# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

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| Detail | Data |
| School name | Garden City Academy |
| Number of pupils in school | 212 |
| Proportion (%) of pupil premium eligible pupils | 51.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**  (current year of plan) | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | 18/10/2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Rachael Stevenson |
| Pupil premium lead | Sean English |
| Governor / Trustee lead | Sue Marr |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £143,915 |
| Recovery premium funding allocation this academic year | £ 15,515 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 11,276 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £170,706 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intent is to ensure all pupil premium children at Garden City Academy have access to the same high quality opportunities as their non-pupil premium peers to ensure their achievements are in line with these peers. This year our main priorities focus on the following areas.  Throughout this strategy, we consider the range of different challenges vulnerable pupils face. This can include those who are provided with external support through external agencies and young carers. The actions within this statement are intended to support their needs, regardless of if they are disadvantaged or not.  We recognise that one of the key components to successfully developing pupil premium children, alongside others, is high-quality teaching. One of the key areas of focus within this strategy is the development of core and foundation subjects. The school aims to achieve this through investment in professional development, training and support for early career teachers alongside experiences ones. The main aim of this whole school approach will lead to improved and sustained attainment outcomes for all children within the school, which will diminish the gap between disadvantaged pupils and their non-disadvantaged peers.  Our approach will also include targeted support for those children who we recongsie have gaps within their learning through the National Tutoring Programme. This will be targeted towards children who have the most significant gaps within their learning.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Alongside the above, we want to ensure that any disadvanged children at Garden City are supported through wider strategies, ensuring they have the equipment and resources they need to be effective learners during their time within the school.  Our intent is to ensure all pupil premium children at Garden City Academy have access to the same high quality opportunities as their non-pupil premium peers to ensure their achievements are in line with these peers. This year our main priorities focus on the following areas.  Priorities for pupils eligible for pupil premium:   1. Improve overall academic attainment 2. Improve children’s Reading and oral skills (including vocabulary) to increase progress 3. Improve social and emotional skills 4. Increase attendance 5. Increase engagement with parents and careers 6. Increase opportunities to extra-curricular activities   Our Pupil Premium plan works on achieving these in the following ways:   1. Improve academic attainment  * Whole school professional development for staff and initiates developed and delivered by subject leaders for identified needs of pupil premium cohorts * Pupil progress meeting with Headteacher and Deputy Headteacher (SENCo) to identify pupil premium pupil’s individual/small group needs, plan provision, implement provision and review impact of provision * Additional academic interventions  1. Improve Reading and Oracy Skills  * Whole school focus on developing the planning and deliver of Reading sessions * Whole school initiatives to increase Reading and oracy opportunities * Professional development for staff in Reading and oracy from identified pupil premium cohorts needs * Moderation of judgements for Reading to ensure data is accurate and measure the impact of initiatives, teaching and provision * Interventions for pupil premium children in Reading and oracy, including early Reading and Wellcomm in Early Years Foundation Stage * Phonics precision teaching and interventions for children not meeting age related expectations  1. Social and Emotional Skills  * Implementation and deliver of whole school Personal, Health, Social and Emotional scheme to deliver full curriculum expectations, including monitoring and feedback to staff * Staff professional development in areas of need identified * Relationships curriculum planned and teaching through scheme of work made available to all children * Social, emotional and mental health interventions in place for those identified as needing support, including planning, intervention and review of additional provision * Art therapy available to those with high levels of social, emotional and mental health needs with trained therapist * Family support workers to work closely with pupil premium families and children identified as requiring additional support * Behaviour support teaching assistant to support pupils acting as a learning mentor * Therapeutic approach to behaviour management including training of staff and continued professional development  1. Attendance  * Weekly attendance meeting * Family support workers to support parents and signpost to external agencies for further support * Weekly and half termly incentives to reward good attendance and punctuality  1. Engagement of Parents and Careers  * Increase opportunities for communication and engagement with parents * Increase opportunities for ‘Stay and Learn’ sessions to increase parents’ knowledge and be confident to support their child’s learning at home  1. Extra-Curricular Opportunities  * Funding in place to allow equal access for all pupil premium and non-pupil premium children to educational visits, additional trips and enrichment opportunities linked to the curriculum and to support character development * Funding in place to purchase uniform/PE kits or vouchers available for parents and careers of pupil premium children to support the purchase of uniform and PE kits |

