

Pupil Premium strategy statement 2024-25

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	On roll: 981 Dual registration: 1 (College x 3 Days) In school: 980* <small>*1 student dual registered & attending school 2 days per week (Additionally, 1 student attending 4 days per week, 2 students attending 4.5 days per week - remainder in college).</small>
Proportion (%) of Pupil Premium eligible students	19.4% (191 PP students)
Academic year/years that our current Pupil Premium Strategy plan covers	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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 2024-25 academic year: <ul style="list-style-type: none"> • Services: 133 students = £45,220 • FSM: 20 students = £21,000 • PLAC: 35 Students = £89,950 • LAC: 3 Student = £7,710 Details of funding amounts can be found here	Total notional* funding amount: £163,880 <small>*Funding is allocated in arrears</small>
Pupil Premium funding carried forward from previous years	£5,695.66
Total budget for this academic year	£169,575.66

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, 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 'recovery 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 Language 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 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>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>
<p>1.</p>	<p>KS3</p> <p>Lower Levels of <u>Numeracy</u> on entry for some Pupil Premium Students</p> <p>Year 7 – 42/121 Students are classed as Pupil Premium (36%) 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 2024 indicate that 11/42 (26%) of Pupil Premium Students are below age expected levels for numeracy. This is compared to 11% of their non-Pupil Premium peers.</p> <p>Year 8 – 34/121 Students are classed as Pupil Premium (28%) Assessments from Year 8 in 2024 indicate that 15/34 (44%) 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 - 43/125 are classed as Pupil Premium (34%) Assessments from Year 9 in 2024 indicate that 11/43 (26%) Pupil Premium Students are below age expected expectations for numeracy. This is compared to 5% 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 Summer T3-1 reporting data</p> <p>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: 5% of Pupil Premium students below expected performance in T3-1 compared to 8% non-Pupil Premium • Year 9: 26% of Pupil Premium students below expected performance in T3-1 compared to 18% non-Pupil Premium
<p>2.</p>	<p>KS3</p>

Lower Levels of Literacy on entry for some Pupil Premium Students

Year 7 – 42/121 Students are classed as Pupil Premium (36%)

Baseline data from testing on entry Year 7 students suggests some students joining the school this year have lower than expected literacy skills.

Assessments on entry to Year 7 in 2024 indicate that 12/42 (29%) Pupil Premium Students are below age expected expectations for reading. This is compared to 15% of their non-Pupil Premium peers.

Year 8 – 34/121 Students are classed as Pupil Premium (28%)

Assessments from Year 8 in 2024 indicate that 9/34 (26%) Pupil Premium Students are below age expected expectations for reading. This is compared to 14% of their non-Pupil Premium peers.

Year 9 - 43/125 are classed as Pupil Premium (34%)

Assessments from Year 9 in 2024 indicate that 16/43 (32%) Pupil Premium Students are below age expected expectations for numeracy. This is compared to 23% of their non-Pupil Premium peers.

**Data using reading age programme data gathered Autumn term '24*

Year 8 and 9 underperforming in English, data taken from Summer T3-1 reporting data

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

- **Year 8:** 8% of Pupil Premium students below expected performance in T3-1 compared to 7% non-Pupil Premium
- **Year 9:** 30% of Pupil Premium students below expected performance in T3-1 compared to 18 % non-Pupil Premium

KS4

Current year 11 cohort has 125 students with 29.6% (37 students) being identified as Pupil Premium.

Cohort as a whole is 54.4% male, 45.6% female.

T3/2 data drop indicated students were, on average over all their subjects, 9.8 grades below aspirational (ALPS 1.5) target grades according to their working grades (which is roughly exactly as it should be given flight plans to GCSE), and only 2.4 under, according to predicted grades (meaning students are predicted to hit aspirational targets in most of their subjects, or would on average be 0.27 grades under aspirational in all subjects).

How does PP fit within the above?

	Pupil premium	Non-PP
Number of students	37	88
Gender split (%)	M 37.8 : F 62.2	M 61.4 : F 38.6
Mldyis mean	101.7	109.3
Yellis mean	107.7	114.1
SEN %	21.6	14.7
FSM %	8.1 (3 students)	0

3.

Average unauthorised absence per student in year 10 (%)	0.4	0.2
Yr 10 T3/2 data drop total VA from working grade (against ALPS 1.5 aspirational target)	-8.8	-10.2
Yr 10 T3/2 data drop total VA from predicted grade(against ALPS 1.5 aspirational target)	-1.7	-2.5
Yr 10 T3/2 VA from predicted for English Language	-0.2	-0.2
Yr 10 T3/2 VA from predicted for English Literature	-0.2	-0.5
Yr 10 T3/2 VA from predicted for Maths	-0.8	-0.5
Students with a current failing (less than 4) prediction in Eng lang (%)	2.7 (1 student)	1.1 (1 student)
Students with a current failing (less than 4) prediction in Eng lit (%)	2.7 (1 student)	0
Students with a current failing (less than 4) prediction in Maths (%)	13.5 (5 students)	4.5 (4 students)

Points of note:

Male to female ratio fully reverses in PP category (significantly more female). Will need to be kept in mind when doing gender analysis, as girls tend to perform better than boys, which could artificially improve PP as a group relative to non-PP.

PP students have lower Mldyis and Yellis scores than non-PP (roughly 7 points at each sample). Therefore, they will have lower aspirational targets but if this was linked to prior education/life difficulties, then ought we to be pushing them to higher targets? Is that achievable? How much previously "lost" education can we make up for?

Unauthorised absence difference between PP and non-PP is insignificant, plus the slightly higher average in PP only due to 1 student whose parents took him out on holiday.

PP students have 47% higher SEN than non-PP, which could potentially have a much higher impact on their achievement as a group than simply being PP. This needs to be kept closely in mind as ensuring SEN support is robust will be a major factor in PP performance.

However, even with the higher SEN percentage, data suggests that PP students are actually outperforming non-PP students in terms of value added with respect to the difference between aspirational targets against their working/predicted grade. This is surprising and incredible. This is potentially due to the increased support they get, both in terms of SEN and SEMH, as well as additional tutoring that comes from the PP grants. What we are doing is clearly working.

Data on pass predictions (4 and above) are insignificant between PP and non-PP, and what difference there is, is down to SEN needs within the PP cohort and not the PP itself. All 'at risk' students are being targeted with additional support and monitoring.

Only 1 PP student is predicted to not reach a grade 4 in all 3 of English Language, Literature, and Maths. This is due to early trauma, PLAC, and SEN. This student is the most highly supported in the cohort and we are doing all we can to try to push for passing grades.

There are 2 areas that do raise more specific concerns:

1. Pupil premium students have a lower progress 8 score (0.89 as opposed to 1.10) indicating that whilst they are doing very well, they are making slightly less progress than non-PP students.
2. Pupil premium students are disproportionately represented in the lower half and lower quarters of all 3 of English Literature, Language and Maths, in terms of grade prediction (irrespective of target grade). To reflect the proportion within the year, all boxes below should be 29.6%.

	English language	English literature	Maths
Bottom half	38.1%	36.5%	34.9%
Bottom quarter	42.0%	32.3%	52.0%

This indicates that either our PP students in this particular cohort are of generally lower ability (unlikely), or that prior failings in education during KS1 and 2 have created lower target grades than are perhaps appropriate, meaning we must consider whether we should be expecting more from them, and that their actual abilities are higher than indicated.

Maths is particularly worrying, with over half of the PP students being in the bottom quarter of the year by grade prediction.

KS4 Recovery (post-covid catch-up)

Analysis of Key Assessment data in both English and Maths departments, along with data drops of all subjects to identify students of concern (both PP and non-PP). This will largely be directed by identifying students who are underperforming against targets. Staff also to raise concerns through "Expression of Concern" form and communication with HoKS and SEN department.

4. Support put in place through various mechanisms including Student Support centre, supported preps/P7s, EAA provision/investigation and use of small group tutoring in year 11 for students identified as at risk of failing (less than level 4) in English and Maths.

Teachers and the Wider Leadership Team should be able to recognise this improvement through engagement in lessons, data analysis and scrutiny of student work.

