

Pupil premium strategy statement – Gordon Primary School – July 2024

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 (2023-2024) and the effect that the spending of pupil premium in the previous academic year (2022-2023) had within our school.

School overview

Detail	Data
School name	Gordon Primary School
Number of pupils in school (as at July 23 rd 2024)	403 (96% full) 27 in nursery
Proportion (%) of pupil premium eligible pupils	13.49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jason Taylor
Pupil premium lead	Amanda Black, Assistant Head
Governor lead	Lynsey Christini-Clay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655.00 Pupil Premium £1,060.00 PP Early Years £00.00 LAC PP estimated
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,715

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. A further intention is that already high attainers make good progress so they achieve greater depth. We include vulnerable children (e.g. children who have a social worker) in our plan even if they are not identified as Pupil Premium.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The adoption of the mastery approach to the teaching of mathematics and the Little Wandle systematic synthetic phonics scheme) has enabled our teaching and learning in maths and early reading to be outstanding. We also focus on enabling disadvantaged children to be articulate and confident and children are encouraged to answer in whole sentences in class. To further encourage our children to be articulate, we are focusing on oracy and many members of staff have had training in oracy. In addition, we have adopted high-quality, externally produced schemes of work for art and design, DT, geography, history, RE and French.

In addition to high-quality teaching, our strategy focuses on targeted support to enable children who have fallen behind make accelerated progress e.g. same day interventions and structured interventions such as EasyRead, Toe by Toe, Dynamo Maths. Our approach will be responsive to common challenges and individual needs by being rooted in robust diagnostic assessment. For instance, we use Maths No Problem Insights assessment tool to enable teachers to identify specific gaps in children's learning.

Our strategy also looks at wider approaches such as improving attendance and punctuality, supporting children and their families to help with their well-being and providing opportunities to raise aspiration and build up cultural capital.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge	Evidence
1	Underdeveloped oral language skills and language gaps.	Assessments, observations and discussions with pupils
2	Greater difficulties with phonics which results in underachievement in reading.	Assessments, observations and discussions with pupils
3	Underachievement in maths.	Assessments, observations and discussions with pupils
4	Attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. in 2021-2022, 15% of disadvantaged children were persistent absentees whereas only 3.7% of non-disadvantaged children were persistent absentees.	Attendance data
5	Well-being can be an issue amongst disadvantaged pupils.	Teacher referrals, Well-being survey
6	Lack of aspiration and cultural capital.	Observations and discussions with 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/notes
<p>To improve early language skills and reduce language gaps among disadvantaged pupils. Communication – Speaking and Literacy – Comprehension 2022</p> <ul style="list-style-type: none"> 78% of children achieved the expected standard. None of the three Pupil Premium children achieved the expected standard. However, all three of the PP children have SEN. <p>2023</p> <ul style="list-style-type: none"> 84% of children achieved the expected standard. 80% of PP children achieved the expected standard <p>2024</p> <ul style="list-style-type: none"> 66% of children achieved the expected standard. 67% of PP children achieved the expected standard. 	<p>Our targets for 2024-2025</p> <ul style="list-style-type: none"> 80% disadvantaged pupils (non-SEN) achieve their ELG in Communication - Speaking and Literacy - Comprehension Improved oral language among disadvantaged pupils as evidenced by engagement in lessons, discussions with pupils, book scrutiny <p>In 2024, there was very little difference between the achievement of disadvantaged children and the year group in the ELG of Communication. However, the year group as a whole found the ELG in Communication challenging and Year 1 teachers will be focussing on this next year.</p>
<p>To improve attainment in reading among disadvantaged pupils – particularly our younger disadvantaged children 2024 Phonics Screening Check (PSC)</p> <ul style="list-style-type: none"> 100% non-EHCP PP children achieved PSC 83% of non EHCP, non-disadvantaged achieved PSC <p>2024 KS2 Reading</p> <ul style="list-style-type: none"> 67% non-EHCP PP children expected 78% of non-EHCP year group expected 75% of year group expected (51 children) (3 of these children will be disapplied because they were new arrivals) 	<p>Our priority has been to raise attainment in reading in the younger years. We were very pleased with the PSC results for our disadvantaged children in Year 1 in 2024.</p> <p>67% of our disadvantaged children in KS2 achieved expected. This is lower than we would like but this result is better than our predictions – there has been a great deal of mobility in this year group.</p> <p>Our targets for 2024-2025:</p> <ul style="list-style-type: none"> 80% disadvantaged pupils (non-SEN) achieve expected in Year 1 phonics screening check. At least 80% disadvantaged pupils (non-SEN) achieve expected in reading at end KS2.

