

# Pupil premium strategy statement – The Good Shepherd Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	9% (41)
Academic year/years that our current pupil premium strategy plan covers.	2024/25 2025/26 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Celine Toner
Pupil premium lead	James Barfield/Ella Shajpal
Governor / Trustee lead	Rebecca Lewis (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,585.66
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,585.66

# Part A: Pupil premium strategy plan

## Statement of intent

The focus of our pupil premium strategy is to ensure every student eligible for pupil premium benefits directly via this additional funding and is in no way disadvantaged when compared to their peers. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We will consider any challenges and barriers to learning our vulnerable children face. This includes children with poor attendance, children who have a social worker and those whose lives have been impacted by parental mental health. All activities identified in this strategy will have a positive impact on all pupils, whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. We recognise that having an effective teacher in front of every class will have the most impact on the progress and attainment of our disadvantaged children. For this reason, we invest time and resources into improving the quality of teaching. 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
1	Our attendance data shows that there is a greater proportion of pupil premium children who are persistently absent, compared to their non-PP peers. Our assessments and observations indicate that persistent absenteeism has a negative impact on the attainment and progress of our disadvantaged children.
2	Assessment data indicates that disadvantage children are making accelerated progress and the gap is beginning to close. However, the attainment of disadvantage children remains lower in comparison to their non-PP peers in reading, writing and maths.
3	There remains a significant proportion of pupil premium children who are also identified as having special educational needs.
4	A proportion of our pupil premium children do not have access to rich and varied experiences as our non-PP children have. There impacts their knowledge of the world.
5	Our work with parents, children and families show that a proportion of disadvantaged children at our school face challenges around their mental health and wellbeing. This impacts their attendance and achievement in school. These pupils require additional support to overcome these barriers to learning.

## 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
To improve and sustain the attendance of pupil premium children who have been identified as being persistently absent.	<ul style="list-style-type: none"> <li>Attendance of PP children is high and is in-line with their non-PP peers.</li> <li>The rate of persistent absenteeism among disadvantaged children is significantly reduced and is at least in-line with their non-PP peers.</li> <li>Regular monitoring from SLT, class teachers and attendance officer to ensure any attendance issues are addressed promptly.</li> <li>Clear and transparent communication with parents when attendance concerns arise – headteacher to meet with parents to problem solve and action plan.</li> <li>Pupil voice shows that children are happy to attend school and feel safe.</li> </ul>

<p>To improve reading, writing and maths attainment among disadvantage children.</p>	<ul style="list-style-type: none"> <li>• KS2 reading outcomes show that at least 80% of disadvantage children have met the expected standard.</li> <li>• KS2 writing outcomes show that at least 80% of disadvantage children have met the expected standard.</li> <li>• KS2 maths outcomes show that at least 80% of disadvantage children have met the expected standard.</li> <li>• Children receive timely and effective intervention to ensure gaps in knowledge and understanding are closed. A range of strategies are used: keep-up and catch-up interventions, regular readers, booster groups and 1:1 maths tuition.</li> </ul>
<p>To ensure all pupil premium children can experience a range of enrichment opportunities during their time at Good Shepherd.</p>	<ul style="list-style-type: none"> <li>• A wide range of educational visits, experiences and events are planned within the school calendar.</li> <li>• A wide range of extra-circular activities are available during and after the school day – the attendance of disadvantage children at these clubs is high.</li> <li>• Discounts will apply for PP children for all enrichment opportunities to include educational visits, residentials and after school clubs.</li> <li>• Children access music tuition.</li> </ul>
<p>To ensure all pupil premium children have access to support to reduce SEMH barriers to learning.</p>	<ul style="list-style-type: none"> <li>• Children who experience social, emotional and mental health difficulties are identified quickly.</li> <li>• ELSA support provided where this is needed.</li> <li>• Children with EBSA are offered soft start.</li> <li>• Regular DSL meetings to discuss and action plan for children with SEMH needs.</li> <li>• Mental health lead trained as a DSL.</li> <li>• All staff are well-trained to support children who are experiencing SEMH difficulties.</li> <li>• Parents are supported by school and external agencies where appropriate.</li> <li>• The school curriculum supports wellbeing, particularly through a carefully planned PSHE curriculum.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers receive high quality CPD (Doug Lemov, Tom Sherrington, Mary Myatt) to ensure high quality teaching through effective implementation strategies.	<ul style="list-style-type: none"> <li>The EEF 'Guide to Pupil Premium' states that having an effective teacher is in front of every class and supporting these teachers to continue to improve their practice will have the greatest impact on pupil progress, particularly for disadvantaged children.</li> </ul>	2, 3
TAs to deliver high quality 'keep up' and 'catch up' interventions in reading (including phonics) and maths.	<ul style="list-style-type: none"> <li>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.</li> <li>The EEF 'TA Interventions' report found that well-evidenced interventions can be effective in closing the attainment gap.</li> </ul>	2, 3
OPAL is introduced during lunch times: this is well-resourced and staff at all levels receive CPD to ensure it is implemented effectively.	<ul style="list-style-type: none"> <li>Frost (2022) notes that in one generation, outdoor play has decreased by 71%. Research shows that this correlates to an increase in poor mental and physical health amongst young people.</li> <li>Research shows that high quality provision for outdoor play leads to better learning outcomes and improved attainment.</li> <li>Research is clear that outdoor play helps promote positive mental health and wellbeing.</li> </ul>	2, 3, 4 and 5
Effective assessment systems (STAR and Testbase) are used to identify gaps in children's knowledge and understanding.	<ul style="list-style-type: none"> <li>An effective assessment system is useful to ensure gaps in children's knowledge are quickly identified and that interventions are informed for quality data.</li> </ul>	2, 3

