



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	Gordano School
Number of pupils in school (September 25)	2,037
Proportion (%) of pupil premium eligible pupils	10.97%
Academic year/years that our current pupil premium strategy statement covers	2024 - 2026
Date this statement was published	September 2024
First Review Date	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Louise Blundell (Headteacher)
Pupil premium lead	Charlotte Thomas
Governor / Trustee lead	Helen Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,758
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	£226,758

Part A: Pupil premium strategy plan - Statement of intent

Gordano School works in conjunction with the Lighthouse Schools Partnership to deliver the Trust Strategic Plan for Disadvantaged Pupils and these objectives form a key part of our whole school development plan. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential, growing to become happy and well-rounded members of the school community.

Disadvantaged students should:

- Have equal access to an academic curriculum that is broad, balanced and challenging.
- Have equal access to high quality teaching and learning in the classroom, which enables them to develop their knowledge and competencies to achieve as well as their peers.
- Have equal access to, and engage in, a wide range of enrichment and extra-curricular experiences that develop their interests, character and engagement.
- Progress successfully on to aspirational destinations that support their future growth and development.

Our school-wide *Expectation Chart for Disadvantaged pupils* (see Appendix A) outlines our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The *Expectation Chart* demonstrates that in line with The EEF Guide to the Pupil Premium, we prioritise High Quality Teaching, complimented by Targeted Academic Support where appropriate, which takes place in a framework of Wider Strategies.

All Gordano staff recognise that the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that foster a culture of belonging for all. We seek to achieve truly inclusive practice in which there is a consistent, collective understanding of inclusion and inclusivity. We understand that our strategies to address educational disadvantage will stand or fall based on the quality of the relationships we forge.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>The attendance gap between disadvantaged students and their peers can be a difference of 6%. It is essential that PP attendance is supported and addressed to ensure that students are in the classroom as often as possible.</p>
2	<p>Gaps in Academic Attainment</p> <p>On entry to the school the key stage 2 prior attainment data for our pupil premium cohort is always lower than their peers.</p> <p>We further acknowledge that the disruption to learning caused by COVID-19 has disproportionately affected our PP students, in part through the limits on their access to and engagement with Virtual Learning.</p>
3	<p>Cultural Capital and Wider Opportunities</p> <p>The data we gather from our enrichment registers shows that take-up of enrichment activities does not proportionally represent our PP cohort. This can be due to perceived limits to access or being unaware of the opportunities that are available.</p> <p>Some children in receipt of Pupil Premium may have fewer life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).</p>
4	<p>Resilience and Emotional Barriers</p> <p>Student voice activities and curriculum reviews which have focused on the progress in different faculties of disadvantaged students (including work scrutiny), show us that confidence and resilience are not as secure for some of our disadvantaged students as they may be for their peers.</p>
5	<p>Relationships and Trust</p> <p>Our behaviour data shows that a disproportionate number of PP students receive behaviour points or exits in comparison to their non-PP peers and can be over-represented in exclusion data. It is essential that our PP students are supported in understanding how to positively manage their emotions and how to effectively self-regulate.</p> <p>As acknowledged in our statement of intent, we understand that relationships are the key to success for our students with their teaching staff.</p>
6	<p>Lack of aspiration and knowledge of future pathways</p> <p>Through our student voice activities, we have learnt that some of our disadvantaged students do not set themselves a high bar in terms of pathways through their educational landscape - sometimes this can be through limited exposure to those opportunities.</p>

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
<p>1. Attendance and Punctuality Pupil Premium students attend school at the same rate as their peers.</p>	<ul style="list-style-type: none"> - Our attendance officer will support students and families over this period in improving attendance for this academic year in comparison to the previous year. - Attendance Meetings will support our most disadvantaged students and their families - Attendance of PP students is in line with the school-wide target. - Registers show that PP learners are accessing breakfast club.
<p>2. Gaps in Academic Attainment and Progress To reduce the attainment gap between disadvantaged and non-disadvantaged across all subjects, with particular focus on Pupil Premium learners achieving at least in line with, or above national progress measures in Maths and English at KS4.</p>	<ul style="list-style-type: none"> - P8 + A8 Scores for Disadvantaged students are in line with or above national figures. - Gaps in knowledge and understanding are identified and planned for in the classroom (responsive teaching). - Disadvantaged students are supported through our whole school Literacy Strategy (appendix B), with progress demonstrated for identified students through intervention and repeated NGRT/NGST testing. - Specialist English, Maths and Science intervention is carefully monitored and reviewed to ensure success. Student voice shows increased confidence and enjoyment in learning. - Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
<p>3. Cultural Capital and Wider Opportunities Disadvantaged students are fully engaged and participating in the school's rich extracurricular offer.</p>	<ul style="list-style-type: none"> - Prioritised places are available on trips for PP learners to ensure fair access. - Monitoring of extracurricular activity attendance to show that at least 12% of attendees are PP. Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. - Affordable uniform with financial support is available to PP learners. Equipment, such as stationery, revision books and GCSE subject specific equipment is provided to PP learners where needed. PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. Teaching staff are quick to liaise to ensure that any lack of equipment is quickly resolved.

