



## THE GATEWAY ACADEMY

### PUPIL PREMIUM STRATEGY STATEMENT

This statement details our academy's use of pupil premium funding to help improve the progress and attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our academy.

#### Academy overview

Detail	Data
School name	The Gateway Academy
Number of pupils in school	1051
Proportion (%) of pupil premium eligible pupils	44% (460 pupils) 43% FSM (448 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	202/26 to 2028/29
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Mrs Grainne Mc Laughlin
Pupil premium lead	Mrs Kate Kitsiou Assistant Principal
Governor / Trustee lead	Jamie Jardine, GLC Governor

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471,925
Recovery premium funding allocation this academic year	Nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£471,925

#### PART A: PUPIL PREMIUM STRATEGY PLAN

##### Statement of intent

<p><b>The Gateway Academy – Context</b></p> <ul style="list-style-type: none"> <li>GA was established in 2006 (a fresh start academy following the closure of two failing secondary schools) and students moved into the state-of-the-art building in 2008.</li> <li>The Gateway Academy [GA] is part of The Gateway Learning Community [GLC]: a locally focussed multi-Academy trust comprising GA and four primary schools.</li> <li>GA is a popular school and was oversubscribed for the academic year 2025-2026 with 82% of students coming from the GLC feeder schools.</li> <li>Most of the students at GA come from the local area of Tilbury, which has the highest level of deprivation in Thurrock. The GA is acutely aware of the role it plays in supporting the transformation of the local area and is clear of its mission 'to develop active and thriving citizens within a diverse, truly fair and equal community'. The GA is proud to serve the local community and be part of the transformation of Tilbury.</li> </ul> <p><b>Our Intention</b></p>
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- Our intention is that all students, irrespective of their background or challenges they face, develop as responsible, resilient, compassionate, aspirational and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged students receive a quality educational experience, make good progress and achieve high attainment across all areas of the curriculum, particularly Maths and English.
- The focus of our Pupil Premium Strategy is to support our disadvantaged students to be fully active in Academy life and to ensure that they make accelerated academic progress. At The Gateway Academy this looks like all pupils having a positive experience of school which prepares them well for their next step post-16. This will be in evidence when our disadvantaged students experience the curriculum in the same way as the rest of the cohort and therefore achieve parity in outcomes and destinations. This quality educational experience will be evident when pupil premium students show a parity in their aspirations, engagement and enjoyment of school. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need.
- Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation
  - **Strand 1** – Quality first teaching and learning. It is clear that high quality teaching is at the very heart of closing the attainment gap.
  - **Strand 2** – Targeted Academic Support with a focus on Literacy.
  - **Strand 3** – The whole child, understanding Maslow's *five tier hierarchy of needs* and the need to meet lower-level needs (food, warmth, security etc) and emotional needs (friendship, belonging) before focusing on the next set of needs, esteem, accomplishment and self-actualisation.
- We want to overcome the barriers disadvantaged pupils' experience. We want to consider the barriers relevant to students at The Gateway Academy and build the strategy plan around these. Pupil premium funding will be used to support activities across the school that address these specific barriers. There will be an academic focus on literacy and numeracy in order to support wider access to the curriculum. English and Maths at Key Stage 4 will be a focus because of the importance of these subjects to next steps for students and their life choices. The funding will support continued professional development relating to high quality teaching, in this instance aspects of teaching and learning such as assessment and feedback that are known to have an impact and are a part of the school development plan.
- Well-being and attendance will continue to be a focus of the strategy plan. The funding will support systems and services we have in place across the school to support well-being and attendance whilst also funding support targeted at individual students.
- Finally, a lack of cultural capital can hinder pupils in their futures due to lacking relevant 'real life' experiences on which to draw, this can be limiting both in education and at interview for higher education and employment. The funding will be used to make sure Pupil Premium students have access to the wide range of enrichment activities the school has to offer.
- By using robust data, not assumptions, about disadvantaged, we are responding to the individual needs of our disadvantaged students. Our strategy strands complement each other and are most effective by staff working relentlessly, at pace, together and responding quickly and effectively.
- In summary the strategy plan is based on the specific issues facing pupil premium students at our school. The strategy plan is underpinned by the driving principal of the academy to 'improve upon our best' and to 'be exceptional' in all that we do.

