

## Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Gates Primary School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	3 EY PP 59 KS1-KS2 22%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	20.11.25
Date on which it will be reviewed	Termly, with final review of academic year July 2026
Statement authorised by	Sean Doherty
Governor/Trustee lead	Michael McVerry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM- £80,295 Post-LAC- £10,520 Service Children- £350 Early Years- £1,710
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	Total: £92,875

## Part A: Pupil premium strategy plan

### Statement of intent

At The Gates Primary School, we believe a good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (CLA), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

Our Pupil Premium Strategy has a number of wider aims:

- Reduce the attainment gap between the highest and lowest achieving pupils nationally.
- Increase social mobility.
- Enable more pupils from disadvantaged backgrounds to excel in further education.
- Broaden our children's aspirations.
- Enrich our children's life experiences - provide additional experiences and opportunities that may otherwise be unavailable to our children.
- Improving attendance

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities. From 2020, we also received funding for specific activities to support pupils to catch up for lost teaching due to the COVID pandemic, in line with the curriculum expectations for the next academic year.

The provision for our Pupil Premium children is managed on a termly basis through our Achievement & Standards Committee and Approved at the Autumn Term FGB on 01.12.2025. The committee will meet to review the strategy on 30.09.25, 21.01.26 and 12.05.2026.

#### **Spending Priorities**

The Pupil Premium funding will be allocated to a range of initiatives that support the achievement of the above objectives. These initiatives will be carefully selected based on their potential impact and alignment with the school's priorities. Key spending priorities will include:

- Targeted academic support: Providing additional support to disadvantaged pupils in areas where they need it most, such as Reading, Writing, PSED, CLL and Mathematics. This may involve small group tuition, one-to-one support, or the use of technology-based interventions.
- Enhanced attendance strategies: Implementing strategies to improve attendance, such as attendance rewards and working with families to address barriers to attendance.
- Personal, social, and emotional development: Supporting the development of disadvantaged pupils' social and emotional skills through activities such as intervention, mentoring, and social skills training.

- **Enrichment opportunities:** Providing a range of enrichment activities, such as after school clubs, trips, and visits, to broaden disadvantaged pupils' horizons and increase their cultural capital.
- **Family engagement:** Working closely with parents and carers to support their children's learning and development. This may involve parent workshops, referrals to external services and requesting feedback from parents to help improve best practice.
- **Staff training and development:** Ensuring that staff have the skills and knowledge to effectively support disadvantaged pupils. This may involve professional development opportunities related to teaching and learning, behaviour management, safeguarding training and training in supporting pupil wellbeing.

School priorities directly informing the pupil premium strategy are as follows:

Priority 1-
To further improve the quality of teaching and assessment with a focus on coherent planning and sequence of the curriculum enhanced by <b>retrieval practice</b> to secure subject specific knowledge and skills in pupils' long-term memory, so that they demonstrate they KNOW, REMEMBER and can APPLY MORE to their year group end points.
Priority 2-
To further develop <b>adaptive learning approaches</b> so they are supporting all <b>SEND and disadvantaged pupils</b> , as well as all other pupils, to achieve their challenging attainment targets.
Priority 3-
To embed a whole-school <b>Oracy Culture</b> where all pupils are taught to speak with confidence, listen actively and articulate their learning ideas clearly and effectively across the curriculum- (including Drama, Poetry, Podcasting and Presenting). Children will be taught to communicate their learning journey, to explain how we feel and how to manage it, how to support our local, national and global community.
Priority 4-
To <b>improve writing outcomes across the school -particularly at the GDS-</b> by embedding a consistent, high-quality writing process that enables all pupils to secure key skills in all subjects, write with fluency, purpose and accuracy, and meet or exceed age-related expectations by the end of each key stage. Particular focus will be given to accelerating progress in Year 5 and Year 6. Opportunities for speaking and listening, including poetry, drama, podcasting and presenting, will be strategically embedded to enhance language development and composition.
Priority 5-
To further embed and enrich the culture of Personal Development where all pupils are empowered as active, responsible citizens through meaningful leadership opportunities, rich cultural experiences, and purposeful <b>engagement with the wider community</b> .

#### **Monitoring and Evaluation**

The effectiveness of the Pupil Premium strategy will be monitored and evaluated on an annual basis. This will involve collecting data on pupil attainment, attendance, and engagement, as well as feedback from pupils, parents, and staff. The data will be analysed to identify areas of success and areas where improvements are needed.

#### **Partnership Working**

The Gates Primary School will work closely with parents, carers, the local community, and other agencies to ensure that the Pupil Premium funding is used effectively. Partnerships will be developed to provide additional support to disadvantaged pupils and to create a supportive and inclusive environment for all.

