

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	460
Proportion (%) of pupil premium eligible pupils	11% (51)
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 Shajpal Deputy Headteacher
Governor / Trustee lead	Oliver Kuras Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,395
Recovery premium funding allocation this academic year	-
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 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	There is a far higher proportion of pupil premium children who are 'persistently absent.' 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. • Children access music tuition.
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 interventions to close gaps in understanding and address misconceptions.

	Children receive academic intervention through speech and language, high quality SEND provision and quality phonics teaching.
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. • Staff are well trained, highly skilled and appreciate their responsibility to provide emotional support, building strong and trusting relationships with children in their care.

	<ul style="list-style-type: none">• 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: £13,823.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest school environment will be created and resourced, staffed with trained forest schools. All children will have opportunity to access Forest School sessions.</p>	<p>Children thrive within environments that support their individual and diverse development needs. Children’s learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities.</p> <p>Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage.</p> <p>A growing body of research evidence has demonstrated the benefits of Forest School including improvements in: Social and emotional development, academic attainment, school attendance and environmental attitude and knowledge. Source - Forest School for Wellbeing: Supporting children and young people with social and emotional needs. (2021) Harriet Menter and Lucy Tiplady</p>	<p>1, 2, 5</p>
<p>Training for teaching assistants to deliver effective ‘keep up’ and ‘catch up’ phonics interventions.</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>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>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>Teachers receive high quality CPD (Doug Lemov) to ensure quality of education through effective implementation strategies.</p>	<p>Research shows that evidence based implementation strategies have significantly higher impact on students.</p>	2, 3

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

Budgeted cost: £24,336.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	1,2,3,4
<p>Quality first teaching for all pupils. Targeted interventions provided for identified pupils to ensure they attain age-related</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>	4

<p>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>EEF guide to Pupil Premium Tiered approach– high quality teaching.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,235.53

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. - PP children given priority access to sporting events - PP children access 1:1 music tuition with a specialist music teacher 	<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 motivation and depth of knowledge and vocabulary.</p>	1
<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>	5

Total budgeted cost: £70,395

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 2022 to 2023 academic year.

2022-2023 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 PP children to access. Where families have struggled to pay for residential, school has funded this further.
- Government HAF funding was applied for and received. This meant that all PP children were offered fully funded places at HA4K (holiday club) during the Christmas, Easter and summer holidays. Over 25 children accessed this. This provision included a hot meal each day, craft, sport, music and drama activities from 8am until 5pm.
- PP children targeted to attend 'Mega Movers' sports club at lunch time to ensure they engage in 30 minutes daily physical activity.
- Cultural capital activities encouraged for all – Egyptian par-take day, pantomime theatre production, fundraising opportunities e.g. 'Big Snore' school sleepover, cultural diversity day (including activities external providers such as BeatFeet drumming) etc.

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

- Staffing has been allocated to enable PP children working within the bottom 20% for reading attainment to have additional 1:1 reading support.
- PP children in Y5 and Y6 have accessed weekly 45 minute 1:1 maths tuition with an external teacher. Out of the 6 children that received this maths intervention, 4 have been assessed as meeting the expected standard in maths.
- Teachers have accessed implementation staff training (3 sessions) focused around Doug Lemov pedagogical principles to ensure high quality of education. 11 teachers also attended a weekend Doug Lemov conference. CSI inspection report highlights the effectiveness of pedagogical principals in teaching.
- Reading and phonics buddies have been a success. This is where a group of Y5 and Y6 children support KS1 children with reading fluency. Role models are pupil premium children as well as the children they mentor. This not only raises attainment but self-esteem.

- Sounds Write Phonics program has been successfully implemented across EYFS and KS1. Pupil voice, lesson observations and implementation moderation show a consistent approach to phonics. 75% (6/8) of pupil premium children met the expected standard in the Year 1 phonics screening. This is in-line with non-pupil-premium peers at 78% (42/50).

EYFS

Pupils	% Achieving GLD
PP Pupils (7)	100%

Data including Pupil Premium children with SEND

	R		W		M	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
Y1 – Y6 (44)	82%	61% (27/44)	75%	52% (23/44)	81%	48% (21/44)

Our internal assessments during 2022/23 suggested that the performance of disadvantaged children is below that of their Non-PP peers. However, there are comparatively many more Pupil Premium pupils who also have SEND needs which may impact their attainment. 8% of Non-PP pupils have SEND (31/409) in comparison to 33% of Pupil-Premium Pupils who also have SEND (17/51). When comparing data without pupils who also have SEND, it is more in-line with their Non-PP peers, but there is still progress to be made to reach our target of 80% of pupil premium children achieving age related by 24-25. All children made expected or better progress.

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

- Attendance for pupil premium children (93%) is largely in line with their non-pupil-premium peers (95%). Pupil premium attendance is also higher than national pupil premium attendance (91%).
- Whole school persistent absenteeism (12%) is lower than national (19%) but there is a higher proportion of pupil-premium (18%) that are persistently absent than their non-pupil-premium peers (7%). However, this statistic has been disproportionately affected by children missing in education who are still on roll. Where persistent absenteeism for pupil premium is a concern, these children have been assigned a 'key person' in the senior leadership team who liase with parents on top of the current attendance policy. This will continue to be embedded next academic year for persistent absentees.
- Outside agencies have been contacted where necessary to support families where attendance has been a concern. In instances of concern, school have also undertaken home visits.

- Attendance remains part of discussion during fortnightly DSL safeguarding meetings, identifying children and actions.
- A Trust Attendance policy has been introduced and a school attendance officer appointed. Communication (via letter, phone call or face-to-face meeting) has been made when children fall below 95% attendance.

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

- ELSA capacity has been increased to 3 days a week. This year, 8 pupil premium children have accessed ELSA sessions or mental health check-ins and 2 child referred to the Gedling Mental Health Support Team.
- 1:1 staff appointed to support significant SEMH barriers to learning for a PP child.
- PSHE curriculum has been reviewed by LA advisor and intent written to ensure curriculum effectively supports mental health and well-being of children.
- Stronger links have been forged with Gedling Mental Health Team (GMHT) to access timely intervention and support for children causing concern. This information has also been sign-posted to parents for them to access support for their child. GMHT delivered whole staff training about anxiety in children and gave practical strategies to support individuals.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<ul style="list-style-type: none"> • Small group interventions • Educational visits • Early intervention when SEMH or SEND concerns arose
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • A high % of these children achieved in line or better than their peers • Personalised learning and early intervention enabled children to access the classroom environment and integrate more effectively with their peer group