



Pupil Premium Strategy Statement

School overview

Detail	Data
School name	The Gateway School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	71.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2029/2030
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Conor Renihan, Headteacher
Pupil premium lead	Conor Renihan
Governor / Trustee lead	Chris Moody/Martin Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89730
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	£89730
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan-Statement of intent

All of our pupils have an EHCP with SEMH identified as their primary need. This is an indication of a range of social, emotional and mental health difficulties which act as a significant barrier to learning. Many of the pupils in our school are disadvantaged due to the socio-

Core theme	Associated difficulty
Going beyond your borders	Many of our pupils come from socio economic backgrounds which mean that they struggle to embrace change and new experiences because they have not had the opportunity to experience them before. We want them to learn to become an adult (in an adult environment) and to achieve increased cultural and social capital. This means Taking risks and pushing the boundaries of what they thought they could achieve.
Reflection	Many of our pupils struggle to see that making mistakes can offer important learning opportunities and that they may need time to reflect on these mistakes or successes in order to progress. They often respond at a heightened level rather than giving themselves time and space to find a solution.
Balance	Many of our pupils struggle to have proportional responses to situations in school. These responses at a heightened level have often meant that they have been marginalised in many school and/or social settings. The interventions have been designed to develop more balanced responses to adversity.

economic background they come from, but many are disadvantaged by their previous experiences of education which all too often fails to recognise their hidden disabilities. In addition to these barriers many of our pupils have learning difficulties and/or syndromes and conditions which can inhibit their ability to cope in a mainstream setting. Difficulties with literacy, numeracy, processing, ADHD, ASD or attachment disorders mean that our pupils often present with a range of behaviours which be a huge barrier to their learning.

Our intent is to provide an educational experience rather than just a curriculum which takes into account pastoral as well as learning needs. We intend to do this via our 6 core themes (resilience, going beyond borders, reflection, communication, balance and independence). Via the journey throughout these themes we plan to prepare our pupils for adulthood and the world of work.

Our 6 core themes give a clear framework of the areas which our pupils may experience difficulties in.

Resilience	Many of our pupils struggle to cope with adversity even to the smallest degree. We need to develop interventions and a curriculum that encourages / enhances resilience. Many of our interventions enable pupils to accept mistakes and learn from them. This includes key areas of school life including testing and exam situations.
Independence	Most of our pupils struggle to learn independently as they have previously had negative experiences of education whereby they have developed an over dependence on adult help without being challenged to manage their own feelings, behaviours etc.. Our interventions below enables them to learn how to use and adapt strategies to manage difficult situations (independently managing behaviour).
Communication	Other than the clear link between our literacy intervention programmes and the communication theme (our pupils often have issues with literacy) there is also a clear need for many of them to develop the skills to communicate the need for emotional support (which can be offered / encouraged via a range of interventions).

We intend to use premium funding to enable positive progress through opportunities afforded by theme-based activities and learning across our school.

Challenges

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

Challenge number	Detail of challenge
1	We know that disadvantaged pupils with SEMH difficulties often have hidden learning needs which mean that they cannot progress academically as quickly as other pupils of their own age
2	Assessments and research show that disadvantaged pupils with SEMH difficulties are generally more likely to have literacy and/or language comprehension difficulties as well as issues with developing basic numeracy skills compared to peers in mainstream education.
3	Many of our pupils are disengaged from education due to negative experiences of learning and school. The longer they are out of school reinforces this negative view. This may be as a result of lower learning levels, lack of parental support or other external factors.
4	Our assessment, interactions with pupils, parents/carers and external agencies have identified key and significant challenges with pupil mental health and well-being. This is especially true when you consider that all of our pupils have SEMH as a prioritising factor on their Education and Health Care plans.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural and/or social capital outside of school. SEMH pupils are further disadvantaged in this area by their hidden disabilities.
6	We know (via pupil and parent voice, careers meetings and destinations data and feedback) that our pupils often require additional support to develop personal and work skills required for adequate preparation for adulthood and the world of work
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved levels of literacy by building on and embedding literacy interventions across the school. This includes improving levels of writing across the school for our PP students to narrow the gap between their levels of reading and writing.	Targeted pupils to have increased progress scores both in relation to discrete reading scores as well as improved performance in higher literacy subjects Disciplinary Literacy is embedded and positively impacts core and foundation subjects (accredited or otherwise). An increasing number of disadvantaged pupils entered for GCSE subjects, particularly maths and English. Data analysis of vulnerable groups indicates at least equal performance alongside pupils in the main school.
Improved processes for developing numeracy skills in disengaged pupils who will not /cannot access classroom activities Develop clear and effective numeracy strands and teaching within interventions	Progress data for Blended Learning pupils (at KS3 &4) and PA pupils indicates that progress has moved from Of Concern to at least 'On track' progress for those attending assigned interventions in and out of school.
Improved and increased teaching for our LAC pupils across a range of subjects and settings	Termly data analysis indicates On Track to Above Track progress for identified pupils. Where appropriate, pupils have achieved nationally recognised qualifications and KS4 pupils have secured meaningful and relevant destinations.
Improved and increased levels of activities which enhance pastoral development and the ability for our pupils to engage more successfully in social interactions	Attendance data indicates increase for targeted pupils. The interventions and EHCP tracker data indicates positive data for the period of the Key Stage. Targeted pupils to have increased progress scores both in relation to discrete reading scores as well as improved performance in higher literacy subjects

Develop engaging curriculum strands via interventions and enrichment to 'hook' disengaged pupils and increase attendance.	Attendance levels for targeted pupils has risen. Pupil and parent voice is positive regarding activities. Clear positive data from Interventions and EHCP tracker
Improved and maintained successful aspirations and pathways to secure destinations.	All pupils at KS4 have secured post 16 placement, employment and training (including those engaged in project work).
To sustain and further strengthen the Post 16 careers pathway and reduce KS4 pupil anxiety around 'moving on'	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2028/29, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and embedding of reading approaches (Lexonik) which improve literacy levels Update for 25/26- Lexonik training for 2 staff (One BL support to ensure improved literacy outcomes for Blended Learners) Encourage our pupils to read for pleasure.	Reading Framework Jan 2022 (updated 2023) The reading framework Research on Reading for Pleasure https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf Microsoft Word - Children and young people's reading in 2025 (National Literacy trust)	1 & 2

LSA support for bookshop visit and library build	<p>evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	
CPD for teaching staff on embedding and developing basis of Hit Squad English (Talk for Writing) and Entry level literacy specifications.	<p>EEF-testing project for Primary Writing Project</p> <p>Talk for Writing EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Talk for Writing Evaluation Report and Executive Summary</p> <p>ED581467.pdf</p> <p>EEF –Improving Literacy in Secondary Schools Guidance Report</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p>	1 & 5
<p>Recruitment of P/T teacher to enable and enhance access vocational pathways and careers links (preparation for adulthood) - CEIAG CPD to target Blended Learners</p> <p>Update25/26 two senior staff training as career leads</p> <p>Investigating augmenting Trust support with external partners</p>	<p>Preparing for Adulthood programme, in partnership with Helen Sanderson Associates (January 2015).</p> <p>Gatsby Benchmarks updated 2025</p> <p>A New Chapter for Careers Guidance Gatsby Benchmarks</p>	6

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

Budgeted cost: £40,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 for our lower level learners- a response to changing cohort of pupils with LD</p> <p><i>Update 25/26 Evidence for Learning (EfL)</i></p>	<p>Differentiation in a SEN classroom can be difficult. This is especially true when faced with an increasing number of pupils who have diagnosed learning difficulties and a co-morbidity factor such as SEMH, ADHD etc. Providing this support in our setting has more than the moderate effect identified in EEF research.</p> <p>Individualised instruction _EEF toolkit</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1 & 3
<p>Additional 1:1 tutoring for pupils on Blended learning programmes (due to disengagement from education) on and off the school site-supporting structured learning and pastoral interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3 & 4
<p>Additional support and resourcing for LAC pupils who form an increasing cohort in school- including pastoral support</p>	<p>Targeted input) both pastoral and academic/vocational for LAC pupils</p> <p>Action for Children report</p> <p>Education outcomes report for print 3.pdf</p>	4,5,6 & 7

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

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Developing and embedding a range of alternative provisions in school to support and maintain the reengagement of pupils.</p> <p>Pastoral team build & PBL</p>	<p>We know that when we provide high quality alternative activities and interventions in school that we have more chance of engaging pupils , getting them into school and improving attendance.</p>	<p>3, 4 & 5</p>
<p>Develop and build on and embed clear therapeutic strand such as theraspace and school counselling opportunities</p>	<p>Therapy is widely recognised as highly effective in developing and maintaining social and emotional skills in pre school children.</p> <p>There are also significant levels of research indicating an equally effective impact when play therapy is used with children who have experienced trauma. We strive to be trauma-informed school. As a result we are committed to building this strand into our therapeutic offer.</p> <p>Why Play Therapy is Appropriate for Children with Symptoms of PTSD-Association for Play Therapy</p>	
<p>Developing greater clarity for creating vocational pathways with greater choice</p>	<p>Due to the small size of our school and the current climate, we do not want our pupils to be disadvantaged further by a lack of capacity.</p> <p>Gatsby Benchmarks Statutory Government Careers Guidance</p>	<p>3 & 6</p>

Total budgeted cost: £89, 692

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.

