



THE
**GORDON
CHILDREN'S**
ACADEMY

Pupil premium strategy statement

2025-2026

'Transforming Life Chances'

Child First - Aspire - Challenge - Achieve



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Gordon Children's Academy
Pupils in school	400
Proportion of disadvantaged pupils	28.3%
Academic year or years covered by statement	2024/2025 2025/2026 2026/2027
Publish date	December 2025
Review date	December 2026
Statement authorised by	Nicola Youseman
Pupil premium lead	Nicola Youseman
Governor lead	

Funding overview

Detail	Amount
Pupil premium allocation this academic year	£206,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£206,040



Part A: Pupil premium strategy plan

Statement of intent

At The Gordon Children's Academy our core purpose is to ensure that every child regardless of background thrives academically, socially, and emotionally. Our Pupil Premium Strategy is driven by a commitment to removing barriers, raising aspirations, and enabling all disadvantaged pupils to reach their full potential. We aim for every pupil to leave our school equipped with the required standard in English and maths, confident in their abilities, and ready for the next stage of their education.

We are determined that Pupil Premium funding is used strategically and effectively to close attainment gaps and secure strong progress for all disadvantaged pupils. Our intent is to:

- Provide high-quality, targeted academic support that accelerates progress in English and maths.
- Strengthen pupils' wellbeing, resilience, and readiness to learn through tailored emotional and social interventions.
- Ensure equitable access to enrichment, wider opportunities, and extended school provision so that every child can flourish beyond the classroom.

We will achieve this through delivering carefully planned interventions that address gaps in learning and build strong foundations in reading, writing, and mathematics. This includes:

- Small-group and 1:1 tuition led by skilled teachers and support staff.
- Evidence-based programmes designed to improve fluency, comprehension, vocabulary, number sense, and mathematical reasoning.
- Close monitoring of progress to ensure support is responsive, timely, and impactful.

We recognise that learning does not begin and end at the classroom door. To support attendance, wellbeing, and academic readiness, we will offer:

- Breakfast Club, ensuring pupils start the day nourished, settled, and ready to learn.
- After-School Clubs, providing structured opportunities for academic reinforcement, enrichment, and social development.

These provisions help create a consistent, supportive environment that promotes engagement and positive routines.

We are committed to ensuring that financial barriers do not limit access to valuable experiences. Pupil Premium funding will support:

- Subsidised school trips, enabling all pupils to participate in curriculum-enhancing visits that broaden horizons and deepen learning.
- Access to extracurricular activities that build confidence, teamwork, and cultural capital.

We understand that emotional wellbeing is essential for academic success. To support this, we will provide:

- ELSA (Emotional Literacy Support Assistant) sessions, helping pupils develop emotional regulation, resilience, and positive relationships.



- Play Therapy, offering targeted support for children who require deeper emotional or behavioural intervention.

We will create a culture where all staff believe in every child's potential, make no excuses for underperformance, and take a solution-focused approach to overcoming barriers.

We will ensure that all staff know who our pupil premium and vulnerable children are and that underachievement at every level is addressed, with individual needs being carefully considered so pupils who could achieve even more receive the right support.

We will continue to secure consistently strong teaching by setting high expectations, sharing best practice, and using accurate assessment and moderation.

Wider opportunities—including visits, trips, and residential, will enrich learning and raise aspirations.

We will use a broad range of data, including progress information, pupils' work, observations, and stakeholder voice, to monitor impact. Assessment will be collected and moderated regularly, and pupil progress meetings will review the needs of identified children. Feedback to pupils and parents will be timely and purposeful.

Interventions will be adapted when they are not effective, and our strategy will continue to be informed by research, including guidance from the EEF.

