



**Good Shepherd Catholic
Primary & Nursery School**

PUPIL PREMIUM STRATEGY STATEMENT

Last Review Date: December 2021

Next Review Date: December 2022

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	Good Shepherd Catholic Primary and Nursery School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	29.39%
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 2022
Statement authorised by	Jane Day Headteacher
Pupil premium lead	Emma Downing Deputy Headteacher
Governor / Trustee lead	Carol Kellas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,457
Recovery premium funding allocation this academic year	£11,238
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£112,695

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged pupils and how our strategy works towards achieving these

All pupils are entitled to the very best curriculum and learning opportunities, whatever their level of ability, so we ensure that our disadvantaged pupils receive help when they find learning difficult but are also offered challenges in areas where they excel. We also ensure they have the very best resources and enrichment opportunities, through visits to places of interest and participation in community events. Pupil Premium and Recovery Premium spending is reviewed in an ongoing way as each year progresses in light of regular evaluations. Future priorities are made in response to new research as well as the school's self-evaluation processes.

We have a clear, strategic approach to the use of specific Pupil Premium and Recovery Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium and Recovery Premium funding has the necessary impact. This includes, an identified governor having responsibility disadvantaged children and a coordinated senior leadership approach to implementing plans. All matters relating to the Pupil Premium and Recovery Premium are reported back to the Full Governing Body.

This additional funding is provided by the Government, because research suggests that children from low income families perform less well at school than their peers. The Government recognise that often, children who are entitled to Pupil Premium and Recovery Premium face challenges, such as: poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Key Principles

- Ensure teachers and staff are confident and have the necessary tools to support children through high-quality learning, teaching and assessment;
- Ensure that gaps/missed knowledge and misconceptions are addressed through the curriculum and basic skills approach;
- Ensure that the welfare and well-being of the children, staff and local community is at the forefront of everything we do;
- Ensure we provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The barriers and challenges disadvantaged pupils face at Good Shepherd Catholic Primary School are complex and varied – there is no single difficulty faced by all. It is also important to remember that Pupil Premium children are not necessarily under achievers and many of our pupils facing disadvantage narrowly fail to qualify for the Pupil Premium.

At Good Shepherd Catholic Primary School, we have identified the following as possible barriers to educational achievement for some of the pupils currently in receipt of Pupil Premium:

Challenge number	Detail of challenge
1	Access to resources (some of our pupils have limited access at home to a wide range of reading materials) and experiences (lack of educational experiences for some of our Pupil Premium children, such as trips, music lessons and participation in physical activities, outside of school).
2	Assessments indicate that disadvantaged pupils have gaps in their knowledge of basic skills
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery through to Y6 and, in general, are more prevalent among our disadvantaged pupils than their peers.

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
1. Improved range of experiences for Pupil Premium children.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
2. Improved reading and maths attainment among disadvantaged pupils.	KS2 reading and maths outcomes in 2024/25 show that the attainment of disadvantaged pupils was in line with those who were not considered disadvantaged.
3. To ensure the well-being needs of all pupil premium children are met to ensure they are ready for learning.	<p>Barriers to learning are removed by class teachers, Inclusion Manager and Pastoral Lead, supporting the children and families.</p> <p>Referrals to appropriate agencies are carried out to ensure that children and families receive the required support.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by pupil voice and teacher observations.</p>
4. Improved oral language skills and vocabulary among disadvantaged pupils.	Children can speak confidently about their learning and what they want to learn next. Children have the vocabulary to communicate clearly to different audiences.

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: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Purchase of resources for before-school boosters.	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 (EEF).	2
Allocation of funds for reading, writing and maths initiatives e.g. before school booster in every class every morning. Plus, subscriptions and high-quality texts for EYFS, KS1 and KS2.	Provision of interventions and challenge teaching for children identified as needing to catch-up. Whole, school CLPE to enhance teaching of writing.	2
Improve the quality of social and emotional learning through the use of SCARF scheme of work and our Pastoral Lead.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (EEF).	3
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.	Quality teaching in all classes every day. This is followed up during Staff meetings and INSET. RWI Training, WRM training, Speech and Language resources.	2, 4

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

Budgeted cost: £48,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Reading Scheme books and related resources to support phonics.	High-quality phonics teaching to give all children a solid base upon which to build as they progress through the school.	2
Additional teachers to accelerate pupil progress and address any gaps in learning.	In-class teacher-led interventions in English and maths. EEF- Small group tuition.	2,4
Additional support staff hours to run before-school interventions in every class.	Before-school TA-led boosters in every class every morning. EEF- Small group tuition.	2,4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead to support individuals and small groups of children during the school day. Counsellor once a week to work with individuals.	At least 50 children are supported to date with emotional support for children. Improving self-esteem, social skills and behaviour of identified pupils leads to increased confidence and attainment in the classroom EEF- Social and emotional learning.	3
Free attendance at breakfast club.	Pupils attend breakfast club and are ready to learn as they are not experiencing hunger. The percentage of lateness is reduced.	3
School offers free trips, visits and workshops.	Pupil premium children are having access to wider curriculum opportunities.	1
All extracurricular clubs subsidised by 50%.	Pupil premium children are having access to extra-curricular clubs to experience new hobbies.	1
Stationery resources for homework and school uniform	Pupil Premium children receive a stationery pack (pencil, sharpener, coloured pencils, ruler etc.) to complete their homework and uniform where needed.	1

Total budgeted cost: £112,695

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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Year 6 Results for 2020-2021

13 Pupil Premium children 18 Non-Pupil Premium children	Expected Standard+		Greater Depth	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Reading	54%	64%	23%	47%
Writing	62%	61%	0%	0%
Maths	54%	61%	0%	11%

Externally provided programmes

Programme	Provider
N/A	