#### **Conclusion**

This Pupil Premium Strategy outlines a comprehensive approach to improving the outcomes of disadvantaged pupils at The Gates Primary School. By focusing on targeted academic support, enhanced attendance strategies, personal, social, and emotional development, enrichment opportunities, family engagement, and staff training and development, the school aims to ensure that all pupils have the opportunity to reach their full potential. Through effective monitoring, evaluation, and partnership working, the strategy will be reviewed and refined annually to meet the changing needs of disadvantaged pupils and to deliver positive outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Low prior attainment - children often start Reception below age related expectations in Literacy, Maths and Communication.</u></p> <p>A high proportion of our pupils begin school with low levels of attainment due to a variety of factors including lack of engagement, lack of resources of not attending a setting prior to starting The Gates. It is therefore important that our EYFS team work hard to target these children and provide intervention quickly in order to raise their attainment to that which is expected of their age/development.</p>
2	<p><u>Speech and language development can be a barrier, particularly in EYFS/KS1-</u> There is an increasingly high Speech and Language need within our early years and KS1 settings due to many of our children speaking English as an additional language and low exposure to languages at home. This key area of need requires specific intervention from a variety of intervention such as Wellcomm and ELKLAN.</p>
3	<p><u>Emotional and social difficulties</u> - some of our families are involved with a number of other agencies (including Social Services, Health Services, Child and Adolescent Mental Health Service).</p> <p>We have identified a high level of SEMH need across our school. Wellbeing initiatives, such as focus groups and pupil surveys for the whole school will allow us to effectively target specific pupils/ groups in the school to help support with the SEMH need.</p>
4	<p><u>Economic Factors.</u> Due to budgetary and home financial situations (despite a low PP % compared to other schools, many of our families do not claim FSM). high deprivation and many of our families struggle financially. This means that children will often have incorrect uniform, will struggle to provide meals and will often miss out on key life experiences, such as trips to museums, zoos etc. This limiting of pupil experience can limit their understanding of the wider world, therefore affecting their own attainment in school. We have noticed this especially with our writing attainment.</p>
5	<p><u>Attendance Data</u></p> <p>Our Attendance data from the past Academic year indicates that attendance among disadvantaged pupils (93%) has been 3.3% lower than non-disadvantaged children (96.6%). 22% (13/59) of pupil premium children were 'persistently absent' in the academic year 2024/25 compared to 5% (10/191) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.</p>
6	<p><u>End of Key Stage 2 Attainment</u></p> <p>The gap between Pupil Premium and Non-Pupil Premium Attainment at the end of Key Stage 2 for the last three academic years highlights that there is still an attainment gap: 86% (81/94) of Non-Pupil Premium children achieved the expected standard in Reading, Writing and Maths combined in this time, whereas just 54% (20/37) of Pupil Premium</p>

children achieved this over the three years. This requires narrowing so that all children have the opportunity to attain to their full potential.

## 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
To close the gap between disadvantaged pupils and other pupils across school	<ul style="list-style-type: none"> <li>Children who are disadvantaged are able to access the full breadth of the curriculum</li> <li>Children will become more independent within their learning</li> <li>Self-esteem of children who are low attaining will be higher</li> <li>Increased progress and attainment for disadvantaged pupils</li> <li>Higher percentage of Pupil Premium children attaining at the Greater Depth Standard.</li> <li>The cumulative attainment for our Pupil Premium children at the end of KS2 will be above the National Average.</li> </ul>
To continue to improve language and communication skills in EYFS and KS1	<ul style="list-style-type: none"> <li>Children screened and pathway for action identified</li> <li>Improved communication score</li> <li>Children new to English make accelerated progress</li> </ul>
To enable all vulnerable children to benefit from the full curriculum range, helping to create and maintain a love of learning and a thirst for knowledge	<ul style="list-style-type: none"> <li>Cultural Capital offer is extended and improved</li> <li>Disadvantaged pupils have high expectations for themselves</li> <li>All pupils build knowledge and readiness for learning</li> </ul>
To achieve a sustained improvement in level of pupil wellbeing and self-regulation for pupils by identifying initial barriers (social, emotional development) to learning for pupils and put provision in place to address these needs	<ul style="list-style-type: none"> <li>Highly effective pastoral support</li> <li>Early Help process impacts on well-being of identified pupils</li> <li>Pupil Voice feedback</li> <li>Pupil Wellbeing feedback</li> <li>Regular updates from SENCO regarding pupils with SEMH need</li> <li>Individual Behaviour Plans in place for key children</li> </ul>
To further enhance children's resilience, independence and self-esteem	<ul style="list-style-type: none"> <li>Improved self-confidence, leading to accelerated progress and gap between peers narrowed/closed</li> </ul>
To further enhance equality of opportunity for all pupils including financial support for extended curriculum opportunities	<ul style="list-style-type: none"> <li>All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge</li> <li>Gap between disadvantaged pupils and their peers is closed</li> </ul>

### 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: £1562+£700+£2250+£500 = £5012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.  £1,562	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Improving Literacy in Key Stage 1   EEF</a> <a href="#">Improving Literacy at Key Stage 2</a>	2, 6
Invest in CPD for speech, language development and literacy, communication  Wellcomm- Training for EYFS Staff updates  Year Group English course and Year 6 moderation.  Talk-About- for Children  Talking Partners Intervention  £700	EEF identifies good evidence for improving teaching quality through CPD. <a href="#">Communication and language approaches   EEF</a>  EEF indicates high impact for communication and language approaches (+7 months).	1, 2, 4 & 6
CPD for staff working with children and families with emotional and social difficulties (Nurture Intervention)  Improve the quality of social and emotional (SEL) learning.  Wellbeing approaches as suggested through the Wellbeing Award approaches will be embedded into routine educational practices and supported by professional development and training for staff.	EEF indicates moderate impact for social and emotional interventions There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> (+4 months).	3

