# 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

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| Detail | Data |
| School name | The Good Shepherd Catholic Primary School |
| Number of pupils in school | 275 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Carmel Dodds |
| Pupil premium lead | Gemma Baggott |
| Governor / Trustee lead | Nathan Wells |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £69940 |
| Recovery premium funding allocation this academic year | £7540 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10032 |
| **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 | £87512 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At The Good Shepherd Catholic Primary School, the Pupil Premium allocation for our school for 2021-22 is £87512. 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 two ways. Firstly, all children eligible for pupil premium funding will receive an extra hour of individual or small group tuition each week. This will be delivered by a qualified teacher. 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 WellComm Chataway for language development.  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.  Our three main priorities for this academic year are:   1. Quality first teaching – ensuring that all teaching is of a high quality and standards are monitored across the school. Expectations of achievement for Pupil Premium children to be at expected and in line with National for combined at end of Key Stage 1 and 2, and for the Phonics Screening Check. This also includes staff training, internally and externally to develop the teaching of focused subjects as well as being part of various school clusters for moderation of work. 2. Targeted Interventions – focused on results of standardised PiXL and GL assessments during the year. Qualified teacher employed to deliver 1:1 and small group interventions across the school to raise attainment for groups, as well as supporting and advising in classrooms to support the progress for all disadvantaged children. Tas trained to administer additional phonics sessions, Chataway intervention and to support smaller class teaching group sizes for particular subject focuses. 3. Personal development strategies – supporting our families by employing Family Support Worker, for example focusing on school engagement, issues with attendance, signposting to outside agencies as well as helping families with financial support for uniforms, trips and wraparound care. Children needing additional pastoral support can be given this. The PASS assessments will be used to find target areas for this support. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | EEF Research has shown that disadvantaged pupils have been worst affected by partial school closures and the attainment gap has grown. This has resulted in some pupils falling further behind age-related expectations, especially in Reading and Maths. |
| 2 | Assessments of language development in EYFS indicate pupils with under-developed oral language skills and vocabulary gaps. |
| 3 | Pupil Premium pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress. |
| 4 | Economic difficulties from Covid-19 means that some our families suffer from material or electronic disadvantage which limits access to learning and to extra-curricular activities. |
| 5 | Some of our disadvantaged pupils and families need additional support: Early help to address additional support needs within the home e.g. substance abuse, and/or to secure and sustain better punctuality and attendance as for some of our children this limits their learning and expands knowledge and skill gaps. |

## 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.

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| Intended outcome | Success criteria |
| 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 be 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. |
| The gap between Pupil Premium pupils and non Pupil Premium (National) to be in line with National in Reading, Writing and Maths at KS1 and KS2 and Pupil Premium pupils to achieve in line with National Combined in KS2. | Pupil results will improve from their starting points Pupil data will be tracked using Insight from standardised PiXL and GL assessments through the year, as well as the National SATs results.  Class based observations of Pupil Premium children completed by Pupil Premium Lead (Qualified Teacher) initially, plus assessment results to be used to undertake small group interventions by the Pupil Premium Lead, specifically focused on targeting gaps in knowledge and understanding. |
| For each class to have 3% improvement of Pupil Premium children to be EXS for each subject, in each year group compared to that cohort’s previous year’s data. | Evaluation of interventions and Quality First Teaching demonstrate that Pupil Premium pupils who are close to being above ARE, are supported and make accelerated progress. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Results from WellComm Chataway programme show children making better than expected progress with speaking, listening and understanding in the Early Years, led by LSA. |
| 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, 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. |
| The attendance of targeted Pupil Premium children who are persistent absentees, improves. | The Family Support Worker and Office Manager intervene once attendance falls below 95%. This includes informal contact with parents, home visits, formal meetings, parental contracts and referrals to the Education Inclusion Partnership Team. |
| Identified families receiving Early Help Support | Our Family Support Worker will provide our families with support: government funding and benefits entitlement, engaging parents and families with support for mental health, domestic abuse, substance abuse, emotional and physical neglect, debt, poor health and ensuring that families are supported by any appropriate external agencies. |
| 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. |

## 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: £2000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued redevelopment of the school curriculum and CPD for teachers to improve Quality First Teaching in classrooms   * National College courses * Support from subject leaders and trust subject leads * Attending high quality training such as Switched on Reading & Metacognition   £from school budget | <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:   * 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 made adjustments 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   <https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment>  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. | 1 |
| Pupil Premium Lead employed to monitor class teaching focused on disadvantaged pupils, giving feedback and advice for staff to improve on their offering for these children.  £costing below | 1 3 |
| Use of outside 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.  £2000 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>  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. |  |

