



Three Year Pupil Premium Strategy at the Good Shepherd Academy

2019 – 2022

Summary Information			
Pupil Premium Strategy Plan		2019-2022	
Current Pupil Information 2019-2020			
Total number of Pupils	410		Total Pupil Premium Budget
			£42,240
Number/percentage of pupils eligible for pupil premium	32	8%	Amount of pupil premium received per child
			£1320 (2019-2020)
Publish Date	17/12/19		Review Date
			October 2022
Statement authorised by	M. Williams		Pupil Premium Lead
			C. Milner
Pupil Premium Governor Lead			Mark Whittingham

Cohort Information		
Characteristic	Number in Group	Percentage of PP Group
Boys	21	66%
Girls	11	34%
SEN Support	13	41%
EHC Plan	0	0%
EAL	0	0%

Assessment Data			
EYFS 2017-2018			
	Pupils eligible for PP	All Pupils	National Average
	3	59	
Good Level of Development GLD	0%	73%	72%
Reading	0%	78%	77%
Writing	0%	75%	74%
Number	0%	81%	80%
Shape	67%	92%	82%

Year One Phonics Screening Check Data for 2019					
All Pupils	Pupils eligible for PP	School average of Pupil Premium pupils achieving the expected standard in the phonics test	National average of Pupil Premium pupils achieving the expected standard in the phonics test	School average mark for disadvantaged children	National average mark for disadvantaged children
60 Pupils	10% (6)	50% (3)	84%	24	34
End Key Stage One					
	Pupils eligible for PP	Pupils not eligible for PP			
		School average		National average	
% making expected	57%	83%		75%	

progress in reading			
% making expected progress in writing	28%	73%	69%
% making expected progress in maths	28%	75%	76%

End Key Stage TWO					
	Pupils eligible for PP	Pupils not eligible for PP			
		School average	National average	Achieving higher standard at KS2	Progress Scores for 2019
% achieving expected standard or above in reading, writing and maths	63%	73%	65%	0%	
% making expected progress in reading	75%	82%	73%	25%	1.79
% making expected progress in writing	75%	86%	78%	0%	0.75
% making expected progress in maths	63%	80%	79%	13%	-0.32

Other Data		
Look at	Strengths	Weaknesses
Attendance data	The attendance percentage for disadvantaged children at GSA is 96%	We will endeavour to encourage through praise and the class competition for attendance for the disadvantaged children to improve their attendance to 98%
Behaviour data	26/32 children have 5 or less QT and so have none at all. The behaviour of most of the disadvantaged children is good in GSA. On the whole the behaviours which have caused children to get a QT is low level classroom disruption	Low level classroom disruption shows that the children are not learning as effectively as possible. In order to combat this money will be channelled into ensuring that there are sufficient adults to encourage the children to concentrate. The exciting curriculum will enable to concentrate on the learning and resourcing will ensure it is a creative and exciting curriculum.
Lateness data	Lateness is not an issue for disadvantaged children at GSA with 88% of them consistently being on time.	Out of 32 children who are classed as disadvantaged there are 12 children who have been late. Only 4 children have more than 5 late arrivals at school.

Long Term Plan (3 Year Timescale):

1. Teaching: to implement the new curriculum and increase the vocabulary of the children to improve comprehension and understanding (links to SDP). Staff CPD to improve the teaching of vocabulary and the improvement of subject knowledge.
2. Wider Approach: to ensure that children are able to access trips, workshops and events in schools. To ensure that the broad and balanced curriculum is enriched by having external providers such as Forest Schools, Literacy Volunteers and Healthy Families for emotional support.
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Priority One

Teaching: to implement the new curriculum and increase the vocabulary of the children to improve comprehension and understanding (links to SDP). Staff CPD to improve the teaching of vocabulary and the improvement of subject knowledge.

