

Pupil premium strategy statement – Gatehouse Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Jason Stephens
Pupil premium lead	Mrs Laura Ingham
Governor / Trustee lead	Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,560 £150,406 2025-26
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£143,560

Part A: Pupil premium strategy plan

Statement of intent

At Gatehouse, our **overarching goal is to minimise and where possible, eradicate the gap between disadvantaged (DA) and non-disadvantaged (NDA) learners**. In the academic year 2023/24, the attendance of learners from DA backgrounds was 89.3%, compared to NDA learners with attendance of 94.28%. We strive to close this gap and ensure attendance data for children from DA backgrounds is above the national average.

In order to achieve our goal, our focused objectives are to:

- *Enable an environment of positivity where all children are motivated, have high aspirations and want to achieve their very best in the present and future.*
- *Develop all children into independent and resilient learners. In KS1, develop children to overcome obstacles and challenges in their learning with more independence. In KS2, develop independent, motivated learners with high self-esteem.*
- *Enable strong home-school links in order to improve attendance and develop understanding around the importance of leading healthy physical and mental lifestyles.*

The above objectives have been created based on the needs and context of our school. The views of pupils, parents and staff were collected and analysed, as well as termly teacher assessment and formal assessments in order to generate a selection of targets to best improve outcomes for our children.

Challenges

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

Challenge number	Detail of challenge
1	<u>Motivation</u> Our surveys suggested that children achieve well when they are motivated to succeed, highlighting a need to develop learning for purpose, motivation and continuing our work around careers.
2	<u>Closing the academic gap</u> Within our current Year 3 cohort, there are large gaps between DA and Non DA attainment in Reading, Writing and Maths. Each with a gap greater than 15%.
3	<u>Attendance</u>

	The attendance gap children from DA backgrounds and Non DA backgrounds is 5%. This is an increase of 1% from when our strategy began.
4	<u>PSHE/SEMH</u> Our whole school barrier analysis highlighted that many children do not have an understanding of the importance of living a healthy lifestyle. This suggests a need for further education around diet, exercise, wellbeing and mental health.
5	<u>Closing the academic gap</u> Within our Year 1 phonics data for Summer 24, 55% of learners from DA backgrounds passed the phonics screening check whereas 93% of Non DA learners passed. This is a DA gap of 38%.
6	<u>Early help</u> Our FSW supports families through the Early Help process. 85% of the families our FSW works with in this way are from DA backgrounds.
7	<u>GLD in EYFS</u> In academic year 2023-24 ,63% of learners from DA backgrounds reached GLD in EYFS whereas 76% of non-DA learners reached GLD. Literacy GLD was lower than maths GLD in EYFS. Physical development and communication & language amongst boys in particular is an area for development.
8	<u>The Forest</u> 9 children from DA backgrounds are accessing our tailored Forest provision. 53% of the children accessing The Forest are from DA backgrounds. The Forest is a unit that has been set up within the school to support children with SEMH and SEND to access learning appropriately and develop strategies to manage themselves successfully in a mainstream environment.
9	<u>EYFS</u> Baseline assessments show number, physical development, communication & language and writing as key areas for development.

