. These sessions are targeted at students with an identified educational need in numeracy or literacy and are not restricted to specifically identified Pupil Premium students. The government Recovery Premium of £12,972 allows for non-Pupil Premium students to take part within the groups where Pupil Premium students are receiving tuition and thus spread the benefit of this funding more widely amongst the school cohort.

Our prioritising the use of personalised and small group tuition is based on the continuing value academic institutions place on the use of tuition as a 'value for money' method of improving student progress and achievement. This can be seen most recently through the government investment in the National Tutoring Programme as a method of supporting all students to regain lost learning resulting from the Covid pandemic.

The Education Endowment Foundation (EEF) also continues to place significant value on personalised tuition within their 'value for money' ratings⁹. Given the variety of other provisions Gordon's offers (our extended day, departmental intervention sessions, revision clinics and the Learning Support Department etc.), many of the other low cost, high impact suggestions given for the use of Pupil Premium funding in the EEF Teaching and Learning Toolkit are already covered elsewhere within the normal routines of the school.

Therefore, whilst describing one-to-one tuition as 'high cost', the EEF, recognises that "evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress"¹⁰. This will certainly benefit those Gordon's students as they take on the challenge of GCSEs and then move into A levels or higher BTEC qualifications. This reinforces the validity of the tuition policy followed at Gordon's.

Moreover, Ofsted confirm that "carefully targeted spending of the Pupil Premium funding" can lead to "clear improvement in the outcomes for eligible pupils"¹¹. Gordon's, therefore, will continue to prioritise the use of one-to-one tuition for spending the School's allocation of Pupil Premium funding.

Although comparatively expensive, therefore, tuition clearly does offer positive outcomes both in the long and short term and can be deemed a generally cost-effective use of the funding Gordon's has available.

Outcomes:

Our ability to quantify the impact of our various academic interventions, however, remains challenging and is often subjective or circumstantial, based on perceived student progress following intervention through tuition or on parent and student feedback.

However, we are increasingly keen to attempt to measure the impact of the interventions we put in place and so the below represents this attempt for the KS3 literacy and numeracy interventions conducted by Gordon's staff, and the KS4 small group tuition delivered by external tutors, both of which were funded by the Recovery Premium:

KS3 intervention:

⁹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

¹⁰ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

¹¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

The intent of the literacy interventions was to improve grammar and word classes; comprehension skills and reciprocal reading skills.

In evaluation, 3 students had exceeded and 5 had achieved expected outcomes. This was based on the improvement in literacy assessment scores and teacher progress data. It was noted that students showed an increase in their confidence and independence that students were showing when approaching tasks.

The intent for numeracy interventions was to improve multiplication, fractions and BIDMAS. From discussions with class teachers there was also a need to improve general confidence of the students in their literacy or numeracy skills.

In evaluation, 2 students had exceeded and 2 students had achieved outcomes. 4 students partially achieved.

KS4 Intervention:

When comparing T1-2 PG data with final GCSE results, the average attainment grade points of students who received tutoring rose considerably compared to those students who did not - in English Language, this was over a one grade increase and for Maths, over half a grade difference.

The tutoring sessions ran face-to-face during weekly one hour sessions in prep time, starting January and running to the Easter holiday. Students who attended frequently the sessions unsurprisingly made the biggest improvement gains in attainment points overall.

Total number of students who received English tutoring = 16 students

English Language average points			
	T1-2 PG	GCSE	Diff
All students	6.15	6.4	0.25
All Tutoring students	4.56	5.5.	0.94
Tutoring students (excl. students with poor att)	4.31	5.46	1.15
Non-tutoring students	6.38	6.5	0.12
English Literature average points			
	T1-2 PG	GCSE	Diff
All students	6.06	6.05	-0.01
All Tutoring students	4.56	4.69	0.13
Tutoring students (excl. students with poor att)	4.23	4.54	0.31
Non-tutoring students	6.28	6.25	-0.03

Total number of students who received Maths tutoring = 24 students

Maths average points			
	T1-2 PG	GCSE	Diff
All students	5.98	5.94	-0.04
All Tutoring students	3.76	4.04	0.28
Tutoring students (excl. students with poor att)	3.71	4.25	0.54
Non-tutoring students	6.5	6.39	-0.11

*4 students with poor attendance

Review of Wider strategies

Looking further than basic tuition, the National Foundation for Education Research (NFER) conducted research into what constitutes effective use of the pupil premium as demonstrated by schools that have improved their results. It identified seven 'building blocks of success'¹² and these have been foundational in helping us decide how best to make use of the funding beyond one-to-one tuition. This has encouraged us to build increased flexibility into the system that facilitates the use of a 'top-up' funding scheme to offer funding for things such as educational trips, specialist equipment, educational psychologist assessments etc. This was of especially significant value in the immediate post-pandemic period, however, it continues to allow us to offer as many ways as possible to support our most vulnerable and disadvantaged students following.

To give some examples, here are some of the alternative ways students used their funding last year:

1. Equine therapy for a student with SEMH issues.
2. Art therapy for students with SEMH issues.
3. Specifically targeted dyslexia tuition.
4. Educational Psychologist assessment to support an application for an EHCP.
5. Music lessons (several students).
6. Additional tuition beyond students' initial allocation of PP funding (several students).

Conclusions

How do disadvantaged students perform?

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 has traditionally been substantial in the UK, across a range of different measures, and widened through the school years. Whilst this does look to be improving, the performance gap seen between students from more and less advantaged backgrounds has been cited by the OECD as 'statistically significant' within the United Kingdom and, therefore, remains of concern.