Member of staff responsible: MW and SLT

Objectives	Actions	By whom	By when	Resource	Progress indicators	Success criteria
To have a Whole School Curriculum Overview and Subject Progression Frameworks in place for New Curriculum. To purchase resources for the curriculum	<p>To create a Curriculum Overview with subjects and topics for the whole school</p> <p>To ensure that Subject Progression Frameworks are written for every subject and that the learning is sequential with clear intent</p> <p>For the curriculum to be resourced</p> <p>CDP for teachers to be purchased so that staff have a solid understanding of the new curriculum</p>	MW CJM All staff	<p>Sept 2021</p> <p>Review date- July 2020</p> <p>Review date November 2020</p> <p>Review date July 2021</p>	<p>A variety of resources to furnish the teaching of the new curriculum</p> <p>CPD to inform staff about the new curriculum</p>	<p>The Curriculum Overview is populated and logical</p> <p>Subject Progression Frameworks are actively used by all staff.</p> <p>Staff are aware of the pre and post learning</p> <p>Staff are trained in the use of the new curriculum</p>	The curriculum is lively and engaging. It is taught sequentially and dysfluency in learning is reduced
1. To improve the teaching of vocabulary and increase children's vocabulary- particularly for disadvantaged children	<p>To ensure that staff include the relevant vocabulary in the Subject Progression Frameworks</p> <p>Staff to have CPD on the</p>	MW CJM All staff	<p>Sept 2021</p> <p>Review date- July 2020</p> <p>Review date November 2020</p>	<p>CPD on the teaching of vocabulary</p> <p>Resources which are physical and virtual to teach vocabulary</p>	The children's vocabulary has increased and improved.	The vocabulary of disadvantaged children has grown and this is evidenced in their understanding of reading and within their writing

	<p>dissemination of Vocabulary and ensuring teaching and learning has a high impact</p> <p>Staff to use oral interventions to improve language acquisition in EYFS and KS1</p>		<p>Review date July 2021</p>			
<p>2. To improve teacher's subject knowledge in various subjects</p>	<p>Subject leaders to write Subject Progression Frameworks and ensure that they know the sequential learning steps for each year group</p> <p>Subject Leaders to create Knowledge Organisers for staff and children so that the subject knowledge for each topic is clear</p> <p>Staff to ensure that they attend CPD to increase knowledge and understanding of subjects e.g. PSHE</p>	<p>MW CJM All Staff</p>	<p>Ongoing</p>	<p>External and Internal CPD on a variety of subjects</p>	<p>Teacher confidence has risen in teaching all subjects</p> <p>Teachers feel that they have an improved subject knowledge</p>	<p>Children's attainment in assessment tests have improved as their subject knowledge has improved</p>

Priority Two

Targeted Academic Support: to ensure that there is sufficient staff to immediately address children who have a gap in their learning to prevent dysfluency. To enable children who require it to have a one to one supported curriculum. (44% of the children in receipt of PPG are on the SEND register). Ensure that PPG children who are in Year One have small group support to address any accumulative dysfluency in phonics and staff receive CPD to deliver the phonics scheme effectively

Member of staff responsible: MW and SLT

Objectives	Actions	By whom	By when	Resource	Progress indicators	Success criteria
1. To ensure that the staffing is structured so that rapid interventions are put in place to support children who have accumulative dysfluency or prevent any learning gaps with pre-learning	<p>Literacy volunteer in school to work one to one with children</p> <p>Small group support by teaching assistants</p> <p>One to one support e.g. Reading recovery</p> <p>Pre-learning sessions</p> <p>PPG Logs to be maintained by all staff to monitor children in receipt of PPG's learning</p>	<p>MW SLT All staff</p>	<p>March 2019 review of interventions</p>	<p>TA Support</p>	<p>PPG Logs should indicate that interventions and pre-learns have prevented gaps in learning</p> <p>Monitor the in-year data from the children in receipt of PPG to ensure that they are on track</p>	<p>Gaps in learning should be prevented</p>
2. To support children who require a one to one curriculum	<p>Forest schools</p> <p>One to one curriculum</p> <p>TA support in classes</p>	<p>MW SLT All staff</p>	<p>Ongoing</p> <p>Review at the end of each term</p>	<p>Teaching Assistants</p> <p>Teaching time</p> <p>External Agencies (e.g. Forest Schools)</p>	<p>Children in receipt of PPG who need a one to one curriculum behaviours have improved</p> <p>Children with one to one curriculum provision are able to be reintegrated back into the classroom</p>	<p>Children are back in the classroom and demonstrating progress in their learning</p>

Priority Three

Wider Approach: to ensure that children are able to access trips, workshops and events in schools. To ensure that the broad and balanced curriculum is enriched by having external providers such as Forest Schools, Literacy Volunteers and Healthy Families for emotional support.