## Challenges

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





<b>Deprivation</b>	<ul style="list-style-type: none"> <li>According to the Index of Multiple Deprivation 2019, Tilbury contains the majority of the Lower Super Output Areas (LSOAs) which have the highest IMD scores in Thurrock, Tilbury also has some of the most deprived LSOAs in the country, 3 of its LSOAs are amongst the 10% most deprived in England.</li> <li>Highest quintile [IDACI index highlights Tilbury wards in the top 5% for deprivation].</li> <li>Tilbury is the most deprived area in Thurrock with a deprivation score of 1.</li> <li>56.4% of children in Tilbury live in poverty.</li> <li>64% of households claim housing benefit.</li> <li>44.8% of households claim Employment Health Allowance for a mental health condition.</li> </ul>
<b>Crime</b>	<ul style="list-style-type: none"> <li>Tilbury is a high crime area. 21% of all recorded crime is for antisocial behaviour (2021).</li> <li>The most common crimes in Tilbury are violence and sexual offences.</li> </ul>
<b>% of adults with higher education qualifications</b>	<ul style="list-style-type: none"> <li>28% of residents have no formal qualifications.</li> </ul>
<b>Over-crowded housing</b>	<ul style="list-style-type: none"> <li>The average number of persons per household for both Tilbury wards is 2.65, which is higher than the national average of 2.36 and the Thurrock average of 2.52.</li> </ul>
<b>Life expectancy/ Health</b>	<ul style="list-style-type: none"> <li>On average, 10 years less than the Thurrock average, in part due to poor diet and lifestyle. Obesity and dental hygiene are major issues.</li> </ul>

<b>KS2 SATS 2025</b>	<b>READING</b>
<b>ALL Greater Depth</b>	31%
<b>NATIONAL Greater Depth</b>	29%
<b>DIFFERENCE</b>	+2%

- Reading Progress score of GLC MAT -2.6 (NA 0.4)
- Maths Progress score of GLC MAT -0.9 (NA 0.5)
- Writing progress score of GLC Mat -0.5 (NA 0.4)

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Attainment Gap – Maths</b> <ul style="list-style-type: none"> <li>Gap of 28.6% of students achieving 9-4 in Maths (PP 50%, Non-PP 78.6%)</li> <li>Gap of 26.9% of students achieving 9-5 in Maths (PP 36.3%, Non-PP 63.2%)</li> <li>Gap of 20.8% of students achieving 9-7 in Maths (PP 12.5%, Non-PP 33.3%)</li> </ul>
2	<b>Attainment Gap – English</b> <ul style="list-style-type: none"> <li>Gap of 18.8% of students achieving 9-4 in English (PP 65%, Non-PP 83.8%)</li> <li>Gap of 19.7% of students achieving 9-5 in English (PP 51.2%, Non-PP 70.9%)</li> <li>Gap of 26.2% of students achieving 9-7 in English (PP 6.3%, Non-PP 32.5%)</li> </ul>
3	<b>KS3 Targeted Reading Programme</b> <ul style="list-style-type: none"> <li>Students enter the academy on -4% below NA for greater depth in reading (Yr. 7 Sep 2025)</li> <li>Our reading assessments indicate that disadvantaged students have lower levels of reading comprehension than their peers.</li> </ul>



