

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery 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: 980 Dual registration: 2 In school: 979* *One student Dual Reg attending 2 days per week Second student on a Managed Move.
Proportion (%) of pupil premium eligible students	19.4% (190 PP students)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 (with some ongoing provision beyond 2024).
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Andrew Moss, Headteacher
Pupil premium lead	Victoria Phillips, Head of Inclusion
Governor / Trustee lead	Mrs Jane Valner, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation 2023-24 academic year: <ul style="list-style-type: none"> • Services: 139 students = £46,565 • FSM: 16 students = £16,560 • PLAC: 30 Students = £75,900 • LAC: 1 Student = £2530 Details can be found here	Total funding amount: £141,555.00
Recovery Premium funding allocation 2023-24 academic year: <ul style="list-style-type: none"> • £145 per eligible pupil in secondary schools (FSM & PLAC) Details can be found here <i>This is a time-limited grant for the 2021/22, 2022/23 and 2023/24 academic years</i> *Funding for looked-after children will be paid to the local authority	Total funding amount: £6,670.00
Pupil premium funding carried forward from previous years	£28,737.65
Total budget for this academic year	£170,292.65

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 challenges they may face, make good academic progress and develop socially and emotionally to enable them to play a full and productive role in society; and within 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 disadvantaged students are positive and continue to close all identified gaps. For clarity, the Government has recently included students with SEN (Special Educational Needs) within their definition of disadvantaged students, however, for the purposes of this report and the targets and desired outcomes within it, when using the term 'disadvantaged' we are referring to students from the following groups: FSM, PLAC, LAC.

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 disadvantaged students to achieve their potential and to close the attainment gap with their non-disadvantaged 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 disadvantaged students and their non-disadvantaged 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. A targeted 'recovery curriculum' will be offered to both disadvantaged and non-disadvantaged 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 disadvantage 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 disadvantaged students.

Challenge number	Detail of challenge
1.	<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>
a)	<p>KS3 Maths - Year 7:</p> <p><i>Lower levels of numeracy on entry for many of our disadvantaged students</i></p> <p>The maths attainment of disadvantaged students was particularly impacted by the pandemic and remains of concern – it is demonstrably lower than that of their peers, who themselves have also been impacted.</p> <p>Baseline testing on entry to Year 7 in September 2023 suggests that some disadvantaged students joining the school this year are struggling with Maths.</p> <p>Assessments on entry to year 7 in 2023 indicate that:</p> <p>37% of all Pupil Premium students arrived with below age-related expectations* compared to 9% of non-Pupil Premium peers</p> <p>31% of our disadvantaged students arrived below age-related expectations* compared to 10% of their non-disadvantaged peers</p> <p>31% of Service students compared to 9% non-service</p> <p>*Data using Midyis – below 95 classified as below age-related expectations.</p> <p>Year 8 and 9:</p> <p>Maths attainment of students in the current Year 8 and Year 9 was also impacted by Covid related school closures and these students continue to struggle in all areas of mathematical understanding, with particular difficulties in problem solving.</p> <p>Midyis data indicates students arriving below age-related expectations* compared to their peers show:</p> <p>21% all Pupil Premium compared to 13% non-Pupil Premium</p> <p>39% all <u>D</u>isadvantaged compared to 9% non-Disadvantaged</p> <p>18% of Service students compared to 15% non-Service.</p> <p>*Data using Midyis – below 95 classified as below age-related expectations</p>
b)	<p>KS3 reading and comprehension:</p> <p><i>Lower levels of Literacy on entry for many of our disadvantaged students</i></p> <p>Assessments, observations and discussion with KS3 students also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Baseline testing on entry to Year 7 in September 2023 suggests that some Disadvantaged students joining the school this year are struggling with English language skills:</p>

