

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	208 (230 including Nursery)
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 25 – July 26 (September 23 - July 26)
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Michael Kirby
Pupil Premium lead	Michael Kirby
Governor / Trustee lead	Ann Harkin

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£73,420
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	£73,420
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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Part A: Pupil Premium Strategy Plan

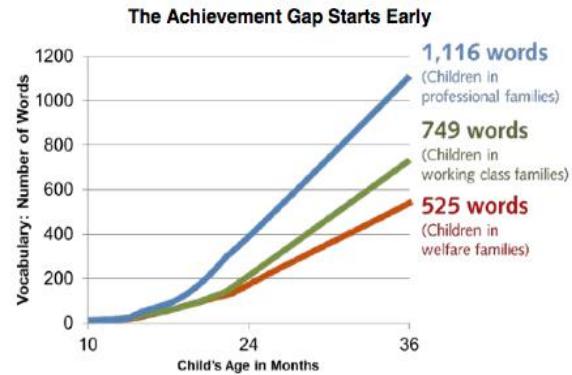
Statement of Intent

The aim of the Romero MAC and ours as Good Shepherd Catholic Primary School, 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.

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 increased marginally from 3.13 in 2024 to 3.14 in 2025. Although this rise is described nationally as slight, the index remains above pre-pandemic levels, demonstrating that disadvantaged pupils continue to experience a sustained attainment gap by the end of Key Stage 2

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. 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	Attendance and punctuality and associated lost learning	Attendance report, IDSR, feedback from Romero attendance officer, pupil progress meetings
3	Early Reading skills (phonics), understanding and application	Internal data tracking, KS1 Phonics Screening data, IDSR, Barriers to learning assessment
4	Oracy	NELI Early Years assessment, EYFS data measures, observations throughout the curriculum

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 2025- 2026	
Intended outcome	Success criteria
Increased enrichment and access to opportunities externally	All PP to attend residential trips All PP children to attend at least one extra-curricular club All PP children to attend at least one external trip Improved coverage of the Romero Child Charter for PP children
Improvement of attendance and punctuality	Improved attendance percentage compared with last year's figure and reduction in the number of lates. Reduce number of pupils who are persistently absent. PP attendance gap to be within 2% of non-PP pupils.
Address barriers to learning caused by trauma or attachment issues, enabling better academic, social, and emotional development.	Continued engagement in TIASS project. Further embed trauma-informed and attachment aware practices in all aspects of school life, from policies to classroom interactions. Train all staff members, including leadership, to ensure consistency and shared understanding. Continue with My Happy Mind program
Improved family engagement with learning	High percentages of parents attending curriculum evenings, parents' evening and learning events. Parents engaging with school offer for Family Learning Opportunities through the Coventry City Council to support parents in assisting with their child's learning at home

Strategic Period (Sep 2023 – Jul 2026)	
Intended outcome	Success criteria
Ensure children understand, retain and use a wider range of vocabulary, therefore improving ability to access a broad curriculum.	81% of Yr1 children to pass national phonic screening test in line with last years national average. Disadvantaged gap to average 0 for Reading across school. Romero Theme Knowledge Checker results/monitoring demonstrate PP children's consistent secure understanding of vocabulary taught. Writing moderation shows an increase in higher level vocabulary by PP children
Fully established, positive relationships with families leading to engagement in learning.	End of year survey measures to show positive trend for the period PP attendance at workshops/parents evening to match non-PP. PP Parent voice to show a large majority are engaged in their child's learning.
Provide a broad, balanced and enriching curriculum for all children.	PP children completing all elements of the Romero charter. All PP children to access a club each year and high levels of ongoing attendance at enrichment opportunities/extra-curricular activities. PP pupil and parent voice demonstrates high levels of engagement and enjoyment of enrichment opportunities/extracurricular activities.
Ensure the disadvantaged gap is reduced throughout school	Disadvantaged gap at 0 for Phonics, end of NELI assessments, in-year and end of KS2.
Improved attendance and punctuality for all PP children.	Attendance of PP children is at least in line with non-PP attendance and national average. PP late marks to match 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: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training</i>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<i>Reading training</i>	<p>Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<i>Reading resources and further investment into Library</i>	<p>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.</p>	3, 4
<i>Maths CPD</i>	<p>Evidence from the Education Endowment Foundation (EEF) highlights the importance of developing practitioners' understanding of how children learn mathematics. Professional development should raise the quality of teachers' knowledge of mathematical concepts, children's mathematical development, and effective pedagogy.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>To strengthen implementation, we have: Delivered direct CPD through the Origin Maths Hub and NCETM resources. Established research groups to share best practice and reflect on mastery principles. Used worked examples and collaborative planning to ensure consistency and depth. Embedded ongoing support and coaching for staff to sustain high-quality delivery</p>	1