Headlines from Whole School data 2025

- The majority of pupils who attend school are regularly making on or above track progress
- 82% of the school are making at least working towards progress in English (66% making at least on track progress). This figure is even higher at KS4 (89% & 74%- the longer pupils are with us, the better they do) KS4 data for PAs and Blended learners is still good at nearly 75%
- 71% of the school are making at least working towards progress in maths (56% making at least On track progress). This figure is higher at KS4 (67% & 78%-the longer pupils are with us, the better they do).
- Science and ICT data follows the same trend.
- Qualifications across all core subjects are impressive with a good layer of levels many of which contribute positively to pupils achieving their chosen destination pathways.
- Data is equally strong for foundation subjects with 83% of pupils achieving at least on track progress. Qualifications in these foundation areas are equally motivating and important for our pupils in relation to destinations. However, they also serve to engage pupils well and are often the first port of call when attempting to push attendance levels or to reintegrate blended learners into the main school. Pupils tell us that they enjoy these experiences.
- Analysis of data for pupils with vulnerabilities generally indicates that pupils in this group are following the whole school trend
- In specific targeted areas such as pupils identified as having learning difficulties, pupils are performing slightly better
- Pupil in the PA category are falling behind in terms of progress made and this is concerning. However, pupils who are PA at KS4 are performing better and are achieving accredited outcomes and destinations. (see SDP for 24-25).
- Much work continues to be carried out with blended learners to engage them in education and develop meaningful timetables which can have a positive impact on their progress outcomes. The gap is narrowing

- The gap is narrowing for actual and targeted progress being made in relation to EHCP targets for the blended learners cohort34Data is particularly strong for pupils years 11, 9 and 7.

The Achievement of Vulnerable Groups

The progress of learners in the **Looked After Children (LAC) (14)** is generally positive. An average of 76% were making at least working toward progress across core subjects. 61% of pupils were making at least on track progress. In English 100% pupils made at least working toward progress. In maths, this figure was slightly lower at 91%. In Science the figure was 63%. In ICT, 55% made at least on track progress (66% making at least working towards progress). All of the KS4 pupils in this category achieved well in national examinations and all accessed relevant and appropriate post 16 provisions. I have included this information in the table below.

Pupil	GCSE	FS	EL	Foundation/Voc	Destination
1 (Yr 11)	English –2 English Lit-2 Maths –2 Citizenship -2	English L1 ICT-L1	Science-EL3		College
2 (Yr 11)	English-1 Maths- 1	English L1	Science-EL 3	BTEC Sport Award (Merit)	College

Learners that receive **Free School Meals (FSM) (48)** have achieved pretty much in line with the rest of the school. This is not surprising as they form approximately 67% of the whole school. 77% of pupils in this category made at least on working toward progress across English (nearly 60% made on or above track progress). In maths the figure was slightly lower at 62% making at least working towards progress. There was an increasing number of pupils in the CMN/tribunal category who affected progress data in this area (7 pupils). Again, a growing number of these pupils were affected by circumstance we had no control over (OOC moves, EHE applications etc...).

It is important to note that almost 30% of this cohort achieved nationally recognised qualifications. Another indication that we work hard to capture work and progress our pupils make over time.

The **Blended Learning group** is made up of PAs, school refusers/school phobic and/or pupils who would previously have been vulnerable to permanent exclusion or multiple fixed term suspensions (due to high levels of violence and/or disruptive behaviour).

It is important that we take a holistic view of progress across 5 key areas:

- Progress in core subject areas
- Progress in foundation subjects (these subjects can be the way in for many of these pupils)
- Progress in pastoral activities and interventions (in and out of school)
- Progress made towards achieving EHCP targets
- Achievement of accredited courses/exams. (see below)

All of these pupils progress needs to be considered against the back drop of significant and prolonged personal and social difficulties which has resulted in them being taught one to one.

Much of our focus is on a pastoral programme for these pupils. The results have been very encouraging with 65% making at least working towards progress in English (54% made on-track progress.). The figure was 59% making on or above track progress in Maths.

We have to focus on EHCP targets based on social and emotional development and summer EHCP tracking data shows us that the gap between targeted and actual progress is closing and going in the right direction.

A summary of exam results and destinations for the year 11 Blended learners are tabled below;

Pupil	Qualifications

1	FS L1 English (reading), ELS Maths, Science and English.	
2	Entry level Maths and English	
3	GCSE Maths (4), English (3) , Biology (3), BTEC Sport , FS ICT L1	
4	GCSE maths (1), Biology (2), EL English (3)	

Externally provided programmes

Programme	Provider
Vocational Options	Centurion Motor Vehicle & Construction
Community Farm	Swallowfields
Sport & learning	Left Hook Learning
Community Project	Saints Foundation