

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 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	Information
School name	Good Shepherd
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	November 20 th 2022
Date on which it will be reviewed	January 1 st 2022
Statement authorised by	Andrew McConville
Pupil Premium lead	Hannah Jacobs
Governor / Trustee lead	Una Bennet

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£61,542
Recovery Premium funding allocation this academic year	£6,525
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	£68,067

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Part A: Pupil Premium Strategy Plan

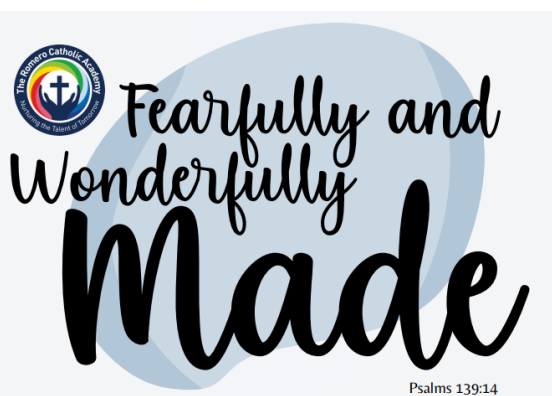
Statement of Intent

The aim of the Romero MAC and ours as Good Shepherd, is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying is the impact COVID has had on making disadvantaged children even more disadvantaged as shown by the growing gap at KS2 SATS (Disadvantaged Gap Index growing by 0.28 from 2019) Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:



For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



(Pupil Premium Guidance iPDF.pdf ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, High-quality teaching is at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. This year, we have placed increased emphasis on the overlap between SEN and PP and are therefore placing the EEF 'Five-a-Day' principle as the key teaching and learning tool. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the and experience the elements of this.

Commented [WA1]: this can be removed- it isn't on the Government example. However, there is a growing body of EEF work that says this is the key step. It is something that I think holds weight though,

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Lack of Enrichment and low aspirations	Barriers to learning assessment
2	Lack of Self Esteem and Confidence	Barriers to learning assessment
3	Reading Comprehension and Enjoyment	Barriers to learning assessment At home reading statistics Past PP data
4	Early Reading Skills (phonics), understanding and application	Barriers to learning assessment At home reading statistics
5	Punctuality and associated loss of learning	Barriers to learning assessment Attendance data
6	Parental engagement with learning	Barriers to learning assessment Learning mentor At home reading statistics Attendance data

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2022- 2023	
Intended outcome	Success criteria
Ensure resources and training to enable staff to deliver phonics effectively.	Achieving at least national average for Phonics Screening Check for all (including PP) children.
Improve direct reading ability with specific focus on vocabulary to close attainment gaps.	Percentage of children achieving ARE in Reading to increase (see separate breakdown for year group analysis). Attainment gap between PP and non-PP to be 0 in Reading.
Provide a broad, balanced and enriching curriculum for all children.	PP children completing as much of the Romero charter as non-PP children.
Work with parents to increase engagement in learning.	PP parent voice to show matched score to whole school survey on areas around engagement (6, 10, 11 and 19)
Improve the punctuality of PP children to reduce learning time loss.	PP to account for no more than 40% of whole school lates. (62% in 19-20, 52% in Summer 21)



Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensure resources and training to enable staff to deliver phonics effectively	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Promoting a love of reading to all children.	Pupil voice to show that the very large majority of PP children enjoy reading.
Providing a broad, balanced and enriching curriculum offer.	PP children to have had the opportunity to complete every element of the Romero Charter.
Improve the punctuality of PP children to reduce learning time loss.	PP late marks to match non-PP children.

