

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 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	292 299
Proportion (%) of pupil premium eligible pupils	21% 22%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	26.09.24
Date on which it will be reviewed	Termly, with final review July 2025 Green= Summer 2025
Statement authorised by	Sean Doherty
Governor/Trustee lead	Michael McVerry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,820
Recovery premium funding allocation this academic year	£3,818
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	£100,638

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is allocated to children from low-income families who are currently, or have recently been, known to be eligible for Free School Meals (FSM), and children whose parents are in the armed forces and children who have been looked after continuously for more than six months. This group of pupils are termed 'disadvantaged' by OFSTED.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address what it perceives to be underlying inequalities and ensure funding reaches the pupils who need it most. It is for school to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, "since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DFE 2012). The funding for the Pupil Premium is allocated per financial year with 'top-ups' being given during the course of the year.

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. The committee will meet to review the strategy on Tuesday 8th October 2024, Tuesday 28 January 2025 at 6.00pm and Tuesday 13 May 2025 at 6.00pm

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

Key Priority 1:

To improve the teaching of the writing process for all children to embed key skills, with a particular focus on Year 4, Year 5 and Year 6.

Key Priority 2:

Further accelerate the rates of progress and raise attainment in writing, reading (including phonics) and mathematics (particularly number) for all groups of children from their starting points (particularly boys, EAL, SEND and disadvantaged children- analyse focus groups following data input).

Key Priority 4:

Further improve the quality of teaching and provision for SEND so that all learning outcomes, in all classes, are good or better by July 2025 with a specific focus on robust and highly effective planning, intervention/teaching and assessment cycle.

Key Priority: 5

Embed new behaviour policy to ensure that all staff have high expectations and ownership of the agreed whole school approach to behaviour and discipline; and consistently drive these expectations across the school.

Key Priority: 6

Further develop CPD provision for all stakeholders; with particular focus on Staff and Pupil-Wellbeing-enabling staff to identify pupils with Mental Health and well-being issues.

Key Priority: 7

Further develop all aspects of SMSC, personal development and character development across all areas of our curriculum to ensure that they remain supported in their physical, emotional and mental health, through implementation of Commando Joes, CPD and high quality monitoring & evaluation.

Key Priority: 11

Ensure that the EYFS curriculum is ambitious and coherent; is pupil led and enables them to revisit, apply, consolidate and embed skills in different contexts and environments; with a particular focus on Reading, Writing, Physical Development ensuring the outside provision is enhanced and developed to support engagement and active learning.

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 or 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>An increasing number of our children have very limited English.</u></p> <p>We work collaboratively with ACIS (Bolton's Achievement, Cohesion and Integration Service) to ensure that those children and families receive the required support upon entry to the UK and to support their transition into our school family. Following initial baseline assessments, recommendations for support are implemented. These can include additional adult support and resources to ensure they settle quickly and are supported to access the curriculum and school life.</p>
4	<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>

	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.
5	<u>Limited enrichment opportunities.</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.

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"> Children who are disadvantaged are able to access the full breadth of the curriculum Children will become more independent within their learning Self-esteem of children who are low attaining will be higher Accelerated progress of disadvantaged pupils Gaps between peers remains closed across the school Summative assessment data for these groups. PPM to be included after assessment week.
To continue to improve language and communication skills in EYFS and KS1	<ul style="list-style-type: none"> Children screened and pathway for action identified Improved communication score Children new to English make accelerated progress
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"> Cultural capital offer is extended and improved Disadvantaged pupils have high expectations for themselves All pupils build knowledge and readiness for learning
To identify initial barriers (social, emotional development) to learning for pupils and put provision in place to address these needs	<ul style="list-style-type: none"> Highly effective pastoral support Early Help process impacts on well-being of identified pupils Pupil Voice feedback Pupil Wellbeing feedback Regular updates from SENCO regarding pupils with SEMH need Individual Behaviour Plans in place for key children
To ensure that all children have had a good breakfast and are ready to begin the school day	<ul style="list-style-type: none"> Children will receive a good breakfast. Children will be ready to learn.



