

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Total: 144 17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Laura Royds, Deputy Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,625
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	£148,625

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

At GCA we aim to implement a curriculum that removes the notion of disadvantage and helps all students to achieve, regardless of their circumstances or background. In terms of outcomes, we aspire for students who are 'disadvantaged' to reach levels of attainment that are in line with that of all students nationally and are ever closer to that of their non- disadvantaged peers in school. We want all students to move successfully and confidently into the next stage of education or training.

As a school we are committed to providing exceptional learning and teaching and our Pupil Premium Strategy is built on this foundation. Additionally, targeted academic support and a range of wider strategies provide extensive support in order to identify and break down any barriers to progress those students face.

## Challenges

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

Challenge number	Detail of challenge
1	Achievement: Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.
2	Attendance: Average attendance rates for disadvantaged pupils is lower than that of other students, and school target for all students of 97%. This reduces their learning time and diminishes progress.
3	Aspirations: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.
4	Behaviour and attitudes: Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.
5	Parental engagement: Some Parents/carers need additional information, support and guidance to help their child to learn and make progress.

## 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
Improve achievement: through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. School GCSE targets for Key thresholds are met. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% of disadvantaged pupils enter further education, training or employment post-16.

<p>Improve attendance: by embedding strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.</p>	<p>Attendance figures will show that the gap between PP and non-PP students is diminishing.</p> <p>Disadvantaged pupils' attendance is at least in line with the national average for all pupils and meets the school target of 97%.</p>
<p>Build aspiration and positive engagement: by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p>	<p>Pupils speak positively about GCA and feel safe and happy here. There is a high level of engagement in wider curriculum opportunities by disadvantaged students and effective careers provision ensures they are well prepared for pos-16 pathways.</p>
<p>Promote positive behaviour and attitudes to learning: to embed strategies to promote support and positive attitudes and behaviours for learning and break down social and emotional barriers to progress.</p>	<p>The behaviour and attitude to learning of disadvantaged students is in line with other students, or shows an improving trend across all year groups. The proportion of disadvantaged students who are suspended is below the national average for secondary schools and is reducing year on year.</p>
<p>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.</p>	<p>Parents/carers voice is increasingly positive regarding their child's education and they will feel that they are more able to help/support their child achieve.</p> <p>Attendance and engagement by the parent/carers of disadvantaged students at school events is in line with that of other students.</p> <p>100% of PP parents engage with school via Synergy/Bromcom or phone.</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: £ 65,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPL	<p>Trauma Informed Training CPL sessions exploring Rosenshine's principles Culture and Climate</p> <p>Feedback, both verbal and written, is a well-evidenced approach to improving learning outcomes and having high impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">Improving Literacy in Secondary Schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></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>	1,2 & 4
Additional staffing	Additional staffing within Maths, English and Science - Assistant Subject Leader posts	1
Purchase of standardised diagnostic assessments	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1

	<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 cannon	<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>  <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>	1 & 4

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

Budgeted cost: £ 52,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Lexonics program and the Wiki interventions to improve literacy and vocabulary for students identified as needing literacy support.	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	1 & 4

<p>Additional staffing capacity across the school used strategically for PP intervention. This capacity can be used to provide 1:1 and small group work, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment. Studies of individualised instruction with older pupils of secondary age tend to show higher effects.</p> <p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1 &amp; 4</p>
<p>Promote effective literacy through whole school strategies and individual reading support.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. EEF research shows that the teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1 &amp; 5</p>
<p>IDL Numeracy will be used to provide KS3 students identified as being below age related expectations with maths intervention. Teaching Assistants will deliver and monitor this intervention.</p>	<p>Evidence suggests that numeracy catch up is more likely to have impact when delivered to individuals or small groups than general classroom support.</p> <p>- <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p>	<p>3</p>

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 & 4
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, 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: £ 30,500

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.  <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>	3
Embedding principles of good practice set out in	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2

<p>DfE's <a href="#">Improving School Attendance</a> advice.</p>		
<p>Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life.</p>	<p>Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.</p>	<p>1, 2, 4 &amp; 5</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>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>	<p>5</p>
<p>Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.</p>	<p>Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.</p>	<p>1, 2, 3, 4 &amp; 5</p>
<p>ICT provision to support the learning of disadvantaged students to reduce the digital divide and associated barriers to learning.</p>	<p>Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.</p>	<p>1, 4, &amp; 5</p>



<p>Financially supported peripatetic music tuition for all disadvantaged students who choose to learn an instrument.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate; about an additional three months progress according to EEF. Improved outcomes have been identified in English, Maths and Science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1, 3, 4 &amp; 5</p>
<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>		<p>All</p>
<p>Use of student voice and teacher observations to identify wellbeing concerns early and put additional support in place via the Inclusion Team.</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><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></p>	<p>4</p>
<p>Additional leadership time and capacity focused on providing support for disadvantaged students.</p>	<p>GCA has improved outcomes for disadvantaged students by ensuring clear and distributed leadership roles and accountability at different levels.</p>	<p>1, 2, 3 &amp; 4</p>

Specialist pastoral support through the Inclusion Team and wider professionals.	Provision of pastoral care enables non-educational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1, 2, 3, 4 & 5
ACE practitioner, MHP, Life Coach	Engagement with these specialists helps to improve well-being, attendance and engagement with school.	4
Appoint 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>	4
Rewards and recognition to positively reinforce and incentivise good behaviour.	Positive feedback strengthens relationships and engagement and reinforces positive behaviours.	3 & 4
Parental engagement technology, activities and communication	According to EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for students with low prior attainment.	2 & 5

**Total budgeted cost: £148,625**

## **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 2022 to 2023 academic year.

The NGRT data indicates that the whole school reading project, Reading Canon, Lexonics and Wiki interventions has had a positive impact on our pupil premium students. This will continue to be a whole school focus over the coming years.

The Pupil Premium exam data was disappointing with a much larger gap between PP students and non-PP students than we had expected or hoped for. The A8 of PP students was 27.92 compared to 44.78 for non-PP students (PP A8 21-22= 32).

As a result, we are committed to improving the standards of teaching and learning, ensuring all lessons are delivered with high expectation, engagement levels and challenge. Adaptive teaching strategies will be evident across all lessons in order to optimise learning and remove additional barriers.

It was very apparent in this academic year that PP students struggled socially and emotionally and there were significant wellbeing concerns for a number of PP students which also had an impact on attendance (gap between PP and non-PP increased to 4.2%). As a result, we have utilised part of the budget for 22-23 to develop pastoral support for PP students. We have appointed a Pastoral Manager, retained a Behaviour Mentor who will complement the work of the Student Caseworker who will meet and support PP students and identify any barriers but will also implement strategies across the wider group, such as the Positive Mindset Programme. We also employ a Life Coach to work with Pupil Premium students who are struggling socially or emotionally.