

Pupil Premium strategy statement 2025-26

This statement details our school's use of Pupil Premium 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 outcomes for disadvantaged Students last academic year.

School overview

Detail	Data
School Name	Gordon's School
Number of Students in school	Total 11-18 on roll: 989 Total 11-16 on roll: 620 Dual registration: 0 In school: 989* (*Several students attending college 1 day per week and a variety of students on Alternative Provision, but none are dual registered)
Proportion (%) of Pupil Premium eligible students	19.8% of whole school cohort 31.6% of 11-16 cohort (196 Pupil Premium students)
Academic year/years that our current Pupil Premium Strategy plan covers	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Moss, Headteacher
Pupil Premium lead	Jacqueline Pierce, Deputy Head
Governor / Trustee lead	Jane Valner, Chair of Governors

Funding overview

Detail	Amount
Pupil Premium funding allocation 2025-26 academic year: <ul style="list-style-type: none">Services (£350): 134 students = £46,900FSM (£1,075): 23 students = £24,725PLAC (£2,630): 36 Students = £94,680LAC (£2,630): 3 Student = £7,890 Details of funding amounts can be found here	Total notional* funding amount: £174,195 *Funding is allocated in arrears
Pupil Premium funding carried forward from previous year	£43,976.67
Total budget for this academic year	£218,171.67

Part A: Pupil Premium strategy plan

Statement of intent

Our Pupil Premium Strategy aims to equalise access to success for our disadvantaged students (irrespective of their backgrounds and the challenges they may face), ensure Pupil Premium students make good academic progress and develop socially and emotionally to enable them to play a full and productive role in society and in their lives beyond Gordon's.

The reason for Pupil Premium funding is to continue with the positive trend of narrowing almost every gap in our national intermediate outcomes between young people from higher and lower socio-economic backgrounds. Although there are still disparities, the gaps have narrowed in the past decade with progress across all measures¹. Intermediate outcomes in education have been trending in a positive direction and educational attainment gaps between students from higher and lower socio-economic backgrounds have narrowed, especially at key stages 2 and 4. Consequently, Gordon's takes the use of Pupil Premium funding seriously and works hard to ensure the outcomes for our students are positive and continue to close all identified gaps.

Gordon's School is classified as 'Outstanding' by Ofsted (Oct 2025), 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 Pupil Premium students to achieve their potential and to close the attainment gap with their non-Pupil Premium 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 Pupil Premium students and their non-Pupil Premium peers across the curriculum.

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 backgrounds, whatever that may be, as well as to students impacted by interruptions to their education more generally as a consequence of military deployment within their family. A targeted KS4 'support curriculum' will be offered to both Pupil Premium and non-Pupil Premium students alike in small groups and will, therefore, be based on individual 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 and Maths. Inclusion in this support programme will not, therefore, be based solely on the expected impact of Pupil Premium qualification, 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 and to support with their transition beyond Gordon's. 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, additional careers guidance and any other needs as they arise in order to support the academic and pastoral progress of our students.

¹ 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>

Challenges

This section details the key challenges to achievement that we have identified among our Pupil Premium Students.

Challenge number	Detail of challenge
	<p>Academic Attainment Gap:</p> <p>Nationally, a higher proportion of Disadvantaged students have gaps in their knowledge when compared to their peers. This presents itself as gaps in both Progress 8 and Attainment 8 at the end of Key Stage 4; and upon their admission to us at the end of Key Stage 2.</p> <p>We have identified the key challenges below, which have been divided into KS3 and KS4:</p>
1.	<p>KS3</p> <p>Lower Levels of <u>Numeracy</u> on entry for some Pupil Premium Students</p> <p>Year 7 – 39/120 Students are classed as Pupil Premium (33%), 11 of those also have a SEND Inc., visual impairment (9%)</p> <p>Baseline data from testing on entry Year 7 students suggests some students joining the school this year find Maths challenging and have lower than expected numeracy skills.</p> <p>Assessments on entry to Year 7 in 2025 indicate that 10/39 (27%) of Pupil Premium Students are below age expected levels for numeracy. This is compared to 13% of their non-Pupil Premium peers.</p> <p>Year 8 – 41/119 Students are classed as Pupil Premium (34%), 8 of those also have a SEND or disability (20%)</p> <p>Assessments from Year 8 in 2025 indicate that 10/41 (24%) Pupil Premium Students are below age expected expectations for numeracy. This is compared to 7% of their non-Pupil Premium peers.</p> <p>Year 9 - 39/127 are classed as Pupil Premium (31%), 5 of those also have a SEND (13%)</p> <p>Assessments from Year 9 in 2024 indicate that 12/39 (31%) Pupil Premium Students are below age expected expectations for numeracy. This is compared to 6% of their non-Pupil Premium peers.</p> <p><i>*Data using Midyis – below 95 classified as below age-related expectations.</i></p> <p>Year 8 and 9 underperforming in Maths, data taken from Autumn 25 T1-2 reporting data</p> <p>Highlights interventions have an impact in closing the gap and improving Maths attainment of Pupil Premium Students.</p> <ul style="list-style-type: none"> Year 8: 6/41, 14 % of Pupil Premium students below expected performance in T1-2 compared to 17/78, 22% non-Pupil Premium Year 9: 12/39 31% of Pupil Premium students below expected performance in T1-2 compared to 20/88 23% non-Pupil Premium