Mental health and wellbeing:

A number of our Pupil Premium students require internal and/or external therapeutic support.

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.

5. 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.

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>Counselling referrals:</p> <table border="1"> <thead> <tr> <th></th> <th>PLAC/LAC, FSM & Services Total (and % of PP students) who received counselling</th> <th>Non-PLAC/LAC, FSM & Services Total (and % of students) who received counselling</th> <th>Number of referrals</th> </tr> </thead> <tbody> <tr> <td>Sept 23 – July 24</td> <td>25 (28%)</td> <td>55 (5%)</td> <td>80 total referrals</td> </tr> <tr> <td>2024-25 to date</td> <td>7 (3.7%)</td> <td>28 (3.5%)</td> <td>35 referrals</td> </tr> </tbody> </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 PP students) who received counselling	Non-PLAC/LAC, FSM & Services Total (and % of students) who received counselling	Number of referrals	Sept 23 – July 24	25 (28%)	55 (5%)	80 total referrals	2024-25 to date	7 (3.7%)	28 (3.5%)	35 referrals
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6.	<p>Attendance</p> <p>Punctuality and attendance figures can be lower among Pupil Premium students in comparison to their non-Pupil Premium peers. Data analysis would indicate the absenteeism is negatively impacting Pupil Premium student progress.</p>														
7.	<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>														

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
<p>1. Improved mathematical understanding among Pupil Premium and non- Pupil Premium students across KS3.</p>	<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-PP peers.</p> <p>Where non-PP 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>2. 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>3. Identification and intervention for students who continue to have gaps in basic skills (particularly in English and Maths).</p>	<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 PP and non-PP students within the cohort, indicating support was appropriate to level the field. Given the high proportion of PP student in the lower half/quarter of the cohort, we should be hoping to see PP students make more progress than non-PP, 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>
<p>4. All Y11 students attain at least a standard pass in GCSE English and Maths.</p>	<p>KS4 Recovery (post-covid catch-up)</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>
<p>5. To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Mental health and wellbeing:</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. • 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.

	<ul style="list-style-type: none"> • 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.
<p>6. To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.</p>	<p>Attendance:</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students in line with other students. • Attendance of disadvantaged students to be above national average • Specific reduction in the Persistent Absence of FSM students.
<p>7. To continually sustain higher than national averages of students remaining in education and/or employment.</p>	<p>Transition beyond Gordons, Future Education and Careers:</p> <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 fayres and other careers opportunities for all Pupil Premium students and offer additional meetings on an individual basis where required.

Activity in this academic year – 2024-25

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Recruitment and retention of staff: Continue to develop our inclusion and intervention provision including: the Student Support Centre, Inclusion Coordinator and the Academic Performance Tutor.</p>	<p>Gordon’s School currently has a Pupil Premium cohort of 19.3% which has increased by 1.02% (33 students) since 2022-23. Such an increase follows the national picture.</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. PP funding will continue to be allocated to this area to retain support our most vulnerable students.</p>	<p>1, 2, 3 & 4</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
<p>1. Mental health and wellbeing:</p> <p>Provision of professional counselling and well-being support services for students to self-refer to as well as be directed towards.</p>	<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:</p> <p>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 (2024-25), the following support initiatives have been put in place:</p> <table border="1" data-bbox="459 714 1219 1025"> <thead> <tr> <th></th> <th></th> <th>Total number of PP students</th> <th>Total number of non-PP students</th> </tr> </thead> <tbody> <tr> <td>Counselling</td> <td>35 counselling referrals in total for T1</td> <td>7</td> <td>28</td> </tr> <tr> <td>Individual Welfare Plans</td> <td>21 students currently supported through an IWP</td> <td>11</td> <td>11</td> </tr> <tr> <td>Social Emotional and Mental Health Wave 2 intervention</td> <td>34 students receiving SEMH Wave 2 intervention.</td> <td>21</td> <td>13</td> </tr> <tr> <td>External SEMH specialist support</td> <td>5 students currently receive external SEMH support at Wave 3 level.</td> <td>3</td> <td>2</td> </tr> </tbody> </table>			Total number of PP students	Total number of non-PP students	Counselling	35 counselling referrals in total for T1	7	28	Individual Welfare Plans	21 students currently supported through an IWP	11	11	Social Emotional and Mental Health Wave 2 intervention	34 students receiving SEMH Wave 2 intervention.	21	13	External SEMH specialist support	5 students currently receive external SEMH support at Wave 3 level.	3	2	All
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<p>2. Mental health and wellbeing:</p> <p>Provision of alternative SEMH therapies for specific students e.g. Art Therapy & Equine Assisted Therapy (EAT)</p>	<p>Thematic analysis of interview data found that EAT is beneficial to children experiencing current or prior problematic parental substance use as it offers an environment in which children can feel safe and secure and are supported to grow, personally and socially, by mastering fears, making new friends, and improving their interpersonal behaviours:</p> <p>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/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.</p> <p>https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</p>	All																				