<p>4. Resilience and Emotional Barriers</p> <p>When we identify that vulnerable students have poor mental health and/or do not have the capacity to regulate emotions or social situations/issues we ensure that they have access to additional support. Through discussions with students and their families we can respond to individual student needs.</p>	<ul style="list-style-type: none"> - Provision Map details the bespoke intervention and support put in place for students. - Student voice activities demonstrate that students have been supported through their engagement with Tutors, Academic Mentors, Engagement for Learning Mentor, Assistant Heads of Houses, Pupil Premium Co-ordinator, School Counsellors and other external agencies. - A reduction in behaviour points and exits demonstrates greater resilience within the classroom for students.
<p>5. Relationships and Trust</p> <p>We seek to achieve truly inclusive practice in which there is a consistent, collective understanding of inclusion and inclusivity. We understand that our strategies to address educational disadvantage will stand or fall based on the quality of the relationships we forge.</p>	<ul style="list-style-type: none"> - Staff are aware of difficulties that may impact PP learners and have plans in place to support these. - Exclusion data is monitored, and key pupils and staff are supported to ensure these learners are able to remain in lessons, enjoy and achieve. - PP pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national average.
<p>6. Lack of aspiration and knowledge of future pathways</p> <p>Students are on aspirational pathways and are supported to achieve them.</p>	<ul style="list-style-type: none"> - Destination surveys demonstrate that students are on aspirational pathways. - 1:1 Careers advice from our independent Careers advisor. - Mentors establish high aspirations and future pathways for our students. - Exposure across all years to experiences such as university trips, Duke of Edinburgh (Bronze), links with employers and other extra-curricular trips boost students' motivation and aspirations for the future - Evident in student voice (curriculum review of co-curricular provision and student voice around careers).

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: £93,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the Quality of Education for all students with a focus on PP students and their learning through meaningful CPD experiences including but not limited to:</p> <ul style="list-style-type: none"> - Quality First Teaching - Whole staff training on effectively supporting PP students in the classroom - student voice feedback, work scrutiny - Instructional Coaching through a cyclical programme of Developmental Drop-Ins (DDIs) 	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils.</p> <p>Using this as an evidence base, <i>Gordano Learning</i> (see appendix C), underpins classroom practice and our CPD programme is focused on developing:</p> <ul style="list-style-type: none"> - Highly effective and reflective classroom practitioners. - A high-challenge, knowledge-rich curriculum - High quality assessment that feeds into a cycle of responsive practice <p>To ensure that all staff take responsibility for the progress of this group of students in all areas. EEF / Hattie et al state ‘that it is what happens in the classroom that will have the largest gains on this group of students.’</p>	<p>1,2,3,4,5,6</p> <p>10% Leadership Role £9,360</p>
<p>Purchase of standardised, high quality diagnostic assessments to target interventions</p>	<p>MidYIS</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, including identifying any further underlying additional need</p>	<p>2,3,5 £2200</p>
<p>Reading Tests conducted at the start of Year 7 to ensure correct identification of students. 1-1/small group intervention in place with our literacy leader. Repeated throughout the year to ensure impact of provision</p>	<p>NGRT information NGST information Reading Comprehension Strategies – EEF Oral language interventions - EEF</p> <p>Reading intervention programme supports the development of individual students from Term 2 in Year 7 & 8. Any undiagnosed needs explored for individual students</p>	<p>2,3,5 £2800</p>

Inclusive Curriculum - bespoke curriculum provision for specific students to support progression to successful destinations through small group tuition	Small Group tutoring – EEF Oral language interventions - EEF	1,2,5,6 £79,310
Learning Hub – Core Support Maths/ English/ Science support	Small Group tutoring – EEF	1, 2, 5, 6

