

Pupil Premium Strategy Statement – Blackpool Gateway Academy 2024 - 2027

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	320 Pupils
Proportion (%) of pupil premium eligible pupils	230
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)	72%
Date this statement was published	December 2024
Date on which it will be reviewed	Annually in October (2025, 2026, 2027)
Statement authorised by	Sue Robinson
Pupil premium lead	Emma Frankland
Governor / Trustee lead	Julie Gillespie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,400.00
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	£340,400.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils

At Blackpool Gateway Academy we ensure all of our pupils, regardless of their background or personal challenges, make good progress and achieve high standards across all curriculum areas. At Blackpool Gateway Academy, we recognise that our children need a rich, broad and balanced curriculum that will support and develop their cultural capital and give them purpose for 'life after Gateway' to equip them with the knowledge and experiences they need to succeed in their future and be respectful and productive members of the community. We are committed to providing each child with the best possible environment for their learning. Each child is unique and has different needs, which may vary through their time in school.

How our current pupil premium strategy plan works towards achieving our objectives?

The essence of our pupil premium strategy is to support our disadvantaged pupils to achieve this goal. When making any decision we look closely at the context of our school, the challenges faced and EEF research.

We carefully consider the challenges faced by our vulnerable pupils so they overcome any barriers to learning with the interventions they need and therefore allocate the budget accordingly to the areas that have the biggest impact. We are focused on ensuring that our non-disadvantaged pupils' attainment will be continued and improved alongside the progress for their disadvantaged peers.

Our trauma informed culture combined with quality first teaching is at the heart of our approach to focus on the areas where our disadvantaged pupils require the most support. At Gateway, we believe that careful planning and quality first teaching has a vital impact on all pupil outcomes. It is clear that our school does make a difference to our children and their families.

Our approach will be receptive to both our universal challenges and honed to meet individual needs of children. We use consistent and robust diagnostic assessments to form the basis of implementation strategies. The complementary approaches taken by our school enhance each other to support and help our pupils succeed.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. We ensure all pupils have the opportunity to learn how to read fluently and with good understanding to enable them to access the breadth of the curriculum and to develop confidence in their ability to communicate effectively in a wide range of contexts. Through our nurturing approach, we enable pupils to look after their social and emotional wellbeing and to develop resilience and access a wide range of opportunities to develop their knowledge and understanding of the world in which they live.

We have the highest expectations of all pupils, including our disadvantaged pupils, to ensure they are challenged. We use early intervention to meet the pupils' needs and ensure all staff take responsibility for the outcomes of our disadvantaged pupils and have high expectations at all times of what they can achieve.

The key principles of our pupil premium strategy plan

- Equity and inclusion: Ensuring all pupils have equal opportunities, experiences and feel nurtured and valued regardless of their background.
- High expectations: Setting ambitious goals for all learners so children can reach and achieve their potential
- Early intervention: We identify any gaps in learning and address challenges early to prevent any gaps from widening.
- Personalised support: Tailoring interventions to meet individual needs.