<p>3. Provision of educational psychologist assessments e.g. for ASD, ADHD etc.</p>	<p>Providing funding for these assessments means that students for whom these conditions impact their learning no longer have to wait up to 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>All</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>1.1 Why Is Public Speaking Important?</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: £65,000

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>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. 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>Academic performance tutor leads specialist one-to-one one session with students falling below expected progress.</p> <p>Shine literacy intervention software utilised by C. Lockhart (Lead on reading age analysis). This software 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:</p>	<p>1a, 1b, 3 and 4</p>

	<p>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 PP funding allocation.</p> <p>Funding will be prioritised to Y11 students, if necessary, but will be made available to all PP 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 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>1a, 1b, 1c, 2, 3 and 4</p>
<p>3. KS4 Academic Support: Y11 small group catch-up numeracy and</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>1c, 3 and 4</p>

<p>literacy support led by subject specialist external tutors. Focus will also be given to content detail for GCSE literacy texts.</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>	
<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>	<p>1c, 2 and 3</p>

Total budgeted cost: £155,00.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Review of Teaching

Inclusion Coordinator

A new member of staff was employed in January 2024 to support PP students (with particular focus on PLAC/LAC students).

The support offered took a variety of forms including (but not limited to) SEMH discussions, academic mentoring/coaching, liaison with parents, support with Alternative Provision placements, behaviour interventions.

Impact:

Between 10 and 15 PP students have been supported in regularly weekly interventions. This has led to improved attendance figures and a general decrease in occurrences of negative behaviour. Through positive reinforcement students have also achieved higher positive commendations; with one Yr 9 Student having attained 33 positive comments since September 2024; compared to 53 in the entire 23/24 Academic Year.

In the case of one current Yr 11 Student, the pace of negative comments has been halved coming into the 24/25 Academic Year and predicted grades. Students have also been provided significant SEMH support during traumatic events; including the breakdown of foster family relationships, criminal activity outside of school and major school refusal. Post-school planning has also been undertaken for PP students; helping to guide college applications and identifying academic areas of improvement for 5th Form Students.

Review of Wider strategies

3. 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:

- 25 PP students accessed the counselling service
- 2 students had the full 12 sessions
- 3 further students had more than 6 sessions
- 10 more students had 6 sessions

Impact

- 8 students reported a drop of more than 10 points in their Core-10 score
- 4 further students reported a drop of between 2-10 points in their Core-10 score
- There is missing Core-10 data for 8 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 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 as a consequence.

iii. Provision of educational psychologist assessments

Educational Psychologist assessments to support an application for an EHCP or to provide greater knowledge of student need.

