

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	Information
School name	Good Shepherd
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	22% (44 Pupils)
Academic year/years that our current pupil premium strategy plan covers	September 2021 – July 2024
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	January 1 st 2022
Statement authorised by	Andrew McConville
Pupil Premium lead	William Allen
Governor / Trustee lead	Una Bennett

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£70,940
Recovery Premium funding allocation this academic year	£7,540
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£78,480

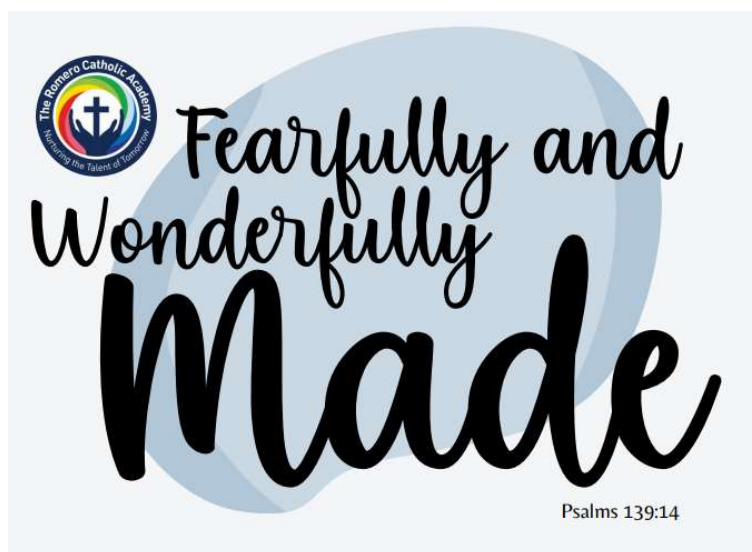
Part A: Pupil Premium Strategy Plan

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 generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. 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/Pupil-Premium-Guidance))

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, we are aware of the lasting impact of COVID on all three areas and research shows that PP children have been disproportionately negatively impacted by disruption to learning. As such, our PP work has been very closely aligned with our Catch-Up provision and will continue to be so.

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. 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 (Catholic Character Education) and ensuring that the most disadvantage children have the greatest access and opportunity to fulfil all the experiences and elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past four 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 impact COVID has had on school and families over the past two years.

Challenge number	Detail of Challenges
1	Catching up on lost learning
2	Early reading (particularly phonics) skills, understanding and application.
3	Reading comprehension and enjoyment
4	Lack of enrichment and low aspirations
5	Parental engagement in learning
6	Punctuality and associated lost learning

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to 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 2021- 2022	
Intended outcome	Success criteria
<p>Ensure all children recover any lost learning.</p> <p>*Ensure PP children recover any lost learning at the same rate as non-PP children.</p>	<p>Achieve at least 0 in KS2 progress scores for Reading, Writing and Maths.</p> <p>Internal comparisons with Summer 2019 to show net 0 or positive progress for Key Stage 2.</p> <p>*Separate data analysis to show same measure for PP children.</p>
<p>Ensure resources and training to enable staff to deliver phonics effectively.</p>	<p>Achieving at least national average for Phonics Screening Check for all (including PP) children.</p>
<p>Improve direct reading ability with specific focus on vocabulary to close attainment gaps.</p>	<p>Percentage of children achieving ARE in Reading to increase (see separate breakdown for year group analysis).</p> <p>Attainment gap between PP and non-PP to be 0 in Reading.</p>
<p>Provide a broad, balanced and enriching curriculum for all children.</p>	<p>PP children completing as much of the Romero charter as non-PP children.</p>
<p>Work with parents to increase engagement in learning.</p>	<p>PP parent voice to show matched score to whole school survey on areas around engagement (6, 10, 11 and 19)</p>
<p>Improve the punctuality of PP children to reduce learning time loss.</p>	<p>PP to account for no more than 40% of whole school lates. (62% in 19-20, 52% in Summer 21)</p>

