



Pupil Premium Strategy



Together Everyone Achieves More

Pupil Premium Strategy 2025-2028

Equality

Resilience

Friendship

Compassion

Honesty

Respect



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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 over the next three years and the effect that last years’ spending of pupil premium funding had within our school.

School overview

Detail	Data
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	37.5%
Academic years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Beruk Berhane
Pupil premium lead	Mr Dan Getty
Governor / Trustee lead	Mrs Verity Langley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,989
Pupil premium (and recovery premium*) funding carried forward from previous years	£33,514
Total budget for this academic year	£236,503



Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors at Tollgate Community Junior School accept collective responsibility for pupils who are socially disadvantaged. We are fully committed to meeting pupils' pastoral and social needs because these are fundamental to securing strong academic outcomes. This commitment is fundamental to our school ethos and reflected in our motto: "Together Everyone Achieves More." Every child, regardless of background or need, is valued, respected, and entitled to reach their full potential.

Our focus extends beyond disadvantage to include vulnerable pupils such as those with social workers in their lives or who are young carers. We are dedicated to supporting their progress and wellbeing, regardless of whether they qualify for the Pupil Premium.

Currently, 41% of our children are eligible for Pupil Premium funding. Historically, these children have faced challenges including lower academic attainment, emotional wellbeing concerns, reduced parental engagement, and attendance difficulties when compared with their non-disadvantaged peers. The attainment gap has been erratic at best over time, making its closure central to our school improvement agenda over the next three years.

Our approach is firmly grounded in evidence-based research. We recognise that life outcomes are strongly influenced by educational outcomes, particularly for disadvantaged pupils (DfE, 2023, [link 1 2](#)). In addition, the Education Endowment Foundation ([EEF](#)) identifies high-quality teaching as the most powerful lever for improving attainment, especially for pupils experiencing disadvantage.

Consequently, our strategy is rooted in securing consistently excellent teaching across the school, complemented by targeted academic support and the removal of wider barriers to learning. We take a holistic approach, recognising that attendance, behaviour, emotional wellbeing, and family engagement all directly affect pupils' capacity to succeed academically. Vulnerable pupils, including those with social workers and those who young carers, remain at the heart of our work. Funding is allocated flexibly according to assessed need rather than a fixed per-pupil amount, ensuring resources are directed where they will have the greatest impact in closing attainment gaps and securing sustained academic improvement.

Our Priorities

To maximise the impact of Pupil Premium funding, we have set clear priorities:

- Ensure consistently high-quality teaching in every classroom, supported by ongoing, targeted professional development.
- Close attainment gaps between disadvantaged pupils and their peers, particularly in reading, writing, and mathematics.
- Provide targeted academic interventions for pupils not yet making expected or accelerated progress.
- Address key barriers to learning, including attendance, behaviour, and emotional and mental health.
- Strengthen parental engagement to support pupils' long-term academic success.



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- Increase cultural capital to provide high aspirations and equity of access for pupils.
- Deploy funding strategically and flexibly, ensuring support is matched precisely to individual and group needs.

Our Ethos & Commitments

We commit to fostering a culture where:

- Staff believe in every child's potential and hold high expectations for all.
- There are no excuses for underperformance; barriers to learning are actively identified and overcome.
- Staff collaborate and innovate to find solutions and deliver effective support.
- Every member of staff knows who our disadvantaged and vulnerable pupils are and understands their needs.
- Data is regularly analysed by all staff, with pupil progress meetings ensuring strengths are celebrated and next steps planned.
- Support is provided at all levels of attainment, enabling every child to achieve more.
- Interventions are evidence-informed, drawing on EEF guidance and best practice.

How We Will Deliver Excellence

Building on strong practice, our approach combines the best evidence-based strategies. Firstly, high-quality Wave 1 teaching ensures all pupils receive effective first teaching. Our pedagogy is grounded in evidence-based, high-impact strategies, including:

- Metacognition and self-regulation strategies
- Explicit teaching of reading comprehension
- Oracy development to build confident communication
- Specific, actionable feedback so pupils know precisely how to improve
- Structured collaborative learning and peer support

Secondly, where pupils require additional support, targeted Wave 2 academic provision offers structured small-group and one-to-one tuition to enable pupils to catch up or accelerate progress.