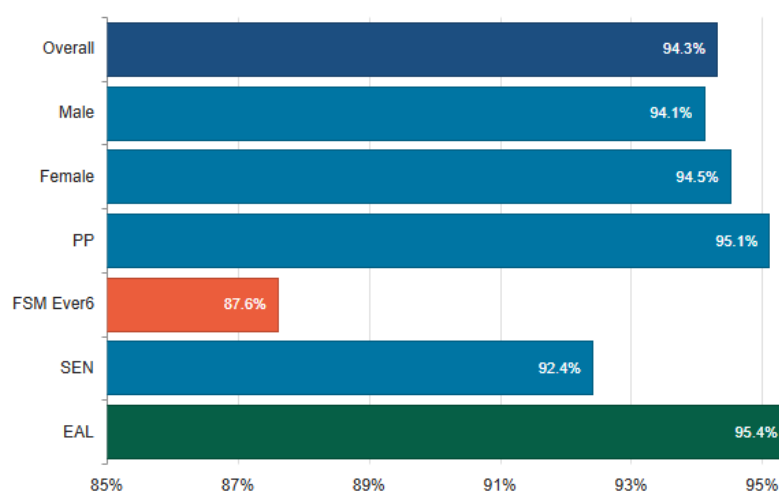
Helen Arkell Dyslexia charity - full diagnostic assessment undertaken to support the effective education of a student. Following receipt of the diagnosis the student's needs were flagged to staff and appropriate wave 1 teaching practices applied.

iv. Music and LAMDA lessons

These lessons are provided to ensure that PP students are able to access the same level of socially and academically beneficial opportunities as non-pupil premium students. Numerous students used PP 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.

4. Attendance

Pupil premium attendance is very good. FSM element of Pupil Premium is being monitored in 2024-25.



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

- 76.6% of the 2023-24 Y11 cohort returned to Gordon's 6th form in September 2024.
- 96.9% of our students who left last academic year stayed in education or employment
- 4 Y11 students who left last academic year are not confirmed as in education, employment or training and therefore may be 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.

6. Contingency fund

This was not used and will be carried over into the 2024-25 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 Summer T3-1 reporting data

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

Year 8: 8% of Pupil Premium students below expected performance in T3-1 compared to 7% non-Pupil Premium

Year 9: 30% of Pupil Premium students below expected performance in T3-1 compared to 18 % non-Pupil Premium

The data demonstrates the attainment within our Disadvantage group is improving, and the gap is beginning to narrow

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 Summer T3-1 reporting data

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

Year 8: 5% of Pupil Premium students below expected performance in T3-1 compared to 8% non-Pupil Premium

Year 9: 26% of Pupil Premium students below expected performance in T3-1 compared to 18% non-Pupil Premium

The data again demonstrates the attainment within our Disadvantage group is improving, and the gap is beginning to narrow. This is further highlighted by the below:

Year 8 and Year 9 students underperforming in English and Maths			
Data taken from T3-1 2023-24			
Year 8 students in English	29 students	Not on track 24%	
Out of the 29 students currently underperforming			
PLAC	5		
FSM	1		
Serv	8		
	14		
48% are Pupil Premium students			
Year 9 students in English	32 students	Not on track 25%	
Out of the 32 students currently underperforming			
PLAC	2		
FSM	0		
Serv	3		
	5		
15% are Pupil Premium			
Year 8 students in Maths	29 students	Not on track 24%	
Out of the 29 students currently underperforming			
PLAC	4		
FSM	0		
Serv	7		
	11		
38% are Pupil Premium students			
Year 9 students in Maths	16 students	Not on track 13%	
Out of the 16 students currently underperforming			
PLAC	1		
FSM	1		
Serv	3		
	5		
31% are Pupil Premium students			

2. KS4 small group tuition - numeracy and literacy support

There were 20 students put forward for the above. Impact was measured by comparing student Predicted Grades at the start of Y10 and the end of Y11. Student Target Grades are set in the top 10% nationally.

- 6 students improved their predicted Grade
- 3 partially Improved their Target Grade i.e. improved either Eng Lang or Eng Lit, but not both.
- 11 did not improve their Target Grade

The overall Progress 8 for this group was 0.525. This group, therefore, performed half a grade over the national average.

Plus 75% of the group achieved the KS4 measure of 5 standard passes including English and Maths.

However, the whole Y11 cohort P8 score was 1.03, so we still have work to do in order to attain parity between PP student attainment and non-PP student attainment.

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.),

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

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 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"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 PP funding. Moreover, anecdotal parent and student evidence continues to extol the benefits of this programme.

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 PP students on roll; currently 133 individuals out of a student body of 986 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.

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 PP provision of the school, reporting on the impact of the use of Service PP funding is included in the Strategy Statement as a whole.

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