

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Data
School name	Sherwood Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021- 2024
Date this statement was published	October 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Jodie Lumb, Headteacher
Pupil premium lead	Sarah Barrett, Deputy Headteacher
Governor / Trustee lead	Debbie Buttery, lead Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Service Funding (additional to total)	(£1005)
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	£60,775

Part A: Pupil premium strategy plan

Statement of intent

At Sherwood Primary School there is a school-wide commitment to raising achievement for all pupils, irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to close the gap between pupil groups, supporting disadvantaged children to achieve their goals. Many pupils within our school, some of whom will not be eligible for Pupil Premium funding, may require additional support and intervention at any time.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment.

Sherwood Curriculum Rationale

At Sherwood, we aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

It is proven that high quality teaching has the greatest impact on closing the disadvantage attainment gap. As a result, this remains at the heart of our provision, benefitting all children in school. Support required for individual pupils is quickly identified and implemented to ensure that needs are addressed and progress is made.

This strategy forms part of our committed programme for education recovery and includes targeted support for those children who have been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to pupils' needs and will focus on being able to:

- further develop language and communication skills
- close the attainment gap in Reading, Writing and Mathematics
- improve confidence, independence and self esteem of pupils
- continue to improve the wider opportunities available for all our pupils
- improve attendance and punctuality of pupils
- work in partnership with parents to remove barriers to learning
- support all pupils to achieve the highest possible standards across the curriculum and realise their full potential in all aspects of their learning.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	There is a group of children in receipt of Pupil Premium Funding who are not meeting age-related expectations in English and / or Maths. Some of this group are not making expected progress, despite intervention.
2 Pastoral	Social and emotional needs of some children are having a negative impact on their progress. This has become a particular issue after Covid Lockdowns and extended periods of Home Learning.
3 Attendance	The attendance and punctuality of an identified group of Pupil Premium has been lower than that of their peers.
4 Extra-Curricular	Participation in specialist wider opportunities for Pupil Premium children has been lower than that of 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
To improve Reading attainment among disadvantaged pupils and ensure all pupils in receipt of Pupil Premium make expected progress from their starting points.	100% of pupils in receipt of Pupil Premium make expected progress from their starting points in Reading.
To improve writing attainment among disadvantaged pupils and ensure all pupils in receipt of Pupil Premium make expected progress from their starting points	100% of pupils in receipt of Pupil Premium make expected progress from their starting points in Writing.
To improve maths attainment among disadvantaged pupils and ensure all pupils in receipt of Pupil Premium make expected progress from their starting points	100% of pupils in receipt of Pupil Premium make expected progress from their starting points in Maths.
To achieve and sustain improved wellbeing for all pupils in our school.	Sustained high levels of well-being from 2024 demonstrated through qualitative data from student voice, student and parent surveys and staff observations.

<p>To ensure the attendance of pupils in receipt of Pupil Premium is in-line with that of their peers.</p>	<p>To close the gap between whole school attendance and identified pupils in receipt of Pupil Premium Funding. Targeted pupils to have an absence rate in line with that of the overall absence rate, no less than 97.5%</p> <p>No gap between disadvantaged and their non-disadvantaged peers to be sustained.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase progress and attainment of disadvantaged pupils in English through a continued whole school focus on Writing. To include revisiting teaching strategies for Spelling Y2-Y6. (SIP link) CPD and materials to support the delivery of a whole school spelling programme.</p> <p>Sentence structure and composition identified as focus for improvement. Review strategies for explicitly teaching sentence construction and grammar.</p> <p>Following on from robust assessment procedures, gaps and areas of need in Writing identified. Catch up intervention sessions built into daily timetable for all. Extra Teaching Assistant hours.</p> <p>Revisit the role played by discussion in the classroom – supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>To further develop provision to meet the needs of all groups through adaptive teaching. CPD internal. Purchase of resources to support adaption, eg maths manipulatives.</p>	<p>Analysis of performance data reveals that attainment in Writing across the school is lower than other areas of the curriculum.</p> <p>EEF Toolkit: High Quality Teaching: ‘The best available evidence indicates that great teaching is the most important lever schools have to increase pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>EEF High Quality Teaching</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>

