



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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	12% (National 24.6%) 26 pupils
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
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr J Cassem
Pupil premium lead	Miss C Warner
Governor lead	Mr S Nyandoro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Pupil premium funding carried forward from previous years	£7,153
Total budget for this academic year	£50,073

Part A: Pupil premium strategy plan

Statement of intent

At The Gateway our aim is to ensure that all pupils are given every opportunity to achieve their full potential regardless of their background or the challenges they face. We recognise that not every pupil who is eligible for Pupil Premium is socially disadvantaged or underachieving, whilst some pupils may be socially disadvantaged and underachieving but not eligible.

The strategy outlined below takes into consideration all pupils and how we can provide an education and environment where all pupils can thrive. It also has the scope to be responsive to the changing needs of individuals when dealing with the challenges around them.

At the heart of our strategy is targeted interventions through quality first teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at The Gateway. Through this approach we are confident that pupil's achievement will be sustained and improved so that the gap between the disadvantaged pupils and non-disadvantaged pupils is minimised.

Our current strategy:

- Using experienced staff, who are known to the children, to accelerate their learning in response to the wider school catch up strategy has proven key to children 'catching up'.
- The emotional and well-being support continues to be the responsibility of all staff and has been instrumental in the children's success when returning to school. (Lunchtime and after school sessions provided)
- Access to breakfast club and the continued opportunity to attend after school clubs and residential visits.
- These are integral to the wider school plans for education recovery, notably in its targeted support through the use of experienced staff for pupils whose education has been worst affected, including non-disadvantaged pupils. We aim to accelerate the progress of these children to enable them to make the progress they need to reach at least age related expectations by ensuring they have access to a rich, broad and balanced curriculum with opportunities to participate in all areas of school life.

Challenges

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

Challenge number	Detail of challenge
1	Children who are SEN and disadvantaged making less than expected progress compared to non-disadvantaged pupils.
2	Children from disadvantaged backgrounds display poor language skills.
3	Further development of social skills needed for children with PP and SEN
4	Observations of pupils and discussions with families and staff have identified the impact of social and emotional issues upon disadvantaged pupil's outcomes.
5	Children's attendance, although good, is slightly lower for PP eligible pupils compared to non-PP children.
6	Children from disadvantaged backgrounds have less opportunities for support with home learning
7	Children don't have access to school uniform, after school clubs and offsite visits.

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 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. Staff identify gaps in learning and interventions are implemented to enable children to make progress through adaptive teaching.
Children improve the level of language and vocabulary they use in a range of contexts Children from disadvantaged backgrounds display poor language skills.	Children will use a range of speaking and listening skills with other children and adults. All children use a range of phonics strategies to improve their reading which supports their language development.

Disadvantaged pupils with SEN able to maintain and make 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. Disadvantaged children make and maintain friendships.
All pupils have access to well-being support and those targeted for additional provision demonstrate an improved emotional and social state of well-being.	Children speak to staff when they are feeling unhappy and access a support network as required. 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 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
Increase the rate of attendance / punctuality for targeted disadvantaged pupils so they are in line with non-PP pupils.	Aim for attendance in line with the rest of the school (96%) as a result of regular contact with parents and good home school links. PP pupils arrive on time for school consistently.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff are trained in enhancing the learning experience for the SEN and PP children to enable them to make continued academic and social progress.	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	1, 2, 3, 4
Speech and language program used to deliver speech and language training to staff. Speech and learning strategies shared with staff to imbed in the classroom.	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"	1, 2