According to the Education Policy Institute, the disadvantage gap stopped reducing in recent years and there are several indications that it had begun to widen again. Between 2011-2019, the national progress and attainment gap in secondary schools widened, after previously falling for several years, by 8% to 18.1 months. This is based on a headline measure of attainment in English Language and Mathematics alone. For all GCSE subjects, the gap increased by 9.8% to 18.4 months – see Figure 1.1¹³

Figure 1.1: Trends in the size of the disadvantage gap (months) since 2011*

¹² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

¹³ Education Policy Institute, (2019), *Education in England Annual Report August 2020*. [file:///gs-file-01/home\\$/jacpierce/Documents/Downloads/EPI_2020_Annual_Report_.pdf](file:///gs-file-01/home$/jacpierce/Documents/Downloads/EPI_2020_Annual_Report_.pdf)

	Early years	Primary school	Secondary school	
	EYFSP total point score	KS2 scaled score in reading and maths	GCSE average grade	GCSE English and maths (average grade)
2011	-	10.6	20.4	19.7
2012	-	10.1	20.0	18.9
2013	4.7	10.0	19.6	18.6
2014	4.7	10.0	19.6	18.2
2015	4.6	9.7	19.4	18.1
2016	4.5	9.6	19.3	18.1
2017	4.5	9.5	18.4	17.9
2018	4.6	9.2	18.4	18.1
2019	4.6	9.3	18.4	18.1
2018-2019 change (%)	+0.1 (+1.4%)	+ 0.1 (+0.8%)	-0.0 (-0.2%)	+0.0 (+0.0%)
2011-2019 change (%)	n/a	-1.4 (-12.8%)	-2.0 (-9.8%)	-1.6 (-8.0%)

*Totals may not appear to sum from their constituent parts in tables due to rounding errors.

However, recent research does suggest this trend may be reducing¹⁴, although the impact of the Covid pandemic remains a concern. At Gordon's, whilst the gap between disadvantaged students and their peers is present, and fluctuates slightly each year, it remains relatively small at time of assessment and, more often than not, is statistically insignificant.

This is due both to the performance of our students and to the relative number of disadvantaged students in any single year group. Using students entitled to Free School Meals as an example, the 2021-22 Year 11 cohort contained just 5 FSM students in a cohort of 126. Only one of these FSM students did not achieve 5 standard passes including English and Maths (Grades 9-4). This equates to just 6.3% of the whole cohort.

Moreover, the Attainment 8 figures indicate that Pupil Premium students demonstrated excellent attainment in 2021-22. As a whole group, Pupil Premium students achieved at a similar level to non-Pupil Premium students, with an Average Total Att. 8 Grade of 63.34 compared to 64.72 in the whole cohort. Therefore, whilst marginally lower, the difference between these grades would not be considered statistically significant and represents excellent attainment within the Pupil Premium group. It is obviously worth noting, however, that the Attainment 8 measure for FSM and PLAC students is clearly lower and demonstrates a more significant attainment gap.

Key Group	% achieve Standard Pass	% achieve Strong Pass	% 9-7 in English & Maths	Average Total Att. 8 Grade	Progress 8
Whole Cohort	93.70%	77.80%	25.40%	64.72	0.77
Pupil Premium	92.10%	73.70%	21.10%	63.34	0.55
FSM Ever 6	80%	40%	0%	53.1	-0.79
PLAC	50%	50%	0%	48.75	-0.37
Services Ever	96.8%	80.60%	25.80%	65.94	0.86

Therefore, it is important for us to remain cognisant that our disadvantaged students can perform to a lower standard than their non-disadvantaged peers. Perhaps the overall conclusion to be drawn when analysing the results from 2021-22 is that there was only a marginal gap between the performance of those students who receive Pupil Premium funding and those who did not, and that the performance of our Pupil Premium students remains strong against national measures.

¹⁴ UK Government Policy paper - State of the Nation 2022: Chapter 3 – Intermediate outcomes: <https://www.gov.uk/government/publications/state-of-the-nation-2022-a-fresh-approach-to-social-mobility/state-of-the-nation-2022-chapter-3-intermediate-outcomes>

Furthermore, we can conclude that the school continues to offer outstanding provision to our disadvantaged students and prioritises their attainment in line with their peer group through the appropriate and well-considered utilisation of the Pupil Premium funding available as well as the integration and complete inclusion of disadvantaged students into the standard School experience.

However, we remain vigilant regarding the existing gap and cognisant that this gap may increase as a direct result of the ongoing legacy of disruption to education in 2020-21. Moreover, the work we are doing to increase staff awareness of the needs of their disadvantaged students remains a priority and an area to focus on as we continue through 2022-23.

Service Pupil Premium funding

Gordon's has a high number of Service PP students on roll; currently 111 individuals out of a student body of 946 students.

This means that it is extremely important to ensure that Service students are fully integrated into the wider school community and that their academic attainment and wider school experience is not dissimilar to their non-services peers.

Gordon's achieves this well through the history of the school and our long-standing association with the military, particularly the Royal Engineers, therefore, much of the life of the school is entrenched within this background of military association. Consequently, there are no dedicated programmes for Services students as the pastoral care we provide within the Boarding Houses is carefully designed to consider the needs of students from military families.

This is particularly evident in the residential houses where students with deployed family members are cared for.

However, we continue to monitor this provision and are watchful for any disparities in the academic performance of Services students.