## 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 | * Gaps in learning due to lockdowns in 2020 and early 2021 * Historical lower attainment – lower starting points for pupil premium compared to their non-pupil premium peers |
| 2 | * Part of Garden City Academy’s catchment is a lower layer super output and is in the 10% of most deprived areas in the country * Pupil premium is significantly higher than national average * Children join Garden City Academy with significant oral skill, language and Reading skills, pupil premium children prior development and entry to Garden City Academy is lower than those non-pupil premium peers (Wellcomm screening and baseline assessments) * Lack of Reading and listening of high-quality texts * Many parents have lower Reading and oral skills or lack confidence to support their child |
| 3 | * Personal social and emotional development is lower for pupils eligible for pupil premium than other pupils * Higher levels of mental health needs for pupils entitled to pupil premium than peers, including SEND diagnosis * Behavioural needs due to social, emotional and mental health needs has a detrimental effect on academic attainment and progress, this is higher among pupil premium pupils * Many families and carers of pupil premium children need higher levels of family support intervention * High need for therapeutic behaviour approaches and specialist therapies required to support individual pupil premium children’s needs * Pupil premium children have higher rates of fixed term exclusions for assault on staff and other children than non-pupil premium children |
| 4 | * Attendance rates for pupil premium (94.7%) children are lower than non-pupil premium children (97.8%) * Persistence absence is higher for pupil premium children compared to their non-pupil premium peers |
| 5 | * Parental perception to school and education can be negative in many cases for pupils entitled to pupil premium * Parents of pupil premium children can lack subject knowledge, skills and confidence to support their child’s learning |
| 6 | * Pupils eligible to pupil premium tend to have limited out-of-school experiences compared to their non-pupil premium peers, limiting educational and character development opportunities * Pupils entitled to pupil premium often do not have full, correctly fitting uniform/PE kits |

## 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.

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| Intended outcome | Success criteria |
| Reduce the gap in attainment based on lockdown and increase overall attainment for PP children. | * Increase in pupil premium children meeting age related expectations in Reading, Writing and Maths * Children eligible to pupil premium make better than expected progress in Reading, Writing and Maths |
| Improve oral and Reading skills to increase attainment and progress in Reading for pupil premium children | * Pupil premium pupils’ attainment to close to broadly inline or better than non-pupil premium children * Children eligible for pupil premium making better than expected progress, increasing the number of children meeting age related expectations |
| Improved personal, social, emotional and mental health skills for those eligible for pupil premium | * Reduced number of fixed term exclusions * Reduced number of behaviour incidents * Mental health needs address through therapy of signposting to external agencies * Parents/careers needs are supported through working with family support workers |
| Increased attendance for pupil premium pupils to bring it more in line with their non pupil premium counterparts. | * Increased attendance for pupil premium pupils to broadly inline with non-pupil premium peers * Reduction in persistent absence for those eligible for pupil premium |
| Increase parental engagement for parents/careers of children entitled to pupil premium to support their child’s learning | * Increased attendance at school-based parental support/learning sessions * Increase in sessions run by Garden City Academy for parents to develop their subject knowledge and support their child’s learning * Increase signposting and completion of sessions/courses run locally to support identified needs for parents and children |
| Increase accessibility to extra-curricular experiences for those pupils eligible for pupil premium, including purchasing of school uniform and PE kits | * Reduce financial barriers * Ensure all pupil premium pupils have access to extra-curricular activities and opportunities to develop educational knowledge and character * Ensure safe and successful participation in extra opportunities through correctly fitting uniform and fit for purpose PE kits |

## 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: £12,970.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Professional development for teacher in Oracy (vocabulary), Reading and Core Subjects | * The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality first teaching provide a consistent high standard of education * ‘Why Closing the Word Gap Matters’ highlights the need to ensure there is effective provision for vocabulary in schools, particularly disadvantaged pupils as they are less likely to have the opportunities at home * Professional development implemented following identification of needs for pupils and staff to ensure high quality teaching of Reading, Writing and Maths | 1, 2, 3 |
| Whole school curriculum and character development | * Appointment of Assistant Head to lead with curriculum and character development * Support subject leaders with the intent, implementation and impact of their subjects ensuring whole school coverage of curriculum and connectivity through the years and across subjects * Plan, implement and review extra-curricular and character development opportunities | 1, 2, 3, 6 |
| Review Writing schemes and purchase to enhance Writing curriculum | * Review a range of writing schemes to enlace the Writing curriculum deliver and support the teaching of high-quality Writing * Subject leader time to research schemes and monitor the implementation and impact of chosen scheme to ensure better than expected progress | 1 |
| Early reading training for whole school staff including the teaching of Trust Phonics scheme, interventions and parent workshops | * EEF research shows Early Years intervention can prove to give on average a progress of 5 months * Professional development for staff led by Early Reading/Phonics lead * Access to Trust Phonics scheme, training material and time to train all staff * Time to monitor the implementation and impact of early reading * Stay and Learn sessions for parents/careers | 1, 2, 5 |
| Purchase KS1 reading books | * Ensure consistency of Reading scheme from pupils achieving the phonics expected standard and KS2 reading scheme * Stay and Learn sessions for parents/careers to support reading at home | 1,2, 5 |
| Purchase and implement PHSE/RHE scheme | * 1Decision for Reception through to Year 6 to ensure coverage of curriculum and support secure subject knowledge for teachers delivering PHSE/RHE lessons | 3 |