- Collaboration: Fostering a collaborative, trauma informed culture amongst all stakeholders to enhance support for pupil premium children.
- Evidence-based practice: Using research and data to inform decision-making.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance/persistent absence among our disadvantaged pupils has been lower than our non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting the progress of our disadvantaged pupils. Transience and mobility of pupils in and out of school is high and this impacts on the pupil's social and emotional skills and development, attainment, progress and learning.
2	Our assessments and observations of our children and their families indicate that the education and well being of many of our disadvantaged pupils is impacted by a multitude of socio-economic and external factors beyond school. We find our parents struggle to engage and support their children with their learning due to having their own learning needs and fears and stigmas around school in addition to other challenges at home. We have found that due to these factors there are significant knowledge gaps leading to pupils falling further behind age-related expectations not just academically but also socially and emotionally.
3	Discussions, observations and assessments with our pupils indicate underdeveloped oral language and communication skills and vocabulary gaps among many of our disadvantaged pupils. This is evident from nursery through to Key Stage Two. This impacts on their phonics success and their development as readers including comprehension and fluency elements.
4	Discussions and observations with pupils and families have identified social and emotional issues for many pupils and these challenges directly affect our disadvantaged pupils, particularly in terms of their attainment and general wellbeing. These challenges manifest themselves in our pupil's self-regulation, resilience, mental health and development of their behaviour for learning strategies.
5	Discussions, observations and assessments with pupils have identified a lack of enrichment opportunities and experiences for our pupils to discover and have knowledge of their locality and world around them. This impacts on their vocabulary, any prior knowledge in curriculum subjects or experiences they can share and empathise with already. Visits, visitors, residential trips and bespoke learning hooks to promote engagement in the curriculum need to be planned into our entitlement curriculum.
6	Through our observations, discussions and assessments including the use of 'Boxall Profiling' with pupils and their families shows many of our disadvantaged pupils have experienced missing or distorted early attachments and adverse childhood experiences and traumas. This has negatively impacted their health and well-being, developing relationships and positive opportunities and experiences, therefore needing a nurturing, trauma informed environment in school to enable them to feel safe and reach their full potential.
7	Our internal and external assessments indicate that reading, writing and maths attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils. On entry to our nursery/reception our disadvantaged pupils arrive below age-related expectations compared to other pupils and this gap remains until the end of key Stage Two.

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) To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils	Overall attendance is closer in line with national expectations and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. The percentage of all pupils who are persistently absent falls and the figure among disadvantaged pupils is not lower than their peers.
2) To increase support from parents with their children's learning and intervention strategies in school which support the children attaining nearer their year group expectation	Families develop their skills and knowledge to support their children through family learning projects in school. Parents and children are more confident and competent with remote learning if self-isolating. Targeted interventions, both one to one and in small groups to focus on specific needs and knowledge gaps to support the children at risk of falling behind.
