

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Good Shepherd Catholic Primary School
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Carmel Dodds
Pupil premium lead	Carmel Dodds
Governor / Trustee lead	Jamie Bray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,704
Recovery premium funding allocation this academic year	£0
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	£93,704

Part A: Pupil premium strategy plan

Statement of intent

At The Good Shepherd Catholic Primary School, the Pupil Premium allocation for our school for 2024-25 is £93,940. This funding has been ringfenced with the aim of narrowing the achievement gap between our children in receipt of pupil premium and our main cohort. We have recognised that there are some children who have certain barriers which prevent them from achievement at the standard to which they are capable. Our aim is to identify and negate these barriers.

We never want finance and affordability to affect the education of our children. All children eligible for Pupil Premium provision will be assessed regarding need. We will ensure that all children have access to full school uniform, all school trips, residentials and activities and free school meals for the duration of their education with us. We listen to and respond to pupil and parent voice.

We understand that there is a national and local difference in achievement between children eligible for pupil premium funding and other children. At the end of Primary school this academic gap is nationally one school year. This means that across the country, children eligible for support are academically one year behind the main cohort. We believe that this is unacceptable and that the solution to this problem lies in early and consistent assessment, identification of gaps in understanding and the provision of bespoke support for each child. In order to achieve this as a school we will assess our children at three key points across the year. We will use these assessments to gauge progress and to identify any gaps in understanding or skills in reading, writing and mathematics. Overall evidence suggests that additional tutoring is the most effective way to close these gaps. This is due to the quality of feedback and bespoke support available in these sessions. We have decided that we will attempt to close the achievement gap of our children in three ways. Firstly, all children eligible for pupil premium funding will receive targeted support in class. Children will participate in daily group reading. Once per week, all children will have a 6:1 reading session with the class teacher. Throughout the year at key times, children will have additional support through intervention groups, where possible these groups will be lead by qualified teachers. Tasks will be carefully planned and matched to pupil need. This will be delivered, in the first instance by the class teacher and thereafter through targeted intervention. Secondly, we will invest in programmes which are specifically aimed at identifying and providing support with reading, maths and language development. These programmes are PiXL for Maths and Reading, GL Pass surveys and Chataway for language development. Thirdly, we invest significantly in pastoral support for Pupil Premium children and ensure barriers in respect of attendance, SEND and vulnerabilities have full access to our in-school support services.

We want every child to achieve their full potential and therefore regular attendance at school is expected. Our Family Support Worker and Office Manager work closely with families struggling with attendance offering support such as transport, Breakfast Club and After School Club. Regular attendance at school will ensure that everyone is able to access learning and all the other wonderful opportunities that arise during their time in school. Establishing routines now will become an essential life- long skill.

Challenges

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

Challenge number	Detail of challenge
1	39% of our PP cohort have lower than expected attendance
2	67% of our PP cohort are not at the expected standard in either Reading, Writing, Maths or a combination of them
3	6% of our PP cohort are from the travelling community and have barriers in respect to their attendance and perception of education
4	10% of our PP cohort have a pastoral vulnerability
5	12% of our PP cohort have English as an additional language (EAL)

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
Pupil Premium cohort will have outcome data comparable to peers.	Pupil Premium cohort will have outcome data comparable to peers.
Pupil Premium cohort will have access to education, in line with their peers.	Attendance review shows comparable attendance data between pupil premium and non-pupil premium cohorts.
Pupils who have been identified as requiring additional pastoral support receive this for the length of time required.	Work undertaken by Family Support Worker, SENDCo, Travelling outreach worker, LSAs and outside agencies demonstrates a notable improvement in a targeted area of the standardised GL PASS test, as well as the results of the Pupil Ofsted questionnaire. Support will be focused in the areas of general emotional wellbeing, mental health, behaviours surrounding poor attachment, trauma induced

	behaviours and any issues arising from neglect, or having parents who are abusing drugs or alcohol.
Children who are in receipt of Pupil Premium funding have equal access to all that the school offers in terms of additional provisions.	Families are supported with the cost of school uniforms, trips and residentials, access to our wraparound care before and after school, transport and any other necessary expenditure.
Quality First Teaching is over time, at least good.	Class based observations of Pupil Premium children completed by Pupil Premium lead (Qualified Teacher) initially, plus assessment results to inform teachers of areas of improvement in classroom practice and of Quality First Teaching in the first instance. As the year progresses, teachers will become more confident in how to support progress and accelerated progress for all disadvantaged groups with additional training for priority subjects, renewed training in the delivery of Read Write Inc and cluster moderations to ensure consistency in assessment and support from Pupil Premium Lead.

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: £12,396.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued redevelopment of the school curriculum and CPD for teachers to improve Quality First Teaching in classrooms.</p> <ul style="list-style-type: none"> • Implementation of new Maths curriculum – Effective Maths. • Maths specialist supporting staff with subject knowledge and implementation of new scheme. • Refined pupil tracking progress with PP children highlighted and reviewed termly. • A refined Pupil Progress meeting review progress – including input from SENDCO. • New Reading approach implemented in every year group providing daily reading opportunities for children. • New sets of Reading books for all children including class sets. • Parent workshops for Maths and Reading across the year to 	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:</p> <ul style="list-style-type: none"> • carefully ringfenced the funding so that they always spent it on the target group of pupils • thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why • understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good • used achievement data frequently to check whether interventions or techniques were working and adjusted accordingly, rather than just using the data retrospectively to see if something had worked • ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils • ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress. <p>https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment</p> <p>Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households (the disadvantage gap) remains wide.</p>	<p>2, 3 & 5</p>

support parents with those skills.		
<p>Use of new internal and external agency support for children with additional or Special Educational Need or that which is suspected to ensure that children are monitored and assessed as necessary.</p> <ul style="list-style-type: none"> • Mental health support training for all staff – Lightbulb • Chatterway programme to be delivered from Reception. • A new SEND approach with a new SENDCO, provision mapping, support plans and one-page profiles. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p>	4