Challenge number	Detail of challenge
	<ul style="list-style-type: none"> <li>There is a gap between PP and the rest of the cohort on entry from KS2 results.</li> </ul>
4	<p><b>Literacy Strategies</b></p> <ul style="list-style-type: none"> <li>Development of a suite of literacy strategies that help to improve explicit literacy instruction across all subjects. Consistency across departments will help lighten the cognitive load for students.</li> <li>Students' speaking and listening skills have been identified across the academy as an area that needs to be focused on. The habits and behaviours associated with effective speaking and listening require a more consistent approach from teaching staff to ensure all students, particularly disadvantaged, are developing the social skills that are intrinsic to their post-16 success.</li> <li>Vocabulary acquisition is also another area we have identified that needs improvement in order for students to be able to access the curriculum fully.             <ol style="list-style-type: none"> <li>Write the word and pronounce it clearly</li> <li>Provide a simple definition</li> <li>Examples and non-examples</li> <li>Check for understanding</li> <li>Reinforce</li> </ol> </li> <li>'Chunk-Stop-Do' Question strategy embeds the explicit teaching of procedural knowledge and use of success criteria when answering questions, particularly extended writing responses.</li> <li>'Chunk-Stop-Do' Reading strategy provides students with specific questions that help them to decode words with increasing independence (inside - outside - beyond)</li> </ul>
5	<p><b>Pedagogy – High Think, High Participation Rates</b></p> <ul style="list-style-type: none"> <li>Monitoring of teaching across the academy and analysis of data outcomes have identified periods in lessons in which students are not fully present to the material being taught.</li> <li>All staff need to be able to hold students fully accountable for 100% participation in the lesson, a necessity for learning and retention of information.             <ul style="list-style-type: none"> <li>- Strong start</li> <li>- Strong finish</li> <li>- Golden silence</li> <li>- Choral response</li> <li>- Effective use of whiteboard</li> <li>- Question, pause, name</li> <li>- Clear, concise explanations</li> <li>- Talk partner routine</li> </ul> </li> </ul>
6	<p><b>Pedagogy – Assessment and Feedback</b></p> <ul style="list-style-type: none"> <li>Our observations alongside detailed research and disadvantaged student surveys have highlighted the importance of quality feedback to improve the understanding of how to improve their work.</li> <li>Our observations, student feedback and analysis of summative assessment indicate that disadvantaged students do not spend sufficient time working on revision activities or home learning. This reduces their ability to perform effectively during summative assessment.</li> </ul>
7	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>We want to remove barriers to social mobility, these being more evident amongst the PP cohort. Increasing experiences and opportunities for students will provide pupils with the opportunity to develop the knowledge, language and intellectual skills expected to be educated citizens.</li> <li>The 8 strands of our cultural capital offer:             <ol style="list-style-type: none"> <li>Equity and Inclusion</li> <li>Comprehensive Learning Experience</li> <li>Improved Academic Outcomes</li> <li>Enhanced Motivation and Engagement</li> </ol> </li> </ul>



Challenge number	Detail of challenge
	5. Career and Future Preparedness 6. Social and Emotional Benefits 7. Community and Social Benefits 8. Adaptability and Resilience
8	<b>Social, emotional and mental health needs</b> <ul style="list-style-type: none"> <li>Our surveys, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment.</li> </ul>
9	<b>Attendance</b> <ul style="list-style-type: none"> <li>Average attendance rate of disadvantaged students at the Gateway Academy is well above national averages. However, there is a gap in attendance between PP and the rest of the cohort. Current attendance data shows PP attendance to be on average 3% lower than the rest of the cohort across Years 7-11. The correlation between attendance and attainment has been well demonstrated.</li> </ul>
10	<b>Parental Engagement</b> <ul style="list-style-type: none"> <li>There are some parents of disadvantaged students who are not fully engaged with the Academy or do not fully know the most effective methods to support their children in their learning. Attendance at parents' evenings is lower for disadvantaged students in comparison to their peers.</li> </ul>
11	<b>Embed a culture that priorities the needs of Pupil Premium students within high quality teaching</b> <ul style="list-style-type: none"> <li>Maintaining a culture in which the needs of Pupil Premium students are well understood and prioritised. Achieving this through a framework of high quality CPD that develops staff across all stages of their career including a focus for leaders on the needs of Pupil Premium students.</li> </ul>

### 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
<b>1. Key Stage 4 Progress Gap- Maths</b> Improving the progress of disadvantaged students in Maths with a focus on GCSE outcomes.	By the end of our current plan in 2028/29 KS4 outcomes demonstrate that disadvantaged students achieve in line with peers or exceed outcomes nationally and any gaps between progress and attainment are eradicated.
<b>2. Key Stage 4 Progress- English</b> Improving the progress of disadvantaged students in English with a focus on GCSE outcomes.	By the end of our current plan in 2028/29 KS4 outcomes demonstrate that disadvantaged students achieve in line with peers or exceed outcomes.
<b>3. KS3 Targeted Reading Programme</b>  Improve the reading age of Pupil Premium students to have a positive impact on the ability of PP students to access the curriculum.	<ul style="list-style-type: none"> <li>KS3 Outcomes: The progress gap between PP eligible pupils and non-PP pupils narrows or is eradicated.</li> <li>Gaps in reading age of Pupil Premium students and the rest of the cohort closes.</li> <li>Reading assessments demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> </ul>