<p>To improve attainment in maths among disadvantaged pupils – particularly our younger disadvantaged children.</p> <p>2024 Y4 MTC (multiplication times-table check)</p> <ul style="list-style-type: none"> • 25% non-SEN PP children achieved full marks. • 32% of the year group achieved full marks. • The average mark for the year group was 22 and the average mark for non-SEN PP children was 18.5. <p>2024 KS2 Maths</p> <ul style="list-style-type: none"> • 44% non-SEN PP children expected • 75% of year group expected • 80% non-EHCP year group achieved expected. 	<p>We were delighted with our results for our disadvantaged children in the Year 4 MTC.</p> <p>Although only 44% of non-EHCP PP children achieved the expected level, these children made progress. There were nine non-EHCP children in the year group. Four of the five children who did not achieve expected, scored over 90 (standardised score) including one child who scored 97 and another who scored 99.</p> <p>Our targets for 2024-2025:</p> <ul style="list-style-type: none"> • At least 30% of non-EHCP PP children score full marks in Y4 MTC. • Non EHCP PP children have an average score of 20 in Y4 MTC. • At least 80% disadvantaged pupils (non-SEN) achieve expected in maths at the end KS2.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>2023-24</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils was 95.7%, and the attendance for disadvantaged pupils was 93.5%. <p>We did not achieve our target of overall attendance rate for all pupils being no less than 97%. However, we almost achieved our target of disadvantaged pupils’ attendance being no more than 2% more than overall attendance of all pupils.</p> <ul style="list-style-type: none"> • the percentage of non-disadvantaged pupils who are persistently absent (>15%) was 2.8% and the figure among disadvantaged pupils was 5.1% <p>We almost achieved the target of the percentage of disadvantaged children being persistently absent being below 5%.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2% or less. • the percentage of disadvantaged children being persistent absentees to be below 5%.
<p>To improve social and emotional health of disadvantaged pupils.</p>	<p>In 2024-2025 Disadvantaged children feel happier and are more resilient.</p>
<p>To increase the aspiration and cultural capital of our disadvantaged pupils.</p>	<p>In 2024-2025 Disadvantaged children are more ambitious, articulate and confident.</p>

Activity in this academic year (2024-2025)

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing opportunities for public speaking: debates, presentations.</p> <p>Ensuring and mapping a wide repertoire of speaking and listening opportunities across all subject areas. Having a policy that pupils respond in full sentences to questions in class discussion.</p> <p>Giving pupils opportunities to speak to 'real' audiences, for example as guides on open evenings.</p>	<p>David Birch, Associate Director of the National Education Trust, suggests that a common barrier to the achievement of disadvantaged pupils is a lack of confidence associated with speaking and listening. The more schools can do to address this issue through systematic approaches to improving oral communication, the greater the chance we have of improving opportunities for all our pupils and enabling them to compete confidently with their more advantaged peers.</p>	<p>1, 6</p>
<p>Purchase of standardised diagnostic assessments (Maths No Problem Insights Assessment, NFER Reading Gap Analysis, Little Wandle Assessment)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase Maths No Problem scheme of work including two workbooks for each child. We have adapted our approach this year (2023-2024) and we use NCETM materials to guide our mastery teaching in maths for Years 1 and 2. We are extending this out to Year 3 in 2024-2025). Years 4, 5 and 6 are still using Maths No Problem.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Support our Maths Lead in her role as Primary Mastery Specialist Trainee</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning Pdf(educationendowmentfoundation.org.uk)</p>	5
<p>CPD for staff on subject knowledge for</p>	<p>D. Hirsch, Jr., Chairman of the Core Knowledge Foundation took this to another level by developing</p>	1, 2, 3, 6

our ambitious curriculum which is designed to increase cultural capital and develop higher order thinking. Kapow subscription for year.	the idea of 'cultural literacy' – “the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge”.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, including Little Wandle, Toe by Toe and EasyRead. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional maths sessions targeted at disadvantaged pupils in Year 5 delivered in the afternoon.	Third Space Learning suggests that same day interventions, delivered in the afternoon, allow children to receive the quality first teaching by staying in the classroom during the morning lessons, then pupils catch up with the learning they need more support with (or to consolidate shaky learning) after the lesson. https://thirdspacelearning.com/blog/same-day-interventions-year-6-maths-keep-up-catch-up/	3

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

Budgeted cost: £10,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The government has published new attendance guidance after its recent consultation (DfE, 2022a). It includes a new requirement from September 2022 for schools to have an attendance policy (Headteacher Update, 2022a).</p> <p>Attendance was also a key focus for the schools White Paper, Opportunity for all, published in March (DfE, 2022b) and which included a pledge for a national data system “to drive up attendance and make it easier for agencies to protect vulnerable children”.</p> <p>Ofsted has also reported recently on attendance strategies that work (Ofsted, 2022; Headteacher Update, 2022b), while the Education Endowment Foundation published an evidence review in March and is now looking to fund trials of attendance interventions (EEF, 2022; Headteacher Update, 2022c). When it comes to pupils eligible for the Pupil Premium, making sure that they have the highest possible attendance is an important part of the support you can give them.</p>	4
<p>CPD in spotting signs of emotional and social health issues in children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk</p>	5
<p>Use of our Learning Mentor to improve the wellbeing of our disadvantaged children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk</p>	5
<p>Whole staff training on behaviour management and anti-bullying approaches with the</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on well-being:</p>	5

<p>aim of developing our school ethos and improving behaviour across school including training in restorative practice.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Financial support for our disadvantaged children to go on trips and School Journey, receive book vouchers for the Book Fair and have music lessons</p>	<p>D. Hirsch, Jr., Chairman of the Core Knowledge Foundation took this to another level by developing the idea of 'cultural literacy' – “the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge”.</p> <p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility Donnelly, Lažetić, Sandoval-Hernandez, Kumar and Whewall Department of Education and Institute for Policy Research, University of Bath</p>	<p>6</p>

Total budgeted cost: £60,715

Part B: Review of outcomes in the previous academic year (2022-2023 and 2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2022-2023 marked the first year of our Pupil Premium Strategy Plan 2022-2025

Maths

In our previous Pupil Premium Strategy Plan, we focused on improving maths teaching. We purchased Maths No Problem and trained staff on the teaching of mastery in maths. The scheme has had and continues to have a very positive impact on attainment in maths in the older years. Our 2022-2025 Pupil Premium Strategy Plan continues this focus but in particular focuses on raising attainment in maths of our younger disadvantaged children. Our 2023 data shows that standards in maths is high for our disadvantaged children but we still have more to do to raise attainment in maths for our disadvantaged younger children and this remains a key focus for the next two years of our 2022-2025 Strategy Plan.

2022 KS2 Maths

- 80% non-SEN PP children expected
- 76% of year group expected

2023 KS2 Maths

- 88% non-SEN PP children expected
- 86% of year group expected

2023 KS2 Maths

- 25% non-SEN PP children achieved Greater Depth
- 40% of year group achieved Greater Depth.

2024 KS2 Maths

- 44% non-SEN PP children expected
- 75% of year group expected
- 80% non-EHCP year group achieved expected.

2024 KS2 Maths

- 22% non-SEN PP children achieved Greater Depth
- 33% of year group achieved Greater Depth.

A number of our non-SEN children missed Greater Depth by one mark: 50% of non-SEN PP children achieved a score of 109 or above (to get Greater Depth children needed to score 110 or above). We need to ensure our disadvantaged children are securely at Greater Depth.

Early language acquisition and reading

In our previous Pupil Premium Strategy Plan we did not focus enough on early reading and attainment in early reading at the end of 2022 academic year was not as high as we would wish. To address this, we targeted this in our 2022-2025 Strategy Plan. We purchased the Little Wandle systematic synthetic phonics scheme which we started delivering in January 2022. Results so far suggest that our early reading is already improving for our younger children.