	<p>26% of all Pupil Premium students arrived with below age-related expectations* compared to 11% of non-Pupil Premium peers</p> <p>31% of Disadvantaged students arrived with below age-related expectations* compared to 10% of their non-Disadvantaged peers</p> <p>19% of Service students compared to 14% non-service.</p> <p>*Data using Midyis – below 95 classified as below age-related expectations.</p> <p>Year 8 and 9 underperforming in English, data taken from T3-1.</p> <p>English attainment within our Disadvantage group is improving, and the attainment gap is beginning to narrow:</p> <p>13% of Pupil Premium students compared with 12% non-Pupil Premium</p> <p>16% of all Disadvantaged students compared to 12% non-Disadvantaged.</p> <p>16% of Service students compared with 12% non-service.</p>
c)	<p>KS4, Year 11 attainment:</p> <p><i>Year 11 Disadvantage students have generally made less progress since the start of Year 10</i></p> <p>Assessments of students in the current Year 11 indicate that disadvantaged students have generally made less progress since the start of Year 10 than their non-disadvantaged peers. This is evident when comparing the gap between T3:1 working grades and target grades, which for disadvantaged students is -1.15 compared to -0.70 for non-disadvantaged students, based on Average Attainment 8 Grades.</p> <p>Working grade data from T3:1 in 2023 showed that 60.4% of non-disadvantaged students were achieving 5 Grade 9-5 passes including English Language and Maths compared to 18.2% of disadvantaged students.</p> <p>Working grade data from T3:1 in 2023 showed that 76.4% of non-disadvantaged students were achieving 5 Grade 9-4 passes including English Language and Maths compared to 36.4% of disadvantaged students.</p> <p>When analysing T3:1 predicted grades for disadvantaged students, the residual predicted grade gap is greater in English Literature, English Language and Maths, compared to other subjects. Across the whole cohort, there are 2 students in total who are not predicted to achieve 9-4 in either English or Maths, both of which are disadvantaged.</p>
2.	<p>Mental health and wellbeing:</p> <p><i>A higher percentage of our Disadvantage students require internal and/or external therapeutic support</i></p> <p>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 in the student population.</p> <p>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 throughout 2022-23 and into 2023-24.</p> <p>The figures below demonstrate that these challenges particularly affect our disadvantaged students, which, in turn, is likely to impact their attainment, ability to assess the curriculum and attendance.</p>

To compare the support received in 2021-2022 to 2022- 2023, you will note the percentage increase for all students, but a higher increase for our disadvantaged students:

	PLAC/LAC, FSM & Services Total number and % of PP students	Non PLAC/LAC, FSM & Services Total number and % of non-PP students
Counselling (Sept 2021 to July 2022)	20 (11.49%)	76 (8.10%)
Counselling (Sept 2022 to July 2023)	25 (14%) (+2.51%)	81 (10%) (+1.9%)

So far, this academic year (2023-24), the following has been put in place:

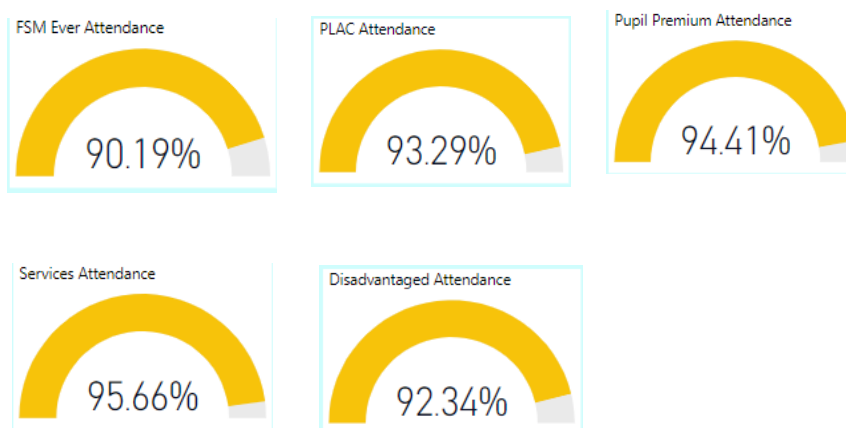
		PLAC/LAC, FSM & Services Total number of PP students	Non PLAC/LAC, FSM & Services Total number of non-PP students
Counselling	26 counselling referrals in total for T1	4	22
Individual Welfare Plans	51 students open on an IWP in Autumn T1	17	34
Social Emotional and Mental Health Wave 2 intervention	43 students receiving SEMH Wave 2 intervention in Autumn T1	21	22
External referral for SEMH specialist support	6 students have been referred for external SEMH support at Wave 3 level.	4	2

3.

Attendance:

Punctuality and attendance figures can be lower among disadvantaged students in comparison to their non-disadvantaged peers. Data analysis would indicate the absenteeism is negatively impacting disadvantaged student progress.

2022-2023 Pupil Premium attendance data is highlighted below.



4.

