

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Waltham Gateway Academy
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	37.14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025–28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lindsay Holness (Principal)
Pupil premium lead	Lindsay Holness
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695 (PP) £340 (Service) £2,630 (LAC)
<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	£22,395

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission is to deliver a well-sequenced, progressive curriculum that meets the diverse needs of our children by ensuring clear progression in both disciplinary knowledge—how children learn and think within each subject—and substantive knowledge—the core facts, concepts, and content they are expected to master. Through carefully structured learning experiences, we aim to build deep understanding, critical thinking, and transferable skills across all areas of the curriculum, empowering every child, irrespective of their background or the challenges they face, to thrive academically, socially, and personally.

Throughout every child's journey at Waltham Gateway Academy, we will ensure that they have emotionally available adults who believe in them, relate to them with compassion, empathy and unconditional positive regard, provide appropriate limit setting, understand their attachment and mental health needs, know their life story, and offer repeated enriched relational, regulatory and reflective opportunities. We consider the mental health of our pupils to be just as important as their academic success and therefore ensure that positive mental health and wellbeing approaches are golden threads that run throughout our curriculum.

### **Vision**

Our vision is to deliver transformative education to the local community that makes a real difference; where a true sense of belonging pervades, and every child and adult is nurtured, supported and valued, without exception, in a psychologically safe environment.

### **Values**

Our three shared values of Care, Courage and Curiosity are our guiding principles that enable our mission and vision to be achieved. Our values guide our approach and it is through the embodiment of these values that every child and adult within our community has the opportunity to unlock their potential.

### **Care**

At Waltham Gateway Academy, relationships are at the heart of everything we do and we care about every child and adult within our Academy community. This includes ensuring their physical and psychological safety as well as enabling their hopes, dreams and aspirations for the future. Our care shines through our commitment to safeguarding, supporting mental health and wellbeing and enabling academic success through our carefully crafted and contextualised curriculum.

## **Courage**

We are courageous; we approach challenges with bravery and try our very best. We know that we might not always be successful first time but we show courage by trying again and never giving up. Our courage enables to build our resilience which in turn allows us to be even more courageous. We are courageous in our learning, when trying new things and when we experience challenges. We show courage if we make a mistake by reflecting, being honest and through restoration. At Waltham Gateway Academy, we know that courage enables us to make the right decision, even if it is not always easy.

## **Curiosity**

Through curiosity, we aim to identify the academic, social or emotional barriers that children may face and develop strategies together that empower every child to realise their potential. Through curious language, such as "I wonder..." and "Help me to understand...", we aim to know each child as an individual and support them with strategies that work for them.

Children learn most deeply when they are following their natural curiosity as it places them at the centre of their learning. By developing curiosity in learning, we encourage children to wonder, question and to think deeply and critically, enabling them to develop skills like initiative, communication, and a love for learning, which are essential for success in all aspects of life.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We work collectively as a team to identify potential barriers to learning for our disadvantaged pupils and how we can address learning needs, as individual teachers and support staff, as well as collectively as a school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have any other identified needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our curriculum is organised to provide all pupils with the skills and knowledge to achieve success in life. Our aims are to:

- Inspire and challenge all learners to aspire to high achievement;
- Provide a broad and balanced education for all students;
- Ensure students' knowledge is fully developed to support their social, moral, spiritual and cultural awareness to promote diversity and key values;
- Develop students who are tolerant, respectful and understanding;
- Provide equal opportunities for all students, with high expectations for every learner ensuring appropriate levels of challenge and support;
- Develop key skills such as teamwork; independence, resilience; responsibility; and communication;
- Ensure students have a wide knowledge of career opportunities in a local and wider national context;
- Provide students with leadership opportunities to develop strength of character and self-confidence;
- Ensure pupils' have wider opportunities to develop an interest and fascination in subjects and topics that interest them or that might interest them;
- Consider barriers to learning, linked to the local context and the circumstances faced by individual students;

Promote an awareness of key issues such as healthy living; democracy and national and international events.

## Challenges

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

Challenge number	Detail of challenge
1	Lower early language and vocabulary starting points.

2	Gaps in phonics and early reading fluency.
3	Mathematical fluency gaps.
4	Reduced metacognitive/self-regulation skills.
5	SEMH needs affecting engagement.
6	Lower attendance/persistent absence risks.
7	Limited enrichment and cultural capital access.

## 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
All pupils meet ARE in spoken language and reading comprehension.	<p>All adults model standard English and deliver a language rich curriculum in a highly engaging vocabulary rich environment.</p> <p>Wellcomm assessments and comprehension activities demonstrate a secure age-appropriate understanding and use of language and vocabulary.</p>
All pupils access high-quality phonics and early reading lessons, taught by skilful staff who follow the Phonics scheme with fidelity.	<p>All staff are trained and teach phonics and early reading to a high level</p> <p>100% achieve expected phonics standard unless significant SEND.</p> <p>Progress is measured half termly to ensure all needs are met.</p> <p>If required, pupils receive additional support with the aim to 'keep up not catch up'. These sessions are recorded and assessed and amended as necessary.</p>
All pupils have a secure grasp of age-appropriate mathematical concepts and can fluently apply their knowledge and skills.	<p>Mastering number sessions are taught daily in addition to maths lessons.</p> <p>All pupils have access to maths apparatus to support and develop mathematical conceptual understanding.</p>

