



THE
**GORDON
CHILDREN'S**
ACADEMY

Pupil premium strategy statement

2023-2024

'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 | 473 |
| Proportion of disadvantaged pupils | 26% |
| Academic year or years covered by statement | 2022/2023 2023/2024 2024/2025 |
| Publish date | December 2023 |
| Review date | November 2024 (with regular in year monitoring) |
| Statement authorised by | K Jones |
| Pupil premium lead | N Youseman |
| Governor lead | Derek Morrison |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium allocation this academic year | £168,780 |
| Recovery premium funding allocation this academic year | £16,095 |
| 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 | £184,875 |



Challenges

| Priority number | Detail of challenge |
|-----------------|---|
| 1 | Ongoing analysis of internal and external assessments, observations and discussions indicate that some pupils have underdeveloped oral language skills and vocabulary gaps. These are more evident in the infants and more prevalent among our most disadvantaged pupils. |
| 2 | Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is evident from Reception through to KS2. |
| 3 | Assessments, observations and discussions with pupils suggest that disadvantage pupils generally have greater difficulties with phonics, which can also have a negative impact on reading development. |
| 4 | Assessments indicate that Maths attainment among disadvantaged pupils is below that of their peers, particularly in times tables in KS2. |
| 5 | Our attendance data indicates that disadvantage pupils are below that of their peers. More disadvantaged pupils are persistently absent which is negatively impacting pupil progress |
| 6 | Our observations and discussions with pupils and families have identified more social and emotional issues for pupils, and a lack of enrichment opportunities. These challenges seem to be more prevalent for our disadvantaged pupils, including their attainment. |

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

Intended outcomes

| Intended outcome | Success criteria |
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| Improved oral, language and vocabulary skills among disadvantaged pupils | Assessment and observations from Reception into KS1 indicate that more pupils meet the expected standard and show improved oral language and engagement in lessons. |



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| Improved reading attainment for disadvantaged pupils | <p>KS1 reading outcomes show that more pupils achieve an expected standard than in previous years, with disadvantaged pupils scoring at least in-line with their non-disadvantaged peers.</p> <p>KS2 reading outcomes show that more disadvantaged pupils achieve the expected standard than in previous years, with disadvantaged pupils scoring at least in-line with their non-disadvantaged peers.</p> |
| Improved Maths attainment for disadvantaged pupils at the end of KS2 | <p>KS2 maths outcomes show that more disadvantaged pupils achieve the expected standard by the end of KS2, with disadvantaged pupils scoring at least in-line with their non-disadvantaged peers.</p> <p>In year 4 more disadvantaged pupils score the expected standard for MTC.</p> |
| To improve wellbeing for all pupils in our school, particularly for our disadvantaged pupils | <p>Sustained high-levels of well-being evident from pupil voice and parent surveys.</p> <p>An increase in the off and participation of enrichment activities</p> |
| To sustain improved attendance for all pupils, with a particular focus on our disadvantaged pupils who also fall into the persistently absent group. | Continued sustained high attendance of all pupils with a focus on improved attendance for our disadvantaged pupils, particularly those who are persistently absent. |

Teaching

Budgeted cost: £67,571.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide specialist teachers to support with teaching and planning. | The EEF toolkit shows that mastery learning approaches have high impact for low cost. | 1,2,3,4 |
| Provide core expert teams to support with training of subject knowledge. | Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact. | 1,2,3,4 |
| Coaching and mentoring. | Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact. | 1,2,3,4 |



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| Provide CPD for all staff with NACE and membership to the resources that will support implementation alongside. | The EEF toolkit shows that mastery learning approaches have high impact for low cost. | 1,2,3,4 |
| Provide directed release time for middle leaders to monitor the high expectations of using NACE strategies in the classroom alongside release time for peer learning to support embedding NACE. | The EEF toolkit shows that mastery learning approaches have high impact for low cost. | 1,2,3,4 |
| Provide CPD to staff to support knowledge and understanding of providing rich language environment as well as specific teaching of language and vocabulary to improve communication | EEF toolkit shows that communication and language approaches have very high impact for very low cost | 1,2 |

Targeted academic support

Budgeted cost: £82,687.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Communication and language approaches and interventions | EEF toolkit shows that communication and language approaches have very high impact for very low cost. | 1,2 |
| Nessy | Online dyslexia programme delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact. | 1,2,3,4 |
| Toe by toe | Online dyslexia programme delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact. | 1,2,3,4 |
| Phonics and reading interventions | Structured phonics programme delivered by Teachers and TA's. The EEF toolkit also shows | 1,2,3,4 |



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| | that TAs carrying out interventions has moderate impact. | |
| Power of 1 & 2 | Structured Maths intervention delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact. | 4 |
| Speech & Language | Structured S&L programmes delivered by TA. The EEF toolkit also shows that TAs carrying out interventions has moderate impact. | 1 |
| 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. | 1,2,3,4,5 |
| Play Therapist | Play therapy is recognised as a positive approach to supporting vulnerable children and those suffering with mental health and wellbeing. | 1,6 |
| ELSA | ELSA is an evidence-based approach and is delivered by a trained TA | 1,6 |
| 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. | 5,6 |
| Provide targeted extra-curricular activities that support and strengthen enrichment opportunities for PP pupils. | The EEF toolkit shows that TAs carrying out interventions has 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. | 5,6 |
| 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 | 5,6 |



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| | inviting children to these and shown marked improvement in attendance for those children. | |
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Wider strategies

Budgeted cost: £34,420.00

| 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. | 1,2,3,4,5,6 |
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| 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. | 1,2,3,4,5,6 |
| 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 | 1,2,3,4,5,6 |
| Provide subsidised places for trip and residential. | Expanding children's opportunities to increase their cultural capital will develop their knowledge and skills of their locality and beyond and improve life chances. | 1,5,6 |
| 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 | 5,6 |

Review: last year's aims and outcomes

| Aim | Outcome |
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| Reduce the attainment gap between PP and non-PP | Across the school some attainment gaps have been reduced. The phonics gap has reduced by 11% with boys outperforming girls. |



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| | <p>KS1 data shows that both writing and maths attainment gaps have been reduced. This will continue to be a focus to ensure that gaps in all areas reduce.</p> <p>KS2 attainment gaps have not reduced as much as we would like them to and we will continue to meet the identified needs this year through our targeted approach.</p> |
| Increase pupil engagement in lessons to ensure progress from starting points | Regular monitoring evidence and pupil voice indicates that pupil engagement is high and progress is good. However, although evidence suggests that progress in all year groups is good, not enough children are making the accelerated progress that we would like from their starting points. We will continue to meet the needs of our disadvantaged children through the specific targeted interventions where we have seen have high impact. |
| Increase participation of PP pupils in schools' enrichment offer. | The tracking of this shows that more children are having the opportunity to participate in extra-curricular activities. The school has increased the number of opportunities on offer to ensure that all needs can be met. This has increased some children's attendance levels and had a positive impact on progress. We are continuing to monitor and review attendance at these events and have put an emphasis on providing more opportunities this year during the school day to further improve attendance and participation. |
| Reduce attendance gap between PP and non-PP | <p>Attendance always remains a focus, absence figures for disadvantage children across the infants has improved from the previous year.</p> <p>Persistent absent figures have seen significant improvement in both the infants and junior school, however, the gap between pp and non-pp children is still bigger than we would want.</p> <p>The attendance officer and DSL continue to review strategies that have supported families and will remain focussed on promoting good attendance to ensure gaps between PP and non-pp pupils will reduce.</p> |