

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	397 (R-Y6) 424 (N-Y6)
Proportion (%) of pupil premium eligible pupils	187 (47.1% for pupils R-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/5 - 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Emma Pattison, Head of School
Pupil premium lead	Natalie Carroll, Deputy Head of School
Governor / Trustee lead	Lynda Pritchard, Chair of the Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,570.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£255,570.

## 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 attain in line with their peers, leaving our Academy 'Secondary school ready', particularly in Maths and English.

The focus of our Pupil Premium Strategy is to support our disadvantaged pupils in order to overcome any potential barriers, enabling them to be fully active in academy life, and to ensure that they make good academic progress.

The success and foundations of our academy is built on consistent policy [informed by evidence based research from the Education Endowment Foundation and partnership working] implementation, clear and robust systems, a culture of high expectations, professional pride and accountability to ensure teaching is at-least consistently good.

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

#### **Intention 1: Teaching and Learning**

Have high quality teaching in every lesson, every day.

#### **Intention 2: Curriculum**

Have access to a curriculum that develops them as active and thriving citizens within a diverse, truly fair and equal community.

#### **Intention 3: Literacy**

Talk confidently and communicate thoughts and feelings through speaking and writing.  
Read with fluency and understanding for enjoyment and to gain knowledge.

#### **Intention 4: Personal Development**

Have access to a wide range of opportunities that instil the GLC mission, values and competencies/ attributes to prepare them for learning and life [development of character].  
Have a personal development programme that works in partnership to ensure their multiple skills and talents are recognised and developed.

#### **Intention 5 Support Services**

Be part of a Trust that makes effective use of centralised processes and back office functions to empower schools to focus on improving the quality of education

#### **Intention 6: Reputation and Community**

Be part of a Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather' as a civic institution

### Intention 7: Expansion and Growth

Be part of a strong Trust that explores opportunities for growth and expansion in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.

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### Intention 9: Maths

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

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 - supporting pupils whose education has been affected by prior poor attainment or absence. This includes improving the attendance of our disadvantaged pupils.
- **Strand 3** – Wider strategies - Strategies to remove potential barriers to learning and provide children with the skills, opportunities and resources to achieve well; now and in the future and develop their life chances. Strategies to develop the whole child; addressing social and interpersonal barriers, challenging low aspirations and providing children with 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.

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 (School Deprivation for our pupils is 0.33 compared to the national average of 0.18). 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 (47.1% compared to 25.9% 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].

Levels of SEND within the school are broadly in line with national (11.4% compared to 14.1% nationally) with the number of EHCPs growing rapidly and currently representing 3.0%, which is in line with national.

Challenge number	Detail of challenge
1	The significant majority of children join our Nursery/Reception with starting points well below expected levels, often with limited language skills and vocabulary deficits.
2	<p>National data indicates that the gap between disadvantaged pupils and their peers is closing in English and Maths; there is no longer a whole school trend. However, what is clear is that disadvantaged pupils require significant intervention in order to meet national expectations in comparison to their peers.</p> <p>Many of our disadvantaged pupils have significant knowledge gaps in basic skills including: language acquisition, vocabulary development, social skills, knowledge of number bonds and times tables, the reading and spelling of Common Exception Words. Further to this, pupils' lack of contextual knowledge and limited life experiences remains a barrier in reading.</p> <p>The education of disadvantaged pupils has been impacted to a greater extent than other pupils by a number of common barriers, these include: the rising</p>

