



**Good Shepherd Catholic
Primary & Nursery School**

PUPIL PREMIUM STRATEGY STATEMENT

Last Review Date: April 2026

Next Review Date: April 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	30
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 2026/2027 2027/2028
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Jane Day, Headteacher
Pupil premium lead	Emma Downing. Deputy headteacher & Aaron Britto
Governor / Trustee lead	Carol Kellas, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,275
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£97,275

Part A: Pupil premium strategy plan

Statement of intent

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. 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 vulnerable pupils, such as those who have a social worker and young carers. 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 a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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.
- Ensure our Pupil Premium Champion has an overview of all Pupil Premium children in terms of attainment and progress.

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 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children have the vocabulary to communicate clearly to different audiences.
2. Improved reading/ writing attainment among disadvantaged pupils.	KS2 reading/ writing outcomes show that the attainment of disadvantaged pupils was in line with those who were not considered disadvantaged.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that the attainment of disadvantaged pupils was in line with those who were not considered disadvantaged.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Barriers to learning are removed by class teachers, Pupil Premium Champion, Inclusion Manager and Pastoral Lead, supporting the children and families. Referrals to appropriate agencies are carried out to ensure that children and families receive the required support. Sustained high levels of wellbeing demonstrated by pupil voice and teacher observations.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by an overall improvement in unauthorised absence and persistent absence rates.
6. 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.

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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for reading, writing and maths initiatives e.g. a Pupil Premium Champion and additional support in class	Provision of intervention sessions for children identified as needing to catch-up.	1,2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2,3
Improve the quality of social and emotional learning through the work of weekly small group sessions for children most in need.	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)	4,5
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. SEND training, improving the quality of writing Speech and Language resources.	1,2,3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	1,4,5

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Interventions will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	1,2,3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	1,2,3
<p>Additional support staff hours to provide before-school 1:1 support in every class.</p>	<p>Early morning TA-led support in every class every morning. EEF Small group tuition.</p>	1,2,3

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

Budgeted cost: **£27,275**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for individuals and small groups of children during the school day.	A large number of 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.	4,5
Subsidised 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.	4,5
Purchase of additional reading books.	High quality texts in class libraries support children's writing.	1,2
School offers free trips, visits and workshops.	Pupil Premium children are having access to wider curriculum opportunities.	5,6
Stationery resources for homework and school uniform.	Pupil Premium children receive a stationery pack when needed to complete their homework and uniform when needed.	2,3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £97,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 results for 2024-2025				
10 Pupil Premium children (of which 4 were also SEN) 31 Non-Pupil Premium children	Expected Standard+		Greater Depth	
	Pupil Premium	All	Pupil Premium	All
Reading	60%	71%	20%	26%
Writing	80%	90%	10%	3%
Maths	50%	65%	0%	10%

Externally provided programmes

Programme	Provider
N/A	N/A