

# Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2024 to 2025 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	Information
School name	Good Shepherd
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	21%
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 2022 – July 2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Michael Kirby
Pupil Premium lead	Hannah Jacobs
Governor / Trustee lead	Una Bennet

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£65697
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£65697</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The aim of the Romero MAC and ours as Good Shepherd, is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth. We offer students the opportunity to appreciate and understand nature through forest school provision as well as embracing personal development through the expert whole class music tuition.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying, is the sustained impact that COVID has had on making disadvantaged children even more disadvantaged. The national KS2 **SATS** **Disadvantaged Gap Index** was 3.12 in 2024. This remains 0.2 points greater than pre-pandemic levels. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:



**For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.**



## Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders' and the Education Endowment Fund's 'Guide to Pupil Premium'. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



### High quality teaching

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

### Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

### Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

The tiered model provides a useful starting point for you to think about how to target your Pupil Premium funding. Many strategies within the tiered model will overlap and the balance between the three categories will vary from year to year as your school's priorities change.

[Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment (with a specific link to our Romero Child Charter). High-quality teaching continues to be at the heart of our approach, with ensuring that our disadvantaged children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantaged children have the most access and opportunity to fulfil the and experience the elements of this.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Lack of Enrichment and low aspirations	Barriers to learning assessment, staff discussion, Romero child charter tracking
2	Lack of Self Esteem and Confidence	Barriers to learning assessment, staff discussion, learning mentor discussion
3	Reading Comprehension and Enjoyment	Barriers to learning assessment At home reading statistics Past PP data
4	Early Reading Skills (phonics), understanding and application	Barriers to learning assessment At home reading statistics Phonics assessment data
5	Punctuality and associated loss of learning	Barriers to learning assessment Attendance data, pupil progress meetings
6	Lack of family engagement with learning	Barriers to learning assessment Learning mentor and teacher discussions Attendance data

## Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2024- 2025	
Intended outcome	Success criteria
Ensure resources and training to enable staff to deliver phonics effectively- implementation of new Read Write Inc phonics programme	Achieving at least national average for Phonics Screening Check for all (including PP) children. Staff voice to reflect positively on training and confidence in teaching Read Write Inc phonics programme Teacher observations to reflect high standard of teaching
Provide a broad, balanced and enriching curriculum for all children.	PP children completing as much of the Romero charter as non-PP children. All PP children to attend residential trip All PP children to attend at least one school trip a year
Work with parents to increase engagement in learning.	PP parent voice to show matched score to whole school survey on areas around engagement Increased attendance for PP parents at Parent's evenings and Curriculum events Attendance at parental support events

Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensure resources and training to enable staff to deliver phonics effectively	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Promoting a love of reading to all pupils	Pupil voice to show that the large majority of PP children enjoy reading. PP children to engage with library and extra curricular reading groups
Providing a broad, balanced and enriching curriculum offer.	PP children to have had the opportunity to complete every element of the Romero Charter. PP children to have access to a club each year and high levels of continued attendance at enrichment/extra-curricular activities PP pupil and parent voice to demonstrate high levels of engagement and enjoyment of enrichment/extra-curricular activities
Improve the punctuality of PP children to reduce learning time loss.	PP late marks to match non-PP children. PP pupil attendance to be in line with non-PP children

## 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 (e.g. CPD)

Budgeted cost: £ 24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Training</i>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
<i>Reading training</i>	Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
<i>Reading resources and further investment into Library</i>	Research from the National Literacy Trust shows that 1 in 8 disadvantaged children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	3, 4

### Targeted academic support

Budgeted cost: £ 7062.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics groups</i>	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:	3, 4

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<i>Testbase</i>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 3, 4

## Wider strategies

Budgeted cost: £ 34,033.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment project</i> - <i>Forest School</i>	<p>Research shows that Forest school programs can have positive impact on children's resilience, confidence and wellbeing.</p> <p><a href="https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	1, 2
<i>Breakfast Club offer</i>  <i>Breakfast Bagel initiative</i>	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	2, 5, 6
<i>Parental workshops</i>	<p>Working with parents is proven to be high impact low cost strategy for closing the gap.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	6

<i>Extra-Curricular club funding</i>	<p>As part of our whole school push towards widening our afterschool club offer, we have ensured our PP children have full access to clubs.</p> <p><a href="https://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 6
<i>Whole class music lessons</i>	<p>Music making can improve young people's belief in their own ability, as well as support collaborative learning behaviours and teamwork skills.</p> <p>Exploring self-efficacy in Youth Music Projects, Youth Music (2014)</p> <p>Susan Hallam, The Power of Music (2015), p15</p> <p>Research shows that early musical engagement can increase phonological awareness and skills</p> <p>Maclean, M., Bryant, P., &amp; Bradley, L. (1987). Rhymes, nursery rhymes, and reading in early childhood. <i>Merrill-Palmer Quarterly</i>, 33(3), 255–281.</p>	1, 2
<i>Residential and curricular trip funding</i>	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p><a href="https://cumbria.ac.uk">Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</a></p>	1, 2