To improve early language skills and reduce language gaps among disadvantaged pupils

Communication – Speaking and Literacy – Comprehension

2022

- 78% of children achieved the expected standard.
- None of the three Pupil Premium children achieved the expected standard. However, all three of the PP children have SEN.

2023

- 84% of children achieved the expected standard.
- 80% of PP children achieved the expected standard

2024

- 66% of children achieved the expected standard.
- 67% of PP children achieved the expected standard.

2022 Phonics Screening Check (PSC)

- 100% non-SEN PP children achieved PSC (2 children)
- 81% of year group achieved PSC

2023 Phonics Screening Check (PSC)

- 100% of non-SEN PP children achieved their PSC - (1 child).
- 75% of year group achieved their PSC.

2024 Phonics Screening Check (PSC)

- 100% of non-SEN PP children achieved their PSC - (1 child).
- 75% of year group achieved their PSC.

Quality First Teaching and School-Led Tutoring

As described above, we have focused on developing our teaching of reading, writing and maths. Another major focus of our previous Pupil Premium Strategy and our 2022-2025 Strategy has been school-led tutoring and this has been very successful.

Each year we target Year 6 because we want to ensure that children are secondary ready despite the past disruptions due to COVID. Tutoring has had a very positive impact on attainment in Year 6 over the past two years.

2022 KS2 Reading

- 100% non-SEN PP children expected
- 90% of year group expected

2023 KS2 Reading

- 63% non-SEN PP children expected
- 85% of year group expected

If we take out the EAL child who joined the school in Y6 with no English the percentage of non-SEN PP children rises to 71% expected.

2023 KS2 Reading

- 38% non-SEN PP children – Greater Depth
- 34% of year group achieved Greater Depth

If we take out the EAL child who joined the school in Y6 with no English the percentage of non-SEN PP children rises to 43% - Greater Depth. We were thrilled with the achievement of our disadvantaged children in Year 6 Summer 2023.

2024 KS2 Reading

- 67% of non-EHCP PP children achieved expected.
- 75% of year group achieved expected.
- 78% of non-EHCP children achieved expected.

2024 KS2 Reading

- 22% non-EHCP PP children – Greater Depth
- 41% of non-EHCP year group achieved Greater Depth

Support for disadvantaged children and their families and raising attendance

Both our previous Pupil Premium Strategy Plan and our current 2022-2025 Strategy have prioritised the provision of support for disadvantaged children and their families. Our Learning Mentor takes small groups in our Nurture Room and works with families and outside agencies and skilled TAs run a Lunch Club for vulnerable children in our Sanctuary Room. In addition, we constructed a garden area in our KS2 playground. Which can be used by our vulnerable children.

In light of the work we do to support our vulnerable families, we were disappointed that in 2021-2022, 15% of our disadvantaged children were persistent absentees whereas only 3.7% of non-disadvantaged children were persistent absentees.

One of our foci for our 2022-2025 Pupil Premium Strategy Plan is to improve attendance for our disadvantaged children. We were pleased that attendance for disadvantaged children was 2% less than the attendance for the whole school which means we met our target. However, we were disappointed with our percentage of persistent absentees (11% for whole school and 15% for disadvantaged children).

Aspiration and cultural capital

Our previous Pupil Premium Strategy Plan included a commitment to ensuring disadvantaged pupils have aspiration and cultural capital by being given opportunities such as learning a musical instrument, joining sports teams and receiving book vouchers for our Book Fair. These initiatives took place and are continuing to take place. We will focus in the future on monitoring the use of our many after-school clubs by disadvantaged children. We have outstanding provision for music and PE and this ensures all children including our disadvantaged children benefit and this raises the aspiration of all our children. We have also invested in externally produced schemes of work for subjects such as art and design, DT, geography, history and French. These schemes of work are produced by Kapow and they are well-sequenced and have clear progression and links between topics and lessons. There are ample opportunities for the children to revise knowledge so all children are able to know more.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Mastery scheme	Maths No Problem
Systematic synthetic phonics scheme	Little Wandle
Art and Design, DT, Geography, History, French, RE – schemes of work	Kapow