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

Budgeted cost: £20,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff use resources to help develop personalised curriculums and programs of study that demonstrate small steps of progress.	Staff understand the previous learning and identify what needs to be achieved by the end of the year. Targets are adapted and broken down into small steps. (emotional and social and academic) EEF Research Mastering learning	1, 2, 3
Provision for early morning learning, homework and lunchtime clubs by TAs	Pupils can access resources and support when completing extra learning / home learning but within school time. Therefore, completing tasks on time and developing the skills of an independent learner. EEF Research collaborative learning and one to one learning. Learning beyond the classroom, EEF	1, 2, 6
Speech and language interventions delivered by teaching assistants working alongside the SENCO.	An adult known to the children and staff helps to develop positive relationships between staff and pupils in a range of areas. Staff gain ongoing support and training which they use in their everyday classroom practice to support pupils. Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively EEF early years interventions and oral language interventions.	1, 3,
Phonics, KS1 and KS2 numeracy and/or literacy interventions led by specialist teaching assistants	Well targeted interventions delivered by staff who are able to have ongoing communication with the class teacher so learning approaches and strategies can be continued in class.	1, 2, 6

	Use of online resources and computer programs to support independent learning and to provide personalised support if the children are unable to come to school. Delivery of specialist interventions by trained staff to enable quality first input. NFER Report Supporting the Attainment of Disadvantaged Pupils. EEF research- Improving Literacy in KS 1 Catch Up Numeracy / Catch Up Literacy EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of attendance and ongoing conversations between the Office administrator and persistent non – attenders. Provide breakfast club for those persistent late arrivals.	Relationships between school and families of children who find it challenging to get their child to school are strong. Further benefits include safeguarding monitoring and signposting to support by the SENCo and SLT. DFE guidance Non-attendance impacts upon continuity in learning and social interactions with others. Wider Strategies EEF	1, 5,
Funded enrichment activities, swimming, residential and clubs offered to all pupils.	Children who participate in all aspects of school life have a greater identify to the establishment which improves attendance and academic outcomes.	4, 6, 7

	EEF toolkit – participation in clubs and outdoor learning.	
	EEF Impact of Social Action	

Total budgeted cost: £50,073

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Summary of Outcomes and Progress
Summary of Outcomes and Progress EYFS From baseline, 100% of EYFS pupil premium pupils (4 pupils) made good progress from their starting points. 50% achieved an overall good level of development, with 100% achieving the early learning goals in: word reading, comprehension, communication, language and literacy. KS 1: Reading, writing and maths Phonics Screening 67% (2 out of 3 pupils) of the pupil pupils in Year 1 achieved the expected standard in phonics. The 1 pupil who did not reach the expected standard joined us mid year and made good progress from their starting point through targeted phonics teaching and through the Better Reading Partnership intervention. Internal data shows that in reading, 100% (5 pupils) made expected progress with 20% making accelerated progress. In maths and writing, 80% of KS1 pupils made expected progress with 20% making accelerated progress. By the end of Year 2, 100% (2 pupils) reached the expected standard in reading, writing and maths. 3 pupils in Year 1 made good progress from their starting points but did not reach the expected standard due to additional SEN needs. No pupils identified as pupil premium reached the greater depth standard in reading, writing or maths. KS2 Outcomes Two pupil premium pupils in KS2 with EHCPs have continued to work on their own personalised curriculums planned in line with guidance from specialist teachers and delivered by one to one teaching assistants. Both children have made good progress from their starting points. Year 4 Multiplication Check

100% of pupils (6 pupils) scored 25 out of 25 on the multiplication check with an average score of 25.

KS 2: Reading

Data shows that 85% of KS 2 pupil premium pupils made expected progress in reading with 40% of pupils making accelerated progress from their in year starting points by comparison to 12% in 2022 - 2023. 90% of KS2 pupil premium pupils reached the expected standard with 35% reaching the greater depth standard. By the end of KS2, 100% achieved the expected standard with 43% achieving GD in reading.

KS 2: Writing

Data shows that 90% of KS2 pupil premium pupils made expected progress in writing with 25% making accelerated progress from their in year starting points by comparison to 21% in 2022 - 2023. 90% of KS2 pupil premium pupils reached the expected standard with 15% reaching the greater depth standard. By the end of KS2, 100% of pupils reached the expected standard in writing, however 0% reached the GD standard.

