



## Pupil premium and Service statement

This statement details our school's use of pupil premium 2024 to 2025 academic year 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Gateway School, Carterton
Number of pupils in school	276 308
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2026
Date this statement was published	October 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Kayleigh Anstee (Headteacher)
Pupil premium lead	Sarah Gardner
Governor / Trustee lead	Kevin Moyes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,360

# Part A: Pupil premium strategy plan

## Statement of intent

At Gateway primary School we provide an inclusive, warm school where everyone is valued. We have high aspirations for our children and strongly believe that educational success is not about where you come from. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker.

Leaders in our school aim to:

- Target the funding well from the outset but are flexible to changing needs.
- Use progress data and other information effectively to identify areas of strength and weakness of individual pupils and groups.
- Use Quality First Inclusive teaching to meet the needs of all.
- Use bespoke intervention if required.
- Identify and minimise the barriers to learning, regularly reviewing the circumstances effecting the learning of individuals.
- Involve the governing body in decision making processes and the monitoring of those eligible for pupil premium.

Leaders have read and understood the 'Using pupil premium: guidance for school leaders' document as well as the 'The EEF Guide to the Pupil Premium' document to carefully plan to improve outcomes for our disadvantaged pupils.

- We make the achievement of pupils eligible for pupil premium funding our number one priority.
- We take a whole school approach to QFIT, which sets high aspirations for all pupils.
- We ensure every member of staff knows who disadvantaged pupils are and takes an interest in their success.
- We have a designated Pupil Premium Lead (DHT) who analyses the impact of spending, and supports staff while holding them to account for pupil outcomes.
- We provide personalised support for each pupil following consultation with parents at parents evening and TAF meetings.
- We ensure Governors know their role to play in providing constructive challenge to the schools Pupil Premium Strategy.
- We effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 in our school

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language, and phonics acquisition, than their peers. This negatively impacts their development as readers. (Last year, 2023-24, 1 out of 2 PP pupils did not pass their phonics screening in year 1)
2	Many pupils eligible for pupil premium have limited aspirations of their future and limited access to wider opportunities.
3	11/26 (42%) of families have wider support to help with parenting, behaviour management and organisation within the home. This is either supported by school at a lower level or children's social care.
4	A quarter of pupils who are eligible for Pupil premium 6/26 (23%), have Special Educational Needs.
5	In some cases, learning skills may need developing, eg organisation, commitment, resilience.
6	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
7	The low attendance for some of our pupils eligible for pupil premium, either historically or in the present, negatively impacts on their progress and attitude to education.

## 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
Children eligible for PP to be in line with children not eligible for PP at their phonics screening in year 1.	More than 50% of our pupils eligible for PP secure their phonics screening at the year 1 check point. This will be an improvement from 23-24 academic year.  We currently have 6 children who are in year 1 and eligible for PP. 4/6 have made good progress between term 1 and term 2. We will continue to target these children for

	<p>additional intervention and involve parents where possible.</p> <p>At the end of academic year 24/25 we had 5 children in year 2 eligible for PP, 3/5 passed the screening – 60%</p>
<p>For children eligible for PP to attend all school trips and enrichment activities and also attend after school clubs and provisions.</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Activities that happen within the school day will be attended by all – we do fund trips and experiences for some children and have also applied for external funding. There are currently 4 children attending wraparound care eligible for PP and 1 child has attended an extra curricular club after school. Not all our clubs are paid trips.</p> <p>We include in the Pupil Premium welcome letter that we can financially support families financially for things. We have this year helped to fund residentials, wraparound care and supported families with uniforms. No children are at a detriment due to their Pupil premium status.</p>
<p>Families with children eligible for PP are feeling more supported with their parenting approaches resulting in children in school being focussed and ready to learn.</p>	<p>An increase in participation from families eligible for PP with outside agency support/courses/coffee morning.</p> <p>8/21 children I am currently supporting at TAF/Family Help/CinN are eligible for PP.</p> <p>5/28 are currently being supported by outside agencies – the decline in this, shows the impact of these agencies in positively not needing support longer term.</p>
<p>Children eligible for PP make accelerated progress to close the gap on national age related expectations.</p>	<p>To ensure classroom teaching is precise and of a high quality consistently. This will be monitored by SLT and Governor monitoring schedules.</p> <p>SLT and Governor monitoring has taken place and teachers have been taken to account at PPM meetings every term. School have also had 2 different SIPs in school who confirm the ongoing good levels of QFIT.</p> <p>Headteacher delivered INSET on Pupil Premium children to all staff in September 2025 to ensure all staff are clear on their understanding of Pupil Premium challenges and strengths. Pupil Profile Meetings in 25/26 are having different group focus' depending on the data. Term 1 focussed on Year 5/6 Pupil premium children.</p>
<p>Children eligible for PP to be in line with their maths attainment of those not eligible for PP.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. SLT and Governor</p>

	<p>monitoring has taken place, and teachers have been taken to account at PPM meetings every term. School have also had 2 different SIPs in school who confirm the ongoing good levels of QFIT.</p> <p>Year 6 children eligible for PP (2) , scored 50% pass rate at the end of KS2 SATs for maths.</p>
Children eligible for PP have attendance in line with our children not eligible for PP.	<p>The overall attendance rate for pupils eligible for pupil premium is higher than 92%. Whole school is 95%. In Jan 25 the attendance for our PP children is 89% (94% without reduced timetables). It has recently been raised about encouraging those eligible for PP to come to breakfast club to help the attendance to increase. SLT to look into funding this further.</p> <p>We ended the year with children eligible for Pupil Premium having 93.5% attendance (without those on reduced timetables)</p> <p>National - We are in decile 10 – the bottom 0-10% nationally.</p> <p>Oxfordshire - 190/242 for FSM in Oxfordshire</p>

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>For SLT and Governors to monitor the consistency of</i>	'EEF suggests that evidence indicates that high quality teaching is the most powerful way for schools to improve	All

<i>QFIT across the school.</i>	attainment in pupils, especially for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.'	
<i>Our new appointed EVC to deliver training on successful school trips and risk assessments to engage all of our learners in wider experiences.</i>	<u><a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></u>	2
<i>Curriculum Lead, along with other members of staff, to continue to revise and improve our curriculum to ensure we are showcasing a variety of future jobs for our young people.</i>	<u><a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></u>	2
<i>For the SENDCo to continue to roll out and monitor the EEF 5 a day approach to QFIT in the classrooms to meet the needs of all.</i>	<u><a href="https://www.educationendowmentfoundation.org.uk">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></u>	4, 5
<i>Purchase of a DfE validated phonics scheme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for those disadvantaged pupils.	1
<i>The planning and delivery of the phonics workshop for parents to 'upskill' them on supporting their children at home and having a confidence around Early Reading.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for those disadvantaged pupils.	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Phonics Lead to identify and plan for this.	Phonics approaches have a strong evidence base showing a positive impact on pupils particularly from disadvantaged backgrounds.  <u>Phonics   EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1
Staff have additional training on using the Phonics scheme affectively to meet the needs of all.	Phonics approaches have a strong evidence base showing a positive impact on pupils particularly from disadvantaged backgrounds.  <u>Phonics   EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1

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

Budgeted cost: £7360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Some money set aside for financial issues.</i>	We have identified from our previous experiences and from speaking to families, that there is a need to set some money aside to support with trips/uniform.  We are still supporting many families financially. This is still the case for many of our families.	All
<i>Embedding principles of good practice set out in the DfE's <u>Working together to improve school attendance - GOV.UK</u> (<a href="http://www.gov.uk">www.gov.uk</a>) This will involve staff training to develop and implement new procedures and to give focussed time to improve attendance.</i>	The new DfE guidance around attendance outlines the focus to work with families to improve attendance.  We have had successful TAF interventions to increase attendance liaising with outside agencies. Our whole school attendance is inline with national or above. SENCO to continue to work with families of children with EHCPs to ensure they attend school as much as they can or signpost to outside agencies.	7