2.	<p>KS3</p> <p>Lower Levels of <u>Literacy</u> on entry for some Pupil Premium Students</p> <p>Year 7 – 39/120 Students are classed as Pupil Premium (33%), 11 of those also have a SEND or visual impairment (9%) Baseline data from testing on entry Year 7 students suggests some students joining the school this year have lower than expected literacy skills.</p> <p>Assessments on entry to Year 7 in 2025 indicate that 6/39 (15%) Pupil Premium Students are below age expected expectations for reading. This is compared to 13% of their non-Pupil Premium peers.</p> <p>Year 8 – 41/119 Students are classed as Pupil Premium (34%), 8 of those also have a SEND or disability (20%) Assessments from Year 8 in 2025 indicate that 10/41 (24%) Pupil Premium Students are below age expected expectations for reading. This is compared to 15% of their non-Pupil Premium peers.</p> <p>Year 9 - 39/127 are classed as Pupil Premium (31%), 5 of those also have a SEND (13%) Assessments from Year 9 in 2025 indicate that 16/39 (41%) Pupil Premium Students are below age expected expectations for reading. This is compared to 19% of their non-Pupil Premium peers.</p> <p><i>*Data using reading age programme data gathered Autumn term '25</i></p> <p>Year 8 and 9 underperforming in English, data taken from taken from Autumn 25 T1-2 reporting data Highlights interventions have an impact in closing the gap and improving English attainment of Pupil Premium Students.</p> <ul style="list-style-type: none"> • Year 8: 9/41 21% of Pupil Premium students below expected performance in T1-2 compared to 9/78 12% non-Pupil Premium • Year 9: 11/39 28% of Pupil Premium students below expected performance in T1-2 compared to 13/88 15% non-Pupil Premium
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3.

KS4

Current year 11 cohort has 128 students with 21.9% (28 students) being identified as Pupil Premium.

School cohort as a whole = 50% male, 50% female.

Categories	Pupil Premium	Non-Pupil Premium
Number of students	28	100
Gender Split	F= 64.3% M= 35.7%	F=46% M=54%
SEN %	7%	13%
FSM %	7%	0
Service %	78%	0
Average Total Attainment 8	61.82	66.07
Attendance % Y10	94.80%	96.50%
Yellis mean	110.6	112.6
Midyis mean	105.1	109
Y10 VA from predicted for English	-0.37	-0.455
Y10 VA from predicted for Literature	-0.5	-0.745
Y10 Va from predicted for Maths	-0.46	-0.645
% of students currently predicted to achieve 5 standard passes Inc English and Maths in 2024-25	89.30%	94%
% Y10 students entered for the Ebac	68%	69%
Students currently not achieving 9-4 in English or Maths in 2024-25	3.6% (1 student)	3% (3 students)
Students predicted to achieve 9-7 in English or Maths in 2024-25	35.70%	43%

Points of note:

Yellis test results show a gap reduction in comparison to Midyis mean.

The current 2025-26 cohort does not have KS2 prior attainment, so progress 8 will not be reported.

Attainment 8 can still be used as a measure, but this is not ideal as it will not relect a students' progress.

To monitor progress, we have adopted a number of measures, one of which is to use our Midyis and Yellis test results to provide a comparable KS2 value. We monitor the difference between students' target grades and predicted grades across the subjects, plus assess students' knowledge through regular assessments.

