

# Sherwood Primary School

## Pupil Premium Strategy Statement

Academic Year 2017-2018

1. Summary information					
Academic Year	2017-2018	Total PP budget	£44,040	Date of most recent PP Review	November 2017
Total number of pupils	420	Number of pupils eligible for PP	36	Date for next internal review of this strategy	January 2018

2. Attainment of Children receiving Pupil Premium (FSM6) at the end of KS2 2017									
	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
	Expected + (100-120)	Higher Standard (110-120)	Expected +	Greater Depth	Expected + (100-120)	Higher Standard (110-120)	Expected + (100-120)	Higher Standard (110-120)	Expected Standard
Sherwood	82%	36%	82%	36%	91%	27%	91%	46%	82%
Lancashire	57%	13%	65%	10%	62%	10%	65%	18%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Some pupils have lower on-entry attainment which may mean that they are at higher risk of not attaining age-related expectations. This is especially evident in Reading and Writing.
B.	Some pupils have social, emotional and behavioural needs which can be detrimental to progress.
C.	Some pupils who qualify for Pupil Premium funding also have specific SEND needs.
External barriers	
D.	Reading home school partnerships are not always followed for disadvantaged children.
E.	Some children's broader cultural/life experiences can be more limited.
F.	A small number of children are vulnerable to poor attendance/punctuality.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils are supported to make expected or better than expected progress in Mathematics and English through a variety of intervention strategies.	Increase the percentage of PP pupils who achieve the following: GLD in EYFS Pass the Year 1 Phonics screening Achieve ARE in KS1 and KS2. Make better than expected progress.
<b>B.</b>	Children with emotional and behavioural needs receive targeted monitoring and interventions to ensure that they make expected or better than expected progress.	Disadvantaged children with emotional and behavioural needs make good progress regardless of their starting points or barriers.
<b>C.</b>	Progress of SEND children who are in receipt of Pupil Premium funding is in line with progress of other children.	Pupils make expected or better than expected progress from their starting points.
<b>D.</b>	All pupils are encouraged to read regularly and widely for pleasure and to develop their reading skills and writing skills.	Disadvantaged children enjoy reading and writing, and a greater percentage reach age related expectations in line with other children.
<b>E.</b>	All pupils have the chance to take part in curriculum enrichment activities before and after school/residential visits irrespective of income.	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and pupils in receipt of PP funding can attend.
<b>F.</b>	Pupils and families with low attendance/ high Persistence Absentee or poor punctuality levels are supported and challenged,	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees.

## 5. Planned expenditure

<b>Academic year</b>	2017-2018				
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To increase the percentage of disadvantaged pupils who achieve the following: -GLD in EYFS -Pass the Year 1 Phonics screening -Achieve ARE and above in KS1 and 2	<p>Maths: To review and improve assessments across school in order to further impact on learning and progress.</p> <p>Planned INSET and support for teaching staff by visiting speaker. Moderation throughout school and with other schools.</p> <p>English: To improve systematic teaching of spelling, writing and teacher assessment of writing. Planned INSET from Lancashire Consultant. Support for teaching staff from English Subject Leader.</p>	<p>Data analysis of pupil progress</p> <p>Subject Leader monitoring</p> <p>Book scrutiny</p>	<p>Ongoing monitoring schedule</p> <p>Pupil Progress meetings</p>	DHT	<p>January 2018</p> <p>June 2018</p>
To increase the progress of SEND children who are in receipt of Pupil Premium funding.	Support for teaching staff from Subject Leaders, in differentiating for SEND children in class.	<p>Data analysis of pupil progress</p> <p>Subject Leader monitoring</p> <p>Book scrutiny</p>	<p>Ongoing monitoring schedule</p> <p>Pupil Progress meetings</p>	DHT	January 2018

<p>All pupils (including disadvantaged) are encouraged to read regularly and widely for pleasure and to develop their reading and writing skills.</p>	<p>Continue to promote reading for pleasure across the school. To invite targeted children to attend reading groups in the library as well as to take part in the Fantastic Book Awards.</p> <p>Continue to build on home school partnerships, encouraging reading and discussing together at home.</p> <p>Implement interventions to promote home-school reading link and reading for pleasure amongst disadvantaged children. Additional TA support in phonics and Reading targeted.</p> <p>All disadvantaged children to receive extra 1 to 1 reading sessions with TA.</p>	<p>Initial analysis of disadvantaged children's reading habits &amp; home-school reading links.</p> <p>Early intervention will equip pupils with key skills to apply in other curriculum areas</p>	<p>Ongoing monitoring schedule Pupil Progress meetings</p>	<p>DHT</p>	<p>January 2018 June 2018</p>
<b>Total budgeted cost</b>					£10.000.00

