



Pupil Premium Strategy

December 2025

Pupil premium strategy statement

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	Gordon Primary School
Number of pupils in school	415 (98.8% full) 25 in Nursery
Proportion (%) of pupil premium eligible pupils	15.18%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jason Taylor, Head Teacher
Pupil premium lead	Charlie Fabian, Deputy Head
Governor lead	Mark Knowles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,190
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	-
Total budget for this academic year	£97,190

Part A: Pupil premium strategy plan

Statement of Intent

At Gordon Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, attend regularly, make good progress, achieve highly across all subject areas and develop a deep sense of belonging within our school community. We are committed to ensuring that disadvantaged pupils, including those who have a social worker or are otherwise vulnerable, achieve outcomes in line with their peers. We adopt a whole-school approach, with all staff taking responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.

Context

Gordon Primary School is a two form entry school in Greenwich with a School Deprivation Indicator of 0.15 compared to 0.18 Nationally. While the number of pupils eligible for pupil premium is lower than our Local Area average, we acknowledge that not all pupils who qualify for Free School Meals (FSM) are socially disadvantaged and not all socially disadvantaged pupils qualify or register for FSM. We will continue to encourage take up of FSM by working proactively with our parents in a caring and supportive manner and work to remove any potential barriers or stigma that may be attached to claiming FSM. In development of our strategy therefore, we focus on the needs and levels of progress of all pupils who we recognise are disadvantaged in order to enhance their future educational aspiration and achievements. We understand that the challenges facing our children are complex and varied and so our response will be tailored. Additionally, in providing support we would never isolate pupils socially or highlight disadvantage. It is therefore likely that groups receiving additional support would be a mix of FSM and non-FSM pupils.

We have adopted a 3-tiered approach to Pupil Premium spending, focusing on strategies that are proven to have the greatest impact:

High-Quality, Inclusive Teaching

High-quality, inclusive teaching is at the heart of our Pupil Premium strategy. We recognise that an effective teacher in every classroom, supported to continually improve practice, has the greatest impact on closing the disadvantage attainment gap while benefiting all pupils. Our approach includes:

- A broad and aspirational curriculum
- Provision of high quality professional development and training for all teachers
- Excellent provision for Early Career Teachers and an additional focus on Recently Qualified Teachers as part of our ECT strategy for support
- Investing in the wellbeing of Teachers to support high levels of attendance and retention
- A strong focus on areas where disadvantaged pupils require the most support
- Inclusive teaching that is adapted to meet the needs of learners
- The use of the Little Wandle systematic synthetic phonics programme to secure early reading with a designated Early Reading Leader
- A strong emphasis on oracy in order to develop confident, articulate learners across the curriculum

Targeted Academic and Pastoral Support

Targeted academic and Pastoral support can have a positive impact for pupils who are not yet making expected progress. Our strategy ensures that targeted academic support is closely aligned to classroom teaching and informed by robust diagnostic assessment and an in-depth knowledge of our pupils: their strengths, needs and motivations. This includes:

- A robust Assessment Policy
- A focus on formative assessment strategies that provide support quickly
- Structured intervention programmes such as Little Wandle Catch Up, EasyRead, Toe by Toe
- Use of diagnostic assessment tools and Question Level Analysis to identify specific gaps that support curriculum planning
- Oracy and vocabulary development
- Writing Conferencing
- Specialist support delivered by teachers and trained support staff to enable pupils to make accelerated progress
- Employment of a full-time Wellbeing Practitioner and ongoing supervision for ELSA

Wider Strategies

We acknowledge that non-academic challenges can have a significant impact on pupils' learning and outcomes e.g. attendance, behaviour, and social and emotional barriers. Our wider strategies aim to support and overcome those challenges that particularly impact Gordon pupils, and to sustain this progress.