To further enhance children's resilience, independence and self-esteem	<ul style="list-style-type: none"> Improved self-confidence, leading to accelerated progress and gap between peers narrowed/closed
To further enhance equality of opportunity for all pupils including financial support for extended curriculum opportunities	<ul style="list-style-type: none"> All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge Gap between disadvantaged pupils and their peers is closed

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: £3840+£760+£398+£820 = £5818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£3,840</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2, 4
<p>Invest in CPD for speech, language development and literacy communication</p> <p>Welcomm- Training for EYFS Staff updates</p> <p>£760</p>	<p>EEF identifies good evidence for improving teaching quality through CPD.</p> <p>EEF indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months).</p>	1, 2 & 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£300</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 (+6 months).</p>	1
<p>CPD for staff working with children and families with emotional and social difficulties</p>	<p>EEF indicates moderate impact for social and emotional interventions</p>	4

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£820</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>(+4 months).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68754+£1440+£393+£650+£13680=£84917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Teacher and LF targeted interventions to deliver named interventions to identified vulnerable pupils throughout school- such as Art Therapy, What Makes Me Great, English and Maths interventions</p> <p>£68754</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>	1
<p>Purchasing additional online/ IT resources to support pupils in securing key maths and reading skills eg LBQ interventions</p> <p>£1440 (LBQ), £393 (maths/literacy shed), £650 (IPAD purchase)</p>	<p>EEF indicates moderate impact for small group tuition (+4 months).</p> <p>EEF indicates moderate impact for digital technology (+4 months).</p>	1
<p>Additional 1:1 support for children with SEND, particularly with concerns re speech and language</p>	<p>EEF indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months).</p>	1 & 2

(Assistant teachers, SENCo support etc) £360 per week - £13680	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: £3488+£5025+£200+£540+ £300+£50+£300 = £9903

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 = £3488	EEF indicates moderate impact for social and emotional interventions (+4 months). Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	4
Residential and other educational visits and – financial support £5025	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.	5
After school paid clubs (external providers) – financial support £200	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 disadvantaged pupils not taking part – an inclusive curriculum.	5
SBM/DHT attendance monitoring 6x ½ days = £540	EEF indicates moderate impact for social and emotional interventions (+4 months).	4

Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. 	
Before and After school provision – wrap around £300	<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>	5
Music provision (1:1 and small group music tuition, purchase musical instruments (available upon request)) £50	<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>	5
Purchase of school uniform, sports kits and equipment, outdoor education clothing £300	EEF indicates moderate impact for social and emotional interventions (+4 months).	4

Total budgeted cost: £100, 638

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 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data for Disadvantaged children achieving GLD (FSM & LAC) was 71% (5/7) – well above both national (51%) and Bolton (51%) national averages.

The same was achieved within Phonics at Year 1 and retakes at Year 2. Disadvantaged (FSM & LAC): 78% (7/9) passed, above national (67%) and Bolton (69%) averages. Disadvantaged pupils performed above both national and local averages.

For the MTC check- 40% of our PP children achieved 25/25, their average mark was 23.3 which was above the NA of 38%. 67% of our Non-Disadvantaged children achieved 25/25 and their average was 23.8.

The data demonstrated that at the End of Key Stage 2- 100% of PP achieved expected in Reading, 20% Greater Depth – above Bolton (65% / 20%) and national (63% / 21%) at expected and were broadly in line at Greater Depth. This was a small cohort of 5 children. For Writing, 80% achieved EXS, 0% Greater Depth – above national (59% / 7%) and Bolton (62% / 9%) at expected, but below at Greater Depth. For Maths, Disadvantaged (5): 80% achieved the expected standard and 40% Greater Depth – which were well above Bolton (66% / 19%) and national (60% / 15%).

The data demonstrates that pupils who are Disadvantaged perform inline or better than their peers who are Non-Disadvantaged in many areas. Greater Depth attainment remains an area for development and monitoring for Disadvantaged children. And the % of children achieving 25/25 in their MTC will be a focus too.

We have also drawn on school data and observations to assess wider issues impacting Disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that through careful monitoring and support for our Disadvantaged children to be in school and receive the appropriate support they have attained an attendance rate of 93% compared to the National figure of 94.5%.

Based on all the information above, the performance of our disadvantaged pupils *exceeded our* expectations in many areas, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that school analysis found to be particularly effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this forthcoming academic year.

Externally provided programmes

Programme	Provider
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)