

## 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 St Thomas Church of England School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 ✓ December 2022 ✓ July 2023 ✓ December 2023 ✓
Statement authorised by	Jim Blakely, Headteacher
Pupil premium leads	Jim Blakely, Headteacher / Lee Baker, Pastoral Leader
Governor / Trustee lead	Susan Willoughby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,490
Recovery premium funding allocation this academic year	£4060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£49,550</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children achieve well.

At Garstang St Thomas School we recognise that just less than 1/3 of children in our school family do not have the same opportunities as the other children. A group of children in this third are also classified as disadvantaged and others as vulnerable.

We believe that no child should be left behind or be disadvantaged educationally. We are determined that our children are given every chance to realise their full potential through ensuring that they leave us being able to confidently communicate and articulate their thinking, read and understand a variety of texts and be creative thinkers and problem solvers. We focus heavily on communication, vocabulary and reading across the school as we know that these skills are vital to future success in life.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the disruption to education caused by the COVID-19 pandemic to a greater extent than for other pupils. These findings are supported by national studies. Although many of our children who receive Pupil Premium are achieving well, most need to make further progress to be on track in reading, writing and mathematics.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Due to the pandemic, children have missed out on opportunities such as educational visits, visitors, some of the wider curriculum and other enrichment activities. From discussions over time with our children and families, we know that just less than 1/3 of children in our school have significantly less opportunities outside of school than other children at school.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the autumn term shows that 58% of our children who receive the pupil premium are below our attendance target of 97%. 1 child who receives the pupil premium is below 90%.

## 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
Ensure outcomes for pupils in receipt of the pupil premium are at least in line with those of peers in school across the curriculum due to high quality	<p>Children who receive the pupil premium are achieving well across the curriculum similar to their peers</p> <p>KS2 outcomes in 2024/2025 show that 100% of children who receive the pupil premium are reaching the expected standard in reading, writing and mathematics.</p>

teaching alongside targeted intervention.	
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• evidence to show impact of one-to-one and small group well being/ mental health support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• attendance at school returns to above 97%</li> <li>• attendance of children who receive the pupil premium is above 97%</li> </ul>
To gain a wealth of learning experiences – formal and informal, in and out of school led by a range of teachers/ experts/professionals.	<ul style="list-style-type: none"> <li>• All children have experienced a wide range of learning experiences in and out of the classroom.</li> <li>• Disadvantaged children are supported so that they can fully take part in all activities. They are also given additional opportunities for support e.g. additional oracy sessions/ one-off opportunities like sport).</li> </ul>

## 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: **£15,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<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, 2
<p>A focus on oracy right through school (see school improvement plan).</p> <p>Additional oracy sessions/ support for children who receive the pupil premium.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Purchase of further CPD and resources to support a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>High quality CPD and release time.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The EEF guidance is based on a range of the best available evidence:</p>	1,2,3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£17,500**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
A resource to further develop vocabulary Additional oracy sessions/ support for children who receive the pupil premium.	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: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Tutoring for children who receive the pupil premium.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2

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

Budgeted cost: **£16,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral leader time.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (to be carefully monitored)</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>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a></p>	1,4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
General support for children to access activities, educational visits and get to school on time as appropriate.	Based on our experience, we need to support some of our children to be able to access all the opportunities on offer and occasional support to get to school.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All



**Total budgeted cost:** £49,550

## 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.

#### Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using key stage performance data, phonics screening results and our own internal assessments.

Data from tests at the end of KS2 (2023), suggests that our school's disadvantaged pupils are performing well. In reading, writing and mathematics, the percentage of children achieving the expected standard and the higher standard/greater depth was at or above the national average (for all children). Children reaching the expected standard in reading was particularly strong at 88%. In regards to KS2 progress, again in reading, writing and mathematics disadvantaged children have made very strong progress.

#### Wider outcomes

Our assessments and observations during 2022/2023 suggested that wider development outcomes for our disadvantaged pupils varies. The impact of COVID-19 on wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country. Despite the the continuing impact of COVID, we have been able to make good progress in wider outcomes. Our disadvantaged children have demonstrated an improvement in communication skills (evidence of this progress in KS2 with LAMDA lessons and exams). We've also been able to give our pupils a high number of well-planned educational visits and also enrichment activities in school.

### Externally provided programmes

Programme	Provider
(No longer used) One-to-one tutoring (NTS)	Third Space