

# Gateway Primary Free School

## 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
Academy name	The Gateway Primary Free School
Number of pupils in school	378 (R-Y6) 427 (N-Y6)
Proportion (%) of pupil premium eligible pupils	174 (46.0% for pupils R-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/6 - 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Emma Pattison, Head of School
Pupil premium lead	Natalie Carroll, Deputy Head of School
Governor / Trustee lead	Jamie Jardine, GLC Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,700
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	£272,700

## Part A: Pupil premium strategy plan

### Statement of intent

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The focus of our pupil premium strategy is to support our disadvantaged pupils 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 children with social workers and pupils 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 in overcoming any potential barriers is 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 rich curriculum that develops active and thriving citizens within a diverse, truly fair and equal community.

#### **Intention 3: Foundational Skills**

Have opportunities to communicate thoughts and feelings through speaking and writing.

Read fluently, with understanding for enjoyment and to gain knowledge.

Use fluent arithmetic skills to tackle problems using mental and written methods

#### **Intention 4: Culture**

A culture that instils the GLC values and competencies, ensures skills and talents are recognised and develops active and thriving citizens.

#### **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.

### **Intention 8: Sustainability**

A sustainability strategy to create the conditions for children, staff and parents to be active and thriving citizens who understand and contribute to protecting our planet.

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 to close the attainment gaps.
- **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.

By using robust tracking systems and data and collaborative approaches we are able to respond to the individual needs of our disadvantaged pupils. Our strategy strands complement each other and staff work quickly and effectively to ensure that:

- Disadvantaged pupils have high quality teaching across all areas of the curriculum as part of the universal offer.
- The strategy is focused on addressing barriers to ensure that all disadvantaged pupils, including the more able and those with SEND, make accelerated progress over time, addressing any learning deficits, in-order to achieve their academic potential and attain in-line with 'other pupils' nationally.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on pupil progress by:
  - Planning activities to ensure each under-achieving disadvantaged pupil makes rapid progress;
  - Employing a wide range of teaching and learning strategies which promote the engagement of disadvantaged pupils and enables rapid progress across the curriculum
  - Setting ambitious targets for disadvantaged pupils in order to close the gap between themselves and their peers; ensuring they are ready for the next stage of their education
  - Tracking their data each half-term [or more frequently as necessary] and use other information such as question-level-analysis to plan interventions as appropriate

Whole child challenges that negatively impact upon pupil's academic progress and attainment are tackled quickly, in order to support the child in succeeding.

## 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 (46.0% compared to 25.7% 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 (20.1% compared to 19.6% nationally) with the number of EHCPs growing rapidly and currently representing 3.7%, which is below national. However, EHCP Needs Assessments are being requested on a regular basis, due to the high level of need for some of our youngest pupils.

Challenge number	Detail of challenge
1	A significant proportion 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 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	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

	<p>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>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>
5	<p>Our attendance data for the last two academic years (2023-24 and 2024-25) shows an overall improvement in disadvantaged attendance, with disadvantaged pupils' attendance in line with their non-disadvantaged peers. However, at 92.8% it is below national data for 2025 (94.8%).</p> <p>Our Academy continues to target pupils whose attendance is below 96%, as our assessments and national research indicate that the impact that school absences have on academic progress is significant.</p>
6	<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 and broaden horizons, through a wide variety of enrichment opportunities, 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
Sustained high attainment at the end of Reception in all aspects of learning among disadvantaged pupils.	Early Year Foundation Stage Profile outcomes in 2025-26 show that the proportion of disadvantaged pupils achieving a Good Level of Development continues to exceed the national average and attainment is broadly in line with their peers.  End of year targets secured for all disadvantaged pupils.
Sustained improvements in attainment and progress for disadvantaged pupils across the school, with pupils achieving at least in line with their peers.	KS2 reading, writing and maths outcomes in 2025-26 show that disadvantaged pupils are at least in line with the national average for the expected standard and in line with their non-disadvantaged peers.  Disadvantaged pupils targeted to achieve greater depth in reading, writing or maths achieve greater depth at the end of KS2.  The gap between disadvantaged and non-disadvantaged peers continues to close, both at the expected standard and greater depth.  All end of year targets secured for all disadvantaged pupils.
Continue to improve times table knowledge and gaps in basic skills such as the reading and spelling of Common Exception words are in line with other pupils.	KS2 maths and English outcomes in 2025-26 show that disadvantaged pupils are at least in line with the national average for the expected standard and in line with their non-disadvantaged peers.  Disadvantaged pupils targeted to achieve greater depth in reading, writing or maths achieve greater depth at the end of KS2.  Year 4 Multiplication Tables Check Data shows that data for disadvantaged pupils is in line with their non-disadvantaged peers.  Internal data for disadvantaged peers also show times table and common exception word data are in line with their non-disadvantaged peers.  TTRS/Numbots engagement figures consistently improve for home learning and CEW scores improve.
Improved parental engagement in supporting their children in making progress.	Parental attendance at Open Classrooms, start of term DEAR Time, workshops, performances, 'how to support your child's learning' information meetings, coffee mornings and other parent partnership opportunities continues to increase.