Thirdly, alongside academic support, pastoral and therapeutic provision addresses barriers to learning such as attendance, emotional and mental health needs, behaviour, or family circumstances. Enhanced Family Liaison Officer (FLO) provision strengthens relationships with families, improving attendance, engagement, and readiness to learn.

Finally, to further support personal development and academic engagement, disadvantaged pupils are given preferential access to enrichment and out-of-school activities, nurturing talents, building self-esteem, and broadening cultural experiences at reduced or no cost to families.

Challenges

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



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Challenge number	Detail of challenge
1	<p style="text-align: center;"><u>Attainment and Outcomes</u></p> <p>Disadvantaged pupils underperform compared to school and national non-disadvantaged peers. Year 6 RWM expected standard in 2025 for disadvantaged was 36% vs 68% for non-disadvantaged. Gaps are particularly evident in reading, writing, GPS, and higher standard attainment.</p> <p>Year 4 Multiplication Check 2025: 36% for disadvantaged vs 46% for non-disadvantaged.</p>
2	<p style="text-align: center;"><u>Attendance</u></p> <p>Disadvantaged pupils, and particularly those with SEND, have lower overall attendance and disproportionately high persistent absence. In 2024–25:</p> <ul style="list-style-type: none"> ▪ Average attendance: 91.0% for disadvantaged pupils vs 95.5% for non-disadvantaged pupils ▪ Persistent absence: 30.4% of disadvantaged pupils vs 9.0% of non-disadvantaged pupils ▪ Disadvantaged pupils with SEND: 40 pupils, of whom 30% were persistently absent and their average attendance was 90.2%, highlighting acute attendance challenges within this group <p>These attendance issues reduce learning opportunities and contribute directly to attainment gaps, making this a critical barrier to progress for disadvantaged pupils, particularly those with SEND.</p>
3	<p style="text-align: center;"><u>Social, Emotional, and Mental Health (SEND)</u></p> <p>Disadvantaged pupils are over-represented in SEND and pastoral interventions. 50% of pupils on the SEND register are disadvantaged (compared with a national average of 40%), and they account for 58% of pupils receiving pastoral support, indicating higher levels of social, emotional and mental health need. For a small cohort, these needs impact self-regulation, engagement, attendance, and behaviour, particularly at unstructured times.</p>
4	<p style="text-align: center;"><u>Parental Engagement</u></p> <p>Families of disadvantaged pupils show lower engagement, including reduced attendance at parent consultation evenings, limiting opportunities to reinforce learning and wellbeing support at home.</p>
5	<p style="text-align: center;"><u>Enrichment</u></p> <p>Disadvantaged pupils have lower participation in enrichment and cultural opportunities, which limits confidence, skills development, and exposure to broader experiences. Targeted strategies are needed to ensure equitable access.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Accelerated progress in reading, writing, and maths for disadvantaged pupils.</p>	<p>By Dec 2028, at least 70% of disadvantaged pupils meet the expected standard in RWM at KS2, with a clear improvement trajectory (Dec 2026: 55–60%; Dec 2027: 65%).</p> <p>Outcomes are in line with or exceed national non-disadvantaged benchmarks, except where significant cognitive SEND is present; in these cases, pupils demonstrate strong progress from individual starting points, evidenced through assessment and Language Link or equivalent assessment formats.</p> <p>High-attaining disadvantaged pupils are challenged appropriately and achieve well.</p>
<p>Improved attendance for disadvantaged pupils.</p>	<p>By December 2028:</p> <ul style="list-style-type: none"> ▪ Attendance for disadvantaged pupils rises to $\geq 94\%$, reducing the gap with non-disadvantaged pupils to 1–2% ▪ Persistent absence falls from $\sim 30\%$ to $\leq 10\%$, including for disadvantaged pupils with SEND ▪ Annual milestones: Dec 2026: attendance $\geq 92.5\%$, PA $\leq 20\%$, Dec 2027: attendance $\geq 93.5\%$, PA $\leq 15\%$
<p>Improved outcomes for disadvantaged pupils with SEND through a graduated response and strong parental partnership</p>	<p>By December 2028, disadvantaged pupils achieve improved engagement, attendance, and progress, evidenced by:</p> <ul style="list-style-type: none"> ▪ Graduated support: <ol style="list-style-type: none"> a) Wave 1: High-quality first teaching meets the needs of disadvantaged pupils, including those with SEND b) Wave 2: Targeted interventions for pupils not on track c) Wave 3: Intensive support for those requiring additional help, monitored termly ▪ Parental partnership: <ol style="list-style-type: none"> a) All parents of disadvantaged pupils attend at least one parent consultation evening b) Parents of disadvantaged pupils with SEND attend termly [three times a year] review meetings in addition to parent consultation evenings c) 100% engagement with SEND support plans and interventions ▪ Measurable impact: <ol style="list-style-type: none"> a) Overall attendance rises from 91% to $\geq 94\%$ by Dec 2028 b) Persistent Absence falls from $\sim 30\%$ to $\leq 15\%$ for disadvantaged pupils, including those with SEND c) Termly progress against individual targets shows measurable improvement d) Fewer emergency/reactive pastoral interventions



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<p>Equitable Access to Enrichment and Cultural Opportunities for Disadvantaged Pupils</p>	<p>By Dec 2028, disadvantaged pupils have equitable access to enrichment opportunities, leading to improved engagement, confidence, and personal development:</p> <ul style="list-style-type: none"> ▪ Participation: 100% of disadvantaged pupils attend at least one after-school club, enrichment trip, or cultural activity every two terms. ▪ Tracking & Monitoring: Termly monitoring of participation rates for disadvantaged pupils, establishing a clear baseline from 2025–26. ▪ Impact: Observed improvements in confidence, social skills, and engagement, measured through pupil voice, staff observations, and engagement logs. ▪ Targeted Support: Barriers to participation (e.g., cost, transport) are removed for disadvantaged pupils, ensuring full access to activities.
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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: £25,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on embedding Assessment for Learning principles within daily teaching £2,000	According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.' EEF , Sep 2025	1
CPD via instructional coaching (pedagogy and Assessment for Learning strategies, led by Headteacher/SLT) £18,323	The Education Endowment Foundation highlight that revisiting prior learning, goal setting, providing feedback, and action planning are core features of effective professional development programmes. Effective Professional Development EEF	1
Introduction of Destination Reader programme, including initial staff training and purchase of resources (books, guides) Can £5,000	Open University evaluation: Destination Reader improves teacher confidence and reading culture. Open University: DR Evaluation , 2022 EEF guidance: structured reading comprehension programmes are high impact. Link: EEF , Oct 2025	1



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

Budgeted cost: £130,894

Activity	Evidence that supports this approach	Challenge number(s)
Teachers to deliver quality-first teaching intervention to support disadvantaged pupils in addressing individualised targets in learning as part of morning session initiative. Dyslexia £13,919 Phonics: £25,314	EEF Toolkit -One to One Tuition One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. [+5 months] Link: EEF , July 2021	1
Teaching Assistants deliver structured small group or one-to-one support where needed £55,436	EEF Toolkit – Teaching Assistant Interventions: small group or 1:1 support, when structured and evidence-based, can add 4–6 months progress. Reading comprehension interventions are high impact [+6 months]. Link: EEF , June 2021	1
Yearly subscriptions for Speech Link and Language Link to screen and support oral language and reading development. £2000	EEF Toolkit – Oral Language Interventions: structured support for oral language development improves reading outcomes. [+6months] Link: EEF , May 2025	1
SENCO initial meetings with every family of a child with SEND, termly reviews, and monitoring of SEND pupil progress £29,225	EEF guidance: parental partnership and early identification support academic and emotional outcomes [+4 months] Link: EEF , May 2025	1, 3
Tracking attendance and engagement of families of disadvantaged pupils at parent evenings, using INSIGHT £2,500	EEF guidance: improving parental engagement positively affects learning, attendance, and wellbeing [+4 months] Link: EEF , May 2025	4
Track enrichment offer and uptake disadvantaged £2,500	EEF pupil premium strategy, recognises the importance of cultural learning opportunities as part of a wider strategic approach to supporting disadvantaged pupils and closing attainment gaps Link: EEF , Sep 2025	5



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

Budgeted cost: £80,286

Activity	Evidence that supports this approach	Challenge number(s)
Investing in the employment, training and supervision of a Family Liaison Officer, working via a bespoke approach to identify and address barriers to attendance for disadvantaged families £25,000	EEF Supporting school attendance The EEF emphasises the importance of building a deep understanding of pupils and their families—identifying specific personal, academic, or contextual challenges they face. Link: EEF 1 , Jan 2024	2, 4
Dedicated time/support with a Licensed Thrive Practitioner or ELSA (1:1 and group) to help build emotional development and resilience, improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. £14,474	EEF Toolkit – Social and Emotional Learning: SEL interventions improve academic outcomes by ~3 months, enhance self-regulation, social skills, and resilience. Link: EEF , May 2025	2, 3
Thrive Online subscription for SEMH assessments and termly monitoring £3,000	EEF – SEL evidence: assessment and targeted support enables effective planning of interventions. Link: EEF , Oct 2021	2, 3
Targeted removal of barriers for enrichment participation (clubs, trips, cultural experiences) Ed Psych, Play Therapy, Librarian £37,812	EEF – Cultural Capital / Enrichment: participation improves engagement, skills, confidence, and social development. Link: EEF , Sep 2025	5

Total budgeted cost: £236,503 Part B: Review of the previous pupil premium strategy

Outcomes for disadvantaged pupils

Between 2024 and 2025, outcomes for disadvantaged pupils at the end of Key Stage 2 showed a mixed picture. Attainment improved in writing (49% to 61%) and mathematics (54% to 70%) but declined in reading (59% to 55%), GPS (59% to 39%) and the combined RWM measure (41% to 36%). Despite improvements in some subjects, outcomes in 2025 remained well below school and national non-disadvantaged benchmarks, including RWM (36% vs 68%), reading (55% vs 82%/81%) and GPS (39% vs 79%/75%). Higher standard outcomes for disadvantaged pupils remained low compared with both benchmarks.

Table 1 and 2: Year 6 outcomes for disadvantaged children over time compared to school and national non-disadvantaged children
Table 1: Expected Standard



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	2024	2025	School 2025 Non-disadvantaged	National 2025 Non-disadvantaged
RWM	41%	36%	68%	68%
Reading	59%-	55%	82%	81%
Writing	49%	61%-	80%	77%
Maths	54%	70%-	79%	80%
GPS	59%-	39%	79%	75%

Table 2: Higher Standard

	2024	2025	School 2025 Non-disadvantaged	National 2025 Non-disadvantaged
RWM	0%	3%-	14%	10%
Reading	12%	12%	34%	35%
Writing	5%-	6%-	30%	15%
Maths	10%	21%-	25%	31%
GPS	15%-	9%	29%	35%

Outcomes for disadvantaged pupils in the Year 4 Multiplication Tables Check improved between 2024 and 2025, rising from 28% to 36%. This represents positive progress; however, attainment in 2025 remained below both school non-disadvantaged pupils (46%) and national non-disadvantaged benchmarks (41%). While the gap has narrowed, disadvantaged pupils continue to underperform relative to their peers, indicating the need for sustained focus on early number fluency.

Table 3: Year 4 Multiplication Check compared to school and national non-disadvantaged children

	2024	2025
School Disadvantaged	28%	36%-
School non-disadvantaged	44%	46%
National non-disadvantaged	37%	41%



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Attendance

Between 2023–24 and 2024–25, attendance for disadvantaged pupils remained static at **91.3%** → **91.0%**, while disadvantaged pupils with SEND fell slightly from **91.5% to 91.0%**, leaving both groups well below the national non-disadvantaged benchmark of **94.2%**. Persistent Absence (PA) for disadvantaged pupils improved marginally from **32.9% to 30.4%**, but remains almost **three times higher** than national non-disadvantaged levels (around **10–11%**). For disadvantaged pupils with SEND, PA worsened from **19.4% to 25%**, indicating that despite some progress, attendance interventions have not closed the gap to national expectations and require significant strengthening.

Table 4: Attendance of disadvantaged children over time compared to school and national non-disadvantaged children

	2023-24	2024-25
School disadvantaged with SEND attendance	91.5%	91.0%
School disadvantaged attendance	91.3%	91.0%
School non-disadvantaged attendance	95.4%	95.3%
National non-disadvantaged attendance	94.2%	-

Table 6: Whole school Persistent Absence (PA) for disadvantaged children over time compared to school and national non-disadvantaged children

	2023-24	2024-25
School disadvantaged with SEND PA	19.4%	25%
School disadvantaged PA	32.9%	30.4%
School non-disadvantaged PA	10.5%	8.3%
National non-disadvantaged PA*	10-11%	-

(* These are the closest approximations available after AI analysis of DfE data)

Externally provided programmes

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

Programme	Provider
Thrive Online	Thrive