KS 2: SPAG

Data shows that 95% of KS2 pupil premium pupils made expected progress in SPAG with 35% of pupils making accelerated progress from their in year starting points by comparison to 15% in 2022 - 2023. 90% of KS2 pupil premium pupils reached the expected standard with 20% reaching the greater depth. At the end of KS2, 100% of pupils reached the expected standard with 14% reaching the greater depth.

KS 2: Maths

Data shows that 85% of KS2 pupil premium pupils made expected progress in maths with 35% making accelerated progress from their in year starting points by comparison to 11% in 2022 - 2023. 80% of KS2 pupil premium pupils reached the expected standard with 25% reaching the greater depth. At the end of KS2, 86% of pupils reached the expected standard and 29% reached the greater depth.

Interventions

- In EYFS, pupil premium pupils have completed the following interventions: phonics, daily reading, targeted maths work including pre-teaching, fine motor interventions and speech and language work. These interventions have all shown positive impact on progress and attainment in those areas.
- In KS1 phonics and reading interventions were used effectively to address gaps in children's learning with a keen focus on a 'Keep up, not catch up' approach, which reflected in 100% of pupil premium children making good progress from their starting points in reading.
- The use of the Better Reading Partnership approach has continued to promote good outcomes for pupil premium pupils with pupils making good progress in their fluency and comprehension skills with pupils beginning to close the gap with their peers.
- Five pupils identified as pupil premium who also had additional SEND needs have benefitted from one to one sessions of speech and language support from our specialist speech and language teacher. Strategies continued to be shared with class based teaching assistants who reinforced the work in class which helped children to develop their level of language and vocabulary.

- Extensive catch up support has continued to be implemented for children who had been identified as having gaps in their learning across KS1/2. The support was delivered by a range of staff who were already known to the children and could feedback directly to the class teacher and had access to the resources that the child / children were using in class. This enabled the additional support to be in line with the learning in class using resources and learning techniques that the children were already familiar with.
- Adopting a flexible approach to children support before school, after school and during the afternoon learning enabled a range of children to be supported from all year groups as well as additional home learning tasks being provided through Google Classroom and paper based tasks. The impact of these interventions were positive across the school and reflected in the outcomes of pupils.
- Careful tracking of home reading identified pupil premium children who would benefit from being 'hot list'/daily readers. This approach has continued to be used effectively across the school with 90% of pupil premium children achieving the expected standard in reading in KS2. The daily reading has also ensured our pupil premium pupils were exposed to a wide range of texts and developed their enjoyment in reading, which was reflected in their pupil survey responses.
- Tracking of home learning and engagement with our online resources identified pupils who would benefit from additional time using the resources in school. The use of online resources was effective across Year 3/4 with 100% of pupil premium pupils scoring 25 out of 25 on the multiplication check.

Wellbeing

Support has continued to be provided to pupil premium pupils through an external company and regular catch ups with pupils and families of children identified as vulnerable with a focus on how we, as a school, could best support the children. Trained councillors ran whole staff training on supporting children's emotional wellbeing for all staff across the school, which had a positive impact on early identification of children who required further support and strategies to support these pupils.

Parent support groups have continued to be ran across the school which gives parents of pupil premium children an opportunity to discuss their current situations and any issues they are facing and to build support networks with other parents. Parents have given positive feedback following attendance at these coffee mornings.

Social skills groups have been run using the 'Boing Boing' resilience framework for pupils from Year R to Year 6 with a focus on pupils developing their social skills and friendships with others. These groups also gave the opportunity for children to develop effective communication skills when working collaboratively with others. All children in these groups have made good progress against their targets and gave positive feedback about how the school supports their personal development during their pupil feedback.

Afterschool Clubs

Afterschool clubs continue to be well attended by pupils identified as pupil premium with 69% of pupils from Year R - 6 attending a sports, computing, games or art based club. Children who did not attend a club had prior commitments outside of school and pupil premium was not a barrier to attendance in those cases.

Attendance

Analysis of attendance data highlighted that the pupil premium children achieved an attendance of 95% which was almost in line with the rest of the school (96%). Strategies were put in place to support attendance and we continued to work alongside Kent's attendance officer to support good attendance across the school.