<p><i>For DHT to continue to work with families in a supportive way and also to escalate safeguarding concerns in a timely fashion in order to further support families.</i></p>	<p>SLT have reviewed the success of school led TAFs in supporting parents and improving the attitudes to schooling. This in turn has made an impact on the wellbeing of the children along with attendance, which in turn reflects on the children's attainment. This is forever changing picture due to the transient nature of our school as well as the increasing numbers on roll from nearby schools.</p> <p><del>We are now having our offer supplemented by Abingdon and Witney College in offering weekly parenting support group on a Monday during the school day.</del></p>	<p>3</p>
<p><i>FSW and SENDco/DHT to continue to work collaboratively to ensure all of the needs of our children are met to ensure they are ready to learn. Chn to continue to have bespoke emotional regulation sessions with FSW.</i></p>	<p>SLT have reviewed the impact of the use of the Zones of Regulation, 5 point scale and the colour monster with individual children and the improvement in attainment. DHT and FSW meet termly to review the interventions needed across the school. Ofsted identified Personal Development as 'outstanding'. This continues to happen termly to 'triage' the needs across the school. School have also secured a play therapist to work with our school every Wednesday for the next academic year to help support children and families to manage dysregulation and social interaction.</p> <p><u>Metacognition and Self-regulated Learning   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>5</p>

**Total budgeted cost: £47,360**

## 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 2020 to 2021 academic year.

*See last year's Pupil Premium Strategy.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Bug Club Phonics	Pearson

### Service pupil premium funding - £59,160 (151 children 60%) April 24-April 25

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you plan to spend your service pupil premium allocation this academic year?	<p>Children eligible for service premium are supported with their transition out of our school.</p> <p>We employ a Family Support Worker who ensures this is smooth and well supported. She contacts the school the children are transitioning to, she ensures safeguarding paperwork has been sent and thoroughly understood, she ensures any additional needs are fully understood by the next school, she works with the children to smooth the transition by showing maps and websites of the next school. She creates leavers packs for those moving on.</p> <p>Our Family Support worker helps the families to ensure that the children are signed up to a school and have appropriate housing in the next location. She makes sure no children are missing in education.</p>
	<p>Children eligible for service premium are supported with their transition into our school.</p>

	<p>We employ a Family Support Worker who ensures this is smooth and well supported. She contacts the previous school to complete our school PIP form to ensure we understand the full needs of the child and the family. She ensures we have academic attainment data so we can continue to educate the children at the correct level without delay. The FSW liaises closely with the HT, DHT, SENDCo, phase leads and office staff to ensure a smooth starter for our families. She checks in on these children in a timely fashion to ensure they have got friendships and are well supported.</p>
	<p>SLT have got an 11 class structure in our school to ensure class sizes are not too large and individual needs are met by the staff working in the classroom. We have 3 classes per phase to meet the needs of those transitioning into our school taking into consideration gender, SEND needs, academic abilities, and class numbers. This structure also allows children to remain in the same classroom and with the same teacher for two years, allowing them to create strong relationships.</p>
	<p>Our FSW does not work in a classroom, so she is available to meet the ever-increasing needs of our community. She works with individuals to support them emotionally and academically – this is fluid to meet the changing needs. She works with children to ensure they are regulated and ready to learn.</p>
	<p>Staff monitor the attainment and progress of these pupils specifically as a group - 6 times a year PPMs.</p>
	<p>We liaise with wider agencies to raise the positive profile of military families by engaging in Month of the Military Child as well as other whole school events.</p>
	<p>The FSW runs Buddy Club available to those families with deployed members of their family as those in need of additional support.</p>
	<p>The FSW runs a parent group monthly to support friendships and signpost to groups in the community.</p>
<p>What do you hope is the impact of that spending on service pupil premium eligible pupils?</p>	<p>The hope is that the academic and/or social skills of children from service families are not detrimentally affected by the transition in and out of our school, or during times of parental deployment.</p> <p>From regular PPM discussions it is evident that Service Pupils are on average working academically above those non-service families.</p> <p>We have had a service audit in February 2023 which has identified the strong pastoral offer we have. Our coffee morning is attended by a growing number of families since we relaunched this after the pandemic.</p> <p><b>PPMs still show that our service pupils outperform our non service children academically. All of the above provision is still in place and fully embedded.</b></p>