In 2025-26 19.8% of the whole school cohort are Pupil Premium students (19.4% in 2024-25). PLAC student number are increasing each year.

Pupil Premium students have received on average 25.73 'Good Comments' in the first Autumn term (18.06 in 2024-25).

4.

KS4 Underperforming Students

Analysis of Key Assessment data in both English and Maths departments, along with data drops of all subjects to identify students of concern (both Pupil Premium and non-Pupil Premium). This will largely be directed by identifying students who are

	<p>underperforming against targets. Staff also to raise concerns through 'Expression of Concern' form and communication with HoKS and SEN department.</p> <p>Support put in place through various mechanisms including Student Support Centre, supported Prep/P7s, EAA provision/investigation and use of small group tutoring in Year 11 for students identified as at risk of failing (less than Grade 4) in English and Maths.</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>												
5.	<p>Mental health and wellbeing:</p> <p>A number of our Pupil Premium students require internal and/or external therapeutic support.</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 significant issues.</p> <p>The number of students impacted by poor mental health has increased as a result of the Covid pandemic and numbers continued to pose a challenge.</p> <p>The figures below demonstrate that these challenges particularly affect our Pupil Premium students over the course of an academic year, which, in turn, have the potential to impact their attainment, ability to access the curriculum and attendance.</p> <p>Counselling referrals:</p> <table><tr><td></td><td>PLAC/LAC, FSM & Services Total (and % of Pupil Premium students) who received counselling</td><td>Non-PLAC/LAC, FSM & Services Total (and % of students) who received counselling</td><td>Total Number of referrals</td></tr><tr><td>Sept 24 – July 25</td><td>12 (6% of Pupil Premium cohort)</td><td>88 (11% of non-Pupil Premium cohort)</td><td>100 referrals</td></tr><tr><td>2025-26 to date</td><td>7 (4% of Pupil Premium cohort)</td><td>44 (10% of 11-16 non-Pupil Premium cohort)</td><td>51 referrals</td></tr></table> <p>Consequently, the ongoing and increasing SEMH needs of the Pupil Premium cohort are a concern.</p>		PLAC/LAC, FSM & Services Total (and % of Pupil Premium students) who received counselling	Non-PLAC/LAC, FSM & Services Total (and % of students) who received counselling	Total Number of referrals	Sept 24 – July 25	12 (6% of Pupil Premium cohort)	88 (11% of non-Pupil Premium cohort)	100 referrals	2025-26 to date	7 (4% of Pupil Premium cohort)	44 (10% of 11-16 non-Pupil Premium cohort)	51 referrals
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2025-26 to date	7 (4% of Pupil Premium cohort)	44 (10% of 11-16 non-Pupil Premium cohort)	51 referrals										
6.	<p>Attendance</p> <p>Punctuality and attendance figures can be lower among Pupil Premium students in comparison to their non-Pupil Premium peers. Whilst data analysis would indicate that absenteeism is not currently significantly higher amongst Pupil Premium students than the wider non- Pupil Premium cohort, it has been an issue in the past.</p> <p>Gordon's school IDSR has previously highlighted Persistent Absence among FSM students as concerning, however, this is not the case for 2024-25, but we need to remain vigilant.</p> <p>We are also keenly aware that Pupil Premium students have a much higher risk of non-attendance and disengagement from school altogether and so Attendance will remain on the Pupil Premium challenges list.</p>												