<p>Inclusion Lead for the more able complete analysis of why progress has not been maintained. Strategies to extend and challenge incorporated further into daily teaching. Support staff working with identified children to accelerate progress.</p>	<p>There are children identified across school who are currently working within age-related expectations but demonstrate the potential to be working above.</p> <p>Some children, including disadvantaged, have been working above age-related expectations and this has not been maintained.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group after school catch-up sessions in English and Maths delivered by teachers. Year 6, 1 hour weekly maths, 1 hour weekly English for 8 weeks. (Spring Term).</p>	<p>Children in Year 6 identified for additional after-school catch up provision.</p>	<p>1</p>
<p>Small group interventions in Maths and English for disadvantaged pupils falling behind or working below age-related expectations. Delivered by support staff in Year groups. Additional Support Staff hours to deliver 1:1 or small group intervention.</p> <p>Bespoke and tailored intervention planned and delivered according to children's individual needs. 1:1 and small group.</p>	<p>EEF Research Guidance:</p> <p>EEF Guidance Teaching Assistants</p> <p>Research on TAs delivering targeted interventions in 1:1 or small group settings</p>	<p>1</p> <p>2</p>

<p>Baseline and exit assessments carried out to measure impact. Suite of intervention programmes approved for support in planning.</p>	<p>show a consistent impact on attainment of approximately three to four additional months' progress.</p>	
<p>Update Provision Map of 1:1 and small group intervention and its impact. Regularly reviewed by Class Teachers, SENDCo and SLT. Plans and provisions updated once evaluated to ensure positive impact on children's progress and attainment.</p>	<p>Sherwood SEND Policy: <i>'All interventions delivered to children are documented on a pupil tracking document which is reviewed by the SENDCO regularly.'</i></p>	<p>1</p>
<p>Continue with the successful programme of School-Led tutoring, small group and 1:1 focused and targeted sessions delivered by trained tutors within the staff team.</p>	<p>Identified that not all interventions are recorded centrally and shared with SLT / SENDCo for analysis of impact.</p> <p>'Some pupils may require additional support alongside high quality teaching in order to make progress. The evidence indicates that small group and 1:1 interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> <p>EEF Toolkit - Targeted academic support</p>	<p>1</p>

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

Budgeted cost: £15,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified children supported with behavioural, social and emotional needs, both in class and during break / lunch time. Increased Learning Mentor time.</p> <p>Specific Year groups identified as requiring targeted support for social and emotional need. Additional Learning Mentor support sessions. Extra Teaching Assistant in identified year groups.</p> <p>Learning Mentor working alongside children in class as well as delivering carefully planned small group or 1:1 sessions to address individual needs.</p>	<p>EEF Guidance around wider strategies focusing on Social and emotional well-being as well as mental health:</p> <p><i>'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.'</i></p>	<p>2 3</p> <p>2 3</p> <p>2 3</p>
<p>To enhance pupils' cultural capital by providing a breadth of experiences and opportunities. Disadvantaged pupils access specialist tuition and coaching.</p> <p>Our aim is to deliver a curriculum rich with visits, visitors; a rich programme of extra-curricular clubs including sports, drama, music, dance, art.</p> <p>To provide access to enrichment opportunities for disadvantaged pupils, 50% discount for all trips and visits:</p> <ul style="list-style-type: none"> - Free access to all specialist coaching and extra-curricular clubs, where a cost is normally attached - Targeting of individual children through invitation to events and activities 	<p>Covid restrictions of last year resulted in limited opportunities for all and a significant reduction and loss of tuition, coaching, cultural capital experiences.</p> <p><i>'At the EEF, we think enriching education has intrinsic benefits... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</i></p> <p>At Sherwood we activity teach and support a wealth of positive attitudes through our values and curriculum vision. These include: self-control, confidence, social skills,</p>	<p>4</p>