	<p>cost of living, high levels of social deprivation, parents lacking the skills, knowledge and understanding to support their child's learning journey and the Covid legacy (school closures/partial closures impacting upon older pupils, socialisation and early experiences for children in Key Stage 1 and the Early Years Foundation Stage). These findings are supported by national studies.</p>
3	<p>Our data and observations with pupils show pupils' reading fluency needs to continue to improve in order to meet or exceed age-related expectations. Some pupils lack interest in reading, do not read regularly at home and lack an understanding of the importance of reading as a gateway to learning. Many parents also underestimate the importance of reading regularly with their children. Therefore, it is essential that we provide an environment which places a high priority on reading- both in school and at home.</p>
4	<p>National and internal data shows that disadvantaged pupils continue to work below their peers.</p> <p>At GPFS it is our intention to continue to close this gap ensuring that all disadvantaged pupils secure age-related understanding of key mathematical vocabulary and concepts, can solve problems and apply these in real life contexts.</p>
5	<p>Observations, tracking of vulnerable pupils and discussions with pupils and families indicate that there is an increased demand for advice and support related to social, emotional and mental health needs which are acting as barriers to learning. This is largely due to the considerable socio-economic deprivation and families with previous generations requiring support. The number of pupils who have required additional support with social and emotional needs in some way, has increased and there is a need to support pupils in self-regulation, social interactions and how to demonstrate the core values and effective learning behaviours.</p>
6	<p>Our attendance data for last two academic years (2023-23 and 2023-24) shows an overall improvement in disadvantaged attendance, with disadvantaged pupils' attendance 1.2% above that of their non-disadvantaged pupils. However, at 92% it is below national data for 2023 (94%).</p> <p>Our Academy continues to target pupils whose attendance is below 96%, as our assessments and national research indicate that this absence is having a negative impact on these pupils' academic progress.</p>

7	<p>Pupil discussions and work with our families suggest that there are often low aspirations regarding success within education. In turn, this creates a culture of underperformance and a general lack of understanding of the opportunities available to pupils beyond the local area and their own experiences, limiting future aspirations..</p> <p>Our challenge is to change these views, broaden horizons, through a wide variety of enrichment opportunities, and create confident pupils who drive their own learning and ambitions.</p>
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### 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.	<p>Early Year Foundation Stage Profile outcomes in 2023/24 show that the proportion of disadvantaged pupils achieving a Good Level of Development is meeting or exceeding the national average and attainment is broadly in line with their peers.</p> <p>End of year targets secured for all disadvantaged pupils.</p>
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 2023/24 show that disadvantaged pupils are at least in line with the national average for the expected standard and increasingly in line with their peers.</p> <p>The gap between disadvantaged and non-disadvantaged peers continues to close..</p> <p>All end of year targets secured for all disadvantaged pupils.</p>
Improved times table knowledge and gaps in basic skills such as the reading and spelling of Common Exception words are in line with other pupils.	<p>KS2 maths and English outcomes in 2023/24 show that disadvantaged pupils are at least in line with the national average for the expected standard and more in line with their peers.</p> <p>Outcomes for disadvantaged peers also show times table and common exception word data are in line with their non-disadvantaged peers.</p>

	TTRS/Numbots engagement figures consistently improve for home learning and CEW scores improve.
Improved parental engagement in supporting their children in making progress.	<p>Parental attendance at Open Classrooms, workshops, performances, 'how to support your child's learning' information meetings, coffee mornings and other parent partnership opportunities increases.</p> <p>Parental engagement with home learning and home reading improves (evidenced through improved figures across all year groups).</p> <p>Parental feedback on survey is 80%+ positive.</p>
Improved reading attainment and a love for reading, in conjunction with improved fluency among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that disadvantaged pupils achieve at least in line with the national average for the expected standard and in line with their peers.</p> <p>End of year reading targets secured for all disadvantaged pupils.</p> <p>Higher proportions of disadvantaged pupils achieving age-related expected fluency speed - in line with their non-disadvantaged peers.</p> <p>Whole school reading strategy supports promotion of a love of reading and the importance of reading is evidenced throughout the school.</p> <p>Home reading rates continue to improve, with regular engagement from pupils and parents/carers.</p> <p>Improved reading fluency and comprehension outcomes are evident across the school.</p>
Reduce social, emotional and mental health barriers to learning and improve pupil wellbeing.	<p>SEMH provisions implemented and impactful.</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>- qualitative data from pupil voice/conferencing, parent/pupil surveys, teacher observations</li> <li>- analysis of behaviour data shows a reduction in red and yellow zones.</li> <li>- Dojo points awarded in line with core values and competencies</li> </ul>