<p>7.</p>	<p>Transition beyond Gordon's, Future Education and Careers:</p> <p>There is good evidence that socio-economic disparities in children's skills emerge early on, well before they start school. They then tend to increase in the school journey and have major effects on their careers.</p> <p>In order to support our school vision in creating well rounded and successful young people, we need to consider their future education and employment opportunities. There is a clear risk that students who fall into the Pupil Premium classification will not be as likely to remain in education as their non-Pupil Premium peers and have a higher risk of not becoming classified as NEET.</p>
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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	Success criteria
1. Improved mathematical understanding among Pupil Premium and non- Pupil Premium students across KS3.	<p>KS3 Maths:</p> <p>Maths tests will demonstrate improved mathematical understanding and problem-solving skills among Pupil Premium students and a smaller disparity between the scores of Pupil Premium students and non-Pupil Premium peers.</p> <p>Where non-Pupil Premium 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>
2. Improved reading comprehension among disadvantaged students across KS3.	<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>
3. Identification and intervention for students who continue to have gaps in basic skills (particularly in English and Maths).	<p>KS4:</p> <p>Whilst we want all students to be within a 1 grade tolerance of their aspirational targets (with clear positive Progress 8 scores), we should certainly be looking to achieve parity between Pupil Premium and non-Pupil Premium students within the cohort, indicating support was appropriate to level the field.</p> <p>Given the high proportion of Pupil Premium student in the lower half/quarter of the cohort, we should be hoping to see Pupil Premium students make more progress than non-Pupil Premium, given that targets may have been lower than their actual ability. Targeted small group and individual tutoring will play a key part in this.</p>
4. All Y11 students attain at least a standard pass in GCSE English and Maths.	<p>KS4 Underperforming Students</p> <p>All students (with 1 possible exception due to severe needs of both SEN and SEMH) should achieve passing grades (4+) in both English and Maths.</p>
5. To achieve and sustain improved wellbeing for all students, including	<p>Mental health and wellbeing:</p> <p>Sustained high levels of wellbeing demonstrated by:</p>

those who are disadvantaged.	<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. • 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. • High percentages of students who reflect positively on their experience with the support services offered.
6. To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.	Attendance: <ul style="list-style-type: none"> • Attendance of disadvantaged students to be above national average • Attendance of disadvantaged students in line with other students.
7. To continually sustain higher than national averages of students remaining in education and/or employment.	Transition beyond Gordons, Future Education and Careers: <ul style="list-style-type: none"> • Sustained high levels of Pupil Premium students remaining in education or employment, evidence by our transition data supplied to the Local Authority on a yearly basis. • The school will priorities career meetings, attendance to career fairs and other careers opportunities for all Pupil Premium students and offer additional meetings on an individual basis where required.

Activity in this academic year – 2025-26

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Provision of targeted teaching and interventions: Continue to develop our inclusion and intervention provision including: the Student Support Centre, Inclusion Coordinator and the Academic Performance Tutor.	<p>Gordon's School currently has a Pupil Premium cohort of 31.6% of eligible students (Y7-11). This represents 19.8% of the whole school cohort.</p> <p>This number is increasing annually, but only marginally. Such an increase follows the national picture.</p> <p>Within this cohort, however, the number of PLAC students is increasing at a higher rate than any other group.</p> <p>With increasing numbers of PLAC students the team will develop specific education plans for this cohort, as advised by Surrey Local Authority.</p> <p>Staff members have been specifically appointed to monitor and support our disadvantaged students – academically, pastorally and with their attendance. Pupil Premium funding will continue to be allocated to this area to support our most vulnerable students.</p>	1, 2, 3 & 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Mental health and wellbeing: Provision of professional counselling and well-being support services for students to self-refer to as well as be directed towards.	<p>The Education Endowment Foundation'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: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>So far, this academic year (2025-26), the following support initiatives have been put in place:</p> <ul style="list-style-type: none"> • Counselling • Individual Welfare Support Plans • Social Emotional and Mental Health Wave 2 intervention (structured interventions and targeted Welfare support e.g. Zones, ELSA, EBSNA etc.) 	All
2. Mental health and wellbeing: 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: 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: 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/a1CG000000GJIFMAW</p> <p>Additionally, Art therapy is suggested by Mind 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. https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</p>	All
3. Provision of educational	Providing funding for these assessments means that students for whom these conditions impact their learning no longer	All

<p>psychologist assessments e.g. for ASD, ADHD etc.</p>	<p>have to wait up to 2 years for an NHS or CAMHS 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>Information about the value and availability of EP work can be found as follows:</p> <p>Research on the Educational Psychologist Workforce</p> <p>Educational Psychology Services (England): Current Role, Good Practice and Future Directions</p> <p>Education, Health and Care Plan (EHCP) Assessments: What is the role of an Educational Psychologist?</p>	
<p>4. Music and LAMDA lessons (Public Speaking)</p>	<p>Providing funding for both Music and LAMDA (Public Speaking) lessons is important as it allows Pupil Premium 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>Information about the importance of Music and public speaking can be found as follows:</p> <p>The Importance of Music: A National Plan for Music Education</p> <p>The power of music: Its impact on the intellectual, social and personal development of children and young people</p> <p>The significance of public speaking as an essential skill</p>	<p>All</p>
<p>5. Contingency fund for acute issues.</p>	<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>	<p>All</p>

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. KS3 Academic Support: numeracy and literacy support.</p> <p>KS3 has a programme of support reviewed half termly and at each termly data drop.</p> <p>A significant proportion of students receiving this support will be Pupil Premium students.</p> <p>Funding is used to support the delivery of this programme.</p>	<p>Targeted academic interventions take place at KS3 following data review. One to one and small group settings are used to deliver interventions and increase student attainment.</p> <p><i>Half termly reviews of progress take place between HoKS3 and the Academic performance tutor.</i></p> <p><u>Maths interventions</u></p> <p>Students will make use of Catch-Up Numeracy at Key stage 3. 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>The average cost = £130 per pupil.</p> <p>Additional information can be found here: https://www.catchup.org/interventions.php</p> <p><u>Additional tutoring for students underperforming in Maths across Key Stage 3.</u></p> <p>From September 2025 – KS3 Academic performance tutor is delivering Maths support to small groups (2-3 students) who were two grades below target in the last report data capture. This is a new intervention introduced this year to target those students who aren't weak enough for the catch up programme but missing target grades in Maths.</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. English department have also introduced a nature group for the lowest attainers.</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>1a, 1b, 3 and 4</p>

	<p>Academic performance tutor leads specialist one-to-one one session with students falling below expected progress.</p> <p>Shine literacy intervention software, utilised by the reading coordinator, links to the school reading age programme.</p> <p>Taunton SEN department also utilise conquering literacy programme.</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>2. KS4 Academic Support: Personalised 1:1 tuition will be available across all year groups via private tuition companies approved by the School.</p>	<p>Pupil Premium funding will be allocated to employ private tutors to deliver 1:1 tutoring to students seeking to improve their academic attainment.</p> <p>Engagement is voluntary and, where viable, additional funding may be made available for students who wish to continue tuition beyond the scope of their initial Pupil Premium funding allocation.</p> <p>Funding will be prioritised to Y11 students, if necessary, but will be made available to all Pupil Premium students, regardless of current attainment, to ensure they can reach their academic potential.</p> <p>There is no formal review process for these intervention – students may continue to receive 1:1 tutoring until such time as they/their parents request it to end, or their funding runs out. Should students/parents wish to continue tutoring beyond their funding allocation amount, a review of key factors will be undertaken such as student attendance, engagement and current academic performance and progress over the course of the year.</p> <p>Student academic performance <i>alone will not</i> be used as a factor in deciding whether a student can continue/extend their 1:1 tutoring. This is because the impact of tutoring cannot be easily quantified and the benefits are entirely subjective – students may not make obvious progress as a result of tuition, but the boost to confidence, the maintenance of existing</p>	<p>1a, 1b, 1c, 2, 3 and 4</p>

	<p>outcomes and the reinforcement/recall of learnt material may be of significant benefit to Pupil Premium students in particular.</p> <p>There is evidence that 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>3. KS4 Academic Support: Y11 small group catch-up numeracy and literacy support led by subject specialist external tutors. 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>The review process for these interventions is through analysis of key assessments and regular data drops to check value added improvement against aspirational target grades. Key competency data also gives valuable insight into whether students are having a positive change in mindset. Discussion is had with HoDs to see if improvement has been seen in class and to direct further intervention.</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>	1c, 3 and 4
<p>4. KS4 Academic Support: Employment of school staff to supervise our onsite 1:1 tutoring (see above) for residential Pupil Premium students.</p>	<p>Under school policy, and in order to safeguard our students, external tutors are required to be chaperoned whilst onsite. Staff members are appointed to undertake this role.</p> <p>Funding will be allocated both to cover the cost of the tuition, but also to fund staff to supervise.</p>	1c, 2 and 3

Total budgeted cost: £190,000

Part B: Review of the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

Review of Teaching

Inclusion Coordinator

A new member of staff was employed in September 2024 to support Pupil Premium students (with particular focus on PLAC/LAC students). However, that member of staff left the school in October 2024.

This position has now been refilled, and our original plans are back on track - the support offered will take a variety of forms including (but not limited to) SEMH discussions, academic mentoring/coaching, liaison with parents, behaviour interventions, coordination of Alternative Provision placements and in-school provision of Alternative Curriculum offers.

