



The Gateway Primary Academy

Pupil premium strategy statement

2025 – 2026

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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	15.7% (National 24.6%) 33 pupils
Academic years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr J Cassem
Pupil premium lead	Miss C Warner
Governor / Trustee lead	Mr S Nyandoro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40905
Pupil premium funding carried forward from previous years	£535

Total budget for this academic year	£41440
-------------------------------------	--------

Part A: Pupil premium strategy plan

Statement of intent

At The Gateway Primary Academy, our aim is that all pupils, regardless of background, achieve their full potential academically, socially and emotionally. We believe that high-quality teaching, underpinned by strong relationships and inclusive practice, has the greatest impact on improving outcomes for disadvantaged pupils.

Our strategy is rooted in evidence-based practice, particularly guidance from the Education Endowment Foundation (EEF), and is aligned with our School Improvement Plan. We focus on removing barriers to learning through a combination of whole-school improvement, targeted academic support and wider pastoral and enrichment strategies.

All staff share responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve. We work in close partnership with families and external agencies to ensure pupils are supported both in school and at home.

Over the 2025-2026 academic year, we will implement a series of targeted actions aimed at achieving the following objectives:

- Narrowing the attainment and progress gaps between disadvantaged pupils and their peers, ensuring that all pupils have the opportunity to succeed academically.
- Improving attendance rates, enhancing engagement levels, and fostering positive learning behaviours among all pupils, which are critical for their academic success.
- Strengthening the foundations of early language, reading, and mathematics, thereby equipping pupils with essential skills that will support their future learning.
- Supporting pupils' emotional wellbeing and resilience through targeted interventions and support systems that promote mental health and emotional intelligence.
- Ensuring equitable access to enrichment activities and wider opportunities, allowing all pupils to explore their interests and talents beyond the academic curriculum.

Our ultimate goal is to create an inclusive environment where every child can thrive and succeed both personally and academically.

Challenges

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

Challenge	Detail of challenge
1	Social, emotional and mental health needs which confidence, resilience and readiness to learn and self-regulation
2	Our attendance data shows that attendance and punctuality is lower than that for non-disadvantaged pupils.
3	The communication, language and vocabulary skills of our disadvantaged/pp pupils is typically lower than their peers with intervention often required.
4	Our baselines data shows our PP pupils have lower starting points in reading, writing and maths on entry to school
5	Pupil and parent feedback shows that our PP pupils often have limited access to enrichment opportunities outside of school.
6	Pupil and parent feedback highlights that our PP pupils have variable parental engagement in their learning and support when completing home learning.
7	Multiple vulnerabilities, some disadvantaged pupils have multiple barriers to education including LAC, SEND, wellbeing, EAL and speech and language needs.

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
Improve the level of attainment and progress in all subjects for disadvantaged children and SEN so it is in line with non-PP pupils	PP children continue to make expected or better progress towards the expected standard of attainment. Outcomes to be comparative with their non pupil premium peers. The gap in attainment between disadvantaged and their peers is reduced. A higher percentage of pupil premium children are assessed at expected or greater depth in the core subjects at the end of Key Stages.

	Staff identify gaps in learning and interventions are implemented to enable children to make progress through adaptive teaching.
Children from disadvantaged backgrounds display high quality oral language skills and improved vocabulary in a range of contexts	Assessments and observations indicate improved spoken language skills among disadvantaged pupils which they apply to writing and reading comprehension.
All children will develop emotional resilience and emotional regulation skills. All children will develop their social skills and ability to form meaningful friendships.	Disadvantaged children have a wider friendship group and are able to interact with a range of children and adults. Children communicate effectively and work well collaboratively with classmates during group work. Pupil voice shows positive feedback linked to wellbeing. An increase in participating in enrichment activities, particularly among the disadvantaged.
All pupils have access to well-being support and those targeted for additional provision demonstrate an improved emotional and social state of well-being.	Pupil voice shows that pupils feel confident sharing their feelings with staff and access a support network as required. Pupil voice also shows that pupils are able to recognise a wide range of strategies to help them regulate when needed. Parents and children speak positively about school and access support as needed.
Disadvantaged pupils have access to a rounded education and wider opportunities exposing them to new experiences.	Children regularly attend homework club, and they hand their homework in completed on time. Children's work in homework club supports their learning in class and engagement in the curriculum. Disadvantaged children experience and are inspired by a range of activities, visits/trips, performances and clubs.
Pupils use a range of mental maths strategies to improve their maths problem solving skills	Children can explain the mental math strategy they use to complete a problem-solving task. Mental maths strategies are used effectively to solve maths calculations more efficiently
Maintain the rate of attendance / punctuality for targeted disadvantaged pupils so they are in line with non-PP pupils.	Disadvantaged pupils' attendance continues to be in line with the rest of the school (96%) as a result of regular contact with parents and good home school links. PP pupils consistently arrive on time for school.