<ul style="list-style-type: none"> - 50% discount on specialist 1:1 music tuition - 50% discount on attending BASE (before and after school club) <p>Allow pupils to partake in visits, both virtually and in school, enhancing skills and knowledge from lessons.</p>	<p>motivation, and resilience. We strongly believe that an enriched provision and extended opportunities will have a positive impact on these attitudes and children's later outcomes.</p>	
<p>Provide clear and regular information regarding eligibility for Pupil Premium, and the accompanying benefits in addition to Free School Meals. Families need to be aware of the additional benefits of Pupil Premium as may delay in applying until Year 3 when Universal Free School meals are no longer available.</p> <p>Provide a benefit for Pupil Premium families which will have an immediate impact when joining the school <i>£25 school uniform voucher X 4 £100</i></p> <p>All children in receipt of Pupil Premium in KS2 to receive a free Sherwood Tracksuit. <i>£450</i></p> <p>Continue strong relationships with parents and carers with further exploration of views and opinions through an online questionnaire for those in receipt of Pupil Premium. Explore further how they feel about Pupil Premium provision and what can be introduced or enhanced.</p>	<p>Families eligible for Free School Meals have not always applied for funding until further into the child's school career; often in Year 3 when Universal Free School Meals are no longer available to them.</p> <p><i>EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p>	<p>4</p>

Total budgeted cost: £60,775

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 2022 to 2023 academic year. **Outcomes for disadvantaged pupils**

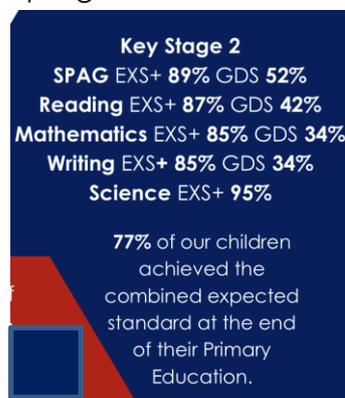
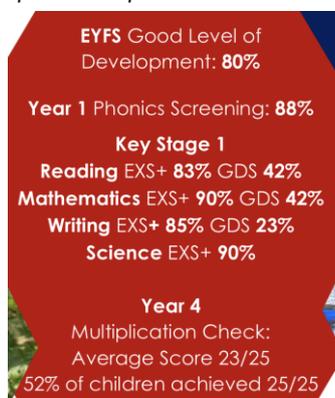
To ensure the attendance of pupils in receipt of Pupil Premium is in-line with that of their peers:

	2021-22	2022-23
Whole school average attendance:	95.10%	95.6%
Pupil Premium average attendance:	95.6%	94.1%
Non Pupil Premium average attendance:	95.0%	95.8%
Whole School persistent absence:	8.2%	7.5%
Pupil Premium persistent absence:	5.4%	10%
Non Pupil Premium persistent absence:	8.5%	7.2%

Impact: Attendance has improved slightly over the last year. However, the gap between Pupil Premium and the whole school has widened.

Next steps: Continue to focus on support of target pupils and families through use of Base, family liaison with staff, strategies of support for pupils arriving at school.

To improve English and Maths attainment among disadvantaged pupils and ensure all pupils in receipt of Pupil Premium make expected progress from their starting points:



KS2 outcomes for Pupil Premium 2022 – 23

Reading EXS+ = 89%

Writing EXS+ = 67%

Maths EXS+ = 56%

To achieve and sustain improved wellbeing for all pupils in our school

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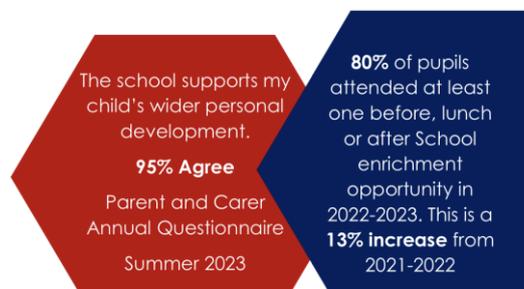
Sherwood staff put children's physical and mental development 1st. All the staff work tirelessly, and are always available to talk to.

Parental Feedback ”

Annual Parental Questionnaire
Summer 2023

We have undertaken significant work this year to develop our policy, provision and approach to supporting pupils' wellbeing. Our teaching and support staff have all undertaken Emotion Coaching Training to support the implementation of a whole school approach to developing pupils' ability to identify a range of emotions and develop emotional regulation. We have seen the positive impact of this work through our children's ability to articulate their emotions and ability to apply strategies in a variety of situations.

All of our pupils have the opportunity to take part in a wide range of extra-curricular sporting and artistic enrichment. Much of this is provided by Sherwood School staff at no cost to families. Specialist coaches and providers are also welcomed into school. The Sherwood offer continues to grow.



During the Easter holidays, 2023, a group of pupils, including all Pupil Premium, were invited to take part in two days of enrichment delivered by a local artist. 33% of Pupil children attended this event.