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

Budgeted cost: £59655.91

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Each Pupil Premium child to receive 1 hour support each week either 1:1 or in small group, in or out of class – either with Pupil Premium Lead or other Qualified Teacher, using PiXL therapies  £46739.16 | <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  *Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.* | 1 |
| Use of PiXL QLA evidence to identify individual pupil need and intervention.  £2000 | <https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf>  *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.* | 1 |
| LSAs to deliver RWInc Phonics intervention for Year 1-3 pupils | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  *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)* | 1 |
| Wellcomm Chataway programme to be used by LSA in Early Years and Year 1 to address Speech and Language difficulties  £2466.75 | 2 |
| Targeted Reading 1:1 Catch up intervention using VIPERS sentence stems  £8450 | 1 |

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

Budgeted cost: £23242

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Support Worker employed to reduce external barriers to 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.  £7787 | <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>  ‘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.  Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.  <https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning>  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. | 3 4 5 |
| Families supported financially –   * wraparound care £3000 and £3000 * uniform £1855 * trips and residentials £3000 * transport £500 * parental engagement £100 | 4 |
| 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.  £1000 | <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/>  The evaluation suggests Forest Schools make a difference in the following ways:   * **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 * **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills * **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment | 1 3 |
| Pupil Premium Children to have a monthly book club where they will receive a book of their choice to take home, in order to create their own home library.  £3000 | Linked to School Priorities and following pupil voice of Pupil Premium children that requested they could have books to take home. | 1 3 4 |

**Total budgeted cost: £84897.91**

Contingency fund £2614.09

# 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.

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| Due to the Covid-19 lockdowns, the children have missed 9 months education across two school years. Our immediate focus on their return in March was to focus on their emotional health and then to address the gaps (recovery curriculum). PiXL and GL assessments were used to identify all gaps.  GL Assessments took place in October 2020 and June 2021. The table below shows the progress made for FSM children compared to Non-FSM children. The PP tutors from Connex education started the week beginning the 18th April, their main focus being reading but for some children the focus was Maths.  There is no progress data for Year Two as they did not take the tests in October.  FSM meal children are very much on par with Non-FSM children in progress made over the year. The tutors have had some impact alongside the whole class reading. It was noticeable during lockdown that the children engaged more in Maths online learning. In the next academic year the tutors will be replaced by Gemma Baggott who will work across the school with FSM children. Gemma will definitely have more impact as she knows the children and their starting points. There will also be more flexibility as groups will be fluid dependent on need/progress and support will mostly take place in class.  **Improving Attendance**  The FSW and Office Manager monitor attendance weekly and parents of those children who fall below the required percentage are invited into school to see how we can support them. This may be offering a place at breakfast club or help with transport. If attendance does not improve than a further meeting is arranged and a parent contract is discussed and agreed upon. Home visits also take place. SLT also attend the parent contract meeting to explain the impact of missing education and to set required expectations. Parents are referred to the Local Authority if there is no improvement.  Attendance figures are highlighted in the newsletter each week and the winning class is displayed on the attendance board by the front office.  **PP Action Plan**  Uniform was purchased at the beginning of the academic year. There were no trips this year but plans to subsidise PP children for the two residentials planned next year for Year 4 and 6.  Progress made in Chataway and phonics. Three out of the five FSM children in Year 1 passed the phonic screening this summer (internal results) and six out of seven FSM children passed in Year Two in December 2020. The once FSM child that did not pass was new to the country  Family Support Worker was instrumental in organising food vouchers, food parcels, supporting families throughout the impact of the pandemic and home visits when required.  Breakfast Club and after school club started this year with free places offered to FSM children.  A barrier map is in place and is used to track interventions and impact.  Edukey had been used to record interventions when we were in school. On returning in March the focus has been on all the children with the emphasis on quality first teaching to close any gaps. There is now a focus on trying to use one system to record future interventions, behaviour etc. this could possibly be Insight.  The Headteacher regularly sends out research papers to staff on latest developments to keep staff informed and up to date. Our LSAs next year will either be 1:1 support or based in the classes of 35 children to support the teacher. There will be no additional LSAs.  Training will come out of the training budget and SLT are using Inspection Coach to generate the new SIP.  All the children have just completed the PASS survey and the results will inform the SIP. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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)

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| These strategies will be reviewed in January 2022 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. |