

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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

Detail	Data
School name	Garstang Community Academy
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	Total: 168 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Satinder Singh
Pupil premium lead	Laura Cooper, Assistant Headteacher SENDCo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£183,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Garstang Community Academy, we have the highest expectations, hopes, dreams, and ambitions for every student, regardless of their starting points in life. Our curriculum is designed to remove the notion of disadvantage, ensuring that all students, including those who are disadvantaged, have equal access to high-quality learning and the opportunities they need to achieve their full potential. We are committed to ensuring that all students, no matter their background, are equipped with the academic skills, personal confidence, and experiences to succeed in their next stage of education, training, or employment, and take their place as active, engaged citizens in the world.

We believe that the best way to foster curiosity, learning, and academic success is through consistently high-quality teaching. This remains the core focus of our Pupil Premium Strategy. By providing targeted academic support and a range of additional strategies, we aim to break down barriers to progress and ensure that our disadvantaged students are able to reach levels of attainment in line with their peers nationally, while closing the gap with non-disadvantaged students within the academy.

At Garstang Community Academy, we recognise that literacy is a key enabler for all learning. Our reading-rich curriculum is designed to enhance student literacy levels, giving disadvantaged students the confidence and skills to access the full curriculum and succeed beyond their school life. We also understand that students face a variety of challenges that may impact their ability to learn. That's why we place a strong emphasis on pastoral care, providing tailored strategies to improve student attendance, well-being, and behaviour for learning. These elements are essential in ensuring that students can engage fully and make the progress they are capable of.

We are also committed to offering students a wide range of experiences that extend beyond the classroom. We believe that cultural enrichment and personal development opportunities play a vital role in shaping curious, ambitious, and well-rounded learners. Through a variety of extracurricular and enrichment activities, we help students to build diverse experiences that will serve them well in their future academic and personal journeys.

Ultimately, our Pupil Premium Strategy is built on a foundation of exceptional teaching, comprehensive support, and a commitment to providing every student with the experiences and opportunities they need to Grow, Care and Achieve. We aspire for all students to reach their full potential, regardless of their circumstances, and to move forward with the skills, knowledge, and confidence to succeed in life.

## Challenges

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

Challenge number	Detail of challenge
1	To improve the reading and writing proficiency of pupils identified in early testing as not currently meeting age-related expectations.
2	To reduce the gap in Attainment 8 and Progress 8 between children in receipt of the Pupil Premium and those who are not.
3	To address any attendance issues – particularly those at risk of being at the persistent absence level.
4	To enable engagement with co-curricular activities and educational trips, addressing financial barriers where needed.
5	To reduce the proportion of children in receipt of Pupil Premium who are at risk from being suspended from our school.

## 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
Pupils in receipt of Pupil Premium funding achieve in line with expectations.	Reduce the gap in Attainment 8 and Progress 8 between children in receipt of the Pupil Premium and those who are not. Disadvantaged pupils at GCA to obtain an attainment 8 grade of 4.7. This is in line with current national average A8 score

Attendance of children in receipt of the Pupil Premium to be in line with their peers – particularly in KS4.	Reduce the gap in attendance rates between children in receipt of the Pupil Premium and those who are not.
Increased number of children in receipt of the Pupil Premium attending co-curricular activities and educational trips.	Statistical data to demonstrate an increase in the uptake of co-curricular activities and targeted educational trips for children in receipt of the Pupil Premium. The percentage of pupils participating in

	co-curricular activities should be at least 22%, ensuring that it reflects the proportion of our PP students (22%).
Further develop a programme of early intervention behaviour support.	Reduction in the percentage of children in receipt of the Pupil Premium who are suspended as a proportion of all incidents resulting in this sanction. Ensure early intervention for support with behaviour
Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.	Parents/carer voice is increasingly positive regarding their child's education and they will feel that they are more able to help/support their child achieve. Attendance and engagement by the parent/carers of disadvantaged students at school events is in line with that of other students. 100% of PP parents engage with school via Bromcom or phone.

## 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
Quality first teaching	EEF Toolkit – various strands such as Mastery learning, Collaborative learning, Metacognition and self regulated learning	1, 2
Support staffing	EEF Toolkit – Deployment of Teaching assistants	1, 2
Support for early careers teachers	EEF Toolkit – Mastery learning, Collaborative learning, Metacognition and self regulated learning	1
Literacy across subjects is promoted by our Literacy Lead Teacher	EEF Toolkit – Reading comprehension, WIKI	1, 2
Additional staffing	Additional staffing within Maths, English and Science - Assistant Subject Leader posts	1, 2
Purchase of standardised diagnostic assessments, GL assessment, NGRT, screening tools.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2

	<a href="https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace">https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace</a>	
--	---	--

Whole school reading project and reading canon	<p>WIKI reading strategies</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2
--	--	------

### 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
Literacy Support (WIKI, Reading canon)	EEF Toolkit – Reading comprehension	1, 2
Phonics Support (TA led specialist support)	EEF Toolkit – Phonics and Oral language intervention	1, 2
One to one tuition where required in English (KS4 prioritised).	EEF Toolkit – One to One tuition	1, 2
Small group support work for English intervention.	EEF Toolkit – Small group tuition	1, 2
Improved teacher/pupil ratio in English and Maths lessons (various Years)	EEF Toolkit – Reducing class size	1, 2

Deployment of TA provision to support SEND pupils who are disadvantaged.	EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively.	1, 2
Additional teaching and targeted support through after school intervention sessions in Year 11.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates these additional interventions are valued and build confidence.	1, 2, 3 & 4
One-to-one learning support from Learning Mentor and Careers Advisor	Mentoring will build confidence and relationships, to develop resilience and character, or raise aspirations.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3, 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive program of careers interviews to give the advice and support needed to make the best-informed future pathways choices.	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	4

