

Good Shepherd Catholic Primary School

Pupil Premium Strategy

2018 – 2019



On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding			
2015 - 16	£91,080			
2016 - 17	£70,260			
2017 - 18	£75,240			
2018 - 19	£60,610			

	2015-16	2016-17	2017-18	2018-19
Percentage of FSM pupils	33%	25%	25%	
Number of FSM pupils eligible for the Pupil Premium	69	60	51	42
Number of Post LAC (adopted) pupils eligible for the Pupil Premium	1	1	0	0
Number of service children eligible for the Pupil Premium	0	0	0	0
Number of Looked after pupils				
Total				

Strategy outline for Pupil Premium spend (2018/19)

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
Prior missed learning opportunities and gaps in understanding.	Lead Teacher contribution (release time): £4,600	New data system to supplement introduction of PiXL around school which identifies PP children and the gaps in their understanding.	Staff to identify and cater for needs of PP children with greater accuracy. Impact to be monitored through termly data. This will help to close the attainment gap monitored through our termly data.	PP gap has declined in 11/15 areas (R,W,M Yrs. 2-6) Yrs. 6, 4 and 2 showing a significant increase in PP at ARE.	£4,600
		New intervention system introduced with additional tracking facilities to monitor the impact on PP children.	As above. +Specific intervention targets and wider termly data to be set and monitored.		Contribution as stated
	As above +TA costs at £22,761	TA CPD sessions for increasing the effectiveness of interventions- including a specific session discussing specific PP children and effective strategies.			£22,761

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
	£100	Additional Revision books purchased for Year 6 children to take home as preparation for their SATs. This includes specific books for target child who could achieve GD in Reading and Maths	Improvement in R, M and SPaG as well as development of independent learning. Data to be measured in termly tests.	Yr 6 PP Aut data Gap reduction: R7%, W24%, M24% Percentage Growth R: 9%, W38%, M24%	£100
Identify main barriers to learning for individual children	Lead Teacher contribution. LM Contribution (Sep-Dec) £1,897.50	Teachers to complete barriers analysis audit at the start of the year. *Teachers to return to barriers form in March to review with more insight to inform steps moving forward.	Individual's barriers to be identified. Specific impact to measured in additional barriers.	Limited impact due to large percentage of new staff. LM to target specific families for support. <i>IN PROGRESS</i>	Contribution as stated. £1,897.50
Lack of enrichment	£900	Offer of contributions towards larger residential trips.	More PP children accessing trips and therefore developing wider learning and enrichment goals.	Offer was not taken up but 6/7 PP children attended DYM (1 was due to medical grounds) and all PP children attended Alton Castle.	N/A
	£248	Provision for additional PP specific residential trips. -Yr 4 Children at Romero -Yr 6 Children at ARYPT.	Growth in children's confidence, independence and resilience. To be measures by teacher conversations and pupil voice work.	Positive impact, with both teachers reporting improved concentration and renewed enthusiasm following the trip.	£248

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
				Pupil voice showed that all children enjoyed the trip and all felt more independent after.	
	£ 7, 397.86 PP Enrichment Project This includes staffing, outlay for materials and subscriptions to kitemark and schemes.	Forest School Intervention for Years 4 and 5 (and highlighted child in 3)	Sense of independence and improved teamworking and communication skills. Wider life experience and opportunity to build things over time. Pupil voice, staff feedback and teacher feedback to be used as measure.	<i>Pupil voice and staff feedback extremely positive. Improved attendance for a particular child in Yr 5 based around previous Friday difficulties.</i>	£7397.86
		Lunch club to be provided for Year 6 PP children.	Improved behaviour and engagement at lunchtime- particularly at peak pressure point of Yr 6. Number of incidents recorded on CPOMs for lunchtime behaviour to drop.	Improved behaviour logged by DRAs and CPOMs lunch issues dropped by over 33%.	
		Specific 1:1 Maths and English work with child in Yr 3 who is identified as having high level need.	Improved behaviour due to timing being planned in for peak escalation time. Improved results and evidence in Maths and English. Specific target to follow.	Improvement in behaviour for the child noted by staff and validated by CPOMS. Set-up has been praised in Ed Pysch and CCT meetings.	