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										
EYFS The % of learners from DA backgrounds achieving GLD will be in line with that of those from Non-DA backgrounds. Strong home-school links are developed early on in a child's Gatehouse journey.	By end of 2024-2025 Home visits completed for EYFS new starters by a member of the EYFS team/FSW as appropriate. Ample opportunities for C&L to take place in the classroom environment. Implementation of Drawing Club earlier in the year. Outdoor time to focus on gross motor skills. Indoor time to focus on fine motor skills. The GLD gap between DA and Non-DA is beginning to narrow and clear next steps are in place to support progress. Home visits undertaken for EYFS new starters by EY staff. Summer 2025: 75% Non-DA reached GLD 33% DA reached GLD Gap = 42% This is an increase on last year and needs to close. See adjustments to practice for key areas for improvement. <table border="1"> <thead> <tr> <th colspan="2">Current EYFS cohort 25-26 – Adjustments to practice</th></tr> </thead> <tbody> <tr> <td>Writing and fine motor</td><td>Drawing club aligned with phonics. 2x handwriting sessions daily Funky fingers Common language for pencil grip</td></tr> <tr> <td>Self-regulation</td><td>Adapted PSHE theme – recognising emotions ZOR Modelling of self regulation from adults Improved use of Take 5 area for reflection</td></tr> <tr> <td>Building relationships</td><td>Support staff attended training on relationships and purposeful play A focus on adult-child interactions</td></tr> <tr> <td>Comprehension</td><td>Daily story time now embedded – listening and comprehension focus Drawing club vocabulary refined – 4 key words – deeper understanding</td></tr> </tbody> </table>	Current EYFS cohort 25-26 – Adjustments to practice		Writing and fine motor	Drawing club aligned with phonics. 2x handwriting sessions daily Funky fingers Common language for pencil grip	Self-regulation	Adapted PSHE theme – recognising emotions ZOR Modelling of self regulation from adults Improved use of Take 5 area for reflection	Building relationships	Support staff attended training on relationships and purposeful play A focus on adult-child interactions	Comprehension	Daily story time now embedded – listening and comprehension focus Drawing club vocabulary refined – 4 key words – deeper understanding
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	For children currently in Year 1 – the areas where the GLD gap between NDA and DA were greatest were: word reading, writing, number/number patterns and fine motor skills. See adjustments to practice for these key areas below. <table border="1"> <tr> <th colspan="2">Current Year 1 cohort – 2025-26 – Adjustments to practice</th></tr> <tr> <td>Writing</td><td>Access to small group input through drawing club. Align with phonics ability and groupings. 2x handwriting sessions daily. Funky Fingers.</td></tr> <tr> <td>Word reading</td><td>Spotlight chn in RWI</td></tr> <tr> <td>Number/patterns</td><td>Taught in single year group maths by teacher not HLTA</td></tr> <tr> <td>Fine motor skills</td><td>Small group handwriting 3 times a week.</td></tr> </table> By end of 2025-2026 Next steps are acted upon to ensure progress of individuals. Staff training is put into place for key areas of need if appropriate (e.g. PD, N, C&L). Staff and parents work together to maintain/accelerate progress. The GLD gap between DA and Non-DA continues to narrow, if not eradicated by this point. By end of 2026-2027 Gaps will have been effectively addressed, ultimately leading in an increase of learners from DA backgrounds achieving GLD thus closing the gap between DA and non-DA.	Current Year 1 cohort – 2025-26 – Adjustments to practice		Writing	Access to small group input through drawing club. Align with phonics ability and groupings. 2x handwriting sessions daily. Funky Fingers.	Word reading	Spotlight chn in RWI	Number/patterns	Taught in single year group maths by teacher not HLTA	Fine motor skills	Small group handwriting 3 times a week.
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KS1 All learners from DA backgrounds will pass the Y1 phonics screen check in order to close the 38% gap between the DA and Non-DA. Minimise/eradicate the attainment gap for Reading, Writing & Maths (RWM) in KS1. Currently in Y2, there is a gap of 8% between DA and Non DA learners.	By end of 2024-2025 Key children identified through regular assessments. Appropriate support and rapid interventions put into place. The % of DA children achieving the pass rate in phonics screening is begins to narrow. Summer 2025 Pass rate: Non DA = 78% DA = 70% Gap = 8% Last year the gap was 16% so this is an improvement. By end of 2025-2026 QFT in Maths results in improved outcomes for DA children. Where appropriate same day interventions are in place. Staff support and training within RWI and early writing improves outcomes for DA children in writing and reading. Get Writing was not proving successful. Adapted approach to writing in Y1/2. Focus on explicit modelling in										