Transition beyond Gordons, Future Education and Careers:

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>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.</p> <p>98% of our students who left last academic year stayed in education or employment</p> <p>2% of our students who left last academic year are out of education and employment</p>
--	--

Intended outcomes

This explains the outcomes we are aiming to achieve **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Quality first teaching will seek to address the knowledge gaps students have developed over the course of the pandemic and in the years since.	<p>Knowledge gaps:</p> <p>Internal assessments, along with the results of external examinations, will demonstrate student knowledge has improved as a result of the teaching received and the focus on knowledge retention and retrieval (increased focus on retrieval practice across the curriculum).</p> <p>The gap between the knowledge of disadvantaged and non-disadvantaged students will be reduced.</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>
Improved mathematical understanding among disadvantaged and non-disadvantaged students across KS3.	<p>KS3 Maths:</p> <p>Maths tests will demonstrate improved mathematical understanding and problem-solving skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Where non-disadvantaged 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>
Improved reading comprehension among disadvantaged students across KS3.	<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>
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on	<p>Year 11 progress – esp. English Language and Maths:</p> <p>By the end of this academic year, 31.8% or more of disadvantaged KS4 students will achieve 5 Grade 9-5 passes including English Language and Maths.</p>

English Language and Maths.	By the end of this academic year, 68.2% or more of disadvantaged KS4 students will achieve 5 Grade 9-4 passes including English Language and Maths.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Mental Health and Wellbeing: 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. • 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.
To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.	<p>Attendance: Attendance of disadvantaged students in line with other students. Attendance of disadvantaged students to be above national average</p>
To continually sustain higher than national averages of students remaining in education and/or employment.	<p>Post 16/18 Careers and next steps: Sustained high levels of disadvantaged students remaining in education or employment evidence by our transition data supplied to the Local Authority on a yearly basis.</p> <p>The school will priorities career meetings, attendance to career fayres for all disadvantaged students; and offer additional meetings on an individual basis.</p>

Activity in this academic year

This section details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above and achieved the intended outcomes.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£80,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructure and capacity building within the Learning Support Department, Student Support Centre and the Safeguarding Team.	<p>Gordon's School currently has a Pupil Premium cohort of 19.4% which has increased by 1.01% (32 students) since last academic year.</p> <p>Such an increase follows the national picture.</p> <p>With increasing numbers of PLAC students the team will begin to develop specific education plans for this cohort, as advised by Surrey Local Authority.</p> <p>And staff members have been specifically appointed to monitor and support our disadvantaged students – academically, pastorally and with their attendance.</p>	1,2,3 and 4
Employment of staff to supervise our onsite tutoring for Residential Pupil Premium students	<p>Under school policy and in order to safeguard our students external tutors are required to be chaperoned whilst onsite.</p> <p>Staff members are appointed to undertake this role.</p>	1, 2 and 3

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

Budgeted cost: **£45,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS3 small group numeracy and literacy support led by specialist internal English and Maths teachers.</p> <p>Termly programme of support to target students' comprehension and numeracy as well as develop age related reading/numeracy expectations.</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 – see research linked below.</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><u>Maths Interventions</u></p> <p>Students will make use of Catch-Up Numeracy in Year 7. This is an intervention addressing 10 key components of numeracy which enables learners</p>	1 a and b, 3 and 4

<p>A significant proportion of the students who receive this support will be disadvantaged.</p>	<p>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>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.</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><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>Y10 & 11 small group numeracy and literacy support led by subject specialist external tutors. Focus will also be given to content detail for GCSE literacy texts.</p> <p>A significant proportion of the students who receive tutoring will be disadvantaged (Including those who are PP).</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>This is particularly the case when interventions are delivered over a shorter timespan e.g. termly, with regular reviews of progress.</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>1c, 3 and 4</p>

<p>Personalised tuition is available across all year groups via private tuition companies approved by the School.</p> <p>A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high prior attainers.</p>	<p>Private 1:1 tuition is offered to all students in receipt of Pupil Premium funding (both disadvantaged and non-disadvantaged). Engagement is voluntary and, where necessary, additional funding can be made available for students who wish to continue tuition beyond the scope of their initial PP funding allocation.</p> <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1c, 3 and 4</p>
---	---	--------------------

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 <i>Education Endowment Foundation's</i> 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>2, 3 and 4</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/a1CG000000GUIFMAW</p> <p>Additionally, Art therapy is suggested by <i>Mind</i> 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,</p>	<p>2, 3 and 4</p>

