

Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Academy name	The Gateway Primary Free School
Number of pupils in school	402 (R-Y6) 424 (N-Y6)
Proportion (%) of pupil premium eligible pupils	145 (36.0%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) (in 2nd year)	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Emma Pattison, Head of School
Pupil premium lead	Natalie Carroll, Deputy Head of School
Governor / Trustee lead	Hilary Hodgson, Chair of the Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,530
Recovery premium funding allocation this academic year	£26,680
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	£273, 210

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged pupils make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

The focus of our pupil premium strategy is to support our disadvantaged students to be fully active in academy life, and to ensure that they make accelerated academic progress. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need that is preventing them from fully accessing the academy curriculum.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

Intention 1: Teaching

Have high quality teaching that deliberately develops the 'GLC's' [competencies of curiosity, creativity, communication and critical thinking] in every lesson, every day.

Intention 2: Curriculum

A curriculum that develops young people as active and thriving citizens within a diverse, truly fair and equal community. A wide range of opportunities that develop young people's interests, well-being, creativity and social skills.

Intention 3: Reputation and Communication

To secure the reputation of the GLC as: A Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather'

Intention 4: Additional and Different: Leadership/Teaching/Pupil Outcomes

Implement an additional and different strategy for all student groups, including: More Able, SEND, Disadvantaged, EAL and SEMH.

Intention 5: Language and Communication

Talk confidently to a range of audiences in different contexts, using classical and modern foreign languages with clarity, using age-related vocabulary

Intention 6: Early Years

Have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision.

Intention 7: Personal Development (linking to Curriculum: Projects and Partnerships)

Develop productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;

Intention 8: Behaviour and attitudes (linking to Additional and Different)

The attendance and punctuality strategy is refined to address and implemented in each academy. The behaviour and relationships policy is embedded in primaries, with programmes of support, and external referrals, implemented for those whose needs and behaviours are more complex.

Intention 9: Maths:

Be able to use vocabulary and resources to demonstrate understanding and communicating through reasoning, logical thinking, and problem-solving in maths;

Intention 10: English:

Be able to confidently communicate my thoughts and feelings through writing. Read fluently [at or above the age-related expectation]; be interested in [or love] reading and understand its importance as a gateway to learning.

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1** – Teaching and learning - Quality first teaching and learning in every lesson, every day, to close the attainment gap.
- **Strand 2** – Targeted academic support - Education Recovery, supporting students whose education has been worse affected throughout the pandemic and/or prior poor attainment, receive additional and different support, including non-disadvantaged pupil. This includes improving the attendance of our disadvantaged pupils.
- **Strand 3** – Wider strategies - Strategies to develop the whole child, supplying our pupils with the tools and resources to develop their life chances. It is important to address social and interpersonal barriers, address low aspirations and give children experiences and opportunities that broaden their horizons and expand their skills.

In order to make each strand a success, support will be given to the various challenges faced by our vulnerable pupils, such as those who are on a CP, CIN or receiving Early Help by social care. Each area within this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, ensuring that these pupils achieve in line with their peers, despite the situation they are in.

Our strategy is also pivotal to wider school plans for education recovery, particularly in its targeted support through the National Tutoring Programme for targeted pupils whose education has been worst affected, which also includes non-disadvantaged pupils.

Supplemented by our robust data/tracking systems, we are responding to the individual needs of our disadvantaged pupils. Our strategy strands complement each other and are most effective by staff driving our strategy, working together and consistently ensuring that:

- Disadvantaged pupils have high quality teaching across all areas of the curriculum

- Targeted academic support that links classroom teaching to structured academic tutoring, that has a positive impact on pupil progress
- Whole child challenges that negatively impact upon pupils' academic progress and attainment are tackled quickly and support the pupil to succeed.

Challenges

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

The school is situated in the Chadwell St Mary Ward of Thurrock, an area of considerable socio-economic deprivation (Income Deprivation Affecting Children Index for our pupils ranges from 0.34-0.44 compared to the national average of 0.21). Chadwell St Mary is ranked the 4th most deprived ward out of 20 Thurrock wards.