	<p>If required, pupils receive additional support with the aim to 'keep up not catch up'. These sessions are recorded and assessed and amended as necessary.</p> <p>Accelerated progress in number fluency and reasoning can be seen and measured.</p>
All pupils have improved metacognition and self-regulation.	<p>Staff are trained using EEF guidance to support pupils to independently apply their planning, monitoring and evaluation skills.</p> <p>Pupils develop resilience and are able to persevere when they find a task challenging.</p>
All pupils have improved wellbeing and emotional regulation.	<p>All pupils demonstrate fewer behaviour incidents.</p> <p>Pupil voice demonstrates an increase in pupil wellbeing.</p> <p>Pupils can identify ways that help them to regulate during times of stress.</p>
All pupils have at least 95% attendance.	All pupils' attendance is at least 95%; persistent absence decreases.
All pupils access enrichment activities within and beyond the curriculum.	<p>All pupils access at least one enrichment activity per term.</p> <p>Pupils are surveyed to ensure activities on offer are appealing and meet their needs and wishes.</p>

## 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: £14,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching (explicit instruction, modelling, scaffolding)	<p>EEF: High-quality teaching has strongest impact.</p> <p>Ongoing CPD and highly experienced staff enable children to receive high quality teaching.</p> <p>The I do, we do, you do approach is embedded across the school.</p> <p>Lesson structures are predictable, routine and scaffolded to reduce cognitive load.</p>	1,2,3,4
Metacognition & self-regulation CPD	<p>EEF: Metacognition improves progress significantly.</p> <p>Children are taught to find and develop strategies that support them to learn most effectively.</p> <p>Co-regulation with Emotionally Available Adults always available.</p> <p>SEMH support and interventions are available to support children to develop age-appropriate regulation skills.</p>	3,4

Oral language & vocabulary development training	<p>EEF: Oral language interventions highly effective.</p> <p>Wellcomm is used as a primary approach to assess and improve language and vocabulary.</p> <p>High quality teaching in a language rich environment supports vocabulary and language acquisition.</p>	1
Diagnostic assessment development	<p>EEF: Diagnostic assessment enables early intervention.</p> <p>Use of age-appropriate testing e.g. Phonics Screening Check, commercial assessments such as Wellcomm and Assessment for Learning use to identify learning gaps. The LA SPOT tool is used to assess and support SEMH needs.</p>	1,2,3
High-quality phonics programme	<p>EEF: Systematic phonics improves early reading.</p> <p>Bug Club Phonics is embedded across the school.</p> <p>Phonics books match phonetic ability.</p> <p>Regular assessments demonstrate all pupils are making progress.</p>	2

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

Budgeted cost: £5,598



Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group tutoring for reading and maths	<p>EEF: Small-group tuition strongly accelerates progress.</p> <p>Groups and sessions determined through observation and data.</p> <p>Sessions are additional to whole class teacher-led learning.</p> <p>Sessions are recorded and progress measured half termly.</p>	1,2,3
Speech & language structured interventions	<p>EEF: Oral language interventions high impact.</p> <p>Wellcomm and SALT sessions delivered according to observation and data.</p> <p>Sessions are recorded and progress measured half termly.</p>	1
Precision teaching and fluency interventions	<p>EEF: Targeted intervention improves specific skills.</p> <p>Staff are trained to deliver Precision teaching properly.</p> <p>Pupils are given ownership in their support.</p> <p>Pupils are given opportunities to overlearn and develop fluency.</p> <p>Sessions are recorded and progress measured half termly.</p>	2,3
Additional decodable readers and maths manipulatives	Supports consistent, high-quality targeted intervention.	1,2,3

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

Budgeted cost: £2,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma-informed wellbeing support	EEF: SEL improves wellbeing and academic outcomes.	4,5
Attendance mentoring & parental support	<p>EEF: Parental engagement improves attendance.</p> <p>The Principal/Attendance Champion continues to work with parents and staff to promote attendance.</p> <p>Weekly monitoring and termly meetings with the EWO identify families that need additional support.</p> <p>Attendance reports and letters are sent at least termly to make families aware of low attendance and provides opportunities to improve.</p>	5,6
Subsidised enrichment: trips, clubs, music	<p>Improves cultural capital and motivation.</p> <p>Reductions in costs are offered for pupil eligible for the Pupil Premium Grant.</p> <p>Enrichment opportunities are built into the curriculum as well as specific activities offered depending on pupils' individual needs.</p>	7
Parent workshops on reading & home learning	EEF: Parental engagement improves attainment.	1,7

	Workshops are offered for key subjects areas and events, such as reading, phonics, SATs and on a bespoke basis, according to the needs of the school.	
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**Total budgeted cost: 100% of £22,395**

# Part B: Review of outcomes in the previous academic year – N/A since the School opened in September 2025

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year (green indicates an improvement on outcomes for the previous cohort).

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## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils	