



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	14% (National 20%) 29 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)	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Mr J Cassem
Pupil premium lead	Miss C Warner
Governor lead	Sally Nefzaoui

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3480
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>	£38,400

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.
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 have greater exposure to books and the passion for reading becomes instilled.	Children are exposed to a wide range of texts and develop an enjoyment in reading and choose to independently read books at home. Children can draw upon their ideas from reading a range of books to enhance their writing.
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: £ 11875

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 teacher has weekly catch up meetings with staff who are delivering in class support for pupils	Continued CPD to ensure continuity for the children and enhance their in class learning experience rather than just attending weekly SALT sessions. 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: £ 16975

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff develop personalised curriculums and programs of study that demonstrate small steps of progress.	Staff understand the previous learning and what steps need to be achieved to enable pupils to master their current learning. 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
Interventions delivered by specialist speech and language teaching assistant who works alongside staff.	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. Use of online resources and computer programs to support independent learning and to provide	1, 2, 6

	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: £ 9550

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. EEF toolkit – participation in clubs and outdoor learning.	4, 6, 7

	EEF Impact of Social Action	
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Total budgeted cost: £38400

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 2022 to 2023 academic year.

Summary of Outcomes and Progress

Both of the pupil premium pupils in EYFS made good progress from their starting points and initial baseline. However, neither pupil reached GLD in maths and English and overall GLD as a result of additional SEND needs. They both benefited from additional interventions which supported their progress and catch up support in phonics, fine motor, maths, speech and language and gross motor work alongside specialist teachers.

KS 1: Reading, writing and maths

Internal data shows that 6 out of 8 children made the expected progress in all areas. 1 child has significant SEND needs and made good progress against their targets on their personalised plan as a result of targeted one to one personalised planning. 75% of pupils reached the expected standard however no pupils identified as pupil premium reached the greater depth standard in reading, writing or maths. 100% of pupil premium pupils reached the expected standard in the Year 1 phonics screening.

KS 2: Reading

Internal data shows that 94% of KS 2 pupil premium pupils made expected progress in reading with 12% of pupils making accelerated progress from their in year starting points. 89% of KS2 pupil premium pupils reached the expected standard with 37% reaching the greater depth standard. At the end of KS2, 100% of pupils had made expected progress from their starting points with 66% making more than expected progress.

KS 2: Writing

Internal data shows that 88% of KS2 pupil premium pupils made expected progress in writing with 21% making accelerated progress from their in year starting points. 84% of KS2 pupil premium pupils reached the expected standard with 37% reaching the greater depth standard. At the end of KS2, 100% of pupils made expected progress with 2 out of 3 pupils making accelerated progress from their KS1 starting point.

KS 2: SPAG

Internal data shows that 94% of KS2 pupil premium pupils made expected progress in SPAG with 5% of pupils making accelerated progress from their in year starting points. 84% of KS2 pupil premium pupils reached the expected standard with 32% reaching the greater depth. At the end of KS2, 100% of pupils reached the expected standard with 33% reaching the greater depth. 67% of pupils made accelerated progress from their KS1 starting points.

KS 2: Maths

Internal data shows that 83% of KS2 pupil premium pupils made expected progress in maths with 11% making accelerated progress from their in year starting points. 84% of KS2 pupil premium pupils reached the expected standard with 26% reaching the greater depth. At the end of KS2, 66% of pupils reached the expected standard and 33% reached the greater depth. 66% of pupils made expected progress from their KS1 starting point with 66% making accelerated progress.

Interventions

- Four pupils identified as pupil premium also had additional SEND needs and benefitted from one to one sessions of speech and language support from specialist speech and language teacher, who also shared these strategies with the pupils' parents to consolidate the progress they had made in school. Weekly catch up meetings were also used effectively between specialist teacher and class based TAs to share good practice and strategies to embed speech and language work across the curriculum. Two of these pupils have additional EHCPs and have worked on their own personalised curriculum planned in line with guidance from specialist teachers and delivered by one to one TAs. The impact of these curriculums has been carefully monitored by our SENCo and both children have made good progress from their starting points and towards their targets on their personalised plans.
- Extensive catch up support was 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.
- The extensive program of before school, after school and during the afternoon learning was closely monitored by leaders and could be adapted as required. The flexible approach 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 quality of these interventions were monitored closely by the SENCO and positive feedback was identified.
- In EYFS and KS1 phonics 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 reaching the expected standard in phonics.

Wellbeing

Support has been provided to pupils with pupil premium through Project Salus 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.

Parents support groups have been implemented which gives parents of PPM children an opportunity to discuss their current situations and any issues they are facing.

Afterschool Clubs

Afterschool clubs continue to be well attended by pupils identified as pupil premium with 83% 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 highlighted that 24 of the pupil premium children achieved an attendance of 95% which was almost in line with the rest of the school (96%). Those persistently absent were due to bouts of ill health which were monitored through home visits and regular telephone contact. Strategies were put in place to support attendance and additional guidance was sought from Kent's attendance officer to support good attendance across the school.