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 working at least in line with the national average for the expected standard and at least in line with their peers.  End of year targets secured for all disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Secure and sustain high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils to be in line or above national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 1%.</li> <li>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.</li> </ul>
Pupils develop high aspirations and are confident, ambitious young learners.	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: <ul style="list-style-type: none"> <li>Pupil voice/surveys, parent surveys and teacher observations</li> <li>A significant increase in participation in enrichment activities with 80% of pupils attending at least one club, particularly amongst disadvantaged pupils</li> <li>A significant increase in participation in events and performances with 80% of pupils participating in at least one event or performance, particularly amongst disadvantaged pupils</li> </ul>

## 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: £116,935



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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Further training &amp; development for teachers and learning support assistants leading the Read Write Inc phonics programme and 1:1 Fast Track interventions</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 and ensure that all teaching is good or better.</p> <p>Aspirational targets for pupils in Reception, Year 1 and Year 2 are met, demonstrating good progress with the development of phonic knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Targeted UDP [Underachieving Disadvantaged Pupils] are closely monitored and given additional support through personalised approaches which are implemented by a Key Worker - this may be the third teacher, or another appropriate member of staff.</p>	<p>In school evidence suggests that those children targeted in lessons improve their attainment and outcomes. Quality verbal feedback is vital:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2, 3, 4, 5, 6, 7

<p>Strategies in class such as:</p> <p>Regular meetings, targeted questioning and book talk, maintaining high expectations and possibility thinking, explicit and verbal/written feedback.</p> <p>The implementation of the school's reading strategy, including: cost of books, parent &amp; pupil introductory &amp; review sessions and rewards for completion.</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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</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 planning sessions</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2, 4</p>

(including Teaching for Mastery training).		
Development of “hands-on” learning opportunities Supplemented trips and experiences to enhance learning opportunities throughout the curriculum.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	1, 2, 3, 4, 5, 7
Part funding for Deputy Head Salary responsible for disadvantaged pupils.	Effective implementation of the disadvantaged strategy to achieve the intended aims linked to ‘The quality of education’, Behaviour & welfare & Personal Development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a>	1, 2, 3, 4, 5, 6, 7

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

Budgeted £22,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum sessions to have the third teacher running targeted interventions for identified children.	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: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 3, 4

	<p>method to support low attaining pupils or those falling behind, in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Part funding for Learning Support Assistant roles, provision and interventions</p> <p>Tablesticks interventions</p> <p>Speech &amp; Language provision</p> <p>Other additional and different provisions</p> <p>SEMH intervention and support</p>	<p>Targeted pupils make accelerated progress from their starting points, improving in basic skills, bringing them in line with year group/termly expectations. This will reduce the gaps between disadvantaged and non-disadvantaged pupil's attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>As part of targeted intervention, identified vulnerable PP pupils are equipped with the strategies to make progress in line with their peers.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>"Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact."</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3, 4, 5
<p>KS2 Holiday school, with a combination of maths and reading interventions as well as a</p>	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small</p>	1, 2, 3, 4

focus on physical wellbeing.	group or one to one academic approaches:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	
Additional speed sounds sessions in the holidays, led by experienced LSAs using the RWI phonics programme.	Evidence through robust assessment proves that pupils with additional sessions make accelerated progress:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Subscription to the Pixl (Partners in Excellence) Programme	Gaps in pupil's learning & basic skills are effectively identified & filled through the use of Pixl resources.  Teachers use Pixl resources as part of universal and targeted interventions to support teaching being consistently good or better.	2, 3, 4
Part funding for the use of the third teacher and Learning Support Assistants to provide 1:1 phonics tutoring for underachieving pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
The implementation of peer to peer mentoring for Year 6 maths: including payment of mentors	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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 4
ICT equipment and storage equipment to enable the effective implementation of the digital strategy, enabling all children	ICT can be the bridge between accelerated learning and continuous provision if used effectively:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1, 2, 3, 4