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

Budgeted cost: £133,358.20

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Appoint part time teacher to deliver social, emotional and academic interventions | * EEF shows that social and emotional learning has moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-managements of emotions and cognitive elements of learning * EEF research shows small group interventions have the potential of 4+ months gain in attainment levels * Identify needs/gaps, plan, deliver and review small group and individual provision | 1, 2, 3 |
| Family Support Workers | * EEF shows that social and emotional learning has moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-managements of emotions and cognitive elements of learning * Lead and implement interventions, for example, network of support and protective behaviours * Support parents with their needs * Signpost and refer families to external agencies including attending meetings and appointments * Provide support with uniform/PE kits and food * Support attendance * ‘Supporting the attainment of disadvantaged pupils (Nov 2015)’ clearly states children need to be in schools before they can access their learning | 1, 3, 4, 5, 6 |
| Behaviour and Family Support Worker – social and emotional support | * EEF shows that social and emotional learning has moderate impact of 4 months gained for children who require further support in their ability to interact with others * Attendance at Local Authority STEPs training to become an ‘in school’ trainer * Staff training STEPS – Therapeutic approach to behaviour management * Support staff implement behaviour policy * Support children in schools with social, emotional and mental health needs; learning mentor, emotional regulation * Parenting support * Refer and signpost children and their families to external agencies * Support parents at appointments * Provide support with uniform/PE kits and food * Support attendance * ‘Supporting the attainment of disadvantaged pupils (Nov 2015)’ clearly states children need to be in schools before they can access their learning | 3, 5 |
| Speech and Language Therapy training and implementation for staff in EYFS (Wellcomm, ELKLAN and NELLI) | * EEF shows Oral interventions have an impact of +5 months * Screening of children * High quality first teaching * Small group and individualised provision to support identified needs * Early intervention * Stay and Learn sessions for parents/careers | 2, 5 |
| High quality first teaching, provision and interventions; including those pupils who’s attainment has been impacted by national lockdowns | * EEF research shows small group interventions have the potential of 4+ months gain in attainment levels * The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality first teaching provide a consistent high standard of education * High quality first teaching and additional support/provision in core subject lessons * Small group teaching in core lessons * After school interventions for Phonics, Reading, Writing and Maths * Professional development for staff – whole school and individual needs | 1, 2 |
| Mental Health Lead | * EEF shows school approaches to self-regulation have low cost but high impact with the potential of 7+ months gain * Appointed mental health lead as per county guidance and requirements * Sign post staff, families and children to support * Deliver staff training or signpost staff to available course, network meetings and resources * Develop whole school and individual approaches to support children’s mental health * Write and support the writing of referrals to Step2 or CAMHs, including the supporting of families at appointments | 3, 5 |

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

Budgeted cost £24,377.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club | * Basic needs must be met for a child to be able to learn (Hertfordshire STEPs/Maslow’s Hierarchy of Need) * Pupil premium children regularly attend Garden City Academy hungry and not having had breakfast * Breakfast and breakfast club offered to all pupil premium children at a reduced rate * Children hungry in the morning are given breakfast or additional breaktime snacks | 1, 2, 3, 6 |
| Trips | * Some families are unable to contribute towards additional activities and opportunities – as a school Garden City Academy will support pupil premium families | 6 |
| Uniform | * Feeling of inclusion for children eligible to pupil premium * Full kit to access full curriculum and additional opportunities * Pride | 6 |
| Art Therapy | * Limited access to county social, emotional and mental health teams/support – nationally long wait times to access health services due to increased numbers requiring support post COVID (CAMHs) * For the majority of children attending Garden City Academy Art Therapy sessions there has been a reduction on emotional scores using Strengths and Difficulties Questionnaire * 121 or family sessions with trained art therapist | 3 |

**Total budgeted cost: £170,706**

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  Overview of Attainment Data for PP children  2020-2021   |  |  |  |  | | --- | --- | --- | --- | |  | Reading  %At and Above | Writing  %At and Above | Maths  %At and Above | | Autumn | 25% | 18% | 25% | | Summer | 57% | 46% | 54% |   *Link to reviewed previous Pupil Premium Strategy for 2020-2021:* [*https://www.gardencityacademy.co.uk/our-school/pupil-premium*](https://www.gardencityacademy.co.uk/our-school/pupil-premium) |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Charanga (Music) | Charanga Ltd |
| 1decision (PHSE/RHE) | 1decision Ltd |
| Literacy Curriculum | The Literacy Curriculum for Primary Schools |
| Developing Experts (Science) | Developing Experts |
| iLearn2 (Computing) | iLearn2: Primary Computing |
| PenPals (Handwriting) | Cambridge University Press |
| No Nonsense Spellings | Raintree |