

# 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

Detail	Data
School name	Sherwood Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
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	£39,735
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,085

# 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, and 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

We aim to provide a creative and challenging curriculum that inspires our children and prepares them 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 pupils will have the opportunity to explore, ask questions, discover and become resilient, 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.

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

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%  
No gap between disadvantaged and their non-disadvantaged peers to be sustained.

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase progress and attainment of disadvantaged pupils in English through a renewed whole school focus on Writing.</p> <p>CPD planned for all teaching and support staff delivered by Subject Leaders as well as external specialist providers. Refreshing of teaching strategies and materials.</p> <p><i>£800 for specialist provider delivery x2.</i></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 following on from long periods of home learning last year.</p> <p>Extra Teaching Assistant hours:            1 full time, Autumn Term Year 2            Year 1, 5 mornings, 2 afternoons            1 full time, L3 in Years 3 &amp; 4.</p> <p>Cost of £35,000 – budget of £13,845 from Pupil Premium Grant.</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><a href="#">EEF High Quality Teaching</a></p>	<p>1</p> <p>1</p> <p>1</p>



CPD 1 day plus Supply cover: £355 – contribution from PPG.	Some children, including disadvantage, have been working above age-related expectations and this has not been maintained.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,735 (including £4350 Recovery Funding).

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. <i>Recovery Funding £4350</i></p>	<p>Children in Year 6 identified for additional after-school catch up provision; 37 in English and 34 in Maths.</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. Baseline and exit assessments carried out to measure impact. Suite of intervention programmes approved for support in planning. <i>Additional TA hours £10,385</i></p>	<p>EEF Research Guidance: <a href="#">EEF Guidance Teaching Assistants</a></p> <p>Research on TAs delivering targeted interventions in 1:1 or small group settings show a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>1 2</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>Identified that not all interventions are recorded centrally and shared with SLT / SENDCo for analysis of impact.</p>	<p>1</p>
<p>Children in Year 2 and above who did not meet the standard in Year 1 Phonics Check, or who are vulnerable to falling behind, receive targeted intervention provided by trained staff in school. <i>Additional TA hours as listed above.</i></p>	<p>'Some pupils may require additional support alongside high quality teaching in order to make progress. They evidence indicates that small group and</p>	<p>1</p>

	<p>1:1 interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> <p><a href="#">EEF Toolkit - Targeted academic support</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14350

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.</p> <p>Initial group of 6 children in focus year groups identified. To be updated in response to assessment of need throughout the year.</p> <p>Learning Mentor working alongside children in class as well as delivering carefully planned small group or 1:1</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</i></p>	<p>2 3</p> <p>2 3</p>

<p>sessions to address individual needs, 1 afternoon per week.</p> <p>Learning Mentor support during all lunchtimes for targeted groups as well as during some break times.</p> <p>2 afternoons of Learning Mentor: £3056</p>	<p><i>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>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 re-introduce 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"> <li>- Free access to all specialist coaching and extra-curricular clubs, where a cost is normally attached</li> <li>- Targeting of individual children through invitation to events and activities</li> <li>- 50% discount on specialist 1:1 music tuition</li> <li>- 50% discount on attending BASE (school before and after school club)</li> </ul> <p>Allow pupils to partake in visits, both virtually and in school, enhancing skills and knowledge from lessons, adapting to current Covid restrictions.</p> <p>Predicted cost: Base: £4245 Music Tuition £1000 Specialist Coaching £1200 Trips and Visits £4,300</p> <p><b>Total: £10,744</b></p>	<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 actively teach and support a wealth of positive attitudes through our values and curriculum vision. These include: self-control, confidence, social skills, 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>4</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>Introduce 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 to receive a free Sherwood Tracksuit.  <i>£450</i></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>4</p>
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**Total budgeted cost: £44,085**

## 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.

#### Review: last year's aims and outcomes (2020 -2021)

Quality of Teaching for All			
Desired outcome	Chosen action / approach	Cost	Outcomes and next steps
To increase the progress of pupils (including disadvantaged) in English, particularly reading and vocabulary.	Continuation of the 'We are 'Reading' initiative to include;	CPD Teaching and Learning contribution £2000	100% of 2021 Year 6 leavers in receipt of Pupil Premium are working at age-related expectations or above in Reading, Writing and Maths and made expected progress.  Parent workshops are to be carried over. However, modelling of the teaching of reading was shared with families within Remote Learning provision through modelled videos by class teachers.  'Book drop' initiative was implemented as a supplement to Parent Workshops where all children across school were provided with their own copy of an age-appropriate book to share at home. Support leaflet provided for parents with questions and activities to explore with their child.  Quality Award to be continued next year.
	Parent workshops and in class sessions	Reading Pathway contribution £ 2500	
	Lancashire Quality Award in Early Reading	Non-Fiction books contribution £ 2400	
	Further investment in non-fiction texts across school	ELSA contribution £2000	
	Particular focus on those more able readers, as well as those working below, to enhance provision	£1100 PM Benchmark	
Increase use of PM Benchmark to provide thorough assessment of pupil attainment			