[particularly those who are disadvantaged] to access work at home and support blended learning.		
<p>Improve the quality of social and emotional learning (SEL).</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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2, 5

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

Budgeted cost: £ 115,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/Behaviour_interventions/">Behaviour interventions   EEF(educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5

<p>Part funding of the Royal Opera House Trailblazer Project. Opportunities include:</p> <p>Curriculum enrichment opportunities &amp; 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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></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>Ensure children with poor attendance are engaging with Breakfast Club.</p> <p>Work with parents to engage children to value their education, ensuring tracking of disadvantaged pupils are consistent.</p> <p>Part funded Education Welfare Officer.</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 HOS and EWO drive the strategic plan for improving attendance.</p> <p>The EWO and Attendance Officer work closely to develop strategies to improve attendance for specific pupils.</p> <p>Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required.</p> <p>Parental feedback demonstrates that they feel suitably supported and challenged to ensure their child attends school regularly.</p> <p>First day absence is followed up.. Barriers are addressed and tackled through a cohesive team approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	<p>6</p>

	<p><a href="https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up">https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	
Implement an engaging Breakfast Club, heavily subsidised by The Magic Breakfast to provide breakfast to pupils and get them into school on time and ready for learning.	<p>Pupils are able to attend breakfast club at a reduced cost, places are offered where punctuality/attendance is a cause for concern as well as to support SEMH needs for disadvantaged pupils who require additional support with transitioning into school in the morning or attending school.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p>	2, 5, 6
Pupil leadership roles & development: Head Boy/Girl & Deputies/ School Council/ Phonics Peer mentors/ Play Leaders/ Pupil Librarians/ Eco-warriors	<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"> <li>1. interventions that focus on parents and families;</li> <li>2. interventions that focus on teaching practice; and</li> <li>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</li> </ol> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and</p>	7



	others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.	
Hardship fund: Uniform/Equipment/ Resources	Pupils are given access to uniform, resources and equipment to enable them to thrive.	1, 2, 3, 4, 5, 6, 7
Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils:  - University seminars - University visit - Assignment - Graduation event  7 Year 5 pupils	<p>Pupils are provided with new experiences and opportunities which contribute to their wider life experiences.</p> <p>Pupils are motivated &amp; engaged in learning experiences</p> <p>Pupils' knowledge, skills &amp; understanding increased as a result of opportunities &amp; experiences.</p> <p>The programme helps pupils to :</p> <ul style="list-style-type: none"> <li>- engage and build pupils' confidence in core subjects by working with a subject expert (PHD Graduate)</li> <li>- develops the knowledge, skills and confidence to aspire to secure a place at a competitive university.</li> <li>- to meet graduates, visit universities and learn about university life.</li> </ul> <p>It is structured around seven tutorials, and pupils also attend two trips to universities.</p> <p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	1, 2, 3, 7
Participation in the 'Finding Futures, Yes Futures' programme  6 Year 5 Pupils	<p>Our year-long personal development programme equips selected Year 5 pupils with the essential skills needed to succeed inside and outside the classroom, preparing them for a successful transition to secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	1, 2, 3, 4, 5, 6, 7

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
<p>Part funding of staff to lead enrichment opportunities and after school provision.</p> <p>Resources for enrichment clubs and after school provision.</p> <p>Pupils to have a broad 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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	2, 5, 6, 7
<p>Growth and development of the Inclusion team in order to support identified children who require SEMH support and intervention. Staff to develop skills through cross-trust collaborative learning opportunities and other various CPD opportunities.</p>	<p>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes:  <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	1, 2, 3, 4, 5, 6
<p>Funding for Open door in school counselling service</p>		1, 2, 3, 4, 5, 6

