



Pupil premium strategy statement

2022-2023

'Transforming Life Chances'

Child First – Aspire – Challenge – Achieve

Pupil premium strategy statement – The Gordon Children’s Academy

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	497
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K Jones
Pupil premium lead	N Youseman
Governor / Trustee lead	Derek Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,329
Recovery premium funding allocation this academic year	£17,831
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£164,160

Part A: Pupil premium strategy plan

Statement of intent

At The Gordon Children's Academy, we are highly ambitious for our children and believe that all children regardless of their background make good progress in all areas of the curriculum and achieve their full potential.

Our intention is that children will be offered a range of rich, inclusive learning experiences which maximises their learning time in school and will enhance and transform their life chances.

We aim to provide high-quality teaching through offering quality training alongside strategic planning, with a focus on areas in which staff require the most support to be able to support the children. Through improving quality of teaching, we will aim to close the disadvantage attainment gap and at the same time also benefit the non-disadvantaged children in our school.

Our approach will consider common challenges alongside individual needs and to ensure they are effective we will aim to focus on the following:

- Reducing the attainment gap between PP and non-PP
- Increasing pupil engagement in lessons to ensure progress from starting points
- Increase participation of PP pupils in the school's enrichment offer
- Reduce attendance gap between PP and non-PP

Challenges

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

Challenge number	Detail of challenge
1	Data systems indicate that attainment of PP children is lower than that of non-PP children
2	Observations and monitoring of lessons have identified that not all children are facing the challenges needed to allow expected progress from their starting points
3	Monitoring of cultural capital for pp children highlight that participation in the offer of extra-curricular activities such as clubs, trips, events and residential are not being accessed.

4	Attendance for pp children is significantly lower than that of non-pp children with some pp children being the persistently absent.
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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
Reduce the attainment gap between PP and non-PP	Data and monitoring will show the gaps as well as how provision has been targeted and implemented across the year to support these.
Increase pupil engagement in lessons to ensure progress from starting points	Monitoring and observations will show an increase in engagement across classes.
Increase participation of PP pupils in schools' enrichment offer.	Attendance monitoring will show an increase in the number of pupils attending clubs, enrichment experiences and school trips including residential.
Reduce attendance gap between PP and non-PP	<ul style="list-style-type: none"> Attendance monitoring will highlight the gaps as well as how pupils have been supported to improve attendance across the year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£65,770.90**

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
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

Coaching and mentoring	Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact.	1,2
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
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

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

Budgeted cost: **£80,568.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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.	All
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.	3,4
Nessy	Online dyslexia programme delivered by TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2
Toe by toe	Online dyslexia programme delivered by TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2

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
Power of 1 & 2	Structured Maths intervention delivered by TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2
Speech and Language	Structured S&L programmes delivered by TA. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2
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
Provide offer of Play therapist	Play therapy is recognised as a positive approach to supporting vulnerable children and those suffering with mental health and wellbeing.	1,2
Provide offer of ELSA	ELSA is an evidence-based approach and is delivered by a trained TA	1,2

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

Budgeted cost: **£17,520.60**

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.	1,2,4
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.	1,2,4
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	3,4
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.	All

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	3,4
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Total budgeted cost: £164,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Priority 1 Ensure all relevant staff have received training to deliver the new phonics scheme effectively and support the children to embed the knowledge to improve reading across the school.</p>	<p>All teachers received training for the new programme. The phonics lead monitored the teaching of groups and has reported how effective it is.</p> <p>All children in Infants are now receiving reading books that match their phonic level.</p> <p>Phonics lead has trained Tas across the school on new programme. Assessment data shows that there are higher numbers of children at the expected level of reading.</p> <p>All resources purchased are in use and to continue with supporting reading for pleasure the PTA have also contributed to the purchase of books through fundraising and community events.</p> <p>All children have also been given extra books to take home to increase reading for pleasure. Children in the Juniors have had time added into their timetable to read for pleasure in school.</p>
<p>Priority 2 Collaborate with Maths hub lead to purchase resources needed and support with teaching and learning across the school.</p>	<p>Maths lead supplied all classes with manipulatives to support learning. She has led training to support understanding of how and why these resources should be used to benefit all children. A teacher from each year groups was invited to attend core expert meetings and involved with planning. Other teachers and ECT's were identified for further support and given guidance and further support with planning and teaching from the Maths lead.</p> <p>Maths lead monitored throughout the year and supported classes to ensure children were using resources appropriately to support learning.</p>
<p>Other Improve attendance of disadvantaged pupils in line with LA average</p>	<p>Attendance officer was new to school and worked well in the role to support families. She challenged parents effectively to improve attendance across the school. Through the robust systems she was able to provide meetings promptly and ensure parents understood the importance of children being in school. She has introduced incentives for classes to try and improve both attendance and punctuality and has celebrated both small and large successes with individual children. Forms have been sent out termly to enable parents to know what their child's attendance levels are and how many potential lost hours of learning their child could be experiencing. This has seen improved attendance in many groups of children.</p>