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 (e.g. CPD)

Budgeted cost: 17,016.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training</i>	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	3, 4
<i>Reading training</i>	Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3, 4
<i>Reading resources and further investment into Library</i>	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	3, 4, 6
<i>Training on recall and retrieval of facts</i>	Evidence shows that explicit focus on recall and retrieval of key facts helps build schema to aid knowledge moving to long term memory. Tom Sherrington's Rosenshine Principles	2, 3, 4
<i>Training on teaching vocabulary</i>	Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap.	2, 3, 4

Targeted academic support

Budgeted cost: £ 17,016.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics groups</i>	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
<i>Additional intervention therapy support</i>	Intervention and therapies 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
<i>Training on recall and retrieval of facts</i>	AS above.	
<i>Specific diagnostic assessments and support work</i>	Specific diagnostic online work is proven to close attainment gaps and raise engagement and confidence. IXL Design Principles	3, 4
<i>PiXL</i>	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	3, 4

Wider strategies

Budgeted cost: £ 34,033.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive training, approach and interventions</i>	<p>Social, emotional support is proven impact wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As a specific programme Thrive is underpinned by leading research and successfully case studied.</p> <p>Impact of Thrive - The Thrive Approach</p>	1, 2
<i>Enrichment project (Capable Kids)</i>	Daniel Sobel and accompanying barriers to learning.	1, 2
<i>Breakfast Club offer</i> <i>Breakfast Bagel initiative</i>	<p>As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for PP.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	5
<i>Parental workshops</i>	<p>Working with parents is proven to be high impact lost cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 4 and 6
<i>Extra-Curricular club funding</i>	<p>As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<i>Whole class music lessons and individual instrument lessons</i>	<p>Music making can improve young people's belief in their own ability, as well as support collaborative learning behaviours and teamwork skills.</p> <p>Exploring self-efficacy in Youth Music Projects, Youth Music (2014)</p> <p>Susan Hallam, The Power of Music (2015), p15</p> <p>Research shows that early musical engagement can increase phonological awareness and skills</p>	1, 2, 4

	Maclean, M., Bryant, P., & Bradley, L. (1987). Rhymes, nursery rhymes, and reading in early childhood. <i>Merrill-Palmer Quarterly</i> , 33(3), 255–281.	
<i>Residential trip funding</i>	Research and case study shows residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)	1, 2

Total budgeted cost: £ 68,067.00

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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure resources and training enable staff to deliver our phonics scheme effectively.	Whole school staff training on and monitoring, evaluation and feedback for delivery of phonics lessons. Coaching and observations set up to support staff.	76% whole class pass (21-22) Pupil Premium 75% Pass	53% Whole class pass (20-21) 23% increase from previous year Pupil Premium Pass 29% Increased by 46% from previous year Children catching up from lock down
Ensure the social, emotional well-being of PP children is nurtured and developed	Barriers to learning completed. Units planned and delivered aligned to PSHE curriculum as well as introduction of ten:ten scheme. Social, emotional interventions delivered. Thrive approach adopted across school.	Pupil voice gives qualitative data to show that this is moving forward.	Lack of quantitative data will be addressed next year with Thrive audits.
Providing increased and enhanced opportunities for children to experience the full Romero Charter.	Enrichment group continued and extended to tie in with Recovery targets. Go parks continued post lock down	Pupil voice and feedback from staff show enrichment has been positive.	With the movement to 'Capable Kids' programme and audit of Romero Charter for PP.

Externally Provided Programmes

Programme	Provider

Service Pupil Premium funding (if applicable)

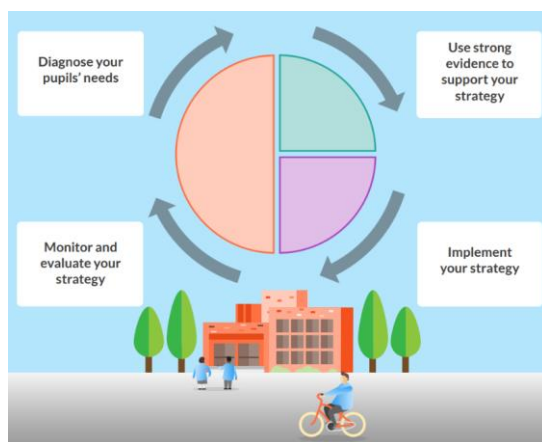
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Monitoring, Evaluating and Making Better



([Pupil Premium Guidance iPDF.pdf](#) (educationendowmentfoundation.org.uk))

With the movement towards a more stable period of education in relation to COVID, we have placed increased emphasis on our three year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3 year cycle.