**Total budgeted cost: £255,570**

## 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 2023 to 2024 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 2022-2023

Early Years Profile - GLD		Disadvantaged pupils	Other pupils school	Difference	National 2022-23 (All pupils)
EYFS Profile GLD		75%	79%	-4%	67.2%

#### Analysis:

The proportion of disadvantaged pupils achieving GLD exceeded the national outcomes from 2022/23, but was 4% below that of their non-disadvantaged peers. 75% of disadvantaged pupils achieved GLD, exceeding the board target of 60%.

#### Next steps:

The 3 pupils (out of 12) who did not achieve GLD, due to not achieving the expected level in Writing and Number, therefore these continue to be areas in focus

Strategies to be implemented for writing include:

Continued implementation of fine motor skills and letter formation.

Use of models and scaffolding within the classroom, including topic specific word mats, sentence starters and lots opportunities for oral rehearsal to build confidence.

Strategies to be implemented for Number include:

Reintroducing the NCTEM maths approach in Reception.

Targeted interventions to support children in understanding number composition and being able to partition numbers in many different ways.

Year 1 Phonics		Disadvantaged pupils	Other pupils school	Difference	National 2022-23 (All pupils)
Year 1 Phonics		92%	90%	+2%	79%

#### Analysis:

Disadvantaged pupils' attainment exceeded their non-disadvantaged peers by 2% and was 13% above national attainment for all pupils.

Year 2 Phonics		Disadvantaged pupils	Other pupils school	Difference	National 2022-23 (All pupils)
Year 1 Phonics		93%	100%	-7%	89%

#### Analysis:

Disadvantaged pupils' attainment was 7% below their non-disadvantaged peers, two disadvantaged pupils did not meet the threshold – all other pupils did. Disadvantaged attainment was 4% above the national figure for 2023/23.

#### Next steps:

Continue to target pupils through 1:1 mentoring by Learning Support Assistants and the third teacher 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 the third teacher.

Year 4 MTC		Disadvantaged pupils	Other pupils school	Difference	National 2022-23 (All pupils)
Year 4 MTC Achieving 25 marks		68%	74%	-6%	29%

#### Analysis

Disadvantaged pupils exceeded the national average of 2022/23 by 39% and were 6% below their disadvantaged peers.

#### Next steps

Continue with tablesticks and multiplication tables interventions.

Continue with high expectations around TTRS engagement and use of competitions to promote this.

Peer mentoring through precision teaching of timetables facts and the related division facts.

Continue to use UR Brainy for weekly MTC practice.

Key Stage 2		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
End of Key Stage 2 attainment <b>Expected +</b>	Reading	73%	78%	-5%	74%
	Writing	81%	78%	+3%	72%
	Maths	85%	88%	-3%	73%
	Combined	65%	72%	-7%	61%
		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
End of Key Stage 2 attainment <b>Greater Depth</b>	Reading	23%	9%	+14%	28%
	Writing	27%	22%	+5%	13%
	Maths	19%	28%	-9%	24%
	Combined	12%	6%	+6%	8%

### Analysis:

Reading – Disadvantaged pupils’ attainment at EXS+ was in line with national attainment for all pupils and was 3% below the board target of 76%. Attainment at GDS met the board target, and exceeded the attainment of their non-disadvantaged peers by 14%. GDS was 5% below national attainment for all pupils.

Writing – Disadvantaged pupils’ attainment at EXS+ exceeded the board target of 72% and exceeded national attainment for all pupils by 9%. Attainment at GDS exceeded board target of 16% by 11%, with four additional targeted pupils achieving GDS. Attainment at GDS also exceeded national by 14%.

Maths - Disadvantaged pupils’ attainment at EXS+ exceeded the board target of 72% and exceeded national attainment for all pupils by 12%. Attainment at GDS exceeded board target of 16%, with one additional targeted pupil achieving GDS. Attainment at GDS is 5% below national for all pupils and 9% below their non-disadvantaged peers.

