

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	Data
School name	The Good Shepherd Academy
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Celine Toner Headteacher
Pupil premium lead	Ella Smallwood Deputy Headteacher
Governor / Trustee lead	Oliver Kuras Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,040
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Internal and external (where available) assessments across the school indicate that in each of reading, writing and maths, attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

Our intention now is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, such as those with poor attendance, for children who have a social worker and those whose life is impacted by parental Mental Health. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with all children, regardless of ability or vulnerability, having access to a cohesive and ambitious curriculum whilst also focusing on the areas in which our disadvantaged pupils require the most support. Through careful assessment and feedback, well thought out and timely interventions will take place in all classes. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessments that ensure no child is left behind. Our holistic approach to the curriculum will ensure:

- Disadvantaged pupils are challenged and supported, with early intervention at the point need is identified.
- Disadvantaged pupils have access to enrichment activities to develop their cultural capital.
- Staff have high aspirations for all pupils and build positive relationships.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	A proportion of our PP children do not have the rich and varied experiences as non-PP children seem to have. This impacts their knowledge of the world and vocabulary acquisition.
2	A significant proportion of our pupil premium children are also identified as having special educational needs.
3	While the attendance data over the last year indicates that attendance among disadvantaged pupils is broadly in line with non-disadvantaged pupils, 30% of disadvantaged pupils have been 'persistently absent' compared to 14% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in each of reading, writing and maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues, in particular anxiety related for some of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic with a significant percentage of disadvantaged pupils currently requiring additional support with social and emotional needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP children to enjoy the wide range of enrichment activities that we offer at The Good Shepherd	A wide range of extra-curricular activities will be offered to develop our children's interests, vocabulary and opportunity. <ul style="list-style-type: none"> Discounts will apply for PP children for all enrichment opportunities to include; educational visits, residentials and after school clubs.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that at least 80% of disadvantaged pupils met the expected standard. Through effective assessment and feedback, children receive timely 1:1 or small group

	<p>interventions to close gaps in understanding and address misconceptions.</p> <p>Children receive academic intervention through speech and language, high quality SEND provision and quality phonics teaching.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that at least 80% of disadvantaged pupils met the expected standard.</p> <p>Through effective assessment and feedback, children receive timely 1:1 or small group interventions to close gaps in understanding and address misconceptions.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that at least 80% of disadvantaged pupils met the expected standard.</p> <p>Through effective assessment and feedback, children receive timely 1:1 or small group interventions to close gaps in understanding and address misconceptions.</p>
To achieve and sustain improved attendance for those PP children identified as having persistent attendance.	<p>Sustained high levels of attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • PP children will be fully immersed in school life, including joining the student voice and wider-curricular groups. • Their attendance will remain high, in-line with non-PP children. • Ongoing monitoring and communication happens regularly between class teacher, attendance administrator, parents and the senior leadership team • Pupil voice reports that our children feel safe and happy attending school • Attendance meetings with parents and the headteacher are held to problem solve and action plan where persistence absence is a concern.
All PP children have access to appropriate support in order to reduce SEMH barriers to learning.	<p>Children who may experience social and emotional difficulties are quickly identified and supported through:</p> <ul style="list-style-type: none"> • Fortnightly DSL meetings. At these meetings the SEMH of children is discussed and interventions are identified and planned for. • Support for parents is given e.g. accessing welfare support, form filling, signposting to appropriate services. • ELSA support is provided where needed.

	<ul style="list-style-type: none">• Staff are well trained, highly skilled and appreciate their responsibility to provide emotional support, building strong and trusting relationships with children in their care.• After school and breakfast provision supports the smooth transition into school• The curriculum supports well-being through a carefully planned and cohesive PSHE and the RE curriculum.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £24,427.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>https://www.renlearn.co.uk/star-assessments/#</p>	<p>1, 2, 3, 4</p>
<p>Purchase of soundwrite DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub and Trust CPD (including taking part in the Mastering Number Project run by NCETM).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

<p>Re-design the reading intent and implementation across school to ensure a consistent and ambitious reading spine for all pupils and specifically those who are disadvantaged.</p> <p>Fund teacher release time to work alongside the subject leader to develop a more ambitious reading spine and support TA's to deliver high quality reading interventions with identified pupils</p>	<p>https://schoolsweek.co.uk/book-the-art-and-science-of-teaching-primary-reading-by-christopher-such/</p> <p>https://www.marymyatt.com/</p>	4
<p>Whole school training and purchase of resources with Mary Myatt to enrich the curriculum and the impact of 'High Challenge, Low Threat' to respond to the needs of all.</p>		2, 3
<p>Bespoke Teaching Assistant training, linked to appraisal ensures pedagogical principles are understood and used to provide high quality support to identified pupils across school.</p>	<p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p>EEF – Making the best use of Teaching Assistants</p>	2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,583.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Termly Pupil progress meeting with teachers, TA'S, HT & DHT</p>	<p>Time for ongoing professional dialogue regarding further progress and support for PP children, ensures this is a priority within our school.</p> <p>There is a collective responsibility for PP children's progress in order that they make accelerated progress. Staff know who they are, their barriers to learning and the strategies needed to meet their educational and emotional needs.</p>	<p>1,2,3,4</p>
<p>Quality first teaching for all pupils. Targeted interventions provided for identified pupils to ensure they attain age-related expectations and make good progress.</p> <p>1-1 tuition is provided for those children identified as falling behind. Careful assessment and gap analysis ensures the intervention is specifically tailored to each individual child leading to accelerated progress.</p>	<p>High quality and consistent implementation of the curriculum alongside timely interventions, delivered by well-trained staff, is proven to have the greatest impact on closing the disadvantage attainment gap.</p> <p>EEF guide to Pupil Premium Tiered approach– high quality teaching.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,689.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Capital experiences are promoted in the curriculum:</p> <ul style="list-style-type: none"> - Funding for educational visits and after school clubs for PP children. 	<p>Ofsted framework 2019 emphasised the impact cultural capital has on the life chances of disadvantaged pupils.</p> <p>Enrichment opportunities within the curriculum and through residential, offer pupils context and a stimulus for learning which affects their</p>	<p>1</p>

<ul style="list-style-type: none"> - PP children given priority access to sporting events 	<p>motivation and depth of knowledge and vocabulary.</p>	
<p>Emotional Wellbeing Support:</p> <ul style="list-style-type: none"> - ELSA support for identified individuals - PP children prioritised for the 'Retreat Room' 	<p>From our own experiences in school and from a wealth of research, we have seen a positive impact on the wellbeing of our pupils leading to improved progress across all subjects.</p>	<p>5</p>

Total budgeted cost: £50,123.79

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.

2020-21 End of Year Data showing the percentages of PP and non-PP meeting Age Related expectations

EYFS

Pupils	% Achieving GLD
PP Pupils (3)	33%
Non-PP Pupils (57)	79%

	R		W		M	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
Y1	62% 33/53	67% 2/3	62% 33/53	67% 2/3	77% 41/53	100% 3/3
Y2	77% 36/47	56% 5/9	70% 35/50	56% 5/9	77% 36/47	44% 4/9
Y3	76% 38/50	57% 4/7	70% 35/50	57% 4/7	82% 41/50	57% 4/7
Y4	84% 43/51	57% 4/7	71% 36/51	0% 0/7	84% 43/51	43% 3/7
Y5	92% 45/49	57% 4/7	82% 40/49	43% 3/7	88% 43/49	43% 3/7
Y6	90% 43/48	50% 2/4	86% 41/48	50% 2/4	88% 42/48	50% 2/4

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was not in-line with non-PP children in nearly all areas of the curriculum across school. In some cohorts, this was due to a low incidence of PP children in the cohort and/or pupils identified as having SEND. All children made progress.

Prior to the lockdown (March 2020) PP children received quality first teaching, targeted interventions and support with enrichment activities. All disadvantaged pupils were offered a place during the lockdown. xxx of pupils accepted the offer. xxx did not attend. For those pupils who remained at home, the impact was mitigated by our resolution to maintain a high-quality curriculum, including online learning, 1:1 teaching intervention (online) in some instances, differentiated resources and regular weekly catch up phone calls with pupils and parents. Some pupils were provided with laptops/iPads to access learning from home.

Our assessments and observations indicated that wellbeing and mental health were impacted due to Covid-19 and related issues. We used PP funding to provide wellbeing support when the children returned to school in September 2020 and again in March 2021.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	White Rose
Star Assessments	Renaissance
TT Rockstars	Maths Circle Ltd
Purple Mash	2Simple
Phonics Tracker	

Service pupil premium funding (optional)

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?	<ul style="list-style-type: none"> • Small group interventions • Educational visits • Early intervention when SEMH or SEND concerns arose
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • A high % of these children achieved in line or better than their peers

	<ul style="list-style-type: none">• Personalised learning and early intervention enabled children to access the classroom environment and integrate more effectively with their peer group
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