Member of staff responsible: MW and SLT

Objectives	Actions	By whom	By when	Resource	Progress indicators	Success criteria
1. To ensure that children are able to access trips, workshops and events	To ensure that children who receive PPG get a discounted rate on most events	All staff	Ongoing Review according to the budget	Funding	Children are able to access trips, workshops and events	Children in receipt of PPG have an enriched curriculum which broadens their vocabulary and interests. They have wider range of life experiences.
To ensure that emotional support and wellbeing are actively taught as part of the curriculum	CAMsh anxiety evening for parents to learn about how to support their children Emotional support from the Well Being Warriors Team of children who peer mentor other children and support them Training to be given so that the children are active within the school and the impact of their role is maximised Healthy families to visit and support families as necessary	All staff	Ongoing Lent 2020 Advent 2020 review	CPD for staff Workshops for parents on coping with anxiety Well Being Warriors training Staff time to run Well Being Warriors Badges for WBW Healthy Families SENDCo time	Children openly talk about Wellbeing and it has become part of the vocabulary of the school Parents feel more equipped to deal with anxiety expressed by their children at home Families who require support to improve the child's and the family's wellbeing are receiving it.	Well Being is seen as a key to a child's success in life by parents, teachers and the children themselves Resilience has been developed within the children and they feel more able to cope with the rigours of life
2. To increase the attendance of disadvantaged children at extra- curricular activities	Ensure that children in receipt of PPG receive all club letters Staff encourage the children to join Funding is sought so that	CJM All staff	Ongoing		There is an increased percentage of children attending clubs who are receipt of PPG PPG Logs reflect that children who	Children in receipt of PPG are accessing extra-curricular activities and broadening their life experiences

	children can attend clubs at a discounted price if they are in receipt of PPG				previously did not attend clubs are now attending them	
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Monitoring and Implementation		
Area	Challenge	Mitigating Action
Teaching	<p>Ensuring that enough time is given over for CPD and time for staff to develop documents and implement new curriculum. Ensure that subjects are resourced.</p> <p>To ensure that parents are engaged with the widening of vocabulary and see the purpose of it</p> <p>To ensure that staff subject knowledge improves</p>	<p>Staff to be given CPD time during INSET and staff meetings. Budgets should be allocated to ensure that subject areas have sufficient resources</p> <p>Parental workshops should be planned in the diary to ensure that they take place</p> <p>Vocabulary worksheets should be sent home so that parents know which vocabulary is being taught and are able to support the teaching of it in the home.</p>
Academic Targeted Support	<p>To ensure that staff identify gaps in children's learning and arrange effective interventions</p> <p>To ensure that children have a one to one nurture or specialist curriculum take place</p>	<p>Ensure that robust assessments are built into the New Curriculum assessing the Key Information outlined in the Subject Progression Framework. Constant assessment should identify gaps in children's learning</p> <p>Staff to have CPD to ensure that children's curriculums are tailor made to meet their needs (e.g. Forest Schools Training)</p> <p>One to one or small group support provided to meet the needs of the children who are part of our 44% of PPG children who also have SEND</p> <p>New phonics curriculum to embed and staff to have CPD to ensure that it is consistently well taught and that staff are able to have small groups to enable children to make significant progress in their phonetic knowledge</p>
Wider Strategies	<p>Children always access trips and events in school. The Challenge that we face is that of encouraging children to attend after school clubs which involve a fee</p>	<p>Encourage children who receive PPG to attend after school clubs. Do a feasibility study of the possibilities of offering part payment for some of the clubs.</p> <p>To ensure that the curriculum is enriched with external providers by checking the curriculum outline for the year</p>