

Pupil premium strategy statement – Garstang Community Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2025
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Alex Fearnhead
Pupil premium lead	Stephanie Reeves
Governor / Trustee lead	Alex Fearnhead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,085
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 5889
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47, 974

Part A: Pupil premium strategy plan

Statement of intent

At Garstang Community Primary School we have high expectations, and high aspirations, for all of our children. We believe that no learner should be left behind, and all should achieve their potential. We provide inspirational learning opportunities to give our children the skills and knowledge needed to meet the challenges of our ever-evolving world. We provide high quality teaching and learning experiences that inspire and motivate. We aim for all of our children to leave us ready for Secondary education, academically, emotionally and morally. We aim for all of our children to be articulate and be able to communicate effectively with a wide range of people. We teach them to understand the needs of others and be empathic to those around them

Pupils in receipt of Pupil Premium funding may face specific barriers to reaching their full potential and we use our funding to ensure that they receive the academic and pastoral support and guidance they require to excel. In addition, we aim to provide access to enrichment opportunities that might otherwise be out of their reach.

High quality teaching and learning is at the core of our approach, with an emphasis on areas in which our disadvantaged pupil require most support. This will also impact on those children in our school who are non-disadvantaged.

Our strategy is interwoven with our school improvement plan, ensuring success for all, using a range of resources at our disposal. This includes plans for educational recovery following disruption to our pupils' education.

Our approach is responsive to individual needs as well as common challenges. We have robust assessment procedures, which aims to quickly identify those children requiring extra support, regardless of disadvantage status. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- Ensure challenge in work set
- Act early to ensure needs are identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and progress, exacerbated by school lockdowns during COVID 19 – assessments, observations and discussions with pupils show that this is most evident in mathematical learning
2	Social, emotional and behavioural difficulties, including mental health issues such as anxiety. Some of our pupils have exhibited increased levels of anxiety about attending school. Discussions indicate that the reasons for this vary – from separation anxiety to finding the rigours of school difficult.
3	Lack of resilience and independence. Observations and discussions with pupils indicate that resilience is low, and stamina to complete tasks is much lower than pre-pandemic. Children lack independent skills to take responsibility for their learning.
4	Lack parental support and engagement for some pupils means that they have found the return to school and routines difficult.
5	Under-developed oral language skills, particularly in the early years – vocabulary and wider conversation show lower attainment than in previous years.

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
All children make expected or better progress and attain in line with national expectations	All children entitled to PP make at least a progress score of 0 at end of KS2 Pupils attainment shows average or good progress in summative assessments (NFER standardised scores) Learning is successfully supported through quality first teaching, and with a range of supportive interventions for identified issues. Targeted intervention supports children in identified areas
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2025 show that 80% of children in receipt of Pupil Premium funding reach the expected standard in reading. All pupils have a progress score of at least 0
Improved maths attainment among disadvantaged pupils	KS2 reading outcomes in 2025 show that 80% of children in receipt of Pupil Premium funding reach the expected standard in

	<p>maths. All pupils have a progress score of at least 0</p>
<p>All children and their families are resilient, and are supported in accessing emotional support they require. Families are supported so needs are identified and acted upon</p>	<p>Head/Senco/Pastoral support identify families and children with additional needs</p> <p>Pupils accessing pastoral support show improved behaviour for learning in classroom situations</p> <p>Children are resilient, able to organise themselves and understand what they need to be good learners</p> <p>Early Help referrals support families in areas where school can't.</p>
<p>Improved oral language skills and vocabulary amongst disadvantaged pupils</p>	<p>Assessments and observations demonstrate significantly improved oral language among disadvantaged pupils. This will be demonstrated as part of the school's robust monitoring systems.</p>
<p>Children have access to enrichment activities that enable them to develop a wider skill set</p>	<p>All children who wish to are able to attend extra-curricular activities such as music lessons, or community activities such as Brownies</p> <p>Trips are identified to develop the pupils' wider experiences such as theatre visits</p> <p>Children will be exposed to a wide range of social, cultural, sporting and enrichment experience both within and outside of school.</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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER standardised assessment tests In-house training for staff to use assessment data to its full advantage.	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	1,5
Training for staff to improve writing throughout school and additional sessions for identified children	Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling and sentence construction. Effective teaching of writing composition through modelling and supported practice drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,5
CPD to develop mathematics teaching, including release time for Maths Lead to coach staff	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of extra Teaching Assistant time to deliver Talk Boost programme	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,5
Provision of extra Teaching Assistant time to deliver evidence-based interventions for both maths and English	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,5

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of pastoral support	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3,4
Enrichment activities (trips, music lessons, community activities)	Based on our past experiences, enabling children to take part in enrichment and extra-curricular activities has improved their engagement with school and learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3

Development of parental engagement programme to include parents in learning	<p>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 pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
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Total budgeted cost: £ 40,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of statutory data from the academic year 2022-2023 demonstrates that by the end of KS2, disadvantaged pupils' progress scores were as follows: Reading: -3.2, Writing: -0.2, and maths -1.2. English is a priority on our SIP for 23-24

Internal assessments for disadvantaged children demonstrate that at summer 2023, the overall gap between disadvantaged and non-disadvantaged children ARE in Reading was 21%, in writing, 36% and in Maths 15%. Our aim is to close the gap for all children through using targeted interventions and the support of experienced staff.

Observations of our children show that their wellbeing, mental health and behaviour remain resilient on the most part. Children who articulate issues, or demonstrate barriers to learning are supported with pastoral interventions. Information from these sessions indicate that those pupils who are disadvantaged value these sessions, as do their parents.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider