

PUPIL PREMIUM STRATEGY STATEMENT 2020-21

This statement includes the following information:

For the current academic year:

1. the school's Pupil Premium grant allocation amount
2. a summary of the main barriers to educational achievement faced by eligible pupils at the school
3. how we spend the Pupil Premium to overcome those barriers and the reasons for that approach
4. how we measure the effect of the Pupil Premium
5. the date of the next review of the school's Pupil Premium strategy

For the previous academic year:

1. how we spent the Pupil Premium allocation
2. the effect of the expenditure on eligible and other pupils

For the current academic year:

1. The school's Pupil Premium grant allocation amount:

How much pupil premium funding Gordon's received for this academic year:

In the 2020-21 school year, Gordon's School will likely be entitled to receive **£113,370** in Pupil Premium funding.

We continue to propose a 'top slice' cut from the total Pupil Premium funding of $\frac{1}{3}$ from each student, therefore our funding will be broken down as follows:

Top Slice Allocation	£ 37,790	(based on 1/3 per student)
Bottom Slice Allocation	£ 75,580	
Total Allocation	<u>£113,370</u>	
2019-20 Underspend	<u>£ 32,417.61</u>	
Total funding available in 2020-21	<u>£145,787.61</u>	

Y7 Literacy and numeracy catch-up premium

The Department for Education issued a statement on Friday 19th Jun 2020 informing schools that the Year 7 catch-up premium will be discontinued.

The message to schools read:

"As you will be aware, the introduction of the National Funding Formula provides for schools to attract low prior attainment funding for pupils in Year 7 to 11 with lower attainment who need support to catch up".

"As a result, the Year 7 catch-up grant – the Department's previous mechanism to direct funding to support pupils with lower attainment – will no longer be made available."

The literacy and numeracy catch-up gave state-funded schools, including special schools and alternative provision settings, additional funding to support Year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2.

2. A summary of the main barriers to educational achievement faced by eligible pupils at our school

The key barriers facing students at Gordon's school are often no different to any other comprehensive state school; these are often centred around social class, family income and students who are currently, or have previously been, looked after by the state. These circumstances are widely recognised as leading to educational underachievement in some students and can cause students from these backgrounds to perform at a slower pace and attain comparatively lower grades when compared to their peers.

However, more unusually, Gordon's does have a significant number of students from military families who are in receipt of the Services Family Premium. These students make up the majority within the specific groups entitled to Pupil Premium at the School. See the table for a breakdown of students in each group entitled to Pupil Premium funding:

Ever 5 Service Child	Ever 6 FSM	PLAC	LAC	Total PP students
122	30	19	1	172

Students from service families have often faced a disrupted primary education, moving from base to base and even country to country. They have often not received their primary education exclusively within the British education system and can, therefore, find that they have not covered the same primary curriculum as their peers. This can lead to numerous problems such as gaps in knowledge, a lack of confidence and sometimes a need to improve key skills in numeracy and literacy.

3. How we will spend our pupil premium funding to overcome these barriers and the reasons for the approach we have chosen

The majority of funding received under the Pupil Premium scheme will be allocated to parents to use in the individual education of their son or daughter. Gordon's already offers many ways for students to improve their academic ability in specific subjects within the normal and extended day of the school. However, for Pupil Premium students who may require additional support due to their own individual circumstances, personalised tuition has been chosen as the main vehicle to improve student progression and attainment at Gordon's School. We have taken the decision to spend the majority of funding in this way because personalised tuition has been shown to make a significantly positive impact on learning, and offer some of the best value for money in strategies used by schools across the country. The allocation of the funding in this way also allows a degree of autonomy and engagement from parents and allows them to make the most appropriate educational choices for their own children and to design a targeted and individual learning plan which takes account of both their child's needs and educational background.

Proposed allocation of funding in 2020-21

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**All figures will remain provisional until final funding allocation which is paid annually in arrears and final 2019-20 expenditure is confirmed in October 2020.*

Proposed allocation of funding in 2020-21

Description of proposed spend	FY 20-21 Proposed Spend
TOP SLICE	
Behaviour Support Tutor	£25,000
Music & LAMDA Lessons	£10,000
Counselling	£15,000
Estimated Top Slice Spend 2020-20	£50,000
Estimated Top Slice Allocation	£37,790
Estimated Top Slice Overspend	£12,210
BOTTOM SLICE	
One-to-one Tuition/Tablet Scheme	£40,000
Top Up Funding	£10,000
Estimated Bottom Slice Spend	£50,000

Estimated Bottom Slice Budget	£75,580
Estimated Bottom Slice Underspend	£5,580
Total Pupil Premium Allocation 2020-21	£113,370
Rollover from 2019-20	£32,417.61
Total Pupil Premium Budget available 2020-21	£145,787.61
Total Estimated Spend 2020-21	£100,000
Total Estimated Underspend 2020-21	£45,787.61

4. How we measure the effect of the pupil premium

Due to the nature of individualised tuition, it is impossible to make verifiable claims as to its specific efficacy. However, anecdotal evidence from parents is used to demonstrate both the success and the value provided by the programme. Moreover, termly reports to the school Governors track the performance of students in receipt of the funding and the annual GCSE results of Year 11 Pupil Premium students is both published and analysed against target data to establish whether students have met their potential and made the required amount of progress.

5. The date of the next review of the school's Pupil Premium strategy

The Pupil Premium strategy is reviewed annually following the publication of GCSE results in August. A new Pupil Premium strategy document is then completed and published to the School's website every September.

Moreover, a Pupil Premium report is delivered to the School Governors three times per year via the Curriculum and Welfare Committee. At these times, the strategy and rationale for the use of the funding is reviewed as part of this reporting process. Where new ideas come to light for how to make better use of the funding, they are included in the report.

Additionally, where aspects of the programme are working less effectively than hoped, they are reviewed and amendments or alternatives are suggested.

Pupil Premium Reports published to Governors in:

- November
 - March
 - May
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For the previous academic year

1. How we spent the Pupil Premium allocation:

In the 2019-20 school year, Gordon's School was entitled to receive **£103,615** in Pupil Premium funding.

We proposed a 'top slice' cut from the total Pupil Premium funding of $\frac{1}{3}$ from each student, therefore our funding was broken down as follows:

Top Slice Allocation	£ 34,554	(based on a 1/3 from each student)
Bottom Slice Allocation	£ 69,061	
Total Allocation	<u>£103,615</u>	

2018-19 Underspend	<u>£9,722.95</u>
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Total funding available in 2019-20	<u>£113,337.95</u>
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Summary of Pupil Premium Spend 2019-20

Description of spend	FY 19-20 Spend
1. Counselling	£35,603.50
2. LAMDA Lessons	£2,795
3. Behaviour Support Tutor	£
4. Student support (JB, SS etc.)	£4,521.84
Top Slice Spend	£42,920.34
Top Slice Allocation	£34,554
Top Slice overspend	£8,366.34

5. One-to-one Tuition/Tablet Scheme	£31,634.98
Bottom Slice Spend	£31,634.98
Bottom Slice Underspend	£37,426.02

Total Spend	£74,555.32
Total Allocation	£103,615
2018-19 Underspend	£9,722.95
Balance Remaining	£38,782.63

Literacy and numeracy catch-up premium

How did we spend our previous year's allocation?

Gordon's School used the 'Catch Up' funding provided by the government to provide supervised, small group sessions for students with identified, specific needs in Year 7. These needs varied from student to student, but the main areas covered by this funding include the following:

- Small group spelling sessions 8.20-8.40am
- Small group reading sessions 8.20-8.40am
- One to one support with literacy and numeracy
- Handwriting support group

How did last year's catch-up Premium allocation make a difference to the attainment of the pupils who benefit from the funding?

Students involved in the groups remained in them until a measurable improvement was seen in their abilities in the target area or until the national lockdown came into place. Where students fell below the expected standard, they were returned to the group sessions. Progress was measured by repeating tests with the same spellings or measuring reading and comprehension ability – this data was recorded and tracked across the year.

2. The effect of Pupil Premium expenditure on eligible and other pupils:

Students were able to make measurable improvements and make use of this practical progression in the wider curriculum.

At KS4, good use was made of personalised tuition for Pupil Premium students despite the unusual circumstances at the end of the 2020 school year. The GCSE results for this cohort were as follows:

2020 GCSE Exams – Summary Statement

There were 5 students who did not achieve 5 standard passes including English & Maths (Grade 9-4).

- 1 x FSM & PLAC
- 1 x FSM
- 1 x PLAC
- 2 x Services

One of these students, although included in our figures did not take any exams at all so will impact on the attainment 8 average grade.

Whole School Students not achieving grade 4 in English or Maths

	2017-2018	2018-2019	2019-2020
Students NOT Achieving 9-4 in English or Maths	4	0	5
Students Achieving 9-4 in English but NOT Maths	8	10	3
Students Achieving 9-4 in Maths but NOT English	1	4	1

Attainment

Key Group	% achieve Standard Pass	% achieve Strong Pass	% achieve EBACC (standard)	% 9-7 in English & Maths	Average Total Att. 8 Grade
Whole Cohort	92.6	73.8	66.4	27	6.3
EAL (5)	80	80	60	20	6.97
Pupil Premium (32)	84.4	62.5	59.4	21.9	5.79
FSM Ever 6 (5)	60	20	20	0	3.85
PLAC (5)	60	40	40	0	3.85
Services Ever (24)	91.7	75	66.7	29.2	6.35
SEND (29)	72.4	34.5	24.1	10.3	5.02
Boarder (29)	89.7	75.9	72.4	27.6	6.38
Non - Boarder	93.5	73.1	64.5	26.9	6.27

*One student was on roll at census, but did not take any exams, this has impacted on the attainment of the smaller key groups.

There is no Progress 8 measure this year due to the unusual circumstances surrounding the awarding of exam grades.

However, the Attainment 8 figures show Pupil Premium students as a whole group achieving at a similar level to non-Pupil Premium students, with an Average Total Att. 8 Grade of 5.79 compared to 6.3 in the whole cohort. However, within that group, FSM and PLAC students do show a gap in attainment with an Average Total Att. 8 Grade of 3.85 each compared to the 6.3 of the whole cohort.

At KS3, students also made good use of the funding available, however, with no specific end of KS3 whole school assessment in place, it is impossible to measure the overall attainment and progress of specific Pupil Premium students. However, anecdotal evidence suggests that, where the funding is used for personalised tuition, students make better progress than they would otherwise.