

Pupil premium strategy statement – Garden City Academy

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	Garden City Academy
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	43.27 74/171
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) (current year of plan)	2024-2025 2025-2026 2026-2027
Date this statement was published	2025
Date on which it will be reviewed	September 2026
Statement authorised by	Samantha Ruck
Pupil premium lead	Samantha Ruck
Governor / Trustee lead	Elena Pascanu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121579
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£121579

Part A: Pupil premium strategy plan

Statement of intent

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. Our main goals are to ensure that pupil premium children's attendance, self-esteem and achievements are in line with their non-pupil premium peers.

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 experienced 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 recognise have gaps within their learning. This will be targeted towards children who have the most significant gaps within their learning.

Alongside the above, we want to ensure that any disadvantaged 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:

- Improve academic attainment for pupil premium children and improve their rate of progress.
 - A. Improve children's Reading and oral skills (including vocabulary) to increase progress
 - B. Improve social and emotional skills
 - C. Increase attendance

D. Increase engagement with parents and careers

- Cultural Capital: Increase accessibility of out of school experiences for pupils eligible for Pupil Premium

Our Pupil Premium plan works on achieving these in the following ways:

A. Improve academic attainment

- Whole school professional development for staff and initiatives developed and delivered by subject leaders for identified needs of pupil premium cohorts
- Pupil progress meeting with Headteacher and Deputy Headteacher to identify pupil premium pupil's individual/small group needs, plan provision, implement provision and review impact of provision
- Additional academic interventions both within and outside of the timetabled school day.

B. Improve Reading and Oracy Skills

- Whole school focus on further embedding the planning and delivery of phonics and reading sessions
- Whole school initiatives to increase reading and oracy opportunities
- Professional development for staff in reading and oracy from identified pupil premium cohort 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 phonic 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 through keep up and catch up targeted intervention

C. Social and Emotional Skills

- Implementation and delivery of a whole school Thrive approach.
- Staff professional development to ensure early identification of need and support planned for
- Social, emotional and mental health interventions in place for those identified as needing support, including planning, intervention and review of additional provision
- 'Drawing and Talking' available to those with high levels of social, emotional and mental health needs with trained practitioner
- Family support workers to work closely with pupil premium families and children identified as requiring additional support

- Training for support staff to ensure they are equipped to support pupils mental health and well-being
- Therapeutic approach to behaviour management including training of staff and continued professional development

D. Attendance

- Weekly attendance meetings with a focus on PP attendance ensuring we aim to close the gap
- Family support workers to support all parents (including PP parents) and signpost to external agencies for further support
- Weekly and half termly incentives to reward good attendance and punctuality alongside attendance challenges.

E. 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
- Regular coffee mornings with Family support workers to build relationships

F. 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 for attendance at extra-curricular activities such as irock.
- 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.

Challenge number	Detail of challenge
1	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 lower starting points to their oral, language and reading skills. Pupil premium children have lower than average attainment levels on entry compared to their non pupil premium peers - Lack of Reading and listening of high-quality texts outside of school - 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 and damage to property than non-pupil premium children
4	- Attendance rates for pupil premium children are lower than the overall school average of the last academic year - 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.

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 phonic skills and knowledge to increase attainment and progress in reading for pupil premium children	• Pupil premium pupils' attainment to be 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 interventions or 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teachers in oracy (vocabulary), phonics, reading and other Core Subjects as well as foundation subjects Focus on Foundational knowledge to ensure we address gaps in important knowledge. Release time for DHT to support teachers with planning and delivery of lessons. 2.5 days a week. Subject leader release time 0.5 days a week.	- 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	- Deputy Head responsibility to oversee curriculum development - Curriculum Lead to 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 - Sports2Inspire to deliver lunchtime and afterschool clubs	1, 2, 3, 6

	to allow for character development opportunities. Weekly mentoring sessions with identified children with S2I coach.	
Review and refine guided reading scheme.	- Subject leader time to monitor the implementation and impact of chosen scheme to ensure better than expected progress - CPD delivery for teaching staff to develop subject knowledge and effective implementation of reading skills. This includes developing skills in questioning, prompting, and feedback techniques. Research by the Education Endowment Foundation shows that high-quality teaching has a significant impact on literacy outcomes. - CPD delivery for teaching staff on how to adapt units to meet the needs of their class and achieve year group expectations as outlined in the National Curriculum	1
Early reading training and support for whole school staff, including the teaching of Little Wandle 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 Little Wandle SSP, training material and time to train, coach and support all staff - Time to monitor the implementation and impact of early reading - Stay and Learn sessions for parents/carers	1, 2, 5
Adaptive teaching in the classroom Release time for adaptive teaching lead practitioners 0.5 days a week to support implementation across the school.	- Adaptive teaching allows pupils to experience success by adapting lessons but maintaining high expectations; allowing time to master important concepts; making effective use of TAs (EEF, 2021). - Seeking to understand pupils' differences, including their different levels of prior knowledge and barriers to	1,2,3