These include:

- Continually seeking to improve attendance and punctuality
- Supporting pupils' social, emotional and mental wellbeing including emotionally based school avoidance
- Additional swimming lessons to meet National expectations
- Access to extracurricular clubs, music tuition and scholarship, and sports opportunities
- Working closely with families and external agencies where appropriate
- Providing opportunities to build cultural capital and broaden pupils' experiences
- Increase in the number of qualified Forest School Teachers within school staff
- A programme of free and low cost community events

At Gordon Primary School we track Pupil Premium pupils **regularly, collaboratively** and **forensically**. We closely track those not achieving a good level of development (GLD) in EYFS and those not achieving the expected standard in Early Reading and prioritise **early intervention**. We also look closely at those pupils in receipt of Pupil Premium who have a SEND need. This group is closely monitored and reflects our deep commitment to understanding and addressing the often intersectional barriers faced by disadvantaged and socio-economically vulnerable pupils.

Challenges

Almost a third of pupils in receipt of Pupil Premium also present with SEND and complex needs. This intersection intensifies the barriers they face. The challenges identified are therefore particularly acute across the school.

These challenges detail the key barriers to achievement that we have identified among our disadvantaged pupils.

1	Attendance and persistent absence
	Persistent absence among disadvantaged pupils remains above national disadvantaged and school non-disadvantaged averaged. This reduces access to learning, continuity, and participation in enrichment opportunities that impacts on their overall attainment, wellbeing, self-esteem and sense of belonging.
2	Writing progress and attainment
	A gap persists between disadvantaged and non-disadvantaged pupils in writing across the school. This includes reduced vocabulary, weaker sentence construction and application of spelling, punctuation and grammar rules. This also contributes to a gap between disadvantaged and non-disadvantaged pupils for Combined Reading, Writing and Maths at KS2.
3	Early communication and language
	Baseline assessments show that many disadvantaged pupils begin school well below age related expectations in communication and language, especially in listening, attention, and understanding. This impacts early literacy and limits access to the wider EYFS curriculum.
4	Early reading
	A gap persists between disadvantaged and non-disadvantages pupils in meeting the expected standard in the Year 1 phonics check within the school. This impacts on the development of reading fluency and stamina in Year 2, hindering their ability to access and engage with increasingly challenging texts.
5	Co-occurring barriers
	An increasing number of disadvantaged pupils present with Special Education Needs (SEN). Currently two thirds of those in receipt of Pupil Premium also have SEN including SEMH needs that affect attendance, engagement, readiness to learn, and sustained concentration. These challenges contribute to missed learning through behaviour incidents and lower academic resilience. There is an insufficient number of specialist places for pupils with EHCPs and an increase in demand for professional services resulting in our supporting increasingly complex needs.

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
Improve attendance for disadvantaged pupils and reduce persistent absence.	Improve attendance of families in receipt of Pupil Premium to 95%+.
	Close the gap between Pupil Premium and Non-Pupil Premium for persistent absence.
	Early intervention and ongoing support reduces repeat cases of Persistent Absence.
	Pupil Premium representation within Persistent Absence figures reduce to be in line with 'all' pupils by the end of 2028.
Narrow the writing attainment gap for disadvantaged pupils through development of a whole school writing strategy and collaborative planning.	Pupil Premium pupils' writing outcomes improve in line with peers across all year groups.
	Book monitoring and moderation show good fidelity to the writing strategy and improved vocabulary, composition and transcription.
	Increased number of pupils are working at or above age-related expectations in writing.
	Whole school writing strategy is implemented consistently by all staff.
Improve Communication and Language outcomes for disadvantaged pupils in the Early Years Foundation Stage through explicit vocabulary, enabling environments and high quality interactions.	The gap in Pupil Premium pupils and non Pupil Premium peers is reduced in the Prime Area of Communication and Language including for Listening, Attention and Understanding.
	Disadvantaged pupils show sustained improvement in: listening and attention, and use of a wide range of taught vocabulary in context.
	An increase in the Good Level of Development achieved by pupils in receipt of Pupil Premium closes the gap between non-Pupil Premium peers.
Sustain the trend in good outcomes for Disadvantaged pupils in the Phonics Screening Check (PSC).	Pupils who do not pass the PSC in Year 1 receive support and intervention in Year 2 to secure high pass rates in the Year 2 re-sit.
	Phonics intervention continues to positively impact on the progress of those needing further Literacy support in Lower Key Stage 2.
	Pupils continue to develop their fluency in order to close the gap between Pupil Premium and Non-Pupil Premium pupils nationally at the End of Key Stage 2.
Strengthen SEND provision to improve outcomes resilience, cognitive and affective engagement in learning.	Pupil Voice shows increased motivation, enjoyment and recall of learning. They exhibit high levels of wellbeing and belonging.
	Staff access and implement adaptive teaching strategies within practice and utilise professional recommendations for specific needs.
	Targeted interventions demonstrate measurable impact.
	A reduction in behaviour incidents linked to pupils with SEN.

Part B: Review of the previous academic year

Pupil premium strategy outcomes (2024 – 2025)

This section details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year, the final evaluation of key outcomes in the previous strategy.

Overview of Key Outcomes	
1	Underdeveloped oral language skills and language gaps
	In the academic year 2024-2025: • 63% of pupils in receipt of Free School Meals (FSM) reached a Good Level of Development (GLD). 77% of Non-FSM pupils reached GLD. • This number was lower than in previous years which had otherwise shown an upward trend in FSM achievement: 75% and 86% respectively. The co-occurring disadvantage of Special Educational Needs in this cohort was notable and impacted on the number achieving GLD. • 100% FSM pupils achieved the ELG for Speaking. • The Inspection Data Summary Report (IDSR) multiyear average (3 years) finds that the achievement in English Grammar, Punctuation and Spelling for Disadvantaged at Expected Standard is Above Average. • In the Key Stage 2 Reading paper, 84% of pupils secured correct responses in the G6 strand: Vocabulary and 90% in G7 strand: Standard English and Formality.
2	Difficulties with phonics leading to underachievement in reading
	In the academic year 2024-2025: • 89% of pupils in receipt of FSM and 73% of Disadvantaged pupils achieved the expected standard in Year 1 compared to 67% Nationally. • This continued the trend of high levels of attainment for FSM pupils from the previous year. • 67% of pupils in receipt of FSM achieved the expected standard in Reading in the Key Stage 2 SATs - with an average scaled score of 105 - compared to 63% Nationally. • The Inspection Data Summary Report (IDSR) multiyear average (3 years) finds that the achievement in Reading for Disadvantaged at Expected Standard is Close to Average.
3	Underachievement in maths
	In the academic year 2024-2025:

	67% of pupils in receipt of FSM achieved the expected standard in Maths in the Key Stage 2 SATs with an average scaled score of 107 compared to 105 for all pupils Nationally. - The Inspection Data Summary Report (IDSR) multiyear average (3 years) finds that the achievement in Maths for Disadvantaged at Expected Standard is Close to Average and in 2025 described as 'Narrowing'. - The mean average attainment score in the Multiplication Tables Check (MTC) for Disadvantaged pupils was 18.6 compared to 19.3 (-0.7) Nationally.
4	Attendance is lower than for non-disadvantaged pupils In the academic year 2024-2025: - The gap between Gordon FSM and National Attendance is described as Close to Average having shown Relative Improvement over the previous two years. - For Persistent Absence (pupils missing 10% or more of their possible sessions), FSM pupils were also described as Close to Average which was sustained from academic year 2023-2024. - Persistent absence and that Nationally continued to narrow with the gap over the previous 3 years
5	Well-being In the academic year 2024-2025: - No pupils in receipt of FSM were suspended compared to 2.33% of FSM pupils Nationally. - Attendance of pupils with Special Educational Needs (SEN) at 94% was above the SEND National average of 92% and the average Persistent Absence from this group was lower for pupils at Gordon than National by 8%. - The National Children's Bureau <i>Belonging Matters</i> End of Year Report demonstrated significant increase from the baseline audit in the areas of: Creating an inclusive school culture, Fostering positive relationships, School activities, Whole-school data, policies and training. - An overall progress snapshot of Belonging practice across the school demonstrated an increase from 61% objectives fully met to 94% objectives fully met at the final audit in 2025.

Externally provided programmes

Programme	Provider
Systematic Synthetic Phonics Programme	Little Wandle
Curriculum Prioritisation and Mastering Number	NCETM
Maths For Life Programme	Maths For Life Ltd