	<p>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>	
<p>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>Value of EP work -</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf</p> <p>https://dera.ioe.ac.uk/12356/1/epwg%20research%20report.pdf</p> <p>https://www.myfamilyourneeds.co.uk/support-child/education-health-and-care-plan-assessments-what-is-the-role-of-an-educational-psychologist/</p> <p>Availability of EPs -</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912884/Research_on_the_Educational_Psychologist_Workforce_March_2019.pdf</p>	<p>All</p>
<p>Music and LAMDA lessons (Public Speaking)</p>	<p>Providing funding for both Music and LAMDA (Public Speaking) lessons is important as it allows 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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf</p> <p>https://www.researchgate.net/publication/242560857_The_power_of_music_Its_impact_on_the_intellectual_social_and_personal_development_of_children_and_young_people</p> <p>https://go.gale.com/ps/i.do?id=GALE%7CA75099663&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=00220892&p=HRCA&sw=w&userGroupName=anon%7E8221d380</p> <p>https://open.lib.umn.edu/publicspeaking/chapter/1-1-why-is-public-speaking-important/</p>	<p>All</p>

Contingency fund for acute issues.	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.	All

Total budgeted cost: £175,000.00

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 students in the 2022 to 2023 academic year.

Review of Targeted academic support

Intended Outcomes 2, 3, 4 and 5:

KS3 Literacy and Numeracy

Our Year 7 Disadvantaged cohort have lower levels of literacy and numeracy on entry which impacts on their attainment throughout Key Stage 3.

Literacy:

The intent of literacy interventions was to improve grammar and word classes; comprehension skills and reciprocal reading skills

Percentages of Year 8 and 9 students underperforming in English, are detailed below using the data taken at the end of 2022-2023 during T3-1 reporting.

13% of Pupil Premium students are underperforming in English compared with 12% non-Pupil Premium

16% of all Disadvantaged students are underperforming in English compared to 12% non-Disadvantaged.

16% of Service students are underperforming in English compared with 12% non-service.

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

Targeted Literacy Intervention: In evaluation, 3 students had exceeded and 5 had achieved expected outcomes. This was based on the improvement in literacy assessment scores and teacher progress data. It was noted that students showed an increase in their confidence and independence that students were showing when approaching tasks.

Numeracy:

Percentages of Year 8 and 9 students underperforming in Maths, are detailed below using the data taken at the end of 2022-2023 during T3-1 reporting.

10% of Pupil Premium students are underperforming in Maths compared with 5% non-Pupil Premium

10% of all Disadvantaged students are underperforming in Maths compared to 16% non-Disadvantaged.

8% of Service students are underperforming in Maths compared with 6% non-service.

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.

In evaluation, 2 students had exceeded and 2 students had achieved outcomes. 4 students partially achieved.

Intended Outcome 6:

KS4 Academic Intervention

Year 11 Disadvantage students have generally made less progress since the start of Year 10

Intended outcomes set in 2022-2023:

Intended outcomes for 2022-2023	Outcomes achieved at the end of Summer Term 2023
55.5% or more of disadvantaged KS4 students will achieve 5 Grade 9-5 passes including English Language and Maths.	50% of disadvantaged KS4 students achieved 5 Grade 9-5 passes including English Language and Maths.
77.7% or more of disadvantaged KS4 students will achieve 5 Grade 9-4 passes including English Language and Maths.	70% of disadvantaged KS4 students achieved 5 Grade 9-4 passes including English Language and Maths.

Gordon’s data compared to national data:

	Gordon’s School <i>(cohort of 29 students)</i>	National Average for disadvantaged students	National average for all students:
Percentage of disadvantaged students achieving grades 5 or above in English and Mathematics GCSEs	65.5%	25%	45%

GCSE results overview 2023:

Five Pupil Premium students did not achieve 5 standard passes (5 x 9-4 grades inc. English and Maths)

Number of Students in the school not achieving a grade 4 in English or Maths

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students NOT achieving 9-4 in English or Maths	0	5	4	1 (1x Serv)	4 (1x FSM)
Students Achieving 9-4 in English but NOT Maths	10	3	7	6 (1 x FSM & 1 x PLAC)	1 (FSM)
Students Achieving 9-4 in Maths but NOT English	4	1	0	1	2 (FSM & Serv)

Attainment

Key Group	% achieve Standard Pass	% achieve Strong Pass	% achieve EBACC (standard)	% 9-7 in English & Maths	Average Total A8 Grade
Whole Cohort	92.1%	80.2%	62.7%	37.3%	64.61
EAL	91.7%	83.3%	70.8%	33.33%	66.63
Pupil Premium	83.3%	63.3%	63.3%	16.7%	55.30
FSM 6	62.5%	50%	25%	12.5%	50.31
PLAC	100%	50%	50%	0	50.75
Services Ever	95%	70%	80%	20%	60.25
SEND	69.6%	47.8%	30.4%	17.4%	49.63
Boarder	97.5%	80%	70%	30%	64.89
Non - Boarder	89.5%	80.2%	59.3%	40.7%	64.48

Key Group GCSE	P8 (Est)	Total A8	Ebacc APS	Prior Attainment
Whole Cohort (126)	0.86	64.61	6.09	108.5
Female (58)	1.15	65.87	6.23	108.5
Male (68)	0.63	63.53	5.97	108.5
Services Ever (20)	1.04	60.25	5.8	105.5
High Prior Attainers (19)	0.62	79.26	7.69	116.5
SEND (18)	-0.04	55.14	5.04	106
EHCP (5)	-1.61	29.8	2.67	104.5
Disadvantaged (28)	-0.2	51.07	4.67	105.5
FSM	0.28	47.54	4.44	105
Boarder (40)	1.13	64.89	6.17	106
Non Boarder (86)	0.77	64.48	6.05	109

Gordon's Disadvantaged students compared to national data:

	Gordon's Disadvantaged students:	National average for disadvantaged:	National average for all students:
EBacc APS	4.67	2.97	4.05
Attainment 8	51.07	34.9	46.2
Progress 8	-0.2	-0.57	0.17

Data taken from: [Key stage 4 performance, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

It is clear from the data provided when comparing the outcomes of Gordon's disadvantaged students against the national picture, for both disadvantaged and all students, a disadvantaged student at Gordon's achieves significantly above the national average.

Further measures are required to ensure all Gordon's students make the same accelerated progress, as evidenced by the Progress 8 scores, where a Gordon's disadvantaged student does not make the same progress as a non-disadvantaged student.

KS4 Targeted Academic Intervention:

English External Tutoring

6/11 of Y11 students were disadvantaged, and from this number, there were 3 PP students. Of the 3 PP students, unfortunately none achieved their English Language or Literature target grade, however 1 student did successfully raise their working grades for both subjects from Y10 T3-1.

Maths External Tutoring

9/13 of Y11 students were disadvantaged, and from this number, there were 7 PP students.

1 PP (PLAC) student refused tutoring and did not attend the sessions.

Of the remaining 6 PP students, 2 students achieved their Maths target grade and increased successfully their working grades from Y10 T3-1.

Academic Mentoring

13 X KS4 students received academic mentoring by HOKS, 4 students of which were disadvantaged and 2 were PP (PLAC). These academic mentoring sessions encouraged students to develop their subject knowledge revision and exam technique skills, and in doing so, become more independent learners. Due to ongoing extenuating circumstances, including attendance and SEMH, the 2 PP students did not achieve their target grades or make expected levels of progress.

Review of Wider strategies

Intended Outcome 7:

Improving the Mental Health and Wellbeing

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.

2021-2022:

Provision offered:

- 21 PP students accessed the counselling service
- 6 students had the full 12 sessions
- 4 further students had more than 6 (but less than 12)

Impact:

- 4 students reported a drop of 20 points or more in their Core-10 score
- 4 students reported a drop of between 10-20 points in their Core-10 score
- 7 students reported a drop of between 2-10 points in their Core-10 score
- 1 student reported a 2 point increase in Core-10 score after 12 sessions but wished to continue counselling in the next academic year with the same counsellor
- Missing Core 10 data for 5 students

71% of students reported an improvement in their mental health and wellbeing

5% (1 student) reported an increase, but has continued with support into academic year 2023-2024

24% of students receiving a counselling intervention did not complete the pre and post questionnaires.

The school counselling provision continues to be an invaluable provision to our disadvantaged students.

In addition to the Academic and Mental Health and Wellbeing support offered to our disadvantaged students in 2022-2023, the school/parent utilised individual student funding in a bespoke manner to ensure all specific needs were met. To give some examples, here are some of the alternative ways students used their funding last year:

1. Equine therapy for a PLAC student.
2. Art therapy for PLAC students.
3. Educational Psychologist assessments to support an application for an EHCP or to provide greater knowledge of student need..

4. Music and LAMDA lessons (several students).
5. Additional tuition beyond students' initial allocation of PP funding (several students).

Financial Summary for 2022-23

Description of spend	FY 2022-23 Spend
Top Slice Allocation	£41,688.33
Top Slice Spend	£59,921.41
Top Slice overspend	-£18,233.08
Bottom Slice Allocation	£83,376.67
Bottom Slice Spend	£43,121.73
Bottom Slice Underspend	£40,254.94
2022-23 Allocation	£125,065.00
Underspend from previous years	£30,386.11
Total Available	£155,451.11
Total Spend	£126,713.46
Balance Remaining to carry over to 2023-24	£28,737.65

Service Pupil Premium funding

Gordon's has a high number of Service PP students on roll; currently 139 individuals out of a student body of 980 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.