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For children with emotional and behavioural needs to receive targeted interventions to ensure that they make good progress in their learning.	To develop the work of a Learning Mentor, working alongside the children in class/at lunchtimes to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties.	The work of our Learning Mentor has a positive impact on behavioural incidents in school. The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective.	<p>SLT/DSL monitoring as part of an ongoing monitoring schedule.</p> <p>Close liaison with BASE (Before and After School enrichment).</p> <p>Effective class/midday record keeping, midday and key stage meetings to ensure early identification of children with behavioural issues.</p> <p>Observations of learning and behaviour of pupils through learning walks. Regular liaison with external agencies.</p>	DHT	<p>January 2018</p> <p>June 2018</p>

<p>Progress of SEND children is in line with other groups.</p>	<p>Plan targeted group and individual intervention.</p> <p>Effectively evaluate SEND provision and review next steps for groups and individuals.</p> <p>Additional TA support in Y5-6 to deliver targeted intervention.</p>	<p>Some children need targeted support to catch up. This programme can be tailored to meet the needs of individuals and offers a bespoke solution to catch up and tackle SEND challenges.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. Research suggests that this approach benefits pupils with low prior attainment who need to over-learn to secure progress</p>	<p>Inclusion Team meetings to ensure early identification of children with SEND issues.</p> <p>Observations of teaching and learning.</p> <p>Book scrutiny</p> <p>Case Studies of pupils.</p> <p>Regular liaison with external agencies.</p>	<p>DHT</p> <p>SENDCO</p> <p>SLT</p>	<p>January 2018</p> <p>June 2018</p>
<b>Total budgeted cost</b>					£25,000

**i. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To fund a range of out of classroom experiences for pupils which build their cultural, artistic, cultural, spiritual and social development.	Plan a range of enrichment activities to support pupils' engagement with sport, art and culture.  Fund extra-curricular opportunities for disadvantaged children and encourage involvement.	The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.	SLT monitoring as part of an ongoing monitoring schedule.  Analysis of participation.  Feedback from parents and pupils.	SLT	January 2018  June 2018
To improve levels of attendance, punctuality, and a decrease in persistent absentees	Attendance support for pupils & families – led by Headteacher.	Absence rates and persistent absence rates for disadvantaged children were above the rates for other children and above the national average.	Ensure the school identifies vulnerable children with poor attendance, poor punctuality, and a particular focus on persistent absentees. Regular monitoring and analysis with follow up actions.	HT	January 2018  June 2018
<b>Total budgeted cost</b>					£9,040

## 6. Review of expenditure

Previous Academic Year

2015-2016

### i. Quality of teaching for all

Item / Project	Cost	Objective	Outcome / Impact
Boosters after school in Literacy and Maths, led by teachers, to support accelerated progress and extend.	£1900	Programme of revision for Sats to extend attainment and achievement	All children in Year 6 were taught on a daily basis in smaller, more targeted classes for 8 weeks. Identified children received boosters during, and after school, including Level 6.  100% of PP children in Y6 achieved L4+ in Reading, Writing, Maths and Grammar Punctuation & Spelling. They all made expected progress.
Sats week breakfast provision for targeted children	£148	Overcoming barriers of attendance, punctuality and emotional unrest during Sats week	67% of PP children achieved L5 in Reading and Maths. 33% of PP children achieved L5 in Writing and 78% achieved L5 in GP&S.  22% of PP children achieved more than expected progress in Reading, 33% in Writing and 44% in Maths.  Children identified as 'vulnerable' had a settled and positive start to each day in Sats week with a healthy breakfast.
Counselling Support Services	£650	Support pupil through emotional counselling and therapy	Positive impact on emotional wellbeing.
Non-class-based Deputy Head Teacher	£10636	Data analysis, planning & monitoring of targeted intervention	Progress and attainment of all children across school is consistently outstanding. Intervention and support is provided according to need and children make excellent progress.
Subsidising range of school visits	£2659	Broadening experiences for children through range of off-site visits	All children have been able to experience a range of school visits building teamwork, social skills and levels of enrichment.
Subsidising range of visitors and experiences in school	£6282	Broadening experiences for children	Visitors to school have had a positive impact on the enrichment of subjects and topics delivered in school.

		through range of visitors to school	
Targeted intervention for small groups – Support Staff hours	£16435	Individualised support at all levels - small group work to extend Literacy & Maths skills	Progress of targeted groups across school has been accelerated. Children and families feel supported and a high level of self-esteem exists.
Targeted parents' E-Safety training	£350	Provide parents with expert support and guidance on how to keep their children safe online	Parents received expert and specialist guidance around E-Safety and found the session useful. They were able to put guidance into practice at home to improve levels of safety online.
CPD for teachers, and support staff to ensure consistency of outstanding teaching	£2840	CPD opportunities further developing strategies of Teaching & Learning, providing resources and enhancing quality of teaching.	This included training to support a wide range of curriculum areas to ensure that teaching remains consistently good to outstanding across the school.