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
	LM contribution (Jan-Aug) £10, 626	Nurture groups for identified PP children.	Children to feel comfortable in school, more confident as a person and to have formed or strengthened their network of support. Pupil Voice and staff consultations to measure impact.	Pupil voice work showed improvement in child happiness and confidence.	£10, 626
	Lead Teacher contribution. £208 -TA time to complete audits.	Design of new wider curriculum -All PP children to complete Government's Activity Passport with results fed into the development of the wider curriculum.	The design of an enriching and engaging curriculum that is bespoke to Good Shepherd and incorporates opportunities that would otherwise not be provided for our PP children.	Curriculum to be reviewed next year in accordance with this. -Nov 19 curriculum link with PP praised by external consultant.	£208
Attendance and Punctuality	£2,250	Romero Attendance Officer to offer support and additional parental communication links for PP children with low attendance.	Attendance to improve so that PP children achieve school target of 97% by December.	Attendance was below target for Autumn with 95.24 and 94.96. With long term absence taken out figure was 96.5%. Target and work to continue.	£2,250
	LM contribution above.	LM to work with families who have been identified as struggling with attendance. (Sep-Jan)			
	LM contribution (Jan-Aug)	Additional work alongside new school-wide attendance push. LM to focus on persistent absentees from SIMS data.	Improved attendance percentage to achieve school target of 97%. More time in school will also have a positive impact on children's learning.	97% was not achieved and will remain a PP and whole school target.	LM Contribution

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT	ACTUAL SPEND
		Increased focus on punctuality for PP children as PP children accounted for 55% of whole school lateness last year.	As above. Target for number of lateness to be on average less than 190 (adjusted for length of term).	Current percentage of lateness has dropped to below 50%. Lateness down o 46 occurrences in Aut 1 (48%) but rose to 148 occurrences (50%). Current total 194 (49%)	
Family engagement and support.	£600 SLT release time for preparation.	Additional Parental Workshop for PP Parents.	Improved home: school link Improvement in child's attitude towards school and work.	Parental workshops were a success but attendance was limited. Follow up consultation on engagement to follow.	
	Lead Teacher contribution.	Time slots for PP parents to come in to discuss	Improved home : school link. Increase in support and aspiration of parents leading to improved outcomes for children. Parent Voice	Parent voice feedback positive on efforts so far. One parents particularly pleased with time, attention and respect given to her.	
		Sourced free books all PP children to take home to have as theirs. (Combination of Scholastic and WBD events)	Children more positive about learning and creating a love of reading. Pupil Voice work.	Children all commented on the books as a positive and say they have read them. 3 commented on now having read books by the same authors.	

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	LM contributions (<i>all year</i>)	Family support work with LM.	Improved home : school link. Improvement in child's wellbeing. LM feedback and pupil and parent voice work.	Constant feedback shows the support is valued, appreciate and has a positive impact.	
	£600	Lead teacher to hold AFA style meetings with parents.	Improved home : school link. Greater awareness of barriers and plan of action for tackling barriers.	Targeted group found this particularly useful and helped contribute to improved Yr 6 results and smoother transition into secondary school.	
Additional Learning Need	£6000	<i>SEML- Support.</i> Involving Mental Health and Well being for identified children. This includes time with educational psychologists.	Impact to be measured through pupil and parent voice work, teacher consultation and feedback from involved specialists.	<i>Feedback from various external specialists has been very pleasing (particularly CCT). Parent and pupil voice supports this.</i>	
	£2882.56	Additional 6 hrs of TA to support with additional nurture groups and 1:1 support for specific PP children.	Teacher feedback Pupil Voice Notes from specific TA and from linked specialist.	Considerable impact shown in pupil voice and in changing learning behaviours noted by teachers.	£2882.56