3) Improved oral language skills and vocabulary among our disadvantaged pupils and pupils showing good reading progress and attainment	Assessments and observations indicate improved oral language/oracy skills and vocabulary development among our disadvantaged pupils. This is evident through triangulation with the pupil's engagement in lessons, book scrutiny/pupil voice and formative assessment. Children are more confident to volunteer answers and speak in class and in the wider life of school.
4) Improved behaviour for learning strategies with the pupils showing resilience in their learning and self regulation leading to increased progress and engagement across the curriculum	Observations and discussions with all stakeholders show that pupils understand the link between the way in which they learn and their social knowledge and behaviour. All pupils are learning effectively, showing deeper learning and understanding. Children are able to retain and articulate their learning and understand the purpose behind it.
5) Pupils achievement in wider curriculum subjects is inline with non disadvantaged pupils and cultural capital is developed and sustained through our entitlement curriculum	Data Captures show our disadvantaged pupils perform broadly in line with our non-dis disadvantaged pupils. Pupils are fully engaged, motivated and intrigued as lessons capture their interest. From monitoring and discussions with children; pupil voice shows a greater understanding of the world around them and the curriculum they are learning and how they can use this knowledge in the wider world.
6) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing seen from qualitative data including pupil voice, pupil, parent and staff questionnaires and observations. Values and a nurturing environment are evident through reviews and walkthroughs.
7) Improved maths progress and attainment for our disadvantaged pupils in each year group and at the end of Key Stage Two	Outcomes at the end of each year group for our disadvantaged pupils show more pupils are meeting their expected standard and showing at least good progress.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using EEF Guidance we plan to continue to enhance our reading comprehension strategy for all learners when children graduate from our RWINC Phonics Scheme</p>	<p>At Gateway, we are committed to developing strong reading proficiency, with a particular focus on comprehension for all learners, including our pupil premium students. We recognise that becoming skilled readers requires a solid foundation in two key areas: phonological awareness and print knowledge. Through the explicit teaching of Read Write Inc. We ensure that children first develop an understanding of the sound structures of language and how written language is represented. Our next strategic focus is on elevating literacy levels in reading comprehension. At Gateway, we believe that strong language comprehension skills are built upon a deep understanding of grammar, syntax, and a broad vocabulary. To support this, we deliver high-quality, adaptive teaching through our KS2 Reading Ladder, which uses the 'VIPERS' framework to teach pupils how to make inferences—drawing on textual information to understand implied meaning rather than simply what is explicitly stated. We also use Grammarsaurus to complement and enhance the understanding and skills needed to improve knowledge of Grammar and Syntax.</p> <p>Additionally, we empower pupils to monitor their own comprehension while reading, helping them develop independent reading strategies. Our approach also includes exposing students to various text structures and genres, ensuring they read across the curriculum. This not only enhances their literacy skills but also reinforces key concepts in other subjects, promoting long-lasting, integrated knowledge. Through these combined efforts, we are dedicated to raising literacy levels and fostering lifelong reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=compreh</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-Reading-comprehension-house.pdf?v=1732552793</p>	<p>1 2 3 4 5 6 7</p>
<p>At Gateway, we are embedding dialogic practices across the school curriculum to support pupils to articulate key ideas,</p>	<p>As a school and through the use of ELKLAN and Wellcomm strategies we will continue to work to achieve 'Communication Friendly Status'. Running alongside this we also implement NELI and Talk Boost programmes to equip children with the fundamental foundation language skills needed to access all curriculum areas. Furthermore, we have coordinated and planned in staff CPD for</p>	<p>1 2 3 4 5 6 7</p>