A large number of our pupils are entitled to pupil premium funding (42.5% compared to 20% nationally), and other contextual indicators associated with educational underachievement suggest that many of our pupils are subject to serious socio-economic disadvantage.

The average life expectancy of residents in Chadwell St Mary is below National averages linked to the fact that adult and child obesity rates and smoking rates are higher than those nationally. [Source: Joint Strategic Needs Analysis 2018].

The school has high levels of SEND (14.7% compared to 11.6% nationally) with the number of EHCPs growing rapidly and currently representing 2.5% (10 pupils).

Challenge number	Detail of challenge
1	The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of Reception.
2	Data indicates that there is a gap between the achievement of all pupils, disadvantaged pupils and those pupils who are not disadvantaged. Disadvantaged pupils are not performing as well as their peers.

3	<p>Our data and observations with pupils show pupils' fluency with reading needs to improve in order to be at or above age-related expectation. There is an importance to develop an interest in reading, regularly read at home and understand its importance as a gateway to learning from Reception through to KS2.</p>
4	<p>Through our assessments and observations, it is apparent that the education of many of our disadvantaged pupils have been impacted by the school closures and partial school closures during the pandemic to a greater extent than for other pupils. As a result, significant knowledge gaps in basic skills such as times tables, the reading and spelling of Common Exception Words etc, has led to pupils falling further behind age-related expectations.</p>
5	<p>National data indicates that the estimated lost learning in 2020-2021 for DYP in maths is 7 months in comparison to their peers.</p> <p>At GPFS it is our intention to close this gap ensuring that all DYP pupils secure age-related understanding of key mathematical concepts, can solve problems and apply these in real life contexts.</p>
6	<p>To address our attendance data. Our Academy has a number of large families; therefore, a regular challenge is ensuring attendance does not affect the whole family which could have a negative impact on attendance. Our attendance data for last academic year 2021-2022 shows a 1.3% gap between disadvantaged pupils and non-disadvantaged pupils. Our assessments indicate that this absence for key pupils is having a negative impact on their progress.</p>
7	<p>Pupil discussions and work with our families suggest that there are low aspirations to succeed within education. In turn, this creates a culture through generations of underperformance and a general lack of urgency to see life outside of Tilbury and realise that there are opportunities outside of the local area. Our challenge is to change these views, broaden horizons and create confident pupils who drive their own learning and ambitions.</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
Improved attainment at the end of Reception in all aspects of learning among disadvantaged pupils.	Early Year Foundation Stage Profile outcomes in 2024/25 show that the proportion of disadvantaged pupils achieving a Good Level of Development is moving towards the national average and more in line with their peers.
Improved attainment and progress for disadvantaged pupils across the school, with pupils achieving in line with their peers.	<p>KS2 reading, writing and maths outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.</p> <p>The gap between disadvantaged and non-disadvantaged peers is closing.</p>
Improved reading attainment and a love for reading, in conjunction with improved fluency among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.
Improved times table knowledge and gaps in basic skills such as reading and spelling of Common Exception words are in line with other pupils.	<p>KS2 maths and English outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.</p> <p>Outcomes also show times table data are in line with each other.</p>
Improved understanding of key mathematical concepts, pupils can solve problems and apply these in real life contexts.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils are moving towards the national average of expected standard and more in line with their peers.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Secure and sustain high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils to be in line or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 1%. ● the percentage of all pupils who are persistently absent being at or below national average and the figure among disadvantaged pupils being in line with their peers.
<p>Pupils develop high aspirations and confident, ambitious young learners.</p>	<p>Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved each year. Evidence from:</p> <ul style="list-style-type: none"> ● Pupil voice/surveys, parent surveys and teacher observations ● A significant increase in participation in enrichment activities with 80% of pupils attending at least one club, particularly amongst disadvantaged pupils ● Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community

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.

Strand 1: Have access to good quality teaching in every lesson, every day [Quality first teaching] including CPD, resources and staffing.

Budgeted cost: £122,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Classes to be split into three classes of 20 with a qualified teacher in each during the English and maths.</p> <p>Curriculum sessions to have the third teacher running targeted interventions for identified children.</p>	<p>Strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, 5
<p>Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme</p> <p>Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make)</p> <p>Use of RWI spelling programme to ensure the spelling of CEW increases throughout the year.</p>	<p>A whole-school approach to CPD using phonics to improve attainment at KS1 reading,</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Targeted UDP [Underachieving Disadvantaged Pupils] are closely monitored</p>	<p>In school evidence suggests that those children targeted in lessons improve their attainment and outcomes. Quality verbal feedback is vital:</p>	1, 2, 3, 4, 5, 7

<p>and given additional support through Learning Passports or by a Key Worker. Strategies in class such as:</p> <p>Targeted questioning, maintaining high expectations and possibility thinking, explicit and verbal/written feedback</p> <p>The implementation of pupil learning passports, including: Printing cost, parent & pupil introductory & review sessions and rewards for completion.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Support UDPs in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons [supported by Teacher Walk-thrus]. This will be developed through CPD sessions.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, to attend Academy</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:</p> <p>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:</p>	<p>2, 5</p>

planning sessions (including Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
Development of “hands-on” learning opportunities Supplemented trips and experiences to enhance learning opportunities.		
Part funding for Deputy Head Salary responsible for disadvantaged pupils.		1, 2, 3, 4, 5, 6, 7

Strand 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum sessions to have the third teacher running targeted interventions for identified children.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, 5
Table sticks: In line with EEF guidance for improving the teaching of maths, Tables Stick	Evidence related to improving the teaching and learning of Maths:	2, 5

<p>provides a strategy-based approach for the teaching of times tables, supported by Tables Stick practical resources to deepen understanding and scaffold learning so the facts make sense for all children.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	
<p>Subscription to the Pixl (Partners in Excellence) Programme</p>		<p>2, 3, 4, 5</p>
<p>Engaging with the National Tutoring Programme to provide an academic mentor to provide 1:1 tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>The implementation of peer to peer mentoring for year 5 maths: including payment of mentors</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>
<p>ICT equipment and storage equipment to enable the effective implementation of the digital strategy, enabling all children [particularly those who are disadvantaged] to</p>	<p>ICT can be the bridge between accelerated learning and continuous provision if used effectively: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 2, 3, 4, 5</p>

access work at home and support blended learning.		
<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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2

Strand 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 122,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD on behaviour management [through establishing expectations and the use of teacher walk-thrus] and anti-bullying approaches with the aim of developing our core values, 'Learning competencies' and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</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>	1, 2, 3, 4, 5

<p>Part funding of the Royal Opera House Trailblazer Project. Opportunities include:</p> <p>Curriculum enrichment opportunities & school visits. This includes the following:</p> <p>School Trips and Resources</p> <p>Educational Visits</p> <p>Residential for Year 6</p> <p>KIT Theatre</p> <p>Artsmark</p>	<p>Pupils are provided with rich cultural experiences as detailed.</p> <p>Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>1, 2, 7</p>
<p>To implement rewards in order to improve attendance and punctuality across the academy in line with national figures.</p> <p>Work with parents to engage children to value their education, ensuring tracking of disadvantaged pupils are consistent.</p> <p>Ensure children with poor attendance are engaging with Breakfast Club.</p> <p>Implement an engaging Breakfast Club.</p> <p>Education Welfare Officer part salary.</p> <p>Part funded Attendance Ambassadors.</p> <p>Funds for public transport to support families with travelling to school in certain circumstances.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	<p>6</p>

<p>Open door in school counselling service</p> <p>Universal and targeted intervention strategies to support parents: Coffee morning information sessions/Adult Education</p>	<p>Raising aspirations is often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. 	<p>2, 3, 4, 5</p>
<p>Pupil leadership roles & development: Head Boy/Girl & Deputies/ School Council/ Peer mentors/ PALS/ Pupil Librarians/ Eco-warriors</p>	<p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	<p>7</p>
<p>Hardship fund: Uniform/Equipment/ Resources</p>		<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils:</p> <ul style="list-style-type: none"> - University seminars - University visit - Assignment - Graduation event 	<p>Pupils are provided with new experiences and opportunities which contribute to their wider life experiences. Pupils are motivated & engaged in learning experiences. Pupils' knowledge, skills & understanding increased as a result of opportunities & experiences.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>7</p>

<p>Resources for enrichment clubs and after school provision.</p> <p>Pupils to have a full range of enrichment and sporting clubs that are well organised, raising their aspirations and continuation in areas of interest.</p>	<p>Enrichment opportunities are and after school clubs provide pupils with rich cultural experiences: There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2, 6, 7</p>
<p>Growth and development of the Inclusion team in order to support identified children who require counselling. Staff to develop skills through the Mental Health and Wellbeing service and various CPD opportunities.</p>	<p>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes: https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 273,210

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 pupils in the 2021 to 2022 academic year.

The table below outlines some of the impact from the previous academic year. We are clearly aware that the performance and attainment of our disadvantaged pupils is lower than others, but on an upwards trend.

We are also highly aware of the continuous impact on our pupils' wellbeing and mental health due to the pandemic and this is particularly prevalent amongst our disadvantaged pupils. We used pupil premium funding to provide support for targeted pupils, which is heavily weighted towards support for our disadvantaged cohort. We are continuing to build upon this approach in our current plan and fully aware of the challenges this presents.

Pupils outcomes for pupils in receipt of the pupil premium for the academic year 2021-2022					
Year 1 Phonics		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
Year 1 Phonics		83%	75%	+8%	76%
Analysis:					
Disadvantaged pupils' attainment exceeded national attainment for all pupils.					
Next steps:					
Continue to target pupils through 1:1 mentoring by Academic Mentor throughout the day.					
Continue twice daily focus on phonics through Read Write Inc sessions and speed sounds lessons each afternoon.					
Continue with personalised Ruth Miskin videos being sent home weekly and used for additional interventions delivered by third teacher.					
Key Stage 1		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
End of Key Stage 1 attainment Expected +	Reading	73%	63%	+10%	67%
	Writing	68%	51%	+17%	58%
	Maths	73%	69%	+4%	68%

		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
End of Key Stage 1 attainment Greater Depth	Reading	5%	17%	-12%	18%
	Writing	0%	14%	-14%	8%
	Maths	0%	20%	-20%	15%

Analysis:

Reading – Disadvantaged pupils’ attainment at EXS+ exceeded national attainment for all pupils. One of two targeted pupils achieved GDS.

Writing – Disadvantaged pupils’ attainment at EXS+ exceeded national attainment for all pupils. One pupil who had been targeted for GDS did not achieve this.

Maths - Disadvantaged pupils’ attainment at EXS+ exceeded national attainment for all pupils. One pupil who had been targeted for GDS did not achieve this.

Next steps:

Track the pupils who exceed the Reception baseline to ensure enhanced opportunities for them to achieve their academic potential.

Reading:

Continued focus on developing reading fluency through Herts4Learning interventions with third teacher.

Use library to promote reading and ensure children develop a love of reading.

Continue to target pupils who are not secure with phonics through 1:1 mentoring by Academic Mentor throughout the day.

Writing:

Continued use of exemplification documents for CPD and planning to ensure quality first teaching in writing lessons.

Handwriting focus in Key Stage one to ensure letter formation is accurate and consistent, developing into a fluent writing style. Range of interventions and opportunities to practice this.

Maths:

Continue to ensure that Number Basics lessons are used to target specific gaps in learning and pupil premium targeted specifically within these lessons.

Continue with ‘Fluent in 5’ at the start of lessons.

Continue to provide number bond and times tables interventions targeted specifically to address gaps in learning. Ensure that meeting milestones is celebrated and children know what they need to achieve.

Continued use of Numbots to support learning at home and additional opportunities to use this provided in school.

Key Stage 2		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
	Reading	58%	80%	-22%	74%

End of Key Stage 2 attainment Expected +	Writing	67%	86%	-19%	69%
	Maths	58%	80%	-24%	71%
		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
End of Key Stage 2 attainment Greater Depth	Reading	25%	23%	+2%	28%
	Writing	21%	37%	-16%	13%
	Maths	17%	17%	-	22%

Analysis:

Reading – Disadvantaged pupils’ attainment at EXS+ below national attainment for all pupils. Attainment at GDS broadly in line with national for all pupils.

Writing – Disadvantaged pupils’ attainment at EXS+ broadly in line with national attainment for all pupils. Attainment at GDS exceeded national by 8%.

Maths - Disadvantaged pupils’ attainment at EXS+ below national attainment for all pupils. Attainment at GDS broadly 5% below national for all pupils.

Next steps:

Target disadvantaged pupils in Year 5 and 6 who have academic potential through The Scholar’s Programme.

Reading:

Continued focus on developing reading strategies through interventions run by third teacher.

Continued focus on reading fluency and interventions to develop this.

Promote and celebrate daily reading, encouraging a love of reading.

Writing:

Specific focus on spelling through daily lessons.

Targeted use of Spelling Shed and other interventions including PiXL therapies.

Additional grammar sessions each week and grammatical concepts targeted throughout all English lessons.

Continue to use pupil conferencing to ensure pupils know what they need to achieve.

Maths:

Targeted interventions run by third teacher.

ALPS for targeted pupils before/after school.

Regular and targeted use of TTRS and timetables tests, including related division facts.

Data throughout the school is regularly scrutinised through core team and DDPP meetings to ensure a strategic focus on enabling support for children in all areas.

Wider impact:

- All children who have received 1:1 tutoring from the Academic Mentor in Year 1 and 2 have made progress in RWI groups and PSC outcomes.
- Reading fluency interventions show improved outcomes from Autumn 1 to Autumn 2.
- All pupils who have received interventions have improved in their raw scores in test papers across the academic year.

- The EWO implemented a strategic plan for improving attendance and punctuality for disadvantaged pupils.
- Attendance tracking and reports for pupils in receipt of the pupil premium has shown improvements for individuals.
- Barriers to learning for pupils receiving counselling were removed, enabling them to access class provision.
- Pupils are provided with rich cultural capital experiences through visits and trips.
- Pupils raised their aspirations and developed areas of interest outside of school through enrichment and sporting clubs made available to them.
- Disadvantaged pupils' aspirations are higher due to increased opportunities to develop their cultural capital through additional life experiences and sporting events.

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

Further information (optional)

The Disadvantage Strategy at GPFS

Context/General points for implementation:

- The current data picture across the academy demonstrates that disadvantaged pupils are attaining below their non-disadvantaged peers in reading, writing & maths, in all year groups
- The attainment gap between disadvantaged pupils & their non-disadvantaged peers will only be addressed if we strategically intervene, maintain a culture of 'possibility thinking' and strike the right balance of support & challenge for pupils and parents/carers
- The progress & attainment of specific Underperforming Disadvantaged Pupils [UDPs] needs to be a standing agenda on weekly core team minutes – the subject and pupils in focus will be decided by the phase/year group leader. The impact of previously agreed teaching & learning strategies & actions will be evaluated and refined to ensure maximum impact on pupil progress
- T/W in the strategy refers to: Teaching WalkThrus, as part of the wider teaching & learning strategy
- The disadvantaged strategy is shared with all staff so that everyone understands their roles and responsibilities
- Where appropriate, continuous professional development refers to teaching & learning strategies which support with driving progress for UDPs
- The disadvantaged tracking document is maintained in-line with school cycle: DDPP [Data Driving Pupils Progress] meetings, target setting and review meetings for pupil passports, provision for UDPs [interventions, key worker, pupil learning passport], etc
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged strategy, sharing good practice during weekly briefings.