

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

Detail	Data
School name	Garstang Community Academy
Number of pupils in school	831
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Leoni Smith, Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,845
Recovery premium funding allocation this academic year	£13,000
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	£146,845

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Garstang Community Academy is to provide all students with the opportunity to achieve their full potential regardless of their background or personal circumstances. We employ strategies and interventions to remove barriers to ensure students eligible for Pupil Premium funding can meet or exceed nationally expected progress rates.

Quality First teaching is central to our approach in ensuring all disadvantaged students access and broad and balanced curriculum and have the same opportunities and experiences as non-disadvantaged students at GCA.

Our ultimate objectives are:

- ❖ To eliminate the attainment gap between disadvantaged and non-disadvantaged students at GCA
- ❖ For all disadvantaged students at GCA to meet or exceed nationally expected progress rates
- ❖ For all disadvantaged students at GCA to have high ambitions and be clear about their future pathways

Key principles:

- ❖ Whole school focus on Quality First teaching within the principles of the GCA lesson paradigm, including an individualised CPD programme and a rigorous SSE programme
- ❖ Whole school focus on improving reading across GCA, including the implementation of the Reading Development plan
- ❖ Frequent monitoring of data to ensure accurate and timely identification of barriers to learning and need for additional support, including priority access to counselling, careers support and learning mentor support
- ❖ Ensuring disadvantaged students have access to frequent and high quality careers advice and support

GROW:

**Proud to grow happy and successful people.
Proud to grow a vibrant, safe & successful school.**

CARE:

**Proud to care for and respect all others.
Proud to care for our school, community and planet.
Proud to have the confidence to care for ourselves.**

ACHIEVE:

**Proud to be inspired to achieve amazing things.
Proud to be resilient and independent life-long learners,
Proud to want to achieve.**

**Proud to G.C.A
Grow . Care . Achieve**

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>Around 20% of disadvantaged pupils have been 'persistently absent' compared to 3-4% of their peers during that period. Disadvantaged students account for 50% of those who are 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Reading and oracy</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>The New Group Reading Test (NGRT) data shows that 61% of Year 7 (September 2021) Pupil Premium students were reading at below their expected reading age on their entry to year 7.</p> <p>Year 8 (September 2021) completed the NGRT at the end of year 7 and 52% of the PP cohort are reading at below their expected reading age.</p> <p>Year 9 (September 2021) completed the NGRT at the end of year 8 and 55% of the PP cohort are reading at below their expected reading age.</p> <p>This will impact PP progress and attainment across all subjects.</p>
3	<p>Maths attainment</p> <p>The maths attainment of PP students is generally lower than that of their peers.</p> <p>The Maths GL Progress Test showed that on entry, the Year 7 (September 2021) PP cohort scored an average Standardised Age Score (SAS) of 96.7 in comparison to an average of 105.4 for their non-disadvantaged peers.</p>

	<p>The Year 8 PP cohort (September 2021) scored an average SAS of 92.4 on entry in year 7 compared to a score of 107.2 for their peers.</p> <p>The Year 9 PP cohort (September 2021) scored an average SAS of 97.4 on entry in year 7 compared to a score of 101.9 for their peers.</p> <p>This data shows not only that there is a gap but that the gap is widening.</p> <p>GCSE maths data for 2020-2021 also confirms a significant gap (based on CAGs). 71.4% of the PP cohort achieved a grade 4+ compared to 83.9% of their peers. 35.7% of the PP cohort achieved a grade 5+ compared to 61.3% of their peers. 7.1% of the PP cohort achieved a grade 7+ compared to 21.9% of their peers.</p>
4	<p>Parental engagement</p> <p>In 2020-21 progress evening attendance ranged from 39-50% for our PP families compared to 59-74% for our non-PP families. As progress evenings have now gone virtual (which accounts for lower than average attendance generally, we believe due to technical issues) we need to be mindful that not all disadvantaged families will have access to a device or will have internet access.</p>
5	<p>Student Wellbeing and Mental Health</p> <p>Following the covid pandemic, observations from staff, particularly pastoral staff, and discussions with students and families indicate that social and emotional issues, such as anxiety and low mood, are more prevalent. 20% of counselling referrals made are for disadvantaged students. The number of referrals for counselling has markedly increased leading to an additional day of the counsellor needed.</p>

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
To reduce the gap between the attendance of our disadvantaged students and non-PP and their peers.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1-2%.