<p>consolidate understanding and extend their own vocabulary.</p> <p>We will continue to purchase relevant resources and fund ongoing teacher training and release time to embed this to support 'rich talk' in all curriculum areas.</p> <p>Adaptation of the Teaching and Learning Policy to be inclusive of all learners and to set high expectations of Oracy in all subject areas.</p>	<p>Elkan level 3 and level 4 status to secure subject knowledge and to maintain communication friendly status and safeguard its future. Vocabulary and language are key predictors of academic achievement.</p> <p>In addition to this we also employ 'Communicate' a private SALT company who assess, deliver and provide intervention for children and CPD to staff to ensure quality speech centred approaches are used for all children. This includes colourful semantics and word aware training.</p> <p>EEF high quality teaching research states that supporting teachers to deliver high quality teaching is essential in achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>Furthermore we also plan to further embed the 'Talk for Writing' process and approach across school as this provides daily high quality learning opportunities. Since using and adapting Talk for Writing to meet the needs of our children, we have seen a significant impact on raising the standards of oracy, reading and writing.</p> <p>Consequently this has also raised confidence levels in children who now accept and internalise this as a strategy to learn. Bespoke "Talk for Writing" CPD will be given for each phase on how to use the strategies in all foundation subjects. In addition to this we also use Gramma Sautus to support writing and the understanding of SPAG which promotes the use of Oracy in the pedagogy of Grammarsaurus.</p> <p>At Gateway, we are also part of Voice 21 oracy project at So far this year we have assigned oracy champions and have booked in Specific 'Voice 21 CPD training' for Oracy leads to ensure high quality oracy is embedded and implemented across the curriculum and throughout school. We have also invested in consultancy for Voice 21 who will support school in embedding as we enter our 4 th year on this journey.</p> <p>At Gateway we very much believe in the power of Reading for Pleasure This has a strong focus on 'book talk' and encourages children to articulate their passion for a variety of texts. As the research suggests oral language interventions, including dialogic activities such as high-quality classroom discussion has an impact on reading and will raise attainment particularly in reading.</p> <p>ECT - EEF released a study which documents the impacts of providing high quality training and mentoring teachers beginning a career in teaching.</p> <p>Gateway is part of the 'Reach project and receiving trauma-informed CPD for staff to target metacognition levels of disadvantaged children as there is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Explicit teaching of metacognitive and self-regulatory strategies through embodying a nurture approach to teaching is actively encouraging our children to use these skills more frequently. Hopefully enabling the children to employ these strategies independently and habitually will enable them to manage their own learning and overcome challenges thus increasing their own resilience and self-esteem.</p>	
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	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Continual purchase of our RWInc DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Our RWInc Phonics approach has a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for our disadvantaged pupils as the majority of children do not receive this at home.</p> <p>Scheduled regular consultancy days with our RWInc consultant ensures we are delivering the programme efficiently and with the highest of expectations for all children but particularly our disadvantaged pupils. To further support the return and recovery curriculum, we have deployed HLTAs in each phase to deliver targeted 1:1 RWInc interventions to the children who have been identified as having the largest gaps (through RWInc baselines) due to the pandemic. Many of these children are disadvantaged and receive pupil premium funding. We have found that the RWInc approach has had a significant impact on progress scores for our disadvantaged cohort.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 2 3 7
<p>Using the DfE and EEF guidance, we plan to enhance our maths teaching and curriculum, building upon the foundations laid last year.</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>As a result of the non statutory guidance which has been produced in conjunction with the National Centre for Excellence, our Maths leads in school will have scheduled time out to develop the Mathematics progression ladders in all strands of Maths. This will look into securing key objectives from previous year groups, the use of manipulatives and teaching specific problem solving and reasoning strategies. Funding has also been assigned to the purchase of a variety of concrete resources across all year groups to enable all children to work mathematically and logically to solve and prove their mathematical thinking and methods on a daily basis. Further CPD is also planned to ensure these resources are used effectively and consistently throughout school and in a progressive way.</p> <p>In addition to adapting the current Maths curriculum, and as a result of the outcomes of the GL assessment data, we are also in the process of funding and delivering CPD on specific mathematical interventions such as Number Sense, TT rock stars, Power of 2 and Mathletics to target fundamental fluency skills to lay solid foundations for mathematical reasoning and problem solving and to enable children to achieve automaticity in the key elements of mathematics. Similarly to RWInc, HLTAs are deployed to deliver interventions for all children but prioritising the vulnerable and disadvantaged who do not receive the support at home.</p> <p>We also plan to continue with Consultancy days from external advisors to ensure our maths journey continues to progress. This will also enable secure subject knowledge of subject leads to champion mathematics throughout school.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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</p>	1 2 3 4 5 6 7
Improve the quality of social and emotional (SEL) learning through	Due to the 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	1 2 3 4 5 6

<p>Trauma Informed CPD training and implementing TISUK practices.</p> <p>SEL approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>relationships with peers) we have allocated funding for CPD for staff to equip them with the skills and knowledge to be able to support all learners with their social and emotional learning. A significant proportion of pupil premium children are also on the SEND register with SEMH need as either their primary or secondary need.</p> <p>An external counsellor works with our children 2 days a week. The majority of her caseload have experienced trauma in a variety of forms at an early result and have adverse childhood experiences which present a barrier not just to their social and emotional learning but also their academic learning.</p> <p>Furthermore we have made good progress to achieve 'Trauma informed status' by providing bespoke CPD to enhance staff's existing knowledge and skills to better support our children with their own social and emotional learning. We have a designated Nurture Lead who is responsible for leading nurture throughout school and ensuring a nurturing approach is at the heart of all teaching and learning. Our Nurture lead champions social and emotional learning throughout school and leads Nurture intervention groups for children who may be struggling. This can range from friendship issues, anxiety, stress, bereavements, trauma and attachment needs. Our nurture lead is passionate about children's mental health and has recently undergone training to become a children mental health first aider.</p> <p>We have also further developed our internal break out spaces 'chimp corners' which have been based on the growth mindset research by Steve Peters who wrote the Chimp Paradox and the adapted children version 'My hidden chimp'. These strategies teach children how to regulate and cope with a variety of emotions they experience and continue to significantly reduce more intense/extreme behaviours.</p> <p>In addition we have also purchased the Dimensions PSHE scheme which is fully inclusive of the RSE curriculum to ensure compliance.</p> <p>We have also allocated funding for external workshops to be delivered for Year 6 focusing on the key RSE transitional objectives to ensure all children are given the knowledge and skills needed to safeguard themselves and others and become high school ready.</p> <p>This year we also also began 'Opal Play' at Gateway to support SEL outside fo the classroom, improve oracy and excite children about their outdoor area and their own capabilities.</p> <p>We have recently established a C.A.R.E.S Team, a pastoral support group consisting of Senior Leadership Team (SLT) members, the Nurture Lead, Family Engagement Officer, Support Staff, and the SENDCO. This team meets regularly to review and monitor the caseload of students facing challenges such as SEMH (Social, Emotional, and Mental Health), self-regulation, attendance, and parental engagement. The C.A.R.E.S Team implements targeted strategies to enhance and sustain the wellbeing of all pupils, providing tailored nurture interventions and making referrals to external counselling services and the Early Help and Resilience Programme (EHRP) when appropriate. SLT, alongside the C.A.R.E.S Team, assess the needs of all pupils, with a particular focus on disadvantaged students, ensuring that robust pastoral support is in place for all learners.</p>	
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	<p>EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot?utm_source=/projects-and-evaluation/projects/trauma-info%20med-short-term-managed-intervention-centres-2024-pilot&utm_medium=search&utm_campaign=site_search&search_term=trauma</p>	
<p>Improve the quality and enrichment of playtimes. To support SEL and ORacy along with meeting other SEMH needs through the implementation of Opal Play</p>	<p>This year we have embarked on a 2 year Opal Play to improve the quality of playtimes and to support Social and Emotional learning. Opal Play also supports and enhances oracy provision as children learn to negotiate and have further enrichment at playtimes.</p> <p>We have developed an Opal Play Team and are supported with opal play consultancy. 3 times a year. We are in the process of developing our external provision and Opal offer to engage all children in out door learning.</p>	<p>1 2 3 4 5 6</p>
<p>In order to meet the needs of all learners, and ensure correct provision of SEND, pupil premium and disadvantaged pupils, a focus will be on developing the Senior Leadership Team and other teams around school to meet the diverse needs of our children and families.</p>	<p>SLT drive and support staff with inclusive environments through the diagnostic assessments of optional SATs/ Testbase Tests, Boxall profiling, SEMH platform, FCAT Milestone document and the engagement model as well as developing internal processes for referrals to external agencies and supporting the families of the children to meet their needs, attend appointments and support consistent strategies at school and home.</p> <p>We have a very experienced SENDCO/Assistant headteacher with a background in Specialist provision.</p> <p>They lead and develop the SEND and inclusion provision at Gateway to support our disadvantaged children and their families with their educational and social and emotional needs. We also have a SEND manager who will work closely with the SENDCO to implement inclusive interventions and support adaptive teaching for our most vulnerable learners. This includes working within the wider community and developing family workshops to encourage family learning.</p> <p>SLT continually works to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. At Gateway we believe Attendance is a priority and everyone's responsibility.</p> <p>We work closely with the Pupil Welfare Officer along with our family engagement officer who continue to work proactively and reactively with all stakeholders to raise attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</p>	<p>1,2,3,4,5,6,7</p>