Strategic Period (Sep 2021 – Jul 2024)	
Intended outcome	Success criteria
Ensure all children recover any lost learning.	Return to positive progress scores for Reading, Writing and Maths and every data point. Return to at least national percentages at Phonics Screening Check, End of Key Stage 1 and End of Key Stage 2 assessments.
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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	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, 2
<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)	1, 2
<i>Reading resources</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.	1, 2, 4
<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	1
<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.	1, 3

Targeted academic support

Budgeted cost: £ [insert amount]

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
<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	1 and 3
<i>Training on recall and retrieval of facts</i>	AS above.	1
<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	1, 5
<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	1

Wider strategies

Budgeted cost: £ [insert amount]

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>	4,
<i>Enrichment project (Capable Kids)</i>	Daniel Sobel and accompanying barriers to learning.	6, 4,
<i>Breakfast Club offer</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>	6,
<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>	1, 2, 3 and 5
<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>	4,
<i>Residential trip funding</i>	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 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.	Year 1 phonics 53% (63% for Romero). PP Yr 1 (25%) No Year 2 PP children for further data.	Percentages are low. This is due to lockdown and impact of distance learning for younger children. Plan of action is in place.
Ensuring PP children recover any lost learning at – as a minimum- the same rate as non-PP children.	Ensuring staff use diagnostic data to assess pupil's needs and next steps. Establish focus groups for targeted interventions, in class support and additional external support for disadvantaged pupils falling behind their Summer 19 result.	Number of PP children on the catch-up target list has reduced by 57%. Percentage of catch-up list that is PP children has remained at 21% despite total numbers dropping.	Catch-up progress of PP children in line with whole school measure which is positive.
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. Social, emotional interventions delivered.	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. Whole school lockdown drive for opportunities (Go Parks).	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?	
What was the impact of that spending on service pupil premium eligible pupils?	

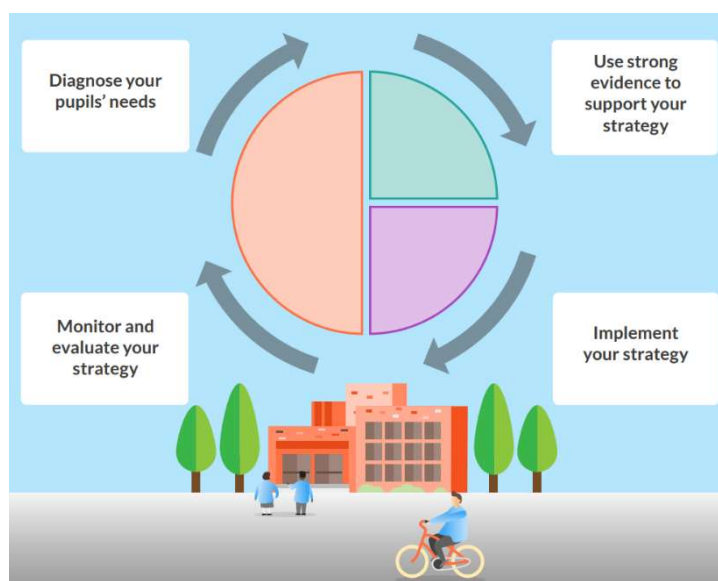
Further information (optional)

We as a group of schools are committed to offering the very best for all of the children under our care- particularly those disadvantaged or impacted by the recent lockdowns. As part of this, there is a range of additional provisions which are not funded by either grant that have a clear and distinct benefit to our pupils. There is leadership support for both Pupil Premium Leads and Catch-Up Champions, cross MAC support sessions, validations of judgements and sharing of ideas and best practice, Network Leads and Strategic Leads to drive subject specific and wider pedagogical developments and a catalogue of events and experiences aimed at improving the experiences and cultural capital of all of our Romero children.

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- A movement towards self-reflective practitioners embracing a continuous improvement model towards their practice
- Teachers receiving coaching, setting a personal target and using research to improve their practice in line with '*Putting Staff First*' (Tomsett and Uttley 2020)
- Extensive work around a recovery Maths curriculum in line with the DFE 'Ready to Progress' documents.

Monitoring, Evaluating and Making Better



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

With a new framework for recording and the movement towards a more stable period of education in relation to COVID, we have taken this as the first year of 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.

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