	<p>Parental engagement with home learning and home reading continues to improve (evidenced through improved figures across all year groups).</p> <p>Parental feedback on survey is 85%+ positive.</p>
Improved reading attainment and a love for reading, in conjunction with improved fluency among disadvantaged pupils.	<p>KS2 reading outcomes in 2025-26 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>Disadvantaged pupils targeted to achieve greater depth reading achieve greater depth at the end of KS2.</p> <p>End of year reading targets secured for all disadvantaged pupils.</p> <p>Higher proportions of disadvantaged pupils achieving age-related expected fluency speeds are evident across the school - in line with their non-disadvantaged peers.</p> <p>Home reading rates continue to improve, with regular engagement from pupils and parents/carers.</p> <p>Improved comprehension outcomes are evident across the school.</p> <p>Whole school reading strategy supports promotion of a love of reading and the importance of reading is evidenced throughout 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.	<p>KS2 maths outcomes in 2025-26 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>Disadvantaged pupils targeted to achieve greater depth maths achieve greater depth at the end of KS2.</p> <p>End of year maths targets secured for all disadvantaged pupils.</p>
To achieve and sustain improved attendance for all	<p>The overall absence rate for all pupils to be in line or above national.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers to be closed.</p>



pupils, particularly our disadvantaged pupils.	<p>The percentage of all pupils who are persistently absent being at or below national average.</p> <p>Persistent absence for disadvantaged pupils to be at or below national, and in line or below their non-disadvantaged peers.</p>
Pupils develop high aspirations and are confident, ambitious young learners.	<p>Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points.</p> <p>In-year aspirational targets are achieved each year. Evidenced from: pupil voice (including surveys), parent surveys and teacher observations.</p> <p>At least 80% of disadvantaged pupils participate at least one club throughout the academic year.</p> <p>At least 80% of disadvantaged pupils participate in at least one event or performance throughout the academic year.</p> <p>All pupils participate in a broad range of enrichment opportunities across the academic year - pupil leadership opportunities, trips, workshops and visits.</p>

### 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: £128,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, high quality CPD for all pupil facing staff to ensure that a range of effective teaching strategies are planned into lessons to maximise progress for all pupils.</p> <p>Coaching programme implemented to ensure granular steps are identified for all teachers in order to develop their classroom practice, using Steplab.</p>	<p>High quality, targeted professional development plays a crucial role in improving classroom practice and therefore, pupil outcomes.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1, 2, 3, 6



<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>Smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p><a href="#">Reducing class size   EEF</a></p> <p>Strong evidence base that 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   EEF</a></p>	<p>1, 2, 3</p>
<p>Further training &amp; development for teachers and learning support assistants leading the Read Write Inc phonics programme, Fresh Start programme and 1:1 Fast Track Tutoring interventions.</p> <p>Resources and development for parents to best support their child with phonic knowledge.</p> <p>Use of RWI spelling programme to ensure underpin teaching of spelling in Key Stage 2.</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="#">Read Write Inc. Phonics - trial   EEF</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<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. Strategies in class such as:</p> <ul style="list-style-type: none"> <li>- targeted questioning</li> <li>- maintaining high expectations and possibility thinking</li> <li>- explicit verbal and/or written feedback through over the shoulder marking and CRAFT slides</li> </ul>	<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="#">Feedback   EEF</a></p> <p>Maintaining high expectations and developing effective learning behaviours to maximise pupil progress for all pupils.</p> <p><a href="#">EEF Blog: Five-a-day - achieving effective learning behaviours within our classrooms</a></p> <p>Where attendance is a barrier, Key Workers will work closely with the child and family to identify the precise issue that needs to be addressed and implement a range of strategies to overcome this.</p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> <li>- a focus on Social and Emotional Learning and individualised support, as and when required.</li> <li>- the implementation of the school's reading strategy, including: cost of books, inviting and engaging reading areas in every classroom, parent &amp; pupil sessions (half termly DEAR Time and parent/carer workshops)</li> </ul>	<a href="#">Supporting attendance   EEF</a>	
<p>Support UDPs in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons [supported by Steplab]. 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,</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 (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</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</p>
<p>Development of "hands-on" learning opportunities</p> <p>Supplemented trips and experiences to enhance learning opportunities throughout the curriculum.</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, 3, 4, 6</p>
<p>Part funding for Deputy Head Salary responsible for disadvantaged pupils.</p>	<p>Effective implementation of the disadvantaged strategy to achieve the intended aims linked to 'Curriculum and Teaching', 'Achievement', 'Inclusion', 'Attendance and Behaviour' and 'Personal Development and Well-Being'.</p>	<p>1, 2, 3, 4, 5, 6</p>