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

Budgeted cost: £246,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implement oral language interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills.</p>	<p>We have found oral language interventions to have a positive impact on pupils' language skills. The year we have invested in approaches that focus on speaking, listening and a combination of the two which will show positive impact on attainment:</p> <p>Communicate SALT Therapists and Consultant attend Gateway twice a week to deliver targeted interventions and support to children, staff and their families to move learning forwards. Colourful Semantics and word aware interventions are also delivered on a daily basis. This is a universal approach in promoting oral language and accessed by a high percentage of disadvantaged and pupil premium children</p> <p>Voice 21 and Oracy champions will look to provide specific whole school strategies to support all children at a universal level and will also drill down into specific interventions for children once they have received their training focusing on rich talk and vocabulary in all Key Stages and phases throughout school.</p> <p>'NELI' and 'Talk Boost' interventions are used, primarily in EYFS and KS1 but are available to all learners as appropriate to their age and stage of development.</p> <p>To support our EAL disadvantaged children we have employed a specific member to staff to deliver targeted EAL interventions. We have purchased and implemented the 'Learning Village' scheme of work as an intervention to support English oracy throughout school. We are also subscribed to the EAL hub for resources to support children who need additional visuals to integrate into the English community and remove further barriers to learning. We also work to engage families who new to the country and ro new to the area to support their child's learning of English at home.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 4 5 6 7</p>
<p>Additional phonics sessions have been implemented which target disadvantaged pupils who require further phonics support due to the acquired gaps in their learning as a result of poor attendance or family circumstances. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>To provide targeted additional Phonics interventions, we have deployed staff in each phase to deliver targeted 1:1 RWInc interventions to the children who have been identified as having the largest gaps (through RWInc baselines)</p> <p>These interventions are dynamic and meet the needs of the children. e.g. KS2 takes part in precision teach interventions along with dyslexia targeted interventions and the RWInc Comprehension programme. KS1 and EYFS use the RWInc Portal and the bespoke RIWnc regimented approach to teaching early reading. We also use the portal and RWINC for any new children to school with EAL to teach them English reading. We find our EAL learners make rapid progress through the RWINC Scheme.</p>	<p>1 2 3 4 5 7</p>

	<p>The progress of the targeted phonics interventions will be reviewed every 6 weeks and progress measures will be taken every 12 weeks to highlight maximum impact.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
Precision Teach - Specific targeted interventions using delivered by HLTA in conjunction with the SEND team	<p>Through rigorous and triangulated monitoring, we have successfully identified pupils who require specific interventions. As a result, we have implemented Precision Teaching interventions, which are delivered by a Higher Level Teaching Assistant (HLTA) and SEND Manager. These interventions are designed to target specific gaps in learning and address the individual needs of pupils who require additional, targeted support in line with their identified needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=precision%20teach</p>	1 2 3 4 5 7
Stuck Cohort Interventions	<p>In light of our context, where 24% of pupils across the school have Special Educational Needs and Disabilities (SEND), with 84% of these students being eligible for Pupil Premium, we acknowledge the critical need to provide tailored and targeted support for our SEND pupils.</p> <p>Through robust monitoring and thorough identification processes, we have identified a 'stuck cohort' of pupils some of whom awaiting further intervention from external agencies. In the interim, these pupils are receiving focused, evidence-based interventions targeting key areas such as working memory, naming speed, and communication skills. For example, interventions like <i>Chatty Learners</i> are being implemented. These interventions are delivered by our SEN team and support staff, with additional assistance as required. This targeted support will continue until further diagnostic assessments can be carried out by external agencies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=precision%20teach</p>	1 2 3 4 5 7
Maths interventions	<p>From observations, pupil voice and data analysis we have identified that our children given their backgrounds and childhood ACES struggle to retain new information and develop their working memory and 'sticky knowledge.'</p> <p>We have found this is particularly evident in mathematics. In order to address this we have developed targeted interventions to focus on key learning to improve automaticity. Particularly in the area of number and formal operations.</p> <p>In Ks1 there are dynamic interventions sessions each week for each class this can range from a 'gap teach' to specific targeted intervention focussing on a specific skill set or knowledge gap.</p> <p>In KS2- we have implemented a whole school strategy to improve timetable knowledge to support sticky learning and also have specific times table interventions delivered by support staff for children in group work or 1.1 support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=precision%20teach</p>	1 2 3 4 5 7

https://www.gov.uk/guidance/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention

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

Budgeted cost: £ 58400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Trauma Informed Practise using a variety of behaviour management approaches both targeted and universal, with the aim of developing our nurturing school ethos and improving behaviour and social and emotional learning across school</p>	<p>We have implemented Trauma informed approaches to further enhance a nurturing approach to teaching and learning in school to improve children's behaviour and emotional regulation across school. before learning takes place.</p> <p>Staff have received trauma-informed training thus far and will continue to receive CPD throughout the year to improve staff's knowledge and skills in dealing with children's behaviour.</p> <p>Staff will continue to receive Boxall Profile training to assess and meet children's needs and improve behaviour across schools as a universal approach. We now also use Strengths and difficulties questionnaires (SDQs) to bench mark children both pre and post nurture interventions to measure impact</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Gateway will continue to work with external agencies to develop staff understanding and awareness of strategies to support children with Private Educational Psychology involvement, Local Authority Educational Psychology involvement. External Counselling and continued Service level agreements with the Blackpool inclusion team.</p> <p>Developing working relationships with a wider network of professionals in alternative provision such as SERFs, BFC, and Specialist Education settings.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 4 5 6 7</p>
<p>To further develop the attendance drive in school and to embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Our disadvantaged pupils have significantly lower attendance than that of their peers. In order to address this we will continue to work with the PWO and develop clear systems to improve attendance of our disadvantaged pupils. Our staff work alongside families to educate parents on the importance of punctuality and attendance across school.</p>	<p>1 2 3 4 5 6 7</p>

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>We have also budgeted for Incentives to engage families to increase attendance figures. This presents as rewarding children and families attendance through family hampers, children’s certificates and recognitions of improved efforts from parents to bring their children to school and recognition of improvement in punctuality.</p> <p>We have also employed an additional member of staff (SHS) who works alongside our family support officer and PWO to work with families to improve attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>To further develop the Entitlement Curriculum by enhancing wider curriculum opportunities across school.</p>	<p>We have carefully planned and have set aside money to fund exciting trips and curriculum enhancement opportunities. This will vary from inviting external visitors into school such as the owl sanctuary, in house planetarium visits, Barclaycard - life skills visits and authors on books tours to wider trips for our older children</p> <p>Each subject leader is charged with planning trips for their subject and liaising with class teachers to enable this to be purposeful and meaningful, linked with curriculum content.</p> <p>One year group this year have already taken part in the Blackpool Primary Dance Festival this year, performing on the stage at the Winter Gardens. In addition we have also had several trips to compete in local sports event ranging from football, rugby and orienteering.</p> <p>We also plan to visit the Blackpool Tower Circus which complements the curriculum area of local knowledge in addition to enrichment, the Theatre for pantomimes and engage with the book bus along with Cyber escape room workshops and engage with local emergency services for CPR and county lines workshops.</p> <p>Furthermore we provide opportunities for children to learn to swim in KS2. We believe that being located a seaside town this is a key life skills for all our children.</p>	<p>1 2 3 4 5 6 7</p>

Total budgeted cost: £ 340400.00

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

<p><u>Pupil premium strategy outcomes 2023-2024</u></p> <p>Overall attendance gap between disadvantaged pupils and their non-disadvantaged peers has reduced again this academic year. The pastoral support and systems are in place with our PWO to continue to manage any discrepancy in attendance between disadvantaged and non- disadvantaged children.</p>

Pupil premium attendance: 91.5%

Non Pupil Premium attendance: 95.2%

The percentage of all pupils who are persistently absent has fallen and the figure among disadvantaged pupils is not as large compared to that of their non disadvantaged peers.

Families are developing their skills and knowledge to support their children through family learning projects in school. This is something we have developed further this year with our Family engagement officer and the pastoral team. We provide regular reading workshops and family learning workshops to support parents with their children's learning. WE also provide 2x half termly parent forums with different focus each time ranging from crafts to educating families on pedagogical approaches of curriculum subjects. These have had good feedback and parent attendance continues to increase.