Pupils can retain and access short term and long-term information they have learnt from a range of sources.	PP pupils make good progress across the curriculum through high quality interventions which develop their executive functioning skills and use strategies which help them to retain key learning.
---	---

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

Budgeted cost: £8950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing professional development programme for teachers and teaching assistants to focus on improving their knowledge in: - Speech and language - Inclusive teaching strategies - Supporting pupils who have faced trauma - SEN - Meta-cognition - Executive functioning 1 TA to complete Level 3 training. 1 TA to complete specialist Level 5 TA training School subscription to National College to provide all staff with access to ongoing high-quality CPD.	Creating a skilled team who are confident at personalising the child's learning program will accelerate the child's academic and emotional development. (Supporting the attainment of disadvantaged pupils. DFE) (Catch Up Numeracy EEF) Continued CPD to ensure continuity for the children and enhance their in class learning experience. (Supporting the attainment of disadvantaged pupils, DFE) (Oral language interventions, EEF) Kent Pupil Premium Select Committee: "Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback" The EEF also highlights the importance of high-quality teaching for all pupils, particularly those with SEND (EEF, Effective Professional Development).	1, 2, 3, 4

Use formative assessment strategies to inform teaching and provide immediate feedback.	The EEF highlights that effective feedback can significantly enhance learning outcomes.	3, 4,
Implement a whole-school attendance policy that includes training for staff on the importance of attendance and strategies to engage families.	Research shows that effective attendance strategies can lead to improved pupil outcomes (EEF). Schools with a strong attendance policies see a reduction in absenteeism.	2, 3,
Implement a whole school approach to oracy across the school.	Research by the EEF indicates that explicit oracy teaching can have a significant impact on reading comprehension and overall academic performance.	3, 4
Provide a school uniform grant for disadvantaged pupils.	Research indicates that having the appropriate resources can positively impact self-esteem and engagement (EEF, Social and Emotional Learning)	1, 2
Purchase standardised, specialist diagnostic assessments to identify additional learning needs (dyslexia and executive functioning)	Research from the EEF indicates that assessment can lead to significant improvements in pupil outcomes particularly for disadvantaged students.	7
Implement a whole-school social and emotional curriculum (Digital Jigsaw and Zones of Regulation curriculums)	EEF's guidance on SEL indicates that effective social and emotional learning can improve both emotional and well-being and academic success.	1, 3
Leadership coaching/support / supervision	'A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle" EEF (2022).	All
Implement a high-quality online maths curriculum for fluency in KS1 (Number Sense)	The EEF's research indicates that digital technology can enhance learning when combined with effective teaching practices. A well-structured curriculum can provide immediate feedback and adapt to individual learning needs.	3, 4, 7

Targeted academic support

Budgeted cost: £27448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to online learning platforms for disadvantaged children to reinforce key learning e.g. times table rockstars, Maths Shed, Spelling Shed	Research from the EEF indicates that the effective use of technology can enhance learning outcomes particularly for disadvantaged pupils.	3, 4, 7
Provide targeted small group and one to one interventions during both structured and unstructured times focusing on social skills and emotional regulation	EEF research shows that social and emotional interventions can lead to an average of 4 months' additional progress.	1, 3, 4, 5, 7
Provide small group and one to one speech and language interventions focussed on oral language development using 'Language Link' online programme.	The EEF's Teaching and Learning Toolkit highlights that oral language interventions can lead to significant improvement in language skills, particularly for disadvantaged pupils.	3, 4, 7
Provide small group or one to one targeted interventions for children across the school before and after school	The EEF reports that one to one and small group tutoring can lead to significant progress, particularly in English and Maths (EEF one to one tuition)	3, 4, 7
Provide targeted interventions for literacy and numeracy including phonics, such as: additional support sessions for struggling pupils	The EEF indicates that targeted interventions can be effective in raising attainment for disadvantaged pupils (EEF, Small Group Tuition).	3, 4, 7
Develop peer tutoring initiatives where higher-attaining pupils support disadvantaged peers e.g. reading ambassadors to be	Peer tutoring has been shown to improve academic outcomes for both tutors and 'tutees' (EEF, Peer Tutoring)	3, 4, 7