**Total budgeted cost: £ 65697**

## 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 2023-2024 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure resources and training enable staff to deliver our phonics scheme effectively.	<p>Whole school staff training on and monitoring, evaluation and feedback for delivery of new scheme for phonics lessons.</p> <p>Coaching and observations set up to support staff.</p> <ul style="list-style-type: none"> <li>- New phonics scheme to be implemented from September 2024 as chosen by academy</li> </ul>	<p>77% whole class pass phonics assessment</p> <p>60% PP pupil pass rate of phonics assessment</p>	<p>Consistent with previous 2 years data (76% whole class pass 22-23, 75% 21-22)</p> <p>Decrease from previous 2 years data - 75% PP pupil pass rate 22-23, 75% PP pupil pass rate in 21-22</p> <p>Work with teachers to determine barriers</p> <ul style="list-style-type: none"> <li>- New phonics scheme to be implemented from Sept 2024</li> </ul>
Providing increased and enhanced opportunities for children to experience the full Romero Charter.	<p>Forest school introduced to school with provision lead by experienced TA- undergoing FS leader training</p> <p>PP children partake in whole class FS as well as extra provision</p> <p>PP children offered reduced price residential and school trips</p> <p>PP offered after school club places</p>	<p>Pupil voice and feedback from staff show enrichment has been positive- living simply award being worked towards</p> <p>Children have increased confidence and overall wellbeing</p> <p>Children are able to see their own potential and thrive outside the classroom</p> <p>Exposed to opportunities and experiences that are limited at home</p>	<p>Has boosted children's enjoyment and confidence within learning. This has had a positive impact on child wellbeing</p>
Improve direct reading ability with specific focus on vocabulary to close attainment gaps.	<p>Reading for pleasure increased throughout school through initiatives and re-launch of library</p> <p>Vending machine used as incentive</p>	<p>73% of PP pupils maintaining progress in their reading assessments across year groups</p>	<p>Children demonstrating an improved engagement with reading and an excitement when visiting the library</p>

	<p>Teachers including specific vocabulary focus in each reading lesson</p> <p>Vocabulary large focus in curriculum subjects- Romero curriculum planning eg: History/Geography and Science</p>	<p>41% of these pupils have improved in their most recent assessments</p>	<p>Children demonstrating a greater understanding of subject specific vocabulary and able to use appropriately</p> <p>Vocabulary focus now introduced in Science lessons</p>
Work with parents to increase engagement in learning.	<p>Reading lead led reading workshop for parents highlighting the importance of reading at home</p> <p>Parents invited to liturgical prayer sessions throughout the year</p> <p>Parents invited to volunteer with forest school</p>	<p>20% of PP parents attended reading workshop</p> <p>22% of PP parents attended prayer sessions</p>	<p>Parents have responded positively to engagement activities as highlighted in the parent survey</p> <p>Engagement activities to continue into the new academic year with a particular focus on reading</p>
<b>Further Reflections</b>			

## Externally Provided Programmes

Programme	Provider

## Service Pupil Premium funding (if applicable)

*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?	
What was the impact of that spending on service pupil premium eligible pupils?	

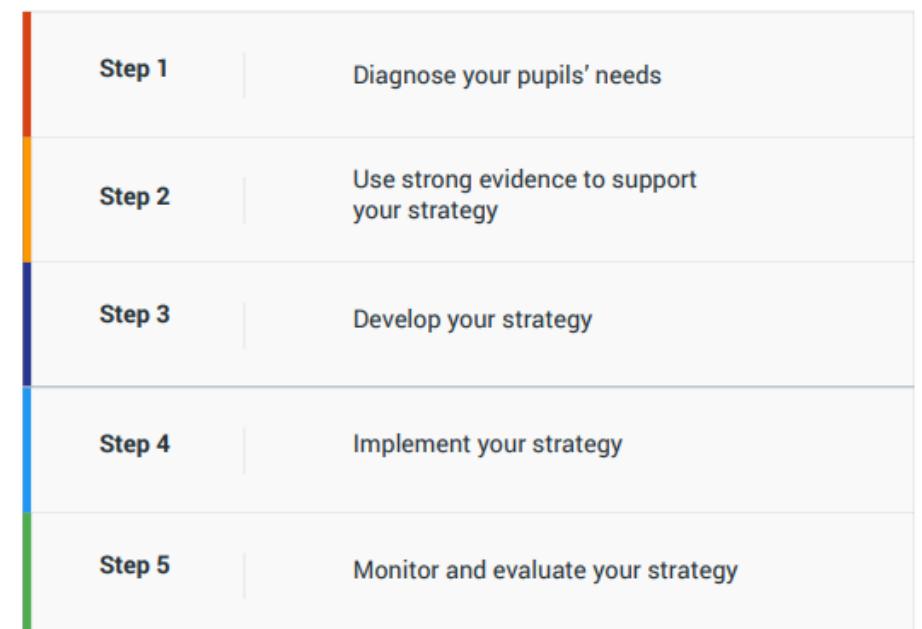
## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### Monitoring, Evaluating and Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

**Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.**



<https://www.educationendowmentfoundation.org.uk>