Intended outcome	Success criteria
	<ul style="list-style-type: none"><li>• Thinking Reading addresses fluency and comprehension for readers below 85th percentile (Y7).</li><li>• Peer Reading Scheme addresses fluency and reading miles for readers below 95th percentile (Y7).</li><li>• Reading curriculum embedded alongside the English curriculum to build students' reading skills and miles.</li><li>• Academic Reading strategy promotes the use of high-quality academic texts in teaching and learning across all curriculum areas.</li><li>• 'Chunk-Stop-Do' Reading strategy provides a structured, sequence approach to the teaching of reading across all curriculum areas, including supporting students with decoding unfamiliar words.</li></ul>
<b>4. Literacy – Vocabulary Acquisition / Oracy Development</b>	<ul style="list-style-type: none"><li>• Embedding speaking and listening aptitudes as a focus of teacher's in-class practice will make this a focus for all staff. Lesson observations on learning walks, progress days, external reviews will demonstrate improvement to students speaking and listening habits and behaviours. This is not, by any means, a challenge that is confined to disadvantaged students but there will be a reduction in the disparity between those disadvantaged students who do need to develop these skills and those who are more confident and articulate speakers and effective listeners.</li><li>• Vocabulary Acquisition strategy provides sequenced teaching steps to support the learning of key vocabulary in class.</li><li>• Academic Reading places high-quality academic texts at the centre of the curriculum, exposing students to a wider range of texts and engaging them at a deeper level with the taught content.</li><li>• 'Chunk-Stop-Do' Question strategy embeds the explicit teaching of procedural knowledge and use of success criteria when answering questions, particularly extended writing responses.</li><li>• 'Chunk-Stop-Do' Reading strategy provides students with specific questions that help them to decode words with increasing independence (inside - outside - beyond)</li></ul>
<b>5. Pedagogy – High thinking and High Participation rates</b> <ul style="list-style-type: none"><li>• Improved engagement, metacognitive and academic independence among disadvantaged students across all subjects in order to challenge with an insistence on high thinking.</li></ul>	<ul style="list-style-type: none"><li>• Lessons will have a focus on active listening and activities that create high participation and high think ratio.</li><li>• Disadvantaged students are located in prominent positions in the classroom to ensure staff are constantly scanning and demanding the highest levels of participation and thinking to drive progress forward.</li><li>• Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.</li><li>• Teaching is judged to be at least good across the Academy on a consistent basis with strategies specifically in place to support disadvantaged students to achieve grades on or above target.</li></ul>