Targeted academic support

Budgeted cost: £ £26,200

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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
<i>Testbase</i>	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3, 4
<i>Voice 21</i>	Specific speaking and listening programme with case study and trial evidence to show impact on PP cohorts. Voice21-Impact-Report-2023-v21-web-1.pdf	4
<i>Maths No Problem mastery scheme</i>	We use Maths No Problem as our core mastery programme. Maths No Problem is a DfE approved Mastery approach, providing a structured, research-based curriculum that supports conceptual understanding, fluency, and reasoning. The programme ensures: Small steps progression to build secure understanding. Use of representations and structures to deepen conceptual knowledge. Opportunities for reasoning and problem-solving embedded throughout lessons.	1

Wider strategies

Budgeted cost: £ 31,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enrichment projects</i></p> <ul style="list-style-type: none"> - <i>Forest School</i> - <i>Rock Steady</i> 	<p>Research shows that Forest school programs can have positive impact on children's resilience, confidence and wellbeing.</p> <p>https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <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., & Bradley, L. (1987). Rhymes, nursery rhymes, and reading in early childhood. <i>Merrill-Palmer Quarterly</i>, 33(3), 255–281.</p>	1, 2
<p><i>Breakfast Club offer</i></p> <p><i>Breakfast Bagel initiative</i></p>	<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>	1, 2
<p><i>Parental workshops</i></p>	<p>Working with parents is proven to be high impact low cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p><i>Extra-Curricular club funding</i></p>	<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>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p><i>Whole class music lessons</i></p>	<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>	1, 2

	<p>Research shows that early musical engagement can increase phonological awareness and skills</p> <p>Maclean, M., Bryant, P., & Bradley, L. (1987). Rhymes, nursery rhymes, and reading in early childhood. <i>Merrill-Palmer Quarterly</i>, 33(3), 255–281.</p>	
<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>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	1, 2

Total budgeted cost: £ 73,420

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 2024 to 2025 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure resources and training to enable staff to deliver phonics effectively- implementation of new Read Write Inc phonics programme	<p>All teaching staff received 2-day RWI training</p> <p>School has purchased all resources to enable the scheme to be delivered effectively.</p> <p>RWI consultant has visited school to quality assure the provision</p>	<p>57% of Year 1 pupils passed the phonics screening check (below national benchmark of 81%)</p> <p>40% of Year 1 PP pupils passed the phonics screening (2 out of 5 children)</p>	<p>The implementation of the phonics scheme has been successful, with high-quality phonics teaching observed and purposeful groupings which have allowed the children to make progress. Our PSC results are significantly below National averages, and therefore further embedding of the scheme is required to ensure we achieve a higher percentage of children in Year 1 next year pass the PSC.</p>
Provide a broad, balanced and enriching curriculum for all children.	<p>Forest school sessions offered to all year groups in school.</p> <p>PP children partake in whole class FS as well as having the opportunity to engage in extra provision during lunch time.</p> <p>PP children offered reduced price residential and school trips</p> <p>Rock Steady places for PP children are funded by school</p> <p>PP offered after school club places</p>	<p>Pupil voice and feedback from staff show enrichment has been positive- live simply award has been achieved.</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>Our broad and balanced curriculum offer has boosted children's enjoyment and confidence within learning. This has had a positive impact on child wellbeing.</p>