	<a href="#">A School's Guide to Implementation   EEF</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a>	
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**Strand 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted £24,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum sessions to have the third teacher running targeted interventions for identified children.	<p>Evidence also suggests that 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 and in small groups:</p> <p><a href="#">One to one tuition   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
Herts for Learning reading fluency intervention resources and training.	<p>Targeted pupils make accelerated progress in reading fluency. Programme is delivered by third teacher.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial</a></p>	2, 3
Part funding for Learning Support Assistant roles, provision and interventions Tablesticks interventions Speech & Language provision Other additional and different provisions SEMH intervention and support	<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 pupils 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</p>	1, 2, 3, 4

	<p>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="#">Small group tuition   EEF</a>  <a href="#">One to one tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
Holiday provision, with a combination of maths and reading interventions as well as a focus on physical wellbeing.	<p>There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches:</p> <p><a href="#">Summer schools   EEF</a></p>	1, 2, 3, 4, 6
Subscription to the Pixl (Partners in Excellence) Programme	<p>Gaps in pupil's learning &amp; basic skills are effectively identified &amp; filled through the use of Pixl resources.</p> <p>Teachers use Pixl resources as part of universal and targeted interventions to support teaching being consistently good or better.</p>	2, 3
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.	<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:</p> <p><a href="#">One to one tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
The implementation of peer to peer mentoring for Year 6 maths: including payment of mentors	<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:</p> <p><a href="#">One to one tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2
ICT equipment and storage equipment to enable the effective implementation of the	<p>ICT can be the bridge between accelerated learning and continuous provision if used effectively:</p>	1, 2, 3

digital strategy, enabling all children [particularly those who are disadvantaged] to access work at home and support blended learning.	<a href="#">Using Digital Technology to Improve Learning   EEF</a>	
<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="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1, 2, 4

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

Budgeted cost: £ 119,985

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.	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  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): <a href="http://educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Curriculum enrichment opportunities & school visits. This includes the following: - School Trips - Resources - Educational Visits - Residential for Year 6 - KIT Theatre - Artsmark	Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest. <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, 6
Part funding of the Royal Opera House Trailblazer Project.	Pupils are provided with rich cultural experiences. Pupils benefit from the opportunities provided as part of their wider life experiences. Pupils raise their aspirations and continue areas of interest. <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, 6
To implement rewards in order to improve attendance and punctuality across the academy in line with national figures. Ensure children with poor attendance are engaging with Breakfast Club.	The HOS and EWO drive the strategic plan for improving attendance. The EWO and Attendance Officer work closely to develop strategies to improve attendance for specific pupils. Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required.	5

<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>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..</p> <p>Barriers are addressed and tackled through a cohesive team approach.</p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p> <p><a href="#">Kids can't catch up if they don't 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>	
<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>	<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="#">Magic Breakfast - trial   EEF</a></p>	2, 4, 5
<p>Pupil leadership roles &amp; development: Head Boy/Girl &amp; Deputies/ School Council/ Phonics Peer mentors/ Play Leaders/ Pupil Librarians/ Eco-warriors</p>	<p>Raising aspirations is often believed to incentivise improved attainment.</p> <p>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 others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	6
<p>Hardship fund: Uniform/Equipment/ Resources</p>	<p>Pupils are given access to uniform, resources and equipment to enable them to thrive.</p>	1, 2, 3, 4, 5, 6



<p>Subscription to the 'Brilliant Club' targeted towards more able disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- University seminars</li> <li>- University visit</li> <li>- Assignment</li> <li>- Graduation event</li> </ul> <p>7 Year 5 pupils</p>	<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>	<p>1, 2, 3, 6</p>
<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:</p> <p><a href="#">Physical activity   EEF</a></p>	<p>2, 4, 5, 6</p>
<p>Growth and development of the Inclusion team in order to support identified children who require SEMH support and intervention.</p> <p>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:</p> <p><a href="#">Prioritise social and emotional learning to avoid "missed...   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>

Funding for Open Door in school counselling service.		1, 2, 3, 4, 5, 6
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**Total budgeted cost: £272,700**

## 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 2024 to 2025 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 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 2024-2025

Early Years Profile - GLD		Disadvantaged pupils	Other pupils	Difference	National 2024 (All pupils)
EYFS Profile GLD		81%	78%	+3%	68.3%

#### Analysis:

The proportion of disadvantaged pupils achieving GLD exceeded the national outcomes from 2023/24, and was 3% above that of their non-disadvantaged peers. 81% of disadvantaged pupils achieved GLD.

#### Next steps:

The 5 disadvantaged pupils (out of 27) who did not achieve GLD all have specific SEND needs that impacted on their ability to achieve GLD. None of them achieved the expected outcomes in Communication and Language and Literacy, where writing was a barrier for 4 out of 5; therefore these continue to be areas in focus.

Year 1 Phonics		Disadvantaged pupils	Other pupils school	Difference	National 2024 (All pupils)
Year 1 Phonics		93% (National 2024 68%)	100% (National 2024 84%)	-7%	80%

#### Analysis:

13 out of 14 disadvantaged pupils achieved 32 marks or above. Disadvantaged pupils' attainment was 7% below that of their non-disadvantaged peers and was 8% above national attainment for all pupils. Most significantly, it was 25% above the previous year's national average for disadvantaged pupils.

Year 2 Phonics		Disadvantaged pupils	Other pupils school	Difference	National 2024 (All pupils)
Year 2 Phonics		97%	97%	0%	89%

### Analysis:

Disadvantaged pupils' attainment was in line with their non-disadvantaged peers, one disadvantaged pupil and one non-disadvantaged pupil did not meet the threshold – all other pupils did. Disadvantaged attainment was 8% above the national figure for all pupils in 2024.

### 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 2024 (All pupils)
Year 4 MTC Achieving 25 marks		68%	85%	-7%	34%

### Analysis

Disadvantaged pupils exceeded the national average of 2024 by 34% and were 7% 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 Maths Mania for weekly times tables assessments.

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	81%	79%	+2%	75%
	Writing	84%	79%	+5%	72%
	Maths	88%	88%	0%	74%
	Combined	75%	71%	+4%	62%
		Disadvantaged pupils	Other pupils school	Difference	National (All pupils)
End of Key Stage 2 attainment <b>Greater Depth</b>	Reading	31%	46%	-15%	33%
	Writing	16%	33%	-17%	13%
	Maths	25%	38%	-13%	26%
	Combined	13%	21%	-8%	8%

### Analysis:

Reading – Disadvantaged pupils’ attainment at EXS+ was above national attainment for all pupils and 2% higher than their non-disadvantaged peers. Attainment GDS was 15% below other pupils in the year group but in line with national attainment for all pupils. The board target was also met - with all targeted pupils achieving GDS.

Writing – Disadvantaged pupils’ attainment at EXS+ exceeded the board target of 77% by 7%. Attainment at EXS+ also exceeded national attainment for all pupils by 12% and attainment of other pupils in the school by 5%. Attainment at GDS also exceeded both the board target of 13% and national attainment by 3%.

Maths - Disadvantaged pupils’ attainment at EXS+ exceeded national attainment for all pupils by 14% and met the board target of 87%. Attainment at GDS did not meet the target of 30%, with two targeted pupils not achieving the higher standard. However, attainment was in line with national for all pupils and 13% below their non-disadvantaged peers.

Combined Reading, Writing and Maths - Disadvantaged pupils’ attainment at EXS+ was broadly in line with the board target of 77% and exceeded national attainment by 13%. Attainment at GDS met the board target of 13% and exceeded national attainment for all pupils by 5%.

#### **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 PIXL interventions run by the third teacher. Continued focus on reading fluency and use Herts for Learning and other interventions to develop this. Promote and celebrate daily reading, encouraging a love of reading through the implementation of our whole school reading strategy.

#### Writing:

Specific focus on spelling through daily lessons using the RWI Spelling Programme for Key Stage 2. 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 0.5% above the national average for disadvantaged pupils but is 0.9% below 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		
	24/25		Current	23-24
Attendance All Pupils	94.8	331	93.3	93.0
Dis	92.3	141	92.8	93.1
Non-dis	95.7	190	93.7	93.0

Our strategy for targeted support for disadvantaged persistent absentees has ensured that persistent absence of disadvantaged pupils remains 7.6% below the national average for disadvantaged pupils. When compared to the academic year 2023-24 there has been a 1.5% decrease in the rate of persistent absence for disadvantaged pupils; however persistent absence of disadvantaged pupils is 9.1% above that of their non-disadvantaged peers.

	National Averages Primary	Gateway Primary Free School		
	24/25		Current	23-24
PA All	15.8	46	13.9	17.0
Dis	26.7	27	19.1	20.6
Non-di	11.9	19	10.0	14.0

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 2025-2028.

#### Wider impact:

- All children who received 1:1 tutoring 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 interests outside of school through enrichment opportunities and sporting clubs made available to them.
- 7 disadvantaged Year 5 pupils participated in the Scholars Programme during Spring/Summer 2024-25, one pupil achieved a 2:1 for their final assignment, 4 pupils achieved a 2:2, (with one child narrowly missing out on a 2:1 by one mark) and two children achieved 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 80% feel that they have become more resilient following their

participation in the programme and 80% feel that they have a better idea about future opportunities available to them and feel more motivated to achieve at school.

### 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 7 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.