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

Budgeted cost: £63,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring in response to need by Pupil Premium Co-ordinator Our Pupil Premium Co-ordinator is a qualified Thrive practitioner and specialist teacher, working with targeted students to develop their emotional resilience and positive engagement with school and their learning.	Behaviour Interventions - EEF	1,2,5,6 £37,268
Learning Hub Maths/English/Science support	Small Group tutoring – EEF	1,2,5,6 £7,681 Teaching time
Additional support for students in years 10 & 11 to ensure confidence and clarity of curriculum delivery and knowledge in English, Maths and Science through additional staffing to reduce class sizes	Small Group tutoring – EEF	1,2,5,6 £3621

Engagement for Learning Lead Works in a coaching capacity with individual staff and students to develop approaches to relationship management, especially where classes present more challenging behaviours or where individual needs present greater challenges to classroom engagement	Behaviour Interventions - EEF Metacognition and self-regulation - EEF	4,5 50% of cost £14,698
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritised support for disadvantaged students through their engagement with Tutors, Academic Mentors, Engagement for Learning Mentor, Assistant Heads of Houses, Pupil Premium Co-ordinator, School Counsellors and other external agencies. This is communicated to all staff effectively through Pupil Passports for Disadvantaged students.	Rita Pierson ' every kid needs a champion ' Behaviour Interventions - EEF EEF Mentoring	1,4,5,6 Per pupil – 6 x 1 hr sessions x PP students in school £23,558
Daily breakfast club accessible to all staff and students	EEF Breakfast Club	1,4,5 £500
Academic mentoring from staff – supporting and guiding students in their study skills and learning habits (Year 11)	EEF Mentoring Students are able to understand and better manage themselves independently through bespoke coaching, mentoring and guidance from Staff Mentors	4,5,6 UPS staff £8,112

<p>Year 7 and Year 9 residential trips, as well as a wide range of curriculum trips for all year groups and other enrichment opportunities support in developing students' aspiration and cultural capital</p>	<p>EEF Life Skills and Enrichment Arts Participation - EEF “Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g., achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p>	<p>3.4.5.6 30% or £100 donation towards the cost of the trip £8,500</p>
<p>Access to music tuition</p>	<p>As above</p>	<p>3 30% Peripatetic Lessons £3,774</p>
<p>Bespoke Academic and Life Skill programmes (<i>The Brilliant Club</i> and <i>The Little Kitchen Cookery School, Bristol Bears mentoring scheme</i>) offer programmes of structured activity for KS3 pupils.</p>	<p>EEF Life Skills and Enrichment The Brilliant Club Strategy Students develop their ability to work with peers on a group task whilst building their self-confidence, self-efficacy and aspiration.</p>	<p>3,5,6 £2,000 £5,000</p>
<p>Relevant work experience, employability, enterprise projects, competitions and workplace visits develops students' confidence and resilience.</p>	<p>EEF Life Skills and Enrichment Students experience positive workplace environments in areas of interest. Students are proactively supported in their exploration of career opportunities and can expand their networks. Communications about careers related events and platforms such as Unifrog subscription are communicated by phone and post with parents to encourage engagement.</p>	<p>3,4,5,6 £4,000</p>

Targeted transition support from the Year 7 pastoral team including enhanced induction programs, visits to feeder Primary Schools and early parent meetings.	Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school. (EEF)	1,4,5 £6760
Uniform, books and equipment: All disadvantaged students will receive GCSE revision guides in every subject, as well as free printer credits. Additional financial support for stationery, Art / Craft supplies for interventions, uniform, breakfast club, student workbooks.	Allows equality of access to key critical physical resources for disadvantaged students relative to their more affluent peers. Uniform - EEF	1,2,3,4 Uniform £4,000 Revision £5,000 Guides Stationery £1,500
Attendance support - the Attendance Officer, pastoral teams and EWO closely monitor and support PP attendance. Support for identified students to Increase Attendance Rates, led by our Attendance Officer. Contact with families and breaking down challenges to attend.	DFE Improving School Attendance Gap to be closed between PP and non-PP attendance	1 50% of post £26,024
Student Leadership	Our own experience highlights the value of strong student leadership in raising aspiration, engagement and responsibility.	3,6