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

Budgeted cost: £ 31,938.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings between teachers and SLT.	<ul style="list-style-type: none"> <li>Time for ongoing professional dialogue regarding further progress and support for PP children, ensures this is a priority within our school.</li> <li>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.</li> </ul>	2, 3
<p>Robust assessment and gap analysis to inform next steps and plan targeted interventions to ensure children are supported to achieve age related.</p> <p>1:1 tuition provide for children who have been identified as falling behind.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>The EEF research found that 1:1 tuition can have an average impact of four months' additional progress over the course of a year.</li> <li>1:1 support for identified children will ensure they are able to access high quality teaching.</li> </ul>	2,3

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

Budgeted cost: £ 35,504.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote cultural capital opportunities and experiences in the curriculum:	<ul style="list-style-type: none"> <li><a href="#">The Ofsted Framework (2023)</a> highlights the impact cultural capital has on the life chances of children from disadvantage.</li> </ul>	4

<ul style="list-style-type: none"> <li>- Funding for educational visits and after school clubs for PP children.</li> <li>- Funding for PP children to access weekly lessons music tuition.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment opportunities within the curriculum and through residential, offer pupils context and stimulus for learning which affects their motivation, depth of knowledge and language acquisition.</li> </ul>	
<p>Mental health and emotional wellbeing support.</p> <ul style="list-style-type: none"> <li>- Access to ELSA support.</li> <li>- All staff receive termly CPD related to supporting children with their mental health and wellbeing.</li> <li>- Staff trained as youth mental health workers.</li> <li>- Wellbeing Warriors and The Snug are promoted.</li> <li>- Children identified for 'Soft Start' to support with EBSA.</li> </ul>	<ul style="list-style-type: none"> <li>• The EEF 'Guide to Pupil Premium' states that social and emotional concerns can have a significant negative impact on children's learning.</li> <li>• The EEF guide 'Supporting Attendance' indicates that building a culture of community and belonging for all pupils, combined with building a holistic understanding of pupils &amp; families' specific needs, will help to improve attendance.</li> <li>• Our own experiences show that tackling and supporting poor mental health has a positive impact on children's learning and leads to improved attendance.</li> </ul>	1, 2 and 5

**Total budgeted cost: £82,585.66**

## Part B: Review of the previous academic year (2023-24)

### Outcomes for disadvantaged pupils

#### **2023-2024 End of Year Data showing the percentages of PP and non-PP meeting Age Related expectations**

##### **Objective 1: PP children to enjoy the wide range of enrichment activities that we offer at The Good Shepherd**

- Trips and extra-curricular activities are subsidised at 50% to support Pupil Premium children to access. Where families have struggled to pay for residentials, school has funded this further.
- Government HAF funding applied for and received which enabled our Pupil Premium children to attend HA4K (holiday club). This takes place during each half term holiday (except for Christmas). It includes a range of activities including drama, arts & crafts, sports and the children receive a hot meal each day. During this academic year, 26 Pupil Premium children have accessed HA4K through the HAF funding.
- Pupil Premium children targeted for 'Mega Movers' sports club during the school day.
- Free guitar lessons for Pupil Premium children during the school with our music teacher.
- Cultural capital opportunities: Egyptian partake day, Kingswood residential, Hathersage residential, aspirations day with support from parents, fundraising opportunities e.g. CAFOD 'Big Walk'.

##### **Objective 2 – 4: Improved reading, maths and writing attainment among disadvantaged pupils.**

- TAs allocated to support Pupil Premium children who are in the bottom 20% for reading attainment to have additional 1:1 support.
- Sounds Write Phonics program has continued to be embedded across Early Years and KS1. Our Ofsted report (March 2024) stated that, 'The school has ensured that all staff are well trained to deliver the phonics programme.' Our keep up and catch-up interventions are also delivered consistently. Our phonics leader continues to monitor the teaching of phonics, ensuring fidelity to the scheme. All these actions have meant that our phonics screening results have improved, in comparison to 2023. PP children's attainment is in line with that of non-PP children.
- Continued to invest in CPD that aims to improve the quality of teaching and learning. This has centred around our work on pedagogical principles and the implementation of strategies by Doug Lemov, Mary Myatt and Tom Sherrington.



- A more forensic focus on SEND and adaptive teaching has also formed part of our CPD offer. This is relevant because 30% of our Pupil Premium children are also on the SEND register.
- Pupil Premium children in Year 5 and Year 6 have accessed weekly 45 minute 1:1 maths tuition with an external teacher. 80% of the children who received this tuition achieved the expected standard in maths by the end of KS2 in 2024.

### **EYFS – Good Level of Development**

<b>Pupils</b>	<b>% Achieving GLD</b>
PP Pupils (4)	75%

### **Phonics Results**

<b>Year 1</b>	
<b>Phonics screening check non-PP</b>	<b>Phonics screen check PP</b>
85% (46/54)	83% (5/6)

Our Pupil Premium children's attainment in phonics is broadly in-line with the that of their non-PP peers. We will continue to develop our use of keep-up and catch-up interventions to further close the gap.

### **RWM Attainment (Years 1-6)**

	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>Non-PP</b>	<b>PP</b>	<b>Non-PP</b>	<b>PP</b>	<b>Non-PP</b>	<b>PP</b>
<b>Y1 – 6 (50)</b>	81%	66% (33/50)	72%	56% (28/50)	82%	68% (34/50)

Our internal assessments during 2023-24 suggest that performance of our Pupil Premium children is below that of their non-PP peers. However, we continue to have a high proportion of Pupil Premium children who also have SEND needs - this impacts their attainment. 8% of our non-PP children (23/306) are SEND, whereas 30% of our Pupil Premium children (15/50) are also SEND. When comparing the data for Pupil Premium children without SEND to non-PP children, this data is in-line. We have recognised this trend in relation to the high proportion of Pupil Premium children with SEND and, as part of our CPD offer, have focused on SEND provision and adaptive teaching across the curriculum. This has included training from an external provider (Paul Longdon) on high quality teaching. We have also created our own bespoke approach to adaptive teaching which we have implemented and will continue to consolidate next academic year. All Pupil Premium children have made expected or better progress.

**Objective 5: To achieve and sustain improved attendance for those PP children identified as having persistent attendance.**

- Whole school attendance is 95.6% which is above the national average (92.8%). Whole school attendance for our pupil premium children is in line with national average (92.8%) and this is broadly in line with their non-pupil premium peers (96.2%).
- Whole school persistent absenteeism is 10.1% and this is lower than the national average which is 20.7%. There remains a higher proportion of Pupil Premium children that are persistently absent (16%), in comparison to non-PP persistent absenteeism (6.1%). However, persistent absenteeism for our Pupil Premium children is below the national average. Where persistent absenteeism is a concern for Pupil Premium children, these children have been assigned a key person from senior leadership team who will monitor their attendance and liaise with parents.
- 'Soft Start' has been introduced to support children who struggle with the start of day routine so that their punctuality and attendance improves.
- DSLs discuss and monitor attendance at their fortnightly meetings and take appropriate actions where necessary.
- DSLs seek support from external agencies and have referred cases which are of particular concern.
- Continued to enforce the OLOL Trust Attendance Policy and our Attendance Officer continues to closely monitor attendance, implement the policy and liaises with DSLs when appropriate.

**Objective 6: All PP children have access to appropriate support in order to reduce SEMH barriers.**

- Continued to provide ELSA support 3 days a week with a member of staff assigned to this role. Several Pupil Premium children have accessed some form of mental health and wellbeing support. 11 Pupil Premium children have received ELSA sessions and 5 children have been referred to the Mental Health Support Team for additional support. 4 Pupil Premium children have utilised 'Friendship Club' or 'Super Girls' which supports with establishing and maintaining healthy friendships.
- 1:1 staff assigned to work with children with significant SEMH barriers.
- Continue to utilise support from the Gedling Mental Health Team (GMHT). Staff have received training on supporting children with anxiety. Parents are regularly signposted to the team in order to access support.
- New PSHE curriculum has been implemented which has a clear focus on mental health and wellbeing. Years 1-6 complete a mental health and wellbeing topic each term. In

Advent, this is around mental and physical health; in Lent, this is keeping safe; in the Pentecost term, this is around growing and changing.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
White Rose Maths	White Rose
Star Assessments	Renaissance
TT Rockstars	Maths Circle Ltd