Children in receipt of the Pupil Premium to be offered music tuition	EEF Toolkit – Arts participation	4
Uniform help and assistance where necessary to ensure a sense of belonging and inclusion.	EEF Toolkit – School Uniform	3, 5
Revision guides for GCSE subjects where appropriate.	Previous GCSE results and mock results.	1, 2
Homework club (Printing, resources, and stationary)	EEF Toolkit – Homework	1, 2
Access to co-curricular activities across all subjects and educational/curriculum trips.	EEF Toolkit – extending school time and aspirations.	4

DfE's <a href="#">Improving School Attendance</a> advice.	Students have the opportunity to complete the DofE and disadvantaged students are subsidised and materials provided to help support them.	3
Uniform and transport hardship funding and provision of	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.	1, 2, 4 & 5

curriculum supplies for students to ensure positive engagement in school life.		
Ensuring structures and processes are in place to ensure contact is made with parents prior to Progress Evenings to improve attendance.	<p>Research suggests parental engagement can improve progress by 4 months.</p> <p><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></p>	3, 5
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.	1, 2, 3, 4 & 5
ICT provision to support the learning of disadvantaged students to reduce the digital divide and associated barriers to learning.	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.	1, 4, & 5
Raising the Cultural Capital and engagement of PP students by offering and encouraging (and funding) music tuition and equal access to cultural and educational trips.	Disadvantaged students are prioritised and subsidised to enable them to attend trips and participate in activities.	All

Use of student voice and teacher observations to identify wellbeing concerns early and put additional support in place via the Inclusion Team.	Social and emotional interventions have a positive impact, on average, 4 months' additional progress in academic outcomes over a course of an academic year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Additional leadership time and capacity focused on providing support for disadvantaged students.	GCA has improved outcomes for disadvantaged students by ensuring clear and distributed leadership roles and accountability at different levels.	1, 2, 3 & 4
SHINE, Life Coach	Engagement with these specialists helps to improve well-being, attendance and engagement with school.	3, 4
Appointment of a full-time pastoral manager to provide additional pastoral support for students, will identify barriers to learning and work with staff and external agencies to remove barriers.	Social and emotional interventions have a positive impact, on average, 4 months' additional progress in academic outcomes over a course of an academic year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3, 5
Rewards and recognition to positively reinforce and incentivise good behaviour.	Positive feedback strengthens relationships and engagement and reinforces positive behaviours.	3, 5
Educational psychologist provision where appropriate.	Required for some external support such as EHCPs.	3, 5

**Total budgeted cost: £170,000**

## 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 past four academic years. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. The data for these two years is based upon the CAG/TAG grades awarded. Progress 8 figures for these years are subsequently indicative based upon the large collaborative data set for all schools nationally who use SISRA software.

<b>Students in cohort:</b>	2020	2021	2022	2023	2024 165	2025 168
<b>Pupil Premium students in cohort and %:</b>	(11%)	(9%)	(12%)	(15%)	(15%)	(22%)
Progress 8 All Pupils	0.29	-	-0.00	-0.31	-0.32	-0.11
Progress 8 Non Pupil Premium	0.33	-	0.14	-0.13	-0.22	0.07
Progress 8 Pupil Premium	-0.09	-	-1.04	-1.25	-0.84	-1.02
Attainment 8 Pupil Premium	3.88	4.14	3.21	2.79	3.24	2.89
9-4 in English and Maths All Pupils and %	126 (76.8)	122 (78.7)	112 (70.4)	107 (64.5)	103 (62.4)	99 (63.9%)
9-4 in English and Maths Pupil Premium and %	8 (44.4)	9 (64.3)	8 (42.1)	7 (26.9)	9 (36%)	8 (32.0%)
9-5 in English and Maths All Pupils and %	93 (56.7)	87 (56.1)	81 (50.9)	67 (40.4)	73 (44.2%)	70 (45.2%)
9-5 in English and Maths Pupil Premium and %	5 (27.8)	5 (35.7)	4 (21.1)	3 (11.5)	6 (24%)	4 (16%)
9-7 in English and Maths All Pupils and %	28 (17.1)	24 (15.5)	17 (10.7)	24 (14.5)	14 (8.5%)	17 (11.0%)
9-7 in English and Maths Pupil Premium and %	2 (11.1)	1 (7.1)	0	0	3 (12%)	0

## 2024 – 2025 Pupil Premium & SEND participation data

Activity	All pupils (%of total)	Pupil Premium (% of total PP)	SEND (%of total SEND)
Regular attendance to at least one co-curricular club	451 (56%)	80 (10%)	26 (17%)
Attendance at an academic intervention	410(51%)	64 (38%)	17 (11%)

### Participation in peripatetic music lessons

In total, 36 pupils received peripatetic music tuition last year. 3 pupils with SEND received peripatetic music lessons last. 4 pupils eligible for PP funding received peripatetic music lessons last year

### Learning Support Provision

This is the number of disadvantaged pupils who received targeted intervention and support via Learning Support per term.

Term	Number of PP pupils (% of total PP)
1A	14 (8)
1B	17 (10)
2A	21 (12)
2B	20 (12)
3A	17 (10)
3B	17 (10)

### Intervention (small group/1:1)

Term	Number of PP pupils (% of total PP)
1A	70 (41)
1B	71 (42)
2A	74 (44)
2B	76 (45)
3A	76 (45)
3B	76 (45)

