

Good Shepherd Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Good Shepherd School
Pupils in school	
Proportion of disadvantaged pupils	(53 in total)
Pupil premium allocation this academic year	£62, 655
Academic year or years covered by statement	2020/2021
Publish date	1.6.21
Review date	31.7.21
Statement authorised by	Andy McConville
Pupil premium lead	William Allen
Governor lead	Una Bennet

Disadvantaged pupil progress scores for last academic year

Measure	Score 19/20 (18/19)
Reading	+2.75 (-0.5)
Writing	+1.5 (+0.7)
Maths	+4.25 (-2)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	62.5% (43%)
Achieving high standard at KS2	0% (0%)
Measure	Activity
Priority 1	Ensure resources and training enable staff to deliver our phonics scheme effectively.
Priority 2	Ensuring PP children recover any lost learning at – as a minimum- the same rate as non-PP children.
Barriers to Learning these priorities address.	Ensuring staff use diagnostic data to asses pupil’s needs and next steps. (The EEF Guide to PP, Tiered approach pg. 4/ Aspire Education Trust Case Study pg. 6)
Projected spending	£13,987



Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve average KS2 progress score for our MAC.	July 2021
Progress in Writing	Achieve average KS2 progress score for our MAC.	July 2021
Progress in Mathematics	Achieve average KS2 progress score for our MAC.	July 2021
Phonics	Achieve at least the national average expected standard for the Phonics Screening Check.	July 2021
Other	Improve punctuality of disadvantaged children so that they account for no more than 40% of late marks.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Whole school staff training on and monitoring, evaluation and feedback for delivery of phonics lessons.
Priority 2	Establish focus groups for targeted interventions, in class support and additional external support for disadvantaged pupils falling behind their Summer 19 result.
Barriers to learning these priorities address	Improving direct reading ability as a vehicle for disadvantaged. Coverage of specific vocabulary elements to close gap (Alex Quigley 2018) and raising aspirations and expectations of the child themselves (Daniel Sobel 2018).
Projected spending	£13,987

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure the social, emotional well-being of PP children is nurtured and developed (The EEF Guide to PP, Tiered approach pg. 4 / Springfield Junior Case Study pg. 5)
Priority 2	Providing increased and enhanced opportunities for children to experience the full Romero Charter.
Barriers to learning these priorities address	Improving enrichment and experience opportunities whilst broadening access to strong role models with a knock-on impact on attendance and punctuality.
Projected spending	£28, 534



Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Adjusting to new phonics scheme.	Peer-to-peer support, additional resources (screens) and personalised feedback.
Targeted support	Ensuring sufficient information and data for diagnostic base.	Clear assessment calendar, subject leader and catch-up support in matching gap to resource.
Wider strategies	Engaging children in active sessions – particularly given the last 18 months.	Carefully planned sequence with KS that also incorporates wider activities (such as cooking)

Review: last year's aims and outcomes

Aim	Outcome
To close gaps in prior learning.	Significant progress was made prior to lockdown (see Spr TA) but target now needs to be adjusted.
To widen the enrichment experienced by PP children.	Significant progress with increased access to clubs and trips. Hampered by March lockdown.
To improve the attendance and punctuality of PP children.	Progress made on attendance prior to Spring with figure within 1% of whole school. Further work needed on punctuality.
To support families and help them engage in their child's learning.	Significant progress made with parent workshops at the start of the year and ongoing LM support. More work needed in relation to additional workshops and further personalised support.

