



THE
**GORDON
CHILDREN'S**
ACADEMY

Pupil premium strategy statement

2024-2025

'Transforming Life Chances'

Child First - Aspire - Challenge - Achieve



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Gordon Children's Academy
Pupils in school	438
Proportion of disadvantaged pupils	29.9%
Academic year or years covered by statement	2022/2023 2023/2024 2024/2025
Publish date	December 2024
Review date	November 2025 (with regular in year monitoring)
Statement authorised by	K Jones
Pupil premium lead	N Youseman
Governor lead	Simon Wright

Funding overview

Detail	Amount
Pupil premium allocation this academic year	£191,660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£191,660



Challenges

Priority number	Detail of challenge
1	Internal assessments indicate that the oral language skills in some pupils is underdeveloped. This is more evident in the most disadvantaged pupils and needs targeted support to ensure that spoken language activities are matched closely to learners' current stages of development.
2	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is evident from Reception through to KS2.
3	Assessments, observations and discussions with pupils suggest that disadvantage pupils generally have greater difficulties with phonics, which can also have a negative impact on reading development.
4	Our attendance data indicates that disadvantage pupils are below that of their peers. More disadvantaged pupils are persistently absent which is negatively impacting pupil progress

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

Intended outcomes

Intended outcome	Success criteria
Improved oral, language and vocabulary skills among disadvantaged pupils	Assessments and observations of pupils show developed spoken vocabulary and language skills. Pupils are confident to read aloud in lessons and join in with verbal interactions in the classroom. Targeted support is evident with adults explicitly extending pupils spoken language through the use of structured questioning.
Improved writing attainment for disadvantaged pupils	Writing outcomes show that more pupils achieve the expected standard than in previous years, with disadvantaged pupils scoring at least in-line with their non-disadvantaged peers.
Improved reading attainment for disadvantaged pupils	Reading outcomes show that more pupils achieve an expected standard than in previous years, with disadvantaged pupils scoring at least in-line with their non-disadvantaged peers.



<p>To sustain improved attendance for all pupils, with a particular focus on our disadvantaged pupils who also fall into the persistently absent group.</p>	<p>Continued sustained high attendance of all pupils with a focus on improved attendance for our disadvantaged pupils, particularly those who are persistently absent.</p>
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Teaching

Budgeted cost: £74,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted training for staff to support with planning and teaching.</p>	<p>The EEF toolkit shows that Oral Language intervention approaches have high impact for low cost.</p>	<p>1,2,3</p>
<p>Provide specialist teachers to support with teaching and planning.</p>	<p>The EEF toolkit shows that mastery learning approaches have high impact for low cost.</p>	<p>1,2,3</p>
<p>Provide core expert teams to support with training of subject knowledge.</p>	<p>Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact.</p>	<p>1,2,3</p>
<p>Coaching and mentoring.</p>	<p>Peer tutoring/mentoring approach is identified by the EEF toolkit as having a high impact.</p>	<p>1,2,3</p>
<p>Provide CPD to staff to support knowledge and understanding of providing rich language environment as well as specific teaching of language and vocabulary to improve communication</p>	<p>EEF toolkit shows that communication and language approaches have very high impact for very low cost</p>	<p>1,2</p>

Targeted academic support

Budgeted cost: £82,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide resources needed to support speaking and listening through oracy and language interventions	The EEF toolkit shows that Oral Language intervention approaches have high impact for low cost.	1,2,3
Nessy	Online dyslexia programme delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
Toe by toe	Online dyslexia programme delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
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.	1,2,3
Speech & Language	Structured S&L programmes delivered by TA. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
Tuition	Structured tuition for targeted children delivered by Teachers and TA's. The EEF toolkit also shows that TAs carrying out interventions has moderate impact.	1,2,3
Play Therapist	Play therapy is recognised as a positive approach to supporting vulnerable children and those suffering with mental health and wellbeing.	1,2,3,4
ELSA	ELSA is an evidence-based approach and is delivered by a trained TA	1,2,3
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.	1,2,3,4



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

Wider strategies

Budgeted cost: £34,420

Provide targeted workshops for parents of pupils who are behind age-related expectations.	Increasing parental partnerships that aim to support academic knowledge will improve outcomes for children.	1,2,3,4
Provide release time for staff to hold extra meetings with parents of pupils who are behind age-related expectations.	Building relationships and improving partnerships that aim to support academic knowledge will improve outcomes for children.	1,2,3,4
Provide subsidised and free places at breakfast and after school clubs.	Research evidence has shown that children's learning can be impacted if they have not eaten breakfast	1,2,3,4
Provide subsidised places for trip and residential.	Expanding children's opportunities to increase their cultural capital will develop their knowledge and skills of their locality and beyond and improve life chances.	1,2,3,4
Provide release time for attendance officer and DSL to work	Our school-based evidence highlights the work previously in this area and the successes that have been gained	1,2,3,4



across hub to increase strategies to improve attendance and PA		
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Review: last year's aims and outcomes

Aim	Outcome
Improved oral, language and vocabulary skills among disadvantaged pupils	Across the school there has been improved outcomes in children's vocabulary skills. This can be seen in reading outcomes. Progress of disadvantaged children shows that all children have made at least expected progress and many have made accelerated progress. Attainment gaps remain higher in some year groups than we would like and as such will continue to address through targeted support where we have previously seen high levels of impact.
Improved reading attainment for disadvantaged pupils	Reading data outcomes show that all children across KS1 have made at least expected progress and that most children made accelerated progress. In Ks2 the majority of children again made at least expected progress with many making accelerated progress. Attainment continues to be lower in some year groups than we would like, however the gap has either maintained or got smaller in most year groups.
Improved Maths attainment for disadvantaged pupils at the end of KS2	Maths's data outcomes show that all children across the school have made at least expected progress and that most children made accelerated progress. Attainment continues to be lower in some year groups than we would like, although the gap has either maintained or got smaller in most year groups, there are year groups where the gap has widened and we will continue to address this through targeted support. The average score for MTC did rise this year and we will continue to target this to ensure all children are reaching the expected standard
To improve wellbeing for all pupils in our school, particularly for our disadvantaged pupils	In school tracking shows that more children have been targeted and taken up participation in the offer of enrichment activities and extra-curricular interventions. Parent surveys show that parents are positive about the range on offer and have welcomed the opportunities available for their children. We are continuing to monitor and review attendance and are continuing to work on providing more opportunities this year both during the school day and after school to further improve attendance and participation



<p>To sustain improved attendance for all pupils, with a particular focus on our disadvantaged pupils who also fall into the persistently absent group.</p>	<p>Attendance has remained a focus throughout the year and we have robust procedures in place to support the children and families alongside the staff who remain focussed on promoting good attendance throughout school year. The attendance data shows that the school has improved attendance for disadvantaged pupils across the Juniors with the figures for PA reducing from this time last year. There has been some improvement in the Infants, however, PA is higher than we would like it to be. The attendance team will continue to support families and sustain the improvements made.</p>
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