established across the school		
Establish an attendance team who provide early intervention for attendance e.g. family liaison work, home visits . Provide attendance team with access to specialist training e.g. EBSA conference.	Evidence suggests that targeted interventions can improve attendance for disadvantaged students (EEF, Attendance).	2, 6

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

Budgeted cost: £5042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance parental engagement through workshops and communication strategies	The EEF states that parental involvement can significantly impact pupil achievement (EEF, Parental Engagement)	6
Provide school-based counselling service to support children with SEMH	Studies show that access to counselling can improve emotional wellbeing and academic performance (EEF, Social and Emotional Learning).	1,
Provide access to breakfast club to support attendance and provide a nutritious start to the day	Research shows that breakfast clubs can improve attendance and concentration, leading to better academic outcomes (EEF, Extended School Time).	2, 4, 6
Provide access to extra-curricular activities, including arts and sports to enhance engagement	Participation in extracurricular activities has been linked to improved academic performance and social skills (EEF, Arts Participation)	3, 5
Provide class based TA support to provide immediate support and feedback to ensure a keep up, not catch up approach is in place.	The EEF shows that small group tuition can lead to an average of 4 months additional progress (EEF 2020)	4
Fund school trips and extra-curricular	Participation in extracurricular activities has been shown to improve	5

activities for disadvantaged pupils	social skills and language development (cited in EEF research).	
Establish a mental health and well-being programme that includes access to an Educational Psychologist for family advice	The EEF highlights the importance of addressing social and emotional needs to improve academic outcomes (EEF, 2021)	1, 6
Organise extra-curricular activities that promote language use e.g. drama or debating clubs	Participation in extracurricular activities has been shown to improve social skills and language development (cited in EEF research).	3, 5
Upskill a teaching assistant as an ELSA to provide small group/1:1 interventions focused on emotional regulation strategies.	Research shows that targeted interventions in small groups can significantly enhance emotional skills.	1, 3, 7,
Establish KS2 playleaders (a mentoring programme) where older students support younger students in developing emotional skills.	Peer mentoring has been shown to improve social skills and emotional understanding (EEF, 2019)	1, 3,

Total budgeted cost: £41440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of Outcomes and Progress

EYFS

Pupil premium children in EYFS made particularly good progress in their reading with 100% reaching expected and 20% achieving exceeding. In writing 2 out of 5 pupils reached the expected standard and will be a focus area for the children as they move into Year 1 with focussed support in this area. 3 out of 5 children reached the expected standard in maths with 20% achieving exceeding. All children made good progress from their baselines.

KS1: Reading, writing and maths

At the end of KS1, all children made expected from progress from their EYFS baseline but due to additional SEN needs 0% of pupils reached the expected standard in reading, writing and maths. 1 of the pupils now has an EHCP in place and is awaiting specialist setting.

In Year 1, all children made expected progress from their end of Year R data with 75% (3 of the 4 children) reaching the expected standard in writing. 2 made very good progress in reading and were close to expected through BRP (Better Reading Partnership work) before school and this will continue in Year 2.

Phonics Screening

66% of pupil premium children (3) achieved the expected standard in the screening. 1 pupil did not reach the expected standard due to significant S & L issues. They are continuing to have phonics and speech support in Year 2.

KS2 Outcomes

Our Year 6 cohort contained 2 pupil premium pupils and 1 of the pupils had significant complex needs and was working at pre-key stage on a specialist curriculum. The other pupil achieved expected in reading, writing and SPAG and made expected progress to be working towards in maths.

KS2 Reading

Across KS2, 80% of PP pupils achieved age expected for their year group in reading, writing, maths and SPAG. 80% of pupil premium pupils made expected or more progress in SPAG and 87% of pupil premium pupils made expected or better progress in maths. 93% of pupil premium pupils made expected or better progress in writing with 71% making better or expected progress in reading - which will continue to be a focus area for the PP pupils moving into Year 6 in particular.

Year 4 Multiplication Check

The 4 pupil premium pupils had an average score of 20 out of 25 with 1 pupil achieving 25 out of 25. All 4 pupils made a huge amount of progress from their starting points with 2 having significant difficulties in maths.

Interventions

Targeted interventions continued to be provided across the school before school, during the school day and after school with a focus on a 'keep up, not catch-up approach'.

Last year, the school completed an extensive program of speech and language provision after the retirement of our S & L specialist TA. This work involved additional training with two of our experienced teaching assistants and setting up speech and language interventions. A number of pupil premium children benefitted from these small groups and one to one interventions which then impacted positively on their outcomes across the curriculum.

In EYFS, pupil premium children completed the following interventions: phonics, daily reading, targeted maths work including pre-teaching, fine motor and S & L work.

In KS1, phonics and reading interventions continued to be used effectively to address gaps in learning (see outcomes above).

The use of the Better Reading Partnership continued last year and continued to promote good outcomes for SEN and PP pupils.

KS2 staff continue to provide a number of interventions for PP and SEN pupils including timetables, SPAG, reading, writing conferencing and maths pre-teaching. EAL interventions continued to be used to support language development linked to topic work and pre-writing.

As a whole staff, we completed precision teaching training which impacted on the delivery of a number of interventions and developed strategies for greater retention of information for key pupils.

A flexible approach to interventions continued to be used to regularly review objectives, approaches and children involved to ensure as many children as possible were supported through these. Additional home learning work was set and time in school was provided as needed through home learning clubs.

Tracking of home reading continued last year and highlighted the need to continue with one-to-one reading in school for these pupils. Across KS2 new reading tracking grids were introduced to support bench marking and ensure children were consistently challenged and moved on in terms of colour bands as needed. Enjoyment in reading continued to be central to our school curriculum and ensuring our pupil premium pupils had access to good quality texts at home continued to be important. Over the year, we provided sets of books for pupil premium children to have at home linked to their interests and the children were really positive about these.

Tracking of home learning and engagement continued and we continued to provide additional time for pupil premium children to use online resources in assembly time. The use of these was effective for Year 4 pupils with an average score of 20 out of 25 on the check which for all pupils was a huge amount of progress from their September starting points.

Wellbeing

Mental health and wellbeing support continued to be provided through an external company who provides one to one focussed counselling. The impact of the counselling is measured through engagement scales and all counselling received positive feedback from the pupils involved.

Social skills groups continued to run from Year R to Year 6 with different focuses for each group. A range of children attended these groups and received positive pupil feedback and increased engagement at playtime and lunch time. Small group work was also completed on Zones of Regulation to reinforce whole class learning and reinforce regulation strategies.

Class TAs continued to provide talk time and in class support for wellbeing and carefully monitored the emotional wellbeing of pupils in class. CPOMMs was introduced as a new recording system over the year to record wellbeing concerns and to centralise all

information to monitor wellbeing alongside behaviour, attendance and external agency support.

Staff attended de-escalation, diversion and distraction training at our inset day last November with a focus on relationship-based behaviour management and positive behaviour management strategies. This training was incredibly useful for supporting children who have experienced trauma or who may need bespoke support.

Afterschool clubs

Afterschool clubs continue to be well attended by pupils identified as pupil premium with 76% of pupil premium pupils attending a sports, computing or art-based club over the year. Conversations were held with the families of children who did not attend to identify barriers, and it was identified it was due to prior commitments outside of school.

Attendance

Analysis of attendance data highlighted that pupil premium children achieved 96% attendance over the year which was 1% higher than the previous year and in line with the rest of school (96%). Strategies continued to be put in place to support attendance e.g. family support and working alongside external agencies (early help and the family hub). We continued to work alongside Kent's attendance officer to promote good attendance across the school.