Impact:

Between 10 and 15 Pupil Premium students were supported in regularly weekly interventions in 2024-25 and the intention is to increase this in 2025-26. This has led to improved attendance figures, a general decrease in occurrences of negative behaviour and an increase in positive comments and academic commendations.

We now also have a well-established programme of Functional Skills, led by the Inclusion Coordinator. This is delivered to students at risk of failing English and/or Maths at GCSE (lower than GCSE Grade 4). These students are removed from MFL and undertake 7 lessons per fortnight to support their core learning and ensure they leave school with an English and Maths qualification. Many of these students also fall within the Pupil Premium cohort.

The Inclusion Coordinator is also the 'Designated Teacher' for PLAC/LAC students. In the 2024-25 school year, students were provided with significant SEMH support during traumatic events: including the breakdown of foster family relationships, criminal activity outside of school and significant school refusal. Post-school planning has also been undertaken for Pupil Premium students; helping to guide college applications and identifying academic areas of improvement for Y11 Students. These support provisions will continue into 2025-26.

Review of Wider strategies

1. Mental health and wellbeing:

i. Professional counselling

Our aim was to achieve and sustain improved wellbeing for all students, including those who are disadvantaged.

Provision offered:

- 11 Pupil Premium students accessed the counselling service
- 21 students had 6 sessions
- 10 students had more than 6 sessions
- 5 students had the full 12 sessions

Impact:

- 17 students reported a drop of more than 10 points in their Core-10 score
- 12 further students reported a drop of between 2-10 points in their Core-10 score
- There is missing Core-10 data for 7 students

The school counselling provision continues to be an invaluable provision to our Pupil Premium students.

ii. Provision of alternative SEMH therapies

Equine therapy was provided for a PLAC student who benefitted from an increased ability to monitor and regulate their emotional stability. This has been part of a wider programme aimed at reducing time out of the classroom for dysregulation and behaviour related incidents.

We have seen a successful reduction in SEMH related dysregulation and behaviour incidents, and the student has more successfully engaged with the curriculum, likely because of this provision.

iii. Provision of educational psychologist assessments

Educational Psychologist assessments to support both the diagnosis of students and applications for EHCPs were undertaken in 2024-25. This supported the formal diagnosis of 2 students who are now exploring both medication and additional strategies to better manage their challenges and more successfully navigate school.

iv. Music and LAMDA lessons

These lessons are provided to ensure that Pupil Premium students are able to access the same level of socially and academically beneficial opportunities as non-pupil premium students. Numerous students used Pupil Premium funding to provide these lessons and many who undertook them would not have been able to without the support of this funding. Whilst the impact of undertaking these lessons is not directly measurable or quantifiable, the fact of their undertaking is seen as a successful use of the funding.

In recent years we have moved away from using an allocated sum of funding to support students wishing to take music lessons and have instead used the student allocated funding amount, as we do for tuition. This is working well and is a model we will continue with and will expand into the LAMDA offer as well.

In the 2024-25 academic year, we had a fixed level of funding for LAMDA lessons (£20,000 in 2024-25). In total, over the 2024-25 period, we allocated £14,301.99 to LAMDA lessons. This year, we will begin using the above 'Music' model for LAMDA lessons.

LAMDA continues to be valued by both students and parents, especially in supporting some of our most vulnerable students to develop their confidence and find their voice.

We are looking to develop the current LAMDA provision within our Y7 residential boarding cohort to support engagement, confidence and school spirit. This is in line with changing our current LAMDA funding model to match the Music model where, other than for the Y7 residential LAMDA provision,

parents will need to use their individual funding to cover the cost, rather than using central funding. For the Y7 residential programme, a sum of money will be set aside to cover the cost centrally.

2. Attendance

Pupil Premium attendance is very good. The FSM element of Pupil Premium was monitored in 2024-25 as it has previously been flagged on the IDSR as at a higher level of Persistent Absence. On the latest IDSR, however, we are pleased to note that Persistent Absence amongst FSM students is not longer flagged as an issue for Gordon's school.

3. Transition beyond Gordon's, Future Education and Careers:

- 66.7% of the 2024-25 Y11 cohort returned to Gordon's Sixth Form (84 students)
- 97.6% of students remained in education or employment (123 students)
- 2 PP students were NEET – not confirmed as in education, employment or training (as above). 1 student was under local authority supervision before leaving Gordon's and therefore not technically NEET

We continue to seek answers regarding the current status of these children through our Gordonian Office, however, responsibility for NEETS sits with the local authority who have had the data they need from us.

4. Contingency fund

This was not used and will be carried over into the 2025-26 academic year.

Review of Targeted academic support

1. KS3 Literacy and Numeracy

Literacy

The intent of literacy interventions is to improve grammar and word classes, comprehension skills and reading age data

Year 8 and 9 underperforming in English, data taken from Autumn 25 T1-2 reporting data

Highlights interventions have an impact in closing the gap and improving English attainment of Pupil Premium Students

Year 8: 9/41 21% of Pupil Premium students below expected performance in T1-2 compared to 9/78 12% non-Pupil Premium

Year 9: 11/39 28% of Pupil Premium students below expected performance in T1-2 compared to 13/88 15% non-Pupil Premium

The data demonstrates the attainment within our Disadvantage group is improving, and the gap is narrowing.

Numeracy

Targeted Numeracy Intervention: 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.

Year 8 and 9 underperforming in Maths, data taken from Autumn 25 T1-2 reporting data

Highlights interventions have an impact in closing the gap and improving Maths attainment of Pupil Premium Students

Year 8: 6/41, 14 % of Pupil Premium students below expected performance in T1-2 compared to 17/78, 22% non-Pupil Premium

Year 9: 12/39 31% of Pupil Premium students below expected performance in T1-2 compared to 20/88 23% non-Pupil Premium

The data again demonstrates the attainment within our Disadvantage group is improving, and the gap is narrowing.

2. KS4 small group tuition - numeracy and literacy support

These are Pupil Premium students who were indicated by HoKs and Departments as being in need of intervention to support their studies due to a potential to 'fail' in Maths and/or English (Below Grade 4), so very much in need of additional support but were not necessarily accessing it via self-selected tutoring.

There were 20 students in this group.

Of those having additional English, 88% demonstrated an increase in Predicted Grade, with just 1 student failing to improve (though explained by external homelife factors, and therefore being supported pastorally).

Mean English improvement was +0.8 grades per student which is superb and well above the normal cohort progression.

Maths showed 50% of students improved in predicted grades, but did show a very distinct improvement in class Effort and Working Grades, which in turn will have supported learning and made the Predicted Grade more secure.

In both English and Maths, improvements in Effort and Working Grades were more than triple the normal improvement seen from the entire cohort. That is particularly pleasing as it clearly demonstrates that tutoring increases the student's confidence in the subject, and how they approach their lessons.

3. Years 7 – 11 Private 1:1 tuition

Our prioritising the use of personalised 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.

The Education Endowment Foundation (EEF) continues to place significant value on personalised tuition within their 'value for money' ratings². 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"³. This will certainly benefit 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"⁴. 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.

Therefore, whilst the direct impact of tutoring on student outcomes cannot be directly measured, we continue to believe that there is value in supporting student and parent choice in offering this form of support through Pupil Premium funding. Moreover, anecdotal parent and student evidence continues to extol the benefits of this programme.

Whilst these outcomes cannot be directly proven to be related to the provision of tutoring, nonetheless, they are suggestive of a positive correlation:

- 85% of students showed an improvement in Predicted Grade from Year 10 to the end of Year 11. The remaining 15% maintained their grade, which they may have otherwise struggled to do as demands of the course increased. No students regressed.
- Mean increase in grade was +0.6 per student.

Students in this category (Pupil Premium self-elected tutoring) are those who qualify for Pupil Premium funded tutoring but who have not been identified by school as specifically needing it in a subject, so would not necessarily display the improvement we would see in a struggling student. None the less, a mean improvement of +0.6 is a clear indication that overall improvement was made and there is value in the sessions.

² <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

³ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service Pupil Premium allocation was spent last academic year

Gordon's has a high number of Service Pupil Premium students on roll; currently 134 individuals out of a whole school cohort of 989 (620 in Y7-11).

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.

Academically, the Services students access all of the provision outlined previously within this report such as 1:1 tutoring, counselling, Music, LAMDA etc.

The impact of that spending on service Pupil Premium eligible Students

Given the complete integration of the Service Pupil Premium students into the wider Pupil Premium provision of the school, reporting on the impact of the use of Service Pupil Premium funding is included in the Strategy Statement as a whole.

Going forward, we will look to see what elements of Services Pupil Premium funding usage can be extracted in order to report separately on it for this document.