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

Budgeted cost: £60,637.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each Pupil Premium child receives at least weekly Reading support 1:1.</p> <ul style="list-style-type: none"> • TA employed purely to support PP Reading • Monitoring sheets focusing on tricky words and comments • PP lead regularly checks in with TA to ensure 	<p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p><i>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3)</i></p>	2

consistent approach		
In class targeted support delivered by the class teacher. <ul style="list-style-type: none"> • Pixl gap analysis informs teachers planning to address gaps in Reading, Maths and SPAG. • Teacher provides targeted support based on highlighted gaps. 		2
Class Readers. <ul style="list-style-type: none"> • Each PP child receives a copy of their class reader to take home. • Book can be read before hand for prior learning. 		2
Subscription to Doodle for PP chn. <ul style="list-style-type: none"> • Doodle spelling, Doodle Maths, Doodle English and Doodle Timetables. • Activities based online. • Communication sent to teachers to analyse. 		2

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

Budgeted cost: £20,670.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to reduce external barriers to	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1, 2, 3, 4 & 5

<p>learning including support for families in crisis, and to address and additional need that is impacting on a child’s wellbeing and ability to learn effectively.</p> <ul style="list-style-type: none"> • Uniform • Wrap around care through our internal Breakfast Club • After-school Club through our external provider – Rhino • Educational off-site visits subsidised • On-site and off-site residentials • Access to counselling through the Happy Child Agency • External attendance support from our SAS, School Attendance Support 	<p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>The report – Improving Social and Emotional Learning in Primary Schools – reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	
<p>Forest School – use of outdoor learning to support key groups of pupils from Year R to 6. Funding towards suitable outdoor clothing for our disadvantaged pupils so that they are able to access this provision more effectively.</p> <ul style="list-style-type: none"> • Appropriate clothing provided e.g. wellies and overalls. 	<p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children’s sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p>	<p>2, 3, 4 & 5</p>

	<p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
Promote love of Reading, school to purchase set of Class readers for PP children to take home for pre-reading and for them to become familiar reads.	Linked to School Priorities and following pupil voice of Pupil Premium children that requested they could have books to take home.	2, 3 & 5

Total budgeted cost:

£93704.00

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 2023 to 2024 academic year.

There were a number of barriers to the implementation to the strategy over the past three years, the largest barrier was staffing. In 2022 – 2023 and 2023 – 2024 the members of staff allocated to deliver interventions either left or reallocated partway through the year. This meant we were unable to run the strategy as planned. The school was running under strict financial controls due to a significant deficit. This prevented the school from sourcing additional staff. The school also had a significant amount of mobility and a teacher who was on long-term absence, which had an impact on our Year 6 outcomes.

Due to the issues above, we reviewed and changed our Pupil Premium offer and ensured interventions were in place as well as retained wrap around care, pastoral care, early morning boosters, provision of uniform, subsidy for trips and visits and whole school approaches to teaching and learning and change and develop the curriculum.

The outcomes for Pupil Premium children were lower than peers in Year 6. With 54% PP cohort achieved the standard in Reading in comparison to 75% of their peers, 40% PP cohort achieved the standard in Writing in comparison to 70% of their peers, 34% PP cohort achieved the standard in Maths in comparison to 69% of their peers. We recognise that in all areas of the SATS our PP children achieved lower than their peers. However, in Reading 3 PP children out of 7 were within 4 points of meeting the standard. In Maths, 4 PP children out of 10 were within 5 points of the meeting the standard.

Further down the school, where the interventions remained more consistent, 100% of PP children met the phonics standard in Year 1.

In year progress tells us that out of 15 PP children, 40% made expected Pixl Reading, whilst 60% achieved above expected progress from Autumn 2 to Summer 2. In Writing, 47% made expected progress, whereas 53% made above expected progress. In Pixl Maths, 27% made expected progress, whereas 73% made above expected progress.

As a result of our Pupil Premium review, we have agreed the following priorities;

1. To adopt a new tracking system for all children, in all year groups which is reviewed termly and forms the basis of Pupil Progress Meetings. We will ensure PP children are highlighted on these trackers.

2. We plan to develop a new whole school teaching approach to Maths and invest Maths specialist staff to embed subject knowledge and interventions.
3. Revamp our Reading scheme by implementing daily reciprocal reading, invest in new books and increase the opportunities for children to be read to and listened to everyday.
4. To have a yearly focus on adaptive teaching in classrooms to meet the needs of all children, this initiative will include staff training, learning walks, low stakes feedback and sourcing external expertise.
5. To rewrite our Attendance Policy, with clearer escalation processes to ensure that any absence for any child is picked up swiftly.

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
Doodle	
Pixl	
GLS Assessment	
Effective Maths	
CUSP	
Heartsmart	
Real PE	
Ten Ten	
Winning by numbers	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

These strategies will be reviewed in September 2027 to ensure that our funding (and the additional funding of the Recovery Grant that has been introduced) will continue to be used effectively during this academic year.