

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.

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Leila Naldrett
Pupil premium lead	Mrs Laura Ingham
Governor / Trustee lead	Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,560
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.	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

Strong home-school links are developed early on in a child's Gatehouse journey.	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. 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.
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. All children in KS1 will develop in independence and motivation.	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. 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 Get Writing improves outcomes for DA children in writing and reading. This results in a narrowed/eradicated gap between Y2 DA/Non DA achieving ARE in Y2 SATS. By end of 2026-2027 Further embedding of Thinking Matters 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.
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%.	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.

All children in KS2 will have improved independence, motivation and self-regulation.	By end of 2025-2026 Further embedding of Thinking Matters 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 Thinking Matters 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.
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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: £ 59,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<i>Further embedding of school character qualities to improve motivation and</i>	EEF - Metacognition & Self Regulation Highlighting the importance of explicit teaching around metacognition and self-	1,6

<i>independence. Staff lead – Character Qualities & School Ethos.</i>	regulation with the potential to improve outcomes for all.	
<i>Support staff CPD based on identified areas of need school-wide.</i>	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

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

Budgeted cost: £64,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group targeted interventions based on identified areas of need – school wide but with particular focus on LKS2.</i>	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
<i>Staff members to support the Forest provision for SEND/SEMH/DA learners.</i>	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.	8

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

Budgeted cost: £19,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff members to form part of attendance team – including Family Support Worker.</i>	Gov - Toolkit for schools: communicating with families to support attendance	3

	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.	
<i>Family Support Worker to run small group/1:1 sessions as appropriate, to target needs such as attendance, behaviour, wellbeing.</i>	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
<i>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.</i>	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
<i>After school clubs available to DA and Non-DA to support SEMH as well as physical/mental health. Staff member to oversee the monitoring of 'active lives'.</i>	EEF - Extending the school day 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.' EEF - Physical Activity 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

Total budgeted cost: £143,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our strategy aimed to raise aspirations of the children at Gatehouse, as well as developing them into self-regulated, motivated learners. To support this, we have introduced a KS2 Careers Fair (these took place in the Summer terms of 2022 and 2024). Children were able to engage with various volunteers from different careers paths. As a result of this, children were enthused and spoke highly of the different roles they were able to explore. Children at Gatehouse have access to a wide range of extra-curricular activities – including sports and arts. Across the three years, we have seen around 30% of club places allocated to DA children.

The introduction of our school Character Qualities (Resilience, Awe & Wonder, and Accuracy) has supported children in developing into more regulated, independent and motivated learners. While this is not yet fully embedded in all classrooms, Character Qualities are a common thread throughout the school which most children are able to refer to. This self-regulation and metacognition is also supported by the introduction of Thinking Matters mid-way through the 3 year strategy cycle. This has seen teachers use Thinking Frames and Thinking Routines within the delivery of their planning across the curriculum. It has allowed children to think more independently, represent their thoughts in different ways and develop their thinking through varied structures.

What has not been as successful? Why? Next steps? Our strategy aimed to close the attendance gap between DA and Non DA through targeting emotional wellbeing and mental health. In the academic year 2023-24, this saw the introduction of our school therapy dog Blossom in the Summer term. The attendance gap when our strategy began was 4%. At the end of academic year 2023-24 it was 5%. While this is not a large increase, the gap has not closed as we had aimed for and has widened slightly. The introduction of Blossom saw morning reading with a key group of children listed as DA, some of whom required support coming in to school in the mornings. This was not embedded until the Summer term of 2024. With further embedding, we hope to see improved morning attendance among this key group. Our school's FSW and attendance team closely monitor attendance of all groups and support families where needed. This will continue and we hope to see a close in the attendance gap between DA and non DA children.

The academic data has shown that the following gaps need addressing in the academic year 2024-25:

Current Y2 R/W/M (including phonics check/Y2 retakes)

Current Y3 R/W/M

Current Y4 Reading

Current Y5 W/R

Current Y6 Maths

This is based on those areas with the largest gaps between DA and Non DA children. Those highlighted in red have a gap greater than 15% and therefore are a priority.

Next, conduct surveys to gather staff, parent and pupil voice. Use outcomes from this, as well as the above data, to determine new strategy objectives.

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

Active Lives	Sport England
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Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.