Intended outcome	Success criteria
<b>6. Pedagogy- Assessment and Feedback</b> Consistent implementation of assessment across the curriculum. The quality of student feedback both verbally and written is improved leading to improved GCSE outcomes.	<ul style="list-style-type: none"> <li>Reviews demonstrate consistency in robust assessment linked to the subject curriculum.</li> <li>Progress reviews, learning walks and faculty monitoring show consistency in the quality of feedback to disadvantaged students.</li> <li>Reviews judge the progress disadvantaged students are making is at least good.</li> </ul>
<b>7. Cultural Capital</b> PP students participate in the wide variety of enrichment opportunities that the school has to offer to develop cultural capital, improving their opportunities for social mobility.	<ul style="list-style-type: none"> <li>Tracking pupil premium attendance and involvement in extracurricular activities, parity between disadvantaged and other students in involvement. Through regular and forensic analysis of engagements we are able to target disadvantaged students who have not engaged as readily with extra-curricular activities, including trips and visits.</li> <li>Student voice and case studies as a measure of access and involvement in cultural capital activities.</li> <li>CEAIG support and final destinations as a measure of aspirations. Final destination information used to analyse changes in ongoing destinations, NEETs figures etc. Using the Gatsby benchmark a higher proportion of disadvantaged students assessing level 3+ qualifications. Priority students of those at greatest risk identified from year 8.</li> </ul>
<b>8. Social, emotional and mental health needs</b> Social, emotional and mental health needs of disadvantaged students are supported and met. Disadvantaged students self-regulate and are engaged and happy at school.	<ul style="list-style-type: none"> <li>Student voice from disadvantaged students show they are engaged and happy members of the academy community.</li> <li>Case study evidence from students who have received targeted services support.</li> </ul>
<b>9. Attendance</b> Attendance of PP pupils to be in line or better with non-PP pupils	<ul style="list-style-type: none"> <li>Effective intervention to support strong attendance of disadvantaged students in place.</li> <li>Disadvantaged students given priority with school systems for tracking and acting upon attendance issues. Aiming for 97% or better.</li> <li>Sustained high attendance from 2025/2026 demonstrated by:               <ol style="list-style-type: none"> <li>The overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to under 1%.</li> <li>The percentage of all students who are persistently absent being below 15% and the figure among disadvantaged students being no more than 4% lower than their peers.</li> </ol> </li> </ul>
<b>10. Parental Engagement</b> Parents of disadvantaged students feel well supported by the school and can take a positive role in their child's education.	<ul style="list-style-type: none"> <li>Parental feedback from surveys is positive.</li> <li>Attendance of disadvantaged students at parental events is equal to or greater than the rest of the cohort.</li> </ul>
<b>11. Embed a culture that priorities the needs of Pupil Premium students within high quality teaching</b>	<ul style="list-style-type: none"> <li>A high quality CPD framework in place for all stages of career, ITT, Early Career Teachers to Leadership.</li> <li>A coaching programme runs across teaching and support staff to continual drive skills, understanding and knowledge</li> </ul>



Intended outcome	Success criteria
	<ul style="list-style-type: none"><li>• Pupil Premium running as a 'golden thread' through all professional development.</li><li>• Qualitative feedback from staff on the impact of CPD.</li></ul>



**ACTIVITY IN THIS ACADEMIC YEAR**

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

**STRAND 1: TEACHING**

Budgeted cost: £251,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development structure. Developing skilled staff from ECT through to Middle leaders to SLT. Understanding the needs of disadvantaged students as an ongoing theme throughout this training structure.	A clear and highly organised plan for assessment periods, motivates and supports disadvantaged students to participate more and understand effective study techniques. This will have a positive impact on performance.  <u>EEF effective professional development- Guidance report</u>	1, 2, 3, 4, 5, 6, 11
Professional development for teaching staff focused on the application of the science of learning to improve student learning.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:  <u>Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</u>  <u>EEF effective professional development- Guidance report.</u>	1, 2, 3, 4, 5, 6, 11
Professional development for teaching staff focused on the effective use of questioning and equally if not more important student elaboration.	<u>Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</u>  <u><a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a></u>  <u>EEF effective professional development- Guidance report.</u>  <b>How Learning Happens</b> - Seminal works in Educational Psychology and what they Mean in Practice.  Shimamura's MARGE model of learning in action - Nimish Lad  <i>'At its core, elaboration is about adding knowledge to existing knowledge, which we have identified as being key to the learning process. It also allows learners to reactivate, reshape and reuse their knowledge through the practice of putting it into their own words.'</i>	1, 2, 3, 4, 5, 6, 11
Professional development for staff with a focus on effective assessment and feedback.	<u>EEF toolkit - Guidance report -Teacher feedback to improve student learning, States.</u> <i>"All teachers understand the importance of providing meaningful feedback. Done well it supports student progress, building learning, addressing misunderstandings and thereby closing the gap between where a student is and where the teacher wants them to be".</i> <u>EEF effective professional development- Guidance report.</u>	1, 2, 6, 11



Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for staff with a focus on effective assessment cycles that include clear revision guidance, support and materials.	Developing effective study skills while not in the care and guidance of the Academy staff is vital to promote life-long learning.  <u>Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</u>  Make It Stick: The Science of Successful Learning. P. Brown, L Roediger. Rosineshines Principles in Action. T. Sherrington.	1, 2, 6, 11
Professional development for staff focused on tracking progress and intervention	Understanding how to use the new data system is essential to support student progress. Time will be provided to understand the full extent of the SISRA system to drive student progress forward. <a href="https://www.sisraanalytics.co.uk">https://www.sisraanalytics.co.uk</a>	1, 2, 6
Active overstaffing in Maths/Science/MFL/English/Art/PE to provide additional support within lessons and to ensure when cover is required subject specialist can support.  Trainee teacher programme that supports the Academy to always be fully staffed with specialists.	Ensuring high quality teachers are in front of students is essential. The Academy has made the decision to employ trainees and quality staff where and when appropriate even when that could mean overstaffing.  <i>The EEF Student Premium Guidance report states that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority.'</i>	1, 2, 3, 4, 5, 6, 11
Enhancement of our Maths and English teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths and English Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <u>Teaching mathematics at key stage 3 - GOV. UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u>  To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: <u>KS2 KS3 Maths Guidance 2017. pdf (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</u> <u>PiXL Teaching and Learning</u>	1, 2, 4
Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <u>Improving Literacy in Secondary Schools</u> <u>PiXL Disciplinary Literacy</u>  Alex Quigley has written extensively on developing literacy programmes within schools: <a href="https://alexquigley.co.uk/">https://alexquigley.co.uk/</a>	2, 3, 4, 5, 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary Acquisition and Curriculum Reading will look to place high quality academic texts at the centre curricular across the school.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a>  <a href="#">academic vocabulary and schema building</a> , which is complemented by a better and broader blog by <a href="#">Tom Sherrington on schema building</a> .	2, 3, 4
Targeted Reading Programme	<a href="#">Curriculum development is a teacher development challenge</a> . For instance, teachers need to know about reading challenges that mediate the curriculum, and so on.  <a href="#">PiXL Reading</a>	3
Improving provision and attainment for SEND lower attaining disadvantaged students across the Academy.	Special Educational Needs in Mainstream  <a href="https://d2tic4wvvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">https://d2tic4wvvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a>  Teaching Assistant Interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3, 4, 5, 6

**STRAND 2 TARGETED ACADEMIC SUPPORT**

Budgeted cost: £46 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Programme	<p><u>Improving Literacy in Secondary Schools</u></p> <p>“High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions—to make progress.”</p> <p>“Students who start secondary school with low levels of literacy are a group in particular need of support. In 2018, 25% of students began secondary school without having reached the ‘expected standard’ in their Year 6 SATs reading assessment. The trajectory of similar students in previous cohorts is stark; in 2018, fewer than 1 in 5 of the students who had not reached the expected level in reading at primary school went on to achieve a 4 or above in GCSE English. Crucially however, the consequences of their low literacy are highly likely to be felt across the curriculum. ”</p>	3
Provide a targeted tutoring programme for key disadvantaged students in every year group	EEF teacher toolkit “On average one to one tuition is very effective at improving student outcomes. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas. Small group tuition - moderate impact for low cost on moderate evidence	3
Provide additional opportunities during holidays and weekends for students from all year groups to take part in academic and enrichment activities	3+ months additional progress made according to the EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1, 2, 3, 4, 7, 8, 10, 11

**Strand 3 Wider Strategies**

Budgeted cost: £173,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. Also built throughout the curriculum.  This includes training for school staff, collaboration with the Mental health school teams and the school wellbeing service	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <u>Cognitive Behavioural Therapy - Youth Endowment Fund</u>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</u> <u>  Early Intervention Foundation (eif.org.uk)</u>	8
Students' wellbeing and engagement remain high and academic progress is at least good as a result of wider support strategies. Providing support for student mental health through outreach work.	Research from <u>Mind</u> suggests that returning to school post pandemic has had a significant mental health impact on children. Group/ individual support and treatment. Surveys post pandemic would agree.  <u><a href="https://www.gov.uk/government/publications/better-mental-health-jsna-toolkit/5-children-and-young-people">https://www.gov.uk/government/publications/better-mental-health-jsna-toolkit/5-children-and-young-people</a></u> suggest risk factors and ACES which would support student Wellbeing.  <u><a href="https://www.unmc.edu/bhecn/documents/ace-handout-ne-specific.pdf">https://www.unmc.edu/bhecn/documents/ace-handout-ne-specific.pdf</a></u> - link ACEs to engagement and PON.	8
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  <u><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></u>	8, 9
Attendance team will target key students, creating individual plans to improve attendance and attainment.	<u><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL_REPORT.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL_REPORT.pdf</a></u>	8
Increase the opportunities for parents to engage with the academy through a variety of face-to-face events including a specific partnership with parents and carers event for every year group	EEF suggests +4 months <u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></u>	8, 9, 10
Increase the opportunities for students to have access	<u><a href="https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-">https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-</a></u>	7, 8



Activity	Evidence that supports this approach	Challenge number(s) addressed
to enrichment opportunities that the school has to offer and beyond in order to develop cultural capital, improving their opportunities for social mobility.	<u>with-outcomes/</u>  <u><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></u>  <u><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></u>	





Total budgeted cost: £463,575

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

#### 2025 Exam Results:

- For the academic year 2024/2025 exam result data indicates that the performance of our disadvantaged students was in line with national data. A8 score of 37 for both. (There are no progress scores this academic year) (Thurrock results yet to come in)
- The following measures are greater for our disadvantage students in terms of % that national results (national in brackets)
  - 7+ Maths 12.9% (9.9%)
  - 5+ English 51.2% (45.3%)
  - 5+ Maths 36.3% (33.9%)
  - 4+ English 65.0% (61.6%)
  - 4+ Maths 35.0% (32.4%)
- In 3 subjects, disadvantaged students outperformed non-disadvantage students to the highest grades (8, 9) in Chemistry, Further Maths and Psychology
- At grade 5/Merit – Disadvantaged students outperformed non-disadvantaged students in 3 subjects – PE, Health and Social Care and BTEC Design.
- At grade 4/Pass – Disadvantaged students outperformed non-disadvantaged students in 5 subjects - Physics, Psychology, Drama, Photography and PE.
- Achievement above national disadvantaged figures in basics 5+ 32.5% (N 28.5%) and 4+ 48.8% (N 48.0%)

When using the fairer schools index to analyse our results, we perform in the top 37% of schools nationally with the Disadvantaged children in this cohort benefiting from high quality teaching and learning. You can also see the biggest difference in ranking between the DfE league table and the Fairer Schools Index of Thurrock Schools.

## *Fairer Schools Index (FSI)*

Fair League Table Position	DfE League Table Position	Change	School Name
628	305	-323	Harris Academy Chafford Hundred
846	1309	+463	St Clere's School
1147	226	-921	Grays Convent High School
1156	1891	+735	The Gateway Academy
2340	2079	-261	William Edwards School
2421	2475	+54	Hassenbrook Academy
2460	2691	+231	Ormiston Park Academy
2708	2807	+99	The Ockendon Academy
2856	2653	-203	The Hathaway Academy
2869	2715	-154	Ortu Gable Hall School



- Attendance in 2024/2025 for disadvantaged students was strong (92%) and well above the national average. We are looking to build on this in the current plan.
- Thinking Reading - 16/25 pupils have made over 6 months progress in their reading age September – October half term (2025).
- Reading Impact – overall figures for 24-25 Academic year:

Year 7	Actual Age	Reading Age	Difference
September 2024	11 years 6 months	12 years 3 months	- 3 months
January 2025	11 years 11 months	13 years 0 months	+ 1 month
June 2025	12 years 4 months	12 years 8 months	+ 4 months

Year 8	Actual Age	Reading Age	Difference
September 2023	11 years 6 month	11 years 5 months	- 1 month
June 2024	12 years 2 months	12 years 3 months	+ 1 month
September 2025	12 years 5 months	12 year 5 months	0 month
January 2025	12 Years 10 months	13 years 0 months	+ 2 months
June 2025	13 years 3 months	14 years 5 months	+ 2 months

Year 7	>20% below	Up to 20% below	At or above actual age
September	33	49	126
January	24	61	131
June	19	52	129
	- 14	+ 3	+ 3

Year 8	>20% below	Up to 20% below	At or above actual age
September	31	78	114
January	21	69	122



June	21	55	143
	- 10	- 23	+ 29