All children in KS1 will develop in independence and motivation.	writing KS1 Writing. Expectations of writing have been raised.. This results in a narrowed/eradicated gap between Y2 DA/Non DA achieving ARE in Y2 assessments. By end of 2026-2027 Further embedding of pedagogy and work around task design has developed independence amongst all learners – thus improving motivation. Work around careers gives children a purpose for their learning. The DA/Non DA gap has closed for children in KS1. Thinking Matters approach is still being used throughout the school when appropriate and is part of the bank of pedagogical support teachers draw upon. Teachers are being supported in using the Keys for Learning to develop their practice further and enhance pedagogy.								
KS2 The gap between learners from DA backgrounds and Non DA backgrounds achieving EXS+ in RWM by end of KS2 will close. The gap in 2023-24 was 46%. All children in KS2 will have improved independence, motivation and self-regulation.	By end of 2024-2025 Key children identified through regular assessments. Appropriate support and rapid interventions put into place. Training for support staff is put into place for key areas of need. Children on the cusp of ARE>GD are supported to achieve their full potential. Y6 EXS+ RWM DA = 50% RWM Non-DA = 51% <table border="1" data-bbox="571 1317 1404 2045"> <thead> <tr> <th></th><th>Current Year 6 cohort – 2025-26 – Adjustments to practice</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>Focus children, conferencing. Fluency groups Regular check ins Flexible groupings</td></tr> <tr> <td>Writing</td><td>Adapted seating Focus children Targeted conferencing Flexible groupings Editing support Hold a sentence</td></tr> <tr> <td>Maths</td><td>Arithmetic focus intervention Flexible groupings Targeted interventions/conferencing Number knowledge interventions</td></tr> </tbody> </table>		Current Year 6 cohort – 2025-26 – Adjustments to practice	Reading	Focus children, conferencing. Fluency groups Regular check ins Flexible groupings	Writing	Adapted seating Focus children Targeted conferencing Flexible groupings Editing support Hold a sentence	Maths	Arithmetic focus intervention Flexible groupings Targeted interventions/conferencing Number knowledge interventions
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In lower KS2, Summer term data shows that reading and writing area areas of development. 33% gap in reading, 17% gap in writing for Year 4. Adaptations to practice include: 1:1 reading, phonics booster sessions for identified children, targeted feedback within writing sessions, daily handwriting in class, bespoke spellings for identified children.

By end of 2025-2026

Further embedding of pedagogy improves self-regulation and independence.

Further embedding of Character Qualities (resilience, accuracy, awe & wonder) enhances children's motivation and independence.

Continued, regular assessments highlight children requiring interventions – these are actioned promptly and effectively.

By end of 2026-2027

Further embedding of pedagogy and work around task design has developed independence amongst all learners.

Children in KS2 achieve well because they are motivated and independent learners. The gap between DA and Non DA achieving ARE+ in RWM has been eradicated.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62,950,

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact on identified challenges and outcomes for 24-25
<i>Read Write Inc. Maintaining of the scheme throughout KS1 by Early Reading Lead.</i>	EEF - Phonics - Teaching and Learning 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' Reading by Six - OFSTED In this study of 12 high performing schools, 7 taught RWI. Ruth Miskin research & evidence	5,7,9	Non DA = 78% DA = 70% Gap = 8% Last year the gap was 16% so this is an improvement.
<i>Further embedding of school character qualities to improve motivation and independence. Staff lead – Character Qualities & School Ethos.</i>	EEF - Metacognition & Self Regulation Highlighting the importance of explicit teaching around metacognition and self-regulation with the potential to improve outcomes for all.	1,6	Children are familiar with our schools character qualities and the Federation values. Although this is not consistent throughout the school and some confusion between the two. Staff survey Sept 2025: 50% of staff have seen good progress in pupil resilience. 58% have seen good progress in children's understanding of healthy living. 42% have seen good progress in independence. Areas for development this year: pupil attitude to learning, aspirations, behaviour. All areas staff feel there have been little progress.

Support staff CPD based on identified areas of need school-wide.	EEF - Teaching Assistant Interventions This suggests TA interventions provide good opportunity for lower attaining pupils to catch up with their peers. However, TA deployment and teacher interaction is key.	2,5,7,9	RWI training days for all Unit 1 and EY Teachers and TAs – this supported the implementation and teaching of KS1 EY phonics and is reflected in the PSC outcomes above.

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

Budgeted cost: £67,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact on identified challenges and outcomes for 24-25
Small group targeted interventions based on identified areas of need – school wide but with particular focus on LKS2.	EEF - 1:1 Tuition EEF - Small Group Tuition Evidence suggests these are most effective when conducted by a trained member of staff. It suggests small group tuition is a sensible approach to trial before 1:1 tuition. Both of these options allow staff to attend to the specific needs of learners.	2,5,7,9	Year 3 Summer Data The PP gap is closing in Maths (gap now 10.4%, previously 15%+). The gap in Reading was 33.4% and Writing 17.8% Summer 2025 Pass rate: Non DA = 78% DA = 70% Gap = 8% Last year the gap was 16% so this is an improvement. Home visits undertaken for EYFS new starters by EY staff. Summer 2025: 75% Non-DA reached GLD 33% DA reached GLD Gap = 42%
Staff members to support the Forest provision for	EEF - Improving Social and Emotional Learning in Primary Schools	8	

SEND/SEMH/DA learners.	Report suggests that children from DA backgrounds can have weaker SEL skills than their peers. It recommends teaching SEL skills, integrating them within the school, exploring SEL programmes/sequential curriculum and reinforcing SEL through whole school ethos.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,956

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact on identified challenges and outcomes for 24-25
Staff members to form part of attendance team – including Family Support Worker.	Gov - Toolkit for schools: communicating with families to support attendance EEF - Parental Engagement Some learners from DA backgrounds may not participate in or have the materials to complete home learning. Parental engagement can mitigate this by supporting parents to assist their children or their self-regulation.	3	Attendance % of PP children in 24-25: 91.65% Attendance % of Non-PP children in 24-25: 95.23% Gap = 3.42% Attendance % of PP children in 23-24: 89.35% Attendance % of Non-PP children in 23-24: 94.67% Gap = 5.32% The attendance gap for 24-25 between PP/Non PP children is closing.
Family Support Worker to run small group/1:1 sessions as appropriate, to target needs such as attendance, behaviour, wellbeing.	EEF - Improving Social and Emotional Learning in Primary Schools Report suggests that children from DA backgrounds can have weaker SEL skills than their peers. It recommends teaching SEL skills, integrating them within the school, exploring SEL programmes/sequential curriculum and reinforcing SEL through whole school ethos.	4,8	% of Persistently absent children that are listed as PP 24-25: 24% % of Persistently absent children that are listed as PP 23-24: 32% Improvement of: 8%
Subsidised costings for educational trips and visits to promote high aspirations amongst learners from DA backgrounds. Trips/parent visitors/careers fair to promote high aspirations amongst DA children.	EEF - Aspirations 'Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'	1,6	KS2 Careers Fair held in Summer Term inspired many – comments amongst children were positive and they were enthused to learn about a range of job roles. However, Sept 2025 staff survey results show that 33% of staff feel there has been progress in children holding high aspirations whereas 58% feel it has stayed the same, 8% feel there has been little or no progress.

<i>After school clubs available to DA and Non-DA to support SEMH as well as physical/mental health.</i> <i>Staff member to oversee the monitoring of 'active lives'.</i>	<u>EEF - Extending the school day</u> This report suggests that targeted academic extra-curricular activities may improve outcomes. It also suggests that opportunities to involve children from DA backgrounds in non-academic activities 'may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.' <u>EEF - Physical Activity</u> Physical activity can improve health and wellbeing and in turn can improve attendance. Physical activity in school can provide opportunities to those who may not be able to afford it outside of school e.g. paying for equipment/clubs.	4,3,9	There has been an increase in club participation for PP children in the year 24-25. For example Aut 2023 saw 26% of attendees as PP, whereas in Aut 2024 this was 40%. In Spr 2023 it was 35%, in Spring 2024 it was 37%
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Total budgeted cost: £150,406

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the first year of our three year strategy (2024-2025), we aimed to make a start on setting strong foundations to achieve our key objectives. In EYFS, home visits were undertaken for new starters and support from our Family Support Worker was in place for key families. This enabled staff to build good relationships with families before the academic year began. Baseline assessments took place and necessary interventions/adaptations were in place. By the end of the year, 33% of DA children reached GLD whereas 75% Non-DA reached GLD. This gap is widening and needs to be a focus area for the coming academic year. We will ensure these children, as they move through Year 1, are specifically targeted for intervention where necessary and regularly assessed in order to meet their need.

The attendance gap between DA and Non DA children is closing, suggesting development in home-school links. Last year's gap was 3.42% compared to 5.32% in the previous year. There has also been an improvement of 8% in those who are persistently absent of whom are DA.

Summer term data indicates that the academic DA gap in Year 3 maths for 2024-25 is closing however for reading and writing this gap has widened. As these children progress through Year 4, we will ensure they are assessed thoroughly and appropriately supported during lessons as well as tailored interventions taking place.

Of our aims over the last three years, staff feel that pupil resilience, understanding of healthy lifestyles and independence are improving. Children are more willing to undertake challenging tasks and are developing in self-regulation skills; however we need to continue our work on raising aspirations and motivating children to understand the 'why' – links to career opportunities in foundation subjects will help this. In terms of behaviour, staff feel this is also an area we need to continue to develop. In Sept 2025 we introduced a new trauma informed behaviour policy, which is currently in the progress of being rolled out across the school. We hope to see improvements in daily pupil behaviour as a result.

The table below shows the % gap between DA and Non DA children for 2024-25 cohorts.

% gap	Y1	Y2	Y3	Y4	Y5
Reading	21.2	9.2	33.4	22.0	28.0
Writing	8.5	7.1	17.8	2.0	14.0
Maths	6.5	6.6	10.4	10.0	12.4

The above table highlights the following focus areas for CURRENT cohorts (2025-26):

- Year 4 reading
- Year 4 writing
- Year 1 reading
- Year 6 reading

Achieved		Partly achieved		Not yet achieved
EYFS				
Intended Outcome	Success Criteria (Measurable & Ofsted-aligned)	24–25 Milestone	25–26 Milestone	26–27 Milestone
Home visits completed for EYFS starters	100% of EYFS new starters receive a home visit by Week 2. All visits logged using standard pro-forma; follow-up actions completed within 48 hours.	100% completion; monitoring sheet signed off by EYFS Lead	Process sustained with QA check by SLT	Embedded practice with annual audit showing 100% completion
Earlier implementation of Drawing Club	Drawing Club introduced by Week 3; 80%+ of children show improvement in vocabulary/sentence structure (termly writing evidence). All staff trained.	Drawing club introduced by Week 3. Baseline assessments in place.	85% show improvement; monitoring evidences impact	90% improvement maintained; gap between DA/Non-DA reduces
Narrow GLD gap	DA/Non-DA GLD gap reduces by at least 4% per year. Daily gross and fine motor provision monitored weekly. Targeted PD, N, C&L interventions provided.	Gap reduces by 4%; provision audits show 90% consistency	Gap reduces by further 4–5%; improved PD and C&L outcomes	Gap at or below national expectations; sustained provision QA
KS1: Phonics & RWM				
Intended Outcome	Success Criteria (Measurable & Ofsted-aligned)	24–25 Milestone	25–26 Milestone	26–27 Milestone
All DA learners pass Y1 phonics screening	DA pass rate improves by 10%+ per year; daily targeted phonics intervention provided; termly	+10% improvement from baseline	+10% improvement; gap reduced significantly	Gap fully eradicated

Minimise/eradicate KS1 RWM gap	mock data shows upward trend. Gap eradicated by 2027. DA/Non-DA RWM gap reduces by 3% each assessment point. 100% staff trained in RWI/Get Writing; book looks show 80% DA progress in line with peers.	Gap reduces by 6–9% across year	Gap reduces by further 6–9%; DA books evidence progress	Gap at or below 3% and on track for eradication
KS2: RWM & Independence				
Intended Outcome	Success Criteria (Measurable & Ofsted-aligned)	24–25 Milestone	25–26 Milestone	26–27 Milestone
Close KS2 RWM gap (currently 46%)	Gap reduces by at least 10% per year. DA pupils reviewed fortnightly; interventions triggered within 1 week of identification. Support staff trained by Week 6 Autumn.	Gap reduced to ~36%	Gap reduced to ~26%	Gap at or below 15% and narrowing
Improve independence, motivation, self-regulation	Character qualities taught weekly; pupils demonstrate self-regulation (learning walks); improved pupil voice outcomes; interventions timely.	Pupils show and understand self-regulation strategies by Spring	Pupils show and apply self-regulation strategies and improved motivation.	There is a consistent whole-school culture of independence, self-regulation and motivation.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Miskin

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils