



Pupil premium and Service statement

This statement details our school's use of pupil premium 2024 to 2026 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	310
Proportion (%) of pupil premium eligible pupils	25 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-29
Date this statement was published	May 2026
Date on which it will be reviewed	Autumn
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	£38750
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38750

Part A: Pupil premium strategy plan

Statement of intent

At Gateway School, we are committed to ensuring that disadvantage is not a barrier to achievement. Our pupil premium strategy is focused on enabling all disadvantaged pupils to achieve strong academic outcomes, develop resilience, and fully participate in school life.

Our approach is rooted in high-quality teaching, supported by targeted interventions and wider pastoral provision. Guided by evidence from the Education Endowment Foundation (EEF), we prioritise improving attendance, strengthening social, emotional and mental health, and raising attainment in writing and early language development. These priorities reflect the key barriers faced by our pupils and are addressed through a cohesive, whole-school approach.

We ensure that disadvantaged pupils receive the support they need to be ready to learn, including access to consistent pastoral care, such as our Ready to Learn Lead, and structured academic support where required. At the same time, we actively remove financial barriers so that all pupils can access resources, enrichment opportunities, and the wider curriculum.

Strong partnerships with families are central to our strategy. We work proactively with parents and carers to support attendance, routines, and engagement, recognising the impact of wider contextual factors on pupil outcomes.

Our strategy is regularly reviewed and adapted in response to robust assessment, attendance data, and pupil voice. Success is measured through improved attainment, increased attendance, enhanced wellbeing, and greater participation in enrichment.

Ultimately, our aim is to ensure that all disadvantaged pupils leave Gateway School as confident, capable learners, well prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance (Ready To Learn Lead focus)</u>

	<p>Attendance for disadvantaged pupils is below national expectations. Our aim is for termly attendance to be in line with national figures.</p> <p>Research identifies attendance as one of the most significant barriers to attainment, with disadvantaged pupils disproportionately affected. Poor attendance is strongly linked to lower academic outcomes and reduced wellbeing.</p>
2	<p><u>Social Interaction and Emotional Regulation</u></p> <p>Some pupils experience difficulties with social interaction, peer relationships, and emotional regulation, impacting readiness to learn. Targeted support through the Ready to Learn Lead (RTLL) and QCA approaches is required.</p> <p>National evidence highlights social, emotional and mental health (SEMH) needs as a key barrier for disadvantaged pupils, affecting engagement, behaviour and progress.</p> <p>https://www.tes.com/magazine/news/general/literacy-attendance-and-semh-key-barriers-disadvantaged-pupils?utm_source=chatgpt.com</p>
3	<p><u>Writing Attainment Gap</u></p> <p>Current internal data (March 2026) shows 59.1% of disadvantaged pupils achieving expected standards in writing compared to 73% of non-disadvantaged pupils, indicating a significant attainment gap.</p> <p>EEF research consistently identifies literacy—particularly writing and reading—as one of the most common and persistent barriers for disadvantaged pupils.</p>
4	<p><u>Financial Barriers Impacting Access to Learning</u></p> <p>Some families face financial constraints that limit access to resources, experiences, and opportunities that enhance the curriculum.</p> <p>Research shows that disadvantage can restrict access to materials, enrichment, and wider learning opportunities, which can negatively impact engagement and attainment</p>
5	<p><u>Access to Wider Enrichment Opportunities</u></p> <p>Disadvantaged pupils are less likely to access extracurricular activities, including clubs and enrichment experiences. Our aim is for all pupils to access at least one termly club.</p> <p>EEF and school-level research identify reduced participation in enrichment as a barrier, limiting cultural capital, engagement, and motivation for learning.</p>
6	<p><u>Early Language and Communication Development</u></p> <p>A number of pupils present with delayed language development, this impacts early literacy, communication, and learning across the curriculum.</p>

	Early language development is a key predictor of later attainment, and gaps in communication skills are strongly linked to literacy difficulties in disadvantaged pupils.
7	<p><u>Family Context and Parenting Capacity</u></p> <p>A proportion of disadvantaged pupils live in single-parent households or face challenges related to parenting capacity, which can impact attendance, routines, and engagement with school.</p> <p>EEF guidance emphasises the importance of understanding family context, as wider socio-economic factors significantly influence pupil outcomes, attendance, and wellbeing.</p>

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
1. Attendance for disadvantaged pupils is below national expectations. Our aim is for termly attendance to be in line with national figures.	<p>Overall attendance for disadvantaged pupils is at or above national average.</p> <p>Gap between disadvantaged and non-disadvantaged pupils is reduced.</p> <p>Persistent absence (PA) for disadvantaged pupils falls to national average or below</p> <p>Termly attendance improves progressively.</p> <p>Number of severely absent pupils (below 50%) is reduced significantly (e.g. by 50% or more).</p>
2. Some pupils experience difficulties with social interaction, peer relationships, and emotional regulation, impacting readiness to learn. Targeted support through the Ready to Learn Lead (RTLL) and QCA approaches is required.	<p>Target pupils demonstrate improved emotional regulation, evidenced by:</p> <ul style="list-style-type: none"> • Fewer recorded incidents of dysregulation • Increased ability to use agreed strategies <p>Pupils show improved social interaction skills, including:</p> <ul style="list-style-type: none"> • Positive peer interactions observed in lessons and unstructured times. • Reduction in friendship/peer-related incidents. • Readiness to learn improves, evidenced by: • Increased lesson engagement and on-task behaviour. • Reduced time taken to settle at the start of lessons.
3. Current internal data (March 2026) shows 59.1% of disadvantaged pupils achieving expected standards in writing	<p>The percentage of disadvantaged pupils achieving expected standard in writing increases from 59.1% to at least national average.</p> <p>The gap between disadvantaged and non-disadvantaged pupils reduces from 13.9 percentage points to ≤5 percentage points.</p>

<p>compared to 73% of non-disadvantaged pupils, indicating a significant attainment gap.</p>	<p>A greater proportion of disadvantaged pupils achieve: Greater Depth Standard (GDS) in writing. Termly data shows consistent upward progress for disadvantaged pupils.</p>
<p>4. Some families face financial constraints that limit access to resources, experiences, and opportunities that enhance the curriculum.</p>	<p>All disadvantaged pupils have equitable access to curriculum resources (e.g. books, equipment, digital tools). Participation in trips, visits, and enrichment activities for disadvantaged pupils is in line with or exceeds that of non-disadvantaged pupils. No pupil is excluded from an activity due to financial barriers. Increased engagement in: Clubs, extracurricular activities, and wider opportunities Homework and independent learning tasks (supported by access to resources) Pupils can draw on wider experiences in their learning (e.g. in writing, discussions, projects).</p>
<p>5. Disadvantaged pupils are less likely to access extracurricular activities, including clubs and enrichment experiences. Our aim is for all pupils to access at least one termly club.</p>	<p>100% of disadvantaged pupils attend at least one extracurricular club per term. Participation rates for disadvantaged pupils are in line with or exceed non-disadvantage Disadvantaged pupils demonstrate regular attendance at chosen clubs (e.g. attend ≥75% of sessions). Increased uptake across a range of clubs</p>
<p>6. A number of pupils present with delayed language development, this impacts early literacy, communication, and learning across the curriculum.</p>	<p>Pupils show clear overall progress in language, communication, and learning skills. They use a wider vocabulary and improved sentence structures to express ideas more clearly. Confidence in speaking has increased, with pupils initiating and maintaining conversations more effectively. Listening and attention have developed, enabling them to follow multi-step instructions with less support. Phonological awareness and early reading skills have strengthened, including recognising sounds, blending and segmenting words, and understanding simple texts. Narrative abilities have improved, with pupils able to retell events in sequence using appropriate vocabulary. Additionally, pupils demonstrate greater independence in tasks and stronger social communication skills, such as turn-taking and collaboration. This progress is supported by</p>

	improved assessment outcomes across speech, language, and classroom measures.
7. A proportion of disadvantaged pupils live in single-parent households or face challenges related to parenting capacity, which can impact attendance, routines, and engagement with school.	There is progress towards all of the outcomes listed above.