Total budgeted cost: £255,166

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim	Outcome
Achieve a positive Progress 8 score for disadvantaged students	We did not have P8 score for this academic year. Our PP cohort for 2025 was a much smaller cohort in comparison to previous years. 7 students did not have full attainment 8 buckets due to bespoke and personalised curriculum offers. Our attainment 8 score for PP this academic year was 2.89.
Achieve further 5% improvement for disadvantaged students at Grade 5 Eng + Maths to 47% (2019 national figure for all students is 53%)	<p>2022: 43.4% of PP students achieved a 5+ in English. 21.7% of PP students achieved a 5+ in Maths.</p> <p>2023: 41.2% of PP students achieved a 5+ in English and 23.5% of PP students achieved a 5+ in Maths – grade boundaries went back in line with 2019 outcomes</p> <p>2024: 52.9% of PP students achieved a 5+ in English and 35.3% of PP students achieved a 5+ in Maths</p> <p>2025: 23.1% of PP students achieved a 5+ in English and 19.2 % of PP students achieved a 5+ in Maths</p>

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
Horse World	
Rock Steady	
Banwell	
Jack Hazeldene Foundation	
Wheels Project	
Outdoor College	
Portishead Youth Club	
Bristol Bears	

Appendix A

Expectation chart for Disadvantaged Students

All Gordano staff recognise that the most effective approaches to tackling disadvantage are not about big interventions but countless small interactions, discussions and individual moments that foster a **culture of belonging** for all. We seek to achieve truly **inclusive practice** in which there is a consistent, collective understanding of inclusion and inclusivity. We understand that our strategies to address educational disadvantage will stand or fall based on the quality of the **relationships** we forge. Relationships between adults and pupils, and between pupils and pupils matter.

In Pastoral Teams we:

- Closely monitor attendance and behaviour, with early intervention
- Offer bespoke support from Tutors, AHOH, HOH and Learning Mentors to build trusted relationships
- Update Student Passports continually to ensure information is current and relevant
- Prioritise STACS for key students
- Wholly or partially fund trips

In Faculties we:

- Communicate effectively to enable supported transitions for students
- Refer continually to Student Passports
- Provide students with all revision resources
- Are flexible in our setting choices to foster aspiration and enable inclusive practice
- Carry out DDIs through the lens of our Disadvantaged Students
- Seek to understand barriers to learning before giving sanctions for missing homework and equipment, whilst supporting students with strategies to overcome these barriers.

As a school community we:

- Seek and facilitate a wide range of enriching experiences for students to support future ambitious pathways
- Communicate effectively with one another to support students
- Prioritise positive relationships with students and their families above all else, making regular contact home
- Seek to equip students with any additional resources they may need
- Provide a safe space for supported study and bespoke intervention

In Classrooms we:



Appendix B



Gordano Literacy

In classrooms we:

Purposeful Planning

Identify essential Tier 2/3 words and plan how they will be explained/used.
Plan academic reading opportunities.
Plan scaffolds to support this reading.

Context

Define key vocabulary explicitly.
Ensure that vocabulary and reading opportunities link back to the 'bigger picture'.

Review

Build reviewing of vocabulary into 'Do Now' retrieval tasks.

Checking & Feedback

Allow students thinking time during warm calling.
Check understanding of vocabulary.
Make time for student checking/correcting of SPaG.

Practice

Scaffold:

- Talk for learning
- Writing (Super 6)
- Reading

Provide opportunities for application of essential vocabulary

Explanation

Explicitly explain Tier 2/3 vocab
Explain additional vocabulary as it arises

Modelling

Model the use of academic vocabulary and how to use it verbally and in written form.
Model our own interest in reading through D.E.A.R.

A culture of reading is developed through:

All Year groups	Academic reading planned into the curriculum
	Drawing on the expertise of the school librarians
Years 7,8 and 9	Weekly D.E.A.R (Drop everything and Read)
	Reading within tutor time
	Reading homework in English
Years 7 and 8*	Fortnightly/ *Monthly reading lessons in the library
	Student voice and 1-1 conversations to gauge reading interests and identify possible barriers

Additional reading support is provided through:

1-1/small group reading during library lessons	
Use of the NGRT Reading and spelling tests to identify and then track those who require reading intervention	1-1 or 1-2 intervention with dedicated reading mentor
	Small group phonics intervention with specialist teacher

Appendix C