Challenges

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

Priority number	Detail of challenge
1	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Statutory assessments indicate that EGPS attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Attendance data indicates that overall attendance for some PP pupils is significantly below non-PP pupils

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
Improved writing attainment for PP pupils.	Internal and external data shows similar or greater rates of progress of PP pupils alongside non-PP pupils with similar starting points
Improved EGPS attainment for PP pupils.	Internal and external data shows similar or greater rates of progress of PP pupils alongside non-PP pupils with similar starting points
Improved maths attainment for PP pupils.	Internal and external data shows similar or greater rates of progress of PP pupils alongside non-PP pupils with similar starting points
Sustain improved attendance for all pupils, with a particular focus on our disadvantaged pupils who also fall into the persistently absent group.	Attendance monitoring will show high attendance of all pupils particularly our disadvantaged pupils who also fall into the persistently absent group.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: £103,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted CPD for staff that supports effective feedback approaches	The EEF toolkit shows that effective feedback has high impact for very low cost based on extensive research	1,2,3
Develop metacognitive and self-regulation skills in all pupils, both in and out of lessons.	The EEF toolkit shows that metacognitive and self-regulation skills have a high impact with low cost with extensive evidence	1,2,3
Provide targeted CPD that improves the teaching of writing across all year groups	Improving writing composition is recommended within Literacy guidance by EEF	1,2



Provide coaching and mentoring	Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact.	1,2,3
Develop teaching of mastery in maths	The EEF toolkit shows that the mastery approach can have high impact for very low cost	3

Targeted academic support

Budgeted cost: £72,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy	Online dyslexia programme delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
Phonics and reading interventions	Structured phonics programme delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,
Speech & Language	Structured S&L programmes delivered by TA. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
Tuition	Structured tuition for targeted children delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
Play Therapist	Play therapy is recognised as a positive approach to supporting vulnerable children and those suffering with mental health and wellbeing.	1,2,3,4
ELSA	ELSA is an evidence-based approach and is delivered by a trained TA	1,2,3,4



Provide targeted before and after school interventions for pupils who are falling behind age-related expectations	The EEF toolkit shows that TAs carrying out interventions has moderate impact. Our school-based evidence has shown improvements for some children that attend regularly.	1,2,3,4
Provide targeted extra-curricular activities that support and strengthen enrichment opportunities for PP pupils.	The EEF toolkit shows that TAs carrying out interventions have moderate impact. Targeting children for this will aim to improve attendance and therefore also have an impact on time being maximised throughout each school day.	1,2,3,4
Provide targeted offers to clubs, events and trips to improve attendance.	The EEF toolkit shows that TAs carrying out interventions has moderate impact. Our school-based evidence has had some success with inviting children to these and shown marked improvement in attendance for those children.	1,2,3,4

Wider strategies

Budgeted cost: £30,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted workshops for parents of pupils who are behind age-related expectations.	Increasing parental partnerships that aim to support academic knowledge will improve outcomes for children.	1,2,3,4
Provide release time for staff to hold extra meetings with parents of pupils who are behind age-related expectations.	Building relationships and improving partnerships that aim to support academic knowledge will improve outcomes for children.	1,2,3,4
Provide subsidised and free places at breakfast and after school clubs.	Research evidence has shown that children's learning can be impacted if they have not eaten breakfast	1,2,3,4
Provide subsidised places for trip and residential.	Expanding children's opportunities to increase their cultural capital will develop their knowledge and	1,2,3,4



	skills of their locality and beyond and improve life chances.	
Provide release time for attendance officer and DSL to work across hub to increase strategies to improve attendance and PA	Our school-based evidence highlights the work previously in this area and the successes that have been gained	1,2,3,4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Over the past academic year, our Pupil Premium Strategy has had a measurable and positive impact on outcomes for disadvantaged pupils across Gordon Children’s Academy. Through targeted academic support, high-quality teaching, and a strong focus on wellbeing and attendance, we have made some significant progress towards the intended outcomes set at the start of the year.

Reading and writing attainment has significantly risen across the infant school this year compared to last year. Phonics outcomes for pupil premium pupils were in line with those of their non-pupil-premium peers, with a greater proportion of disadvantaged pupils achieving the higher standard in reading. Writing outcomes for pupil premium pupils were also stronger, with attainment exceeding that of non-pupil-premium pupils.

In Ks2 the data indicates some improvement in reading, although not to the same extent as KS1. As a result, raising attainment in reading and writing will remain a key priority within this year’s strategy.

Attendance remains a key priority particularly for our larger sibling groups that are persistently absent. The attendance gap from the previous year to last year has widened by 4.8% for pp pupils compared with 4.3% for non pp pupils.

Our monitoring shows that participation in targeted extra-curricular activities, alongside one-to-one interventions, has had a positive impact, with noticeable improvements in attendance and academic attainment for some pupils. We will continue to offer a wide range of these opportunities throughout the year to further strengthen both attainment and attendance.