	<ul style="list-style-type: none"> the percentage disadvantaged pupils who are persistently absent disadvantaged pupils being no more than 10%.
To ensure high quality teaching and learning for all PP students which enables them to make at least expected progress.	<p>A rigorous SSE programme will be in place which will include regular learning walks and work scrutinies to monitor the quality of teaching and learning. The GCA model will be evident in all lessons and will be used consistently and effectively across the school to ensure engagement and positive learning experiences.</p> <p>Student Voice questionnaires will also be carried out every term.</p>
To ensure a whole-school focus on improving reading via implementation of the Reading Project and the Reading Cannon.	<p>The NGRT data should demonstrate improved reading and a higher percentage of students reading at, or closer to, their expected reading age.</p> <p>Teachers should also be able to recognise improvement during form time when students read for the Reading Cannon.</p>
Implement a catch-up plan for students with post-covid literacy and numeracy gaps.	<p>Students who receive intervention will complete an initial assessment. Following their period of intervention they will complete the same assessment to measure the impact. Ultimately progress and attainment of the students involved will improve following the intervention.</p>
Ensure that GCA students are ambitious and clear about their future pathways	<p>Careers meetings will reveal that disadvantaged students have some ideas about the pathway they would like to take.</p> <p>Form Tutors should be able to recognise ambition and an interest in careers choices during weekly 'Future Fridays' where form groups explore different careers during form time.</p>
To achieve and sustain improved wellbeing for our disadvantaged students and ensure additional support is in place where needed.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</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: £ 60'459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Development	Curriculum development will include a whole school emphasis on addressing misconceptions, opportunities for knowledge retrieval, interleaving and Gatsby Opportunities.	2,3
Purchase of standardised diagnostic assessments	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3
Working parties developed to improve teaching and learning with a focus on effective questioning, Disciplinary literacy Recall and retrieval, Assessment & feedback, Modelling and explanations	<p>Feedback, both verbal and written, is a well-evidenced approach to improving learning outcomes and having high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Consistent research has shown that retrieval practice can benefit pupils' learning. The recently published EEF report (link) on Cognitive Science has examined the evidence underpinning retrieval practice, highlighting its potential to support pupil learning</p>	2,3

	https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace	
Whole school reading project and reading cannon	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3

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

Budgeted cost: £ 34'807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Lexonics program to improve literacy and vocabulary for student identified as needing literacy support.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	2
Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged , including	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

those who are high attainers.		
IDL Numeracy will be purchased to provide KS3 students identified as being below age related expectations with maths intervention. Teaching Assistants will deliver and monitor this intervention.	Evidence suggests that numeracy catch up is more likely to have impact when delivered to individuals or small groups than general classroom support. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	3
One-to-one learning support from Learning Mentor	Mentoring will build confidence and relationships, to develop resilience and character, or raise aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2,4, 5

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

Budgeted cost: £ 51'500

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Embedding principles of good practice set out in DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 5

<p><u>School Attendance</u> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>		
<p>Ensuring structures and processes are in place to ensure contact is made with parents prior to Progress Evenings to improve attendance.</p>	<p>Work done by the Pupil Premium Progress Leader during lockdown had great impact on lockdown with remote learning.</p> <p>Research suggests parental engagement can improve progress by 4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>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.</p>		All
<p>Use of student voice and teacher observations to identify wellbeing concerns early and put additional support in place. Pupil Premium Progress Leader to monitor.</p>	<p>Social and emotional interventions have a positive impact, on average, 4 months' additional progress in academic outcomes over a course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a</p>	All

	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 146'766

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.

During the National Lockdown, our primary priority was to ensure the safeguarding of our students and their families. Contact, via phone and/or email, was made more frequently with our disadvantaged students and was monitored closely by the Pupil Premium Progress Leader. This allowed for open communication, opportunities to praise good engagement with remote learning but most importantly any barriers. In order to support families, technology support was provided with disadvantaged students as a priority. Free school meal vouchers were also provided and the Pupil Premium Progress leader was in frequent contact with those families and regularly offered support in redeeming vouchers and knowing how to use them. The Pupil Premium Progress Leader also liaised with Subject Leaders to highlight any subject specific issues so additional support could be provided where necessary (eg. Login details for online resources, purchase of workbooks). A technology audit had been completed previous to lockdown so that loaning of laptops or internet provision could be actioned quickly. As a result of the additional support and regular contact, the majority of our disadvantaged students engaged well with remote learning and work submissions were much higher than during the first lockdown in the previous academic year.

The increased engagement with remote learning was also as a result of CPD in the Autumn term. The main CPD focus of the Autumn term was how to prepare for another lockdown. Staff required training on how to use Synergy effectively to provide work and also access the work submitted so that they could monitor engagement and also provide students with feedback on their work. The students were also trained to use Synergy effectively including a 'Mockdown Day' (INSET) where students had to work from home and submit a piece of work. This allowed for identification of where there were engagement/technology issues and these were acted on. As a result, when we went into National Lockdown staff and students were prepared and engagement with remote learning was much better than the previous lockdown.

The Centre Assessed Grades achieved by disadvantaged Y11 students indicate that the strategies put in place had impact despite the disruption caused by Covid. The attainment 8 gap was reduced from 13.16 in 2019-20 to 9.39 in 2020-2021. The percentage of disadvantaged students gaining a 4+ in maths increased from 50% to 71.4% and the percentage of disadvantaged students gaining a 4+ in English increased from 55.6% to 78.6%.

The CPD programme had to be altered significantly to meet the needs of the covid situation and the focus had to move to a focus on Remote Learning rather than a Curriculum focus. Although this focus did have a big impact on engagement in remote learning, the FCAT staff survey revealed that only 58% of staff reported that the CPD they had completed had helped them to learn and perform better in their role. In response to this a GCA CPD survey completed in Summer term so CPD can be tailored for next year to really meet the needs of our staff and return to a Teaching and Learning focus.

Raising cultural capital of our disadvantaged students was made difficult in the covid climate as cultural and educational trips were not possible due to restrictions in place.