Combined Reading, Writing and Maths - Disadvantaged pupils’ attainment at EXS+ exceeded the board target of 60% by 5% and exceeded national attainment by 4%. Attainment at GDS did not achieve the board target of 16%, with one targeted pupil not achieving GDS. However, disadvantaged pupils exceeded their non-disadvantaged peers by 6% and exceeded national attainment for all pupils.

### Next steps:

Target disadvantaged pupils in Year 5 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 through Reading Ambassadors and developing a detailed whole school reading strategy..

#### 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.

Targeted provision for more able mathematicians (A1 & A2) in order to address individual gaps through adult-led intervention and targeted self-study.

Peer mentoring by Year 10 pupils for targeted B1, disadvantaged pupils.

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.

Attendance continues to be an area of focus for The Gateway Primary Free School. However attendance is now 01.2% above the national average for disadvantaged pupils and is 0.1% above that of their non-disadvantaged peers. Attendance rates are as below for all pupils, disadvantaged pupils and their non-disadvantaged peers:

	National Averages Primary	Gateway Primary Free School		
	2023-24		Current	EOY 22-23
Attendance All	94.5	358	93.0	91.3
Dis	91.9	165	93.1	92.0
Non-dis	95.4	193	93.0	90.8

Our strategy for targeted support for disadvantaged persistent absentees has ensured that persistent absence of disadvantaged pupils remains 7.5% below the national average; however, when compared to the academic year 2022-23 there has been a 2.2% increase in the rate of persistent absence for disadvantaged pupils. Persistent absence of disadvantaged pupils remains 6.6% above that of their non-disadvantaged peers.

	National Averages Primary	Gateway Primary Free School		
	2023-24		Current	EOY 22-23
PA All	15.2	61	17.0	20.8
Dis	28.1	34	20.6	18.4
Non-di	10.7	27	14.0	23.0

It is clear that there is further work to be undertaken to ensure that our disadvantaged pupils are able to fully access the provision put in place for them through our comprehensive disadvantaged strategy;

therefore our targeted attendance strategy remains a key focus of our current plan for disadvantage and the school development plan for 2024-2027.

**Wider impact:**

- All children who 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 for all pupils.
- Pupils who have received interventions have improved in their raw scores in test papers across the academic year.
- Barriers to learning for pupils receiving counselling were removed, enabling them to access class provision.
- Pupils are provided with rich cultural capital experiences through the wide range of visits and trips accessed through our curriculum and the extra-curricular opportunities offered.
- Pupils' aspirations have been raised and they have developed a broader range of areas of interest outside of school through enrichment and sporting clubs made available to them.
- 9 pupils participated in the Scholars Programme during 2023-24, one pupil achieved a 1st class outcome for their final assignment, 6 pupils achieved a 2:1, (with one child narrowly missing out on a 1st by one mark and achieving a 2:1) one child achieved a 2:2 and one achieved a 3rd class outcome. All pupils expressed that they had gained in confidence during their studies and were keen to explore the possibility of attending university in the future.
- 6 pupils participated in the Yes Futures intensive coaching and support programme, equipping them with the essential skills of confidence, resilience, communication and self-awareness. Pupil feedback demonstrates that 83% feel that they have developed skills that are valuable to others, 83% feel more prepared for the future and 83% feel that they have a better idea about future opportunities available to them and feel more motivated to achieve at school.
- Disadvantaged pupils' aspirations continue to rise, due to the increased range of 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
The Scholars Programme Year 5 x 9 pupils	The Brilliant Club
Finding Futures Year 5 x 6 pupils	Yes Futures

## 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 reading ambassadors, provision for UDPs [interventions, key worker], etc
- Teachers & support staff receive regular feedback on the effective implementation of the disadvantaged strategy, sharing good practice during weekly briefings.