From our internal assessments of Academic year 2023 -2024 - Percentages of disadvantaged children achieving in line or above national expectations are as follows:

	22.23 Data	23.24 Data	Improvement
	EXS+	EXS+	Percentage Progress
Reading	49%	50%	1%
Writing	34. %	37%	3%
Maths	43%	49%	6%

The percentage success rates for our PP children are rising. One of our biggest barriers is the transiency of children. We often lose EXS PP children and gain WTS PP children. Deposit this trend of our context data does continue to rise and improve for our disadvantaged children. A further measure we are taking to reduce transients and increase stability is to reduce our PAN from 2 form entry to a 1 form entry. This was implemented this year as reception class is now 1 for entry- this will gradually feed through in subsequent years however this will take place over coming years.

Although there is a gap between Pupil premium and non disadvantaged children thi continues to be a narrow year. Our quality intervention offer is showing impact and we continue to have prioritised our disadvantaged children for these interventions to close the gaps through both one to one and small groups intervention.. This has targeted specific needs and knowledge gaps to support the children at risk of falling behind. Assessments and observations indicate improved oral language and vocabulary development among our disadvantaged pupils. There continues to be a key focus on tier 2 and tier 3 vocabulary across subjects and. This is evident through triangulation with the pupil's engagement in lessons, book scrutiny and formative assessment.

Qualitative observations and discussions show that pupils understand the link between the way in which they learn and their social knowledge and behaviour. All pupils are learning effectively, showing deeper learning and understanding. All staff understand nurture and safeguarding is key to ensure this. We now have a team of staff who are 'Team Teach' trained and we have seen a reduction in positive handling this year demonstrating that Pupils behaviour for learning is improving. We have also seen a significant reduction in fixed term suspensions this academic year which demonstrates the impact of our trauma informed practices and social and emotional learning.

DC data shows our disadvantaged pupils perform broadly in line with our non-dis disadvantaged pupils. our disadvantaged pupils are more engaged than previous years, motivated and intrigued and lessons

capture their interest. We have found this is as a result of curriculum design and trauma informed practices as we endeavour to meet their SEL needs initially Pupil voice activities, from our monitoring, show a greater understanding of the world around them and the curriculum they are learning.

Sustained high levels of wellbeing seen from qualitative data including pupil voice, pupil, parent and staff questionnaires and observations. Values and a nurturing environment are evident through reviews and walkthroughs.

Outcomes at the end of each year group for our disadvantaged pupils show that more pupils are beginning to meet their expected standard and showing better progress.

Our MTC Data Demonstrates that our disadvantaged pupils performed inline with their non disadvantaged peers. When comparing our PP data to national average, 34% of children passed the MTC whereas 20% of Gateway children (including PP children) passed the MTC. Although this is below national average, Gateway PP and Non PP are performing inline with each other. The Maths interventions planned as part of the PP strategy aim to improve these scores to be more inline with national average.

Y4 MTC					
Y4 MTC	Number of Children	Total in Sub Group	Percentage of Group	Total Number	Whole Cohort Percentage
Passed	11	55	20%	55	20%
SEND	4	19	21%	55	7%
PP	8	41	20%	55	15%
EAL	3	18	17%	55	5%
Stable (Jan 2022)	7	31	23%	55	13%

At Gateway, each academic year we build and improve on our pupil premium strategy. We are gradually achieving and evolving our intended outcomes and respond reactively and practically where able when we observe a trend or if we identify the strategy can be improved. As we have planned strategically and with longevity, many of the previous pupil premium strategies still stand as we are embedding a culture of trauma informed and SEL practices to raise attendance, improve data and outcomes or all stakeholders.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Speech and Language Therapy	Communicate
English Scheme of Work focussing on Oracy and Reading	Talk for Writing RWINC
Subject Leadership Development and CPD	Consultancy MW
Promoting wellbeing and Improving Self- esteem and behaviour across school	Nurture UK consultancy PSHE Scheme of work (Dimensions)
Pupil Welfare	PWO

Anxiety Low self esteem and resilience	Jen Waite Educational Psychology High Fives Counselling
Music Tuition	Blackpool Music Service
Additional Swimming Sessions	Palatine Leisure Centre
Social and Emotional Learning	TISUK
Enhanced playtime provision	Opal Play
Oracy project	Voice 21 Project
Improved Reading outcomes	English Hub and RWInc