	learning is an essential part of teaching. (Early career framework, 2019) Adapting teaching including by providing targeted support to pupils who are struggling is likely to increase pupils' success. (Early career framework, 2019)	
Monitor implementation of PHSE/RHE scheme Use 'No outsiders here' programme to educate children on protected characteristics. This will complement the PSHE programme.	1 Decision for Reception through to Year 6 to ensure coverage of curriculum and support secure subject knowledge for teachers delivering PHSE/RHE lessons	3
Targeted support in Year 6 through booster groups and support from DHT in lessons.	- Intensive individual support, either one to one or as a small group, can support pupil learning but this needs to be linked to classroom learning to be the most successful (EEF, 2022). - Small group tuition can lead to a gain of +4 months in a year.	
Ensure targeted and precise teaching of foundational knowledge in maths and English by - - Teachers to complete baseline assessments assessing foundational knowledge in maths. - Targeted interventions to close any identified gaps led by the teacher. - English content adapted to ensure previous years grammar skills are embedded.	- EEF research shows the crucial importance of building strong early skills for long term success. - DFE – according to the UK government strong foundations report high quality early education benefits all children especially those from disadvantaged backgrounds. - Foundation skills in Reading, Writing and Maths are strong predictors of later academic achievement, employment and wellbeing.	

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Workers to provide targeted support	• 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 and Parenting support • 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 • Support children in schools with social, emotional and mental health needs; learning mentor, emotional regulation • '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
Purchase of TT Rockstars licence	• Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. (EEF, 2021).	1,2

EYFS to use Wellcomm assessments to identify gaps and deliver the correct intervention to accelerate progress.	• 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 delivered where significant gaps in learning are identified.	• 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
Teacher led booster reading and maths sessions to be delivered to focus on closing the gap.	• The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds	

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost £23600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund cost of out of school trips/experiences	Some families are unable to contribute towards additional activities and opportunities – as a school Garden City Academy will support pupil premium families	6
Fund element of uniform for each child – where needed.	- Feeling of inclusion for children eligible to pupil premium - Full kit to access full curriculum and additional opportunities - Pride	6
Drawing and Talking practitioner	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)	3
Thrive intervention	Thrive can be used across all schools and settings and provides a standardised approach to social, emotional and mental health needs. The trauma-sensitive strategies and activities are suitable for children and young people aged 0-25 years, and are effective in supporting pupils with additional needs and SEND.	
Continue to develop strong relationships with parents across the school through a range of communication methods.	- Meet the teacher meetings - Coffee mornings - SEND coffee mornings	

Total budgeted cost: £ 123600 (actual spend more than allocation)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Priority	Outcomes
Reduce the gap in attainment and increase overall attainment for PP children.	Pupil progress meetings in place and support teachers identify next steps in learning. Pupils tracked and targeted support to help close the attainment gap.
Improve oral and Reading skills to increase attainment and progress in Reading for pupil premium children	Reading and phonics outcomes at the end of the 2024-2025 year for Year 1 children was 89% The school has continued to upskill and coach teachers and support staff delivering phonics. Bottom 20% of readers are being listened to at least weekly in school. Book matching to ensure children are reading well matched phonics books that is then checked by reading lead on a regular basis
Improved personal, social, emotional and mental health skills for those eligible for pupil premium	The school continues to monitor and analyse behaviour data and implement intervention strategies as appropriate. The school has invested in more SEMH interventions which will be targeted at children identified by SLT and class teachers. Weekly mentoring sessions led by sports coaches to develop resilience and improve mental health for identified pupils.
Increased attendance for pupil premium pupils to bring it more in line with their non pupil premium counterparts.	The school tracks attendance and works closely with families to improve attendance and overcome barriers. Parental engagement with these meetings has increased.

Increase parental engagement for parents/carers of children entitled to pupil premium to support their child's learning	An increase in parental engagement with sessions.
Increase accessibility to extra-curricular experiences for those pupils eligible for pupil premium, including purchasing of school uniform and PE kits	The school hosted a range of after school clubs which were free to all children. These activities will continue within the next academic year. In addition to this the school also continues to provide uniform support for children, financial support for trips and enrichment activities such as the 11Before11 promises.

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

Programme	Provider
Charanga (Music)	Charanga Ltd
1decision (PHSE/RHE)	1decision Ltd
Literacy Tree	Literacy Tree
iLearn2 (Computing)	iLearn2: Primary Computing
PenPals (Handwriting)	Cambridge University Press
No Nonsense Spellings	Raintree
edshed	