<p>Positive Regard training implementation will require bespoke resources and rewards for targeted children.</p> <p>Inclusion and Wellbeing Champions resources.</p> <p>£2250 (Award training) and (£500 for resources for Positive Regard and Inclusion and Wellbeing Champions suggestions)</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £69500+£2190+£393+£13680=£86262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DHT, HLTA, Assistant Teacher and targeted interventions to deliver named interventions to identified vulnerable pupils throughout school- such as Art Therapy, Homework Club, Nurture, What Makes Me Great, English and Maths interventions</p> <p>£69500</p>	<p>Interventions follows format similar to school teaching. EEF indicates high impact.</p> <p>EEF indicates moderate impact for phonics teaching (+4 months) and high impact for Reading comprehension strategies (+6 months).</p> <p>EEF indicates moderate impact for digital technology (+4 months).</p>	3, 6
<p>Purchasing additional online/ IT resources to support pupils in securing key maths and reading skills eg Wayfinder interventions and Literacy Gold</p> <p>£750 (Wayfinder) £1440 (LBQ) and £393 (Maths/Literacy shed) £499 (Literacy Gold)</p>	<p>EEF indicates moderate impact for small group tuition (+4 months).</p> <p>EEF indicates moderate impact for digital technology (+4 months).</p>	6
<p>Additional 1:1 support for children with SEND,</p>	<p>EEF indicates high impact for communication and language</p>	1 & 2



particularly with concerns re speech and language (including Wellcomm) (Assistant teachers, SENCo support etc)  £360 per week - £13680	approaches (+6 months) and Early Years interventions (+5 months).  EEF indicates moderate impact for small group tuition (+4 months).	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £3600+£500+£5200+£600+£1700+ £600+£400+£500+£500 = £13600

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Maintain pastoral and emotional/ well-being support, including the use of the Early Help Process for families and children to identified vulnerable pupils  SENCOs and DHT and HT hours apportioned cost = £3600  Desty CPD and re-sources £500	EEF indicates moderate impact for social and emotional interventions (+4 months). Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in instances of disregulation</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	3
Residential and other educational visits and – financial support  £5200	EEF indicates moderate impact for social and emotional interventions (+4 months).  Inclusion in whole class/school events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in school visits not taking place – an inclusive curriculum.	4
After school paid clubs (external providers) – financial support E.g. DT Club, Wellbeing Club, Rock Band, Photography etc. £600	EEF indicates moderate impact for social and emotional interventions (+4 months).  Inclusion in extra-curricular events promotes a love of learning and ensures a lack of funding does not result in	4



	disadvantaged pupils not taking part – an inclusive curriculum.	
<p>DHT attendance monitoring 30 mins per day £1700</p> <p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance.</a></p>	<p>EEF indicates moderate impact for social and emotional interventions (+4 months).</p> <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 3% (3.3% gap in 24/25).</li> <li>the percentage of all pupils who are persistently absent being below 12.5% and the figure among disadvantaged pupils being less than 15% higher than their peers (17% gap in 24-25).</li> <li>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</li> </ul>	5
<p>Before and After school provision – wrap around</p> <p>£600</p>	<p>EEF indicates moderate impact for social and emotional interventions (+4 months).</p> <p>Inclusion in extra-curricular events promotes a love of learning and ensures a lack of funding does not result in disadvantaged pupils not taking part – an inclusive curriculum.</p>	4
<p>Music provision (1:1 and small group music tuition, purchase musical instruments (Guitar and Rock Band)</p> <p>£400</p>	<p>EEF indicates moderate impact for small group tuition (+4 months).</p> <p>EEF indicates moderate impact for social and emotional interventions (+4 months).</p>	4
<p>Purchase of school uniform, sports kits and equipment, outdoor education clothing</p> <p>£500</p>	<p>EEF indicates moderate impact for social and emotional interventions (+4 months).</p>	4
<p>Parental Engagement for Mathematical</p>		1 & 6



development within Year 1-6.		
Costs for photocopying, resourcing etc (£500)		

**Total budgeted cost: £104, 874** (Including £92,875 allocation)

## **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 2025 to 2026 academic year.

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### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Bespoke support with children/CPD for staff	Ladywood Outreach
Phonics training for teachers and TAs	Essential Letters and Sounds
Online maths intervention	LBQ
Online Maths and Spellings intervention	Ed Shed
Music tuition	Bolton Music Service
Sports lunchtime intervention	Kickstarterz
Wrap Around care	The Parachute Club
Online Homework	Seesaw
Be You (Healthy Minds)	Healthy Families – Bolton Council
Healthy Relationships	Fort Alice
EYFS – SEND and Inclusion	Bolton Startwell
Speech and Language	Bolton NHS
Commando Joes	Commando Joes (PLC)