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: £18, 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence from books and lesson observations shows: Consistent high-quality writing instruction across classes. Effective use of modelling, scaffolding, and feedback. Disadvantaged pupils receive: Targeted support/intervention in writing from supporting adults where possible. Opportunities for guided and independent practice.</p>	<p>Education Endowment Foundation (EEF) – Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> - Identifies feedback and high-quality instruction as having strong impact on attainment. - Emphasises explicit teaching of writing, modelling, and scaffolding as particularly effective for disadvantaged pupils. <p>Education Endowment Foundation – Improving Literacy in Key Stage 1 & 2 Recommends:</p> <ul style="list-style-type: none"> - Teaching writing through modelling and shared writing - Developing transcription (spelling/handwriting) and composition together - Providing structured support that is gradually removed 	3

<p>Training from an external Speech and Language Therapist or specialist with expertise in Gestalt Language Processing (GLP)</p> <p>Whole-staff CPD to develop understanding of GLP stages and how children acquire language in chunks (gestalts) before breaking them into smaller units</p> <p>Guidance on how to model and support natural language acquisition without over-directing or interrupting scripted language use</p> <p>Support in identifying pupils who may benefit from a GLP-informed approach</p> <p>Ongoing consultation to ensure strategies are embedded consistently across the school.</p>	<p>Effective Professional Development EEF</p>	<p>6</p>
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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
<p>All targeted pupils: Have individual support plans in place.</p> <p>Access regular, timetabled RTLL sessions.</p> <p>SDQ show measurable</p>	<p>Department for Education – SEND Code of Practice (2015)</p> <ul style="list-style-type: none"> - Recommends a graduated approach (Assess–Plan–Do–Review) with individualised support plans for pupils with additional needs. - Evidence shows tailored interventions are more effective than generic provision. <p>Education Endowment Foundation (EEF)</p>	<p>2</p>

improvement (entry vs exit data).	- Highlights that targeted, structured interventions with clear goals and regular review have higher impact on pupil outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance of disadvantaged pupils is:</p> <ul style="list-style-type: none"> • Tracked weekly and reviewed by leadership. • Interventions recorded and evaluated for impact. • All disadvantaged pupils below 90% attendance have: <ul style="list-style-type: none"> • A documented action plan. • Regular parental contact. • Improved punctuality rates among disadvantaged pupils. • Increased parent/carer engagement with attendance processes (meetings, responses, support uptake). • Positive pupil voice indicating: <ul style="list-style-type: none"> • Increased motivation to attend. • Reduced barriers (e.g. anxiety, transport, routines). 		1
<ul style="list-style-type: none"> - Increased uptake of support offered to families (e.g. subsidies, uniform support, technology loans). - Improved communication and engagement with families facing financial barriers. <p>School has:</p> <ul style="list-style-type: none"> - A clear, well-used financial support offer (e.g. pupil premium funding allocation). - Systems to identify and remove barriers quickly. 	<p>Education Endowment Foundation (EEF)</p> <p>Research shows a persistent attainment gap linked to socioeconomic disadvantage.</p> <p>Pupils from disadvantaged backgrounds are less likely to access:</p> <p>Enrichment opportunities Learning resources → This directly impacts attainment and long-term outcomes.</p>	4

Total budgeted cost: £38, 750

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 2024-26 academic year.

Over the course of this strategy period, Gateway School has seen positive impact from its pupil premium and service pupil premium approach, with evidence that some attainment and attendance gaps for our most vulnerable learners have narrowed. Targeted phonics support, strengthened Quality First Inclusive Teaching and enhanced pastoral provision have contributed to improved progress for a number of disadvantaged pupils, particularly where pupils have remained with the school for a sustained period. However, Gateway School serves a highly mobile community, with a significant proportion of pupils joining and leaving the school at non-standard points in the academic year, particularly within our service families. This high level of mobility means that headline data does not always fully capture the progress made by individual pupils during their time at the school. Leaders therefore triangulate attainment data with progress measures, attendance, wellbeing conversations and case-study evidence to evaluate impact accurately. Overall, the strategy has supported improved outcomes and stability for vulnerable pupils, while recognising that mobility remains a key contextual factor influencing cohort data.

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

Service pupil premium funding - £66240

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

With 60% of pupils from service families, Service Pupil Premium is used as a core driver of our pastoral and inclusion strategy. Funding is carefully targeted to address mobility, emotional wellbeing, and belonging. As a result, service pupils are well-supported to settle quickly, engage positively, and attend regularly, with improving outcomes evidenced through both data and pupil voice.

Measure	Details
<p>How did you plan to spend your service pupil premium allocation this academic year?</p>	<p><u>Key Barriers Identified</u></p> <ul style="list-style-type: none"> • Transition & mobility (mid-year arrivals/leavers) • Emotional wellbeing & anxiety (linked to deployment) • Sense of belonging (new starters, repeated transitions) • Readiness to learn (routine disruption, emotional needs) • Parental engagement (due to absence/deployment) <p>Employment of our RTLL – Ready to Learn Lead</p> <ul style="list-style-type: none"> • Improved lesson readiness • Reduced low-level disruption • Stronger relationships with a key adult • Transition & Welcome Programme <p>Supporting high mobility – Family Support Worker</p> <ul style="list-style-type: none"> • Induction programme • Buddy allocation on arrival • Parent/carer contact <p>Peer/Buddy System & Buddy Club</p> <ul style="list-style-type: none"> • Reduced isolation • Increased confidence • Strong peer relationships <p>Mental Health & Wellbeing Support</p> <ul style="list-style-type: none"> • Check-ins • Pastoral/counselling support/referral if needed • Safe spaces <p>Trauma-Informed Training (Staff)</p> <ul style="list-style-type: none"> • More consistent, supportive responses • Improved classroom climate <p>Pupil Voice (Questionnaires / Feedback)</p>

	<ul style="list-style-type: none"> • Provision shaped by pupil need • Increased engagement and trust <p>Enrichment & Community (e.g. MOTMC Event)</p> <ul style="list-style-type: none"> • Increased motivation • Stronger school connection
<p>What do you hope is the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • Stronger Emotional Wellbeing <p>Pupils are better able to manage anxiety, particularly during periods of parental deployment</p> <ul style="list-style-type: none"> • Increased use of appropriate support systems (RTLL, pastoral support) • Reduction in emotionally driven absences or behaviour incidents <p>Improved Readiness to Learn</p> <ul style="list-style-type: none"> • Pupils arrive to lessons settled, equipped, and ready to engage • Reduction in low-level disruption • Increased engagement and participation in learning <p>Successful Transitions</p> <ul style="list-style-type: none"> • New pupils settle quickly into school routines • Minimal disruption to learning following mid-year admissions • Positive start for pupils joining during periods of family change <p>Increased Sense of Belonging</p> <ul style="list-style-type: none"> • Pupils feel safe, included, and part of the school community • Strong peer relationships supported through buddy systems and clubs • Increased participation in enrichment and wider school life <p>Positive Pupil Voice</p> <ul style="list-style-type: none"> • Pupils report feeling supported and understood • Increased motivation to attend and engage with school • Pupils can identify trusted adults and support systems <p>Improved Behaviour and Engagement</p> <ul style="list-style-type: none"> • Reduction in behaviour incidents linked to emotional or social barriers • Increased resilience and ability to cope with challenges • More consistent engagement across lessons