	<p>and clear next steps</p> <p>Introduction of Reading Pathways for independent readers</p>	<p>Total Cost</p> <p>£10,000</p>	<p>Class sets of non-fiction texts have been purchased and are in place, supporting learning across the curriculum and reading skills.</p> <p>The Reading Pathways have been introduced across Years 3-6. Children's engagement towards reading has improved significantly. A group of children have been interviewed to evaluate impact. 100% of the children spoken to are enjoying their reading. One child explained, 'The reading books on the pathways are always interesting and exciting. They keep your interest up until the end.'</p> <p>Year 2 in class sessions have been carried over for next year. Remote Learning has provided an opportunity for teacher modelling of reading and guided Reading provision.</p> <p>Non-fiction books for class libraries have been purchased.</p>
<p>To enhance and improve assessment, particularly that of the wider curriculum.</p>	<p>Assessment booklets for each year group identifying the end of year expectations for all areas of the curriculum. CPD to support staff in ensuring these are used effectively to identify children's strengths and next steps for Teaching and Learning.</p>		<p>Assessment booklets have all been produced by subject leaders, outlining expectations for each unit as well as targets for working above. As a result, assessment procedures have become more robust, with teachers having a solid understanding of outcomes for each area of learning. Assessments of the wider curriculum are reviewed half-termly for each child to ensure that next steps can be planned and delivered immediately, as</p>

			<p>well as gaps identified and responded to.</p> <p>Expectations throughout the wider curriculum have risen and children who are underachieving (including disadvantaged) are identified and supported to catch up.</p> <p>Next Steps: analysis of assessments by subjects leaders, with a focus on disadvantaged children, to evaluate the impact of teaching on learning and to plan next steps, intervention and CPD for their subject.</p>
<p>To improve attainment by improving the social and emotional dimensions of learning.</p>	<p>Emotional and Literacy Support Assistant Role to be further enhanced with in-class support, as well as that during extra- curricular times and through targeted intervention.</p>		<p>The Covid Pandemic has clearly had an impact on the social and emotional dimensions of learning. Significant work has been undertaken to identify social and emotional needs in all children and support implemented. Disadvantaged children have remained high profile throughout the pandemic, with needs continually being reviewed and addressed.</p> <p>During school closure, support has been provided through strategies including:</p> <ul style="list-style-type: none"> <li>- Priority for place offered in school</li> <li>- Daily phone calls home to support work and wellbeing</li> <li>- Financial support through food parcels, vouchers, access to food bank, signposting to support services</li> </ul>

			<ul style="list-style-type: none"> <li>- Use of Seesaw as daily communication and support from staff</li> </ul> <p>On full return to school, all children's emotional wellbeing was monitored and supported. PSED PIVATs training has been undertaken and disseminated to all staff to be used as an ongoing resource for support. All disadvantaged children are now RAG rated at least amber for emotional wellbeing, with the majority being green. The 2 children assessed as Red on return to school are now Amber.</p> <p>Owing to regulations of class bubbles, ELSA support has been provided by Support Staff within each class. This has consisted of support in class as well as during breaks and lunch. In some cases, 1:1 support sessions and counselling have been in place.</p>
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<b>Targeted Support</b>			
Desired Outcome	Chosen action / approach	Cost	Outcomes and next steps

<p>For selected pupils to be supported with behavioural, social and emotional needs, receiving targeted intervention including during break and lunchtimes</p>	<p>Role of the 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.</p> <p>Further enhance through targeted support for Social, Emotional and Behavioural need in the classroom.</p>	<p>Learning Mentor Hours £3,039</p> <p>Support Assistant additional hours £11,961</p> <p>Total Cost £15,000</p>	<p>Regulations of class bubbles have limited the role of the Learning Mentor to one bubble for much of the year. Within this bubble, support has been provided where needed.</p> <p>Targeted intervention for identified children across the rest of the school has been provided by teaching assistants within the bubble. The Learning Mentor has helped to provide guidance and materials.</p>
<p>For identified gaps in learning to be addressed. Percentage of disadvantaged children achieving Age Related Expectations to increase.</p>	<p>Additional Support Staff hours to target intervention and support for identified children in receipt of Pupil Premium Funding.</p>		<p>During the Autumn Term 2020, children returned to school and received targeted intervention and support as needed.</p> <p>33% of Pupil Premium children continued to attend school during the January 2021 lockdown. These pupils all received planned and targeted support and intervention where necessary to ensure gaps did not develop or widen.</p> <p>All children working remotely received individual feedback and support over Seesaw. Any children requiring specialist support and intervention tasks were also provided for over Seesaw.</p> <p>Much work was put in place to support children through times of remote learning through daily</p>

			<p>phone calls, home visits, personalised tasks and feedback, signposting to further family support. This is reflected through the 'Parental Contact' records on CPOMS; 34% of all records on CPOMS are for parent contact.</p> <p>Next steps: Continue to ensure children's attainment and achievement is tracked carefully with gaps identified and responded to through support and intervention. Use of the catch-up programme.</p>
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<b>Other approaches</b>			
Desired outcome	Chosen action / approach	Cost	Outcomes and next steps
To fund a range of out of classroom experiences for pupils which build their cultural, artistic, cultural, spiritual and social development.	Provide specialist extra-curricular opportunities free of charge for disadvantaged children where there is normally a cost attached. Encourage involvement through targeted invitation	<p>Drumming Workshop - £225</p> <p>Poet visit £1328</p> <p>Farm visit - £200</p> <p>7 out of 33 attend Base</p> <p>BASE subsidies £4000</p> <p>£3392 used as</p>	<p>Covid restrictions have stopped extra-curricular clubs from taking place for most of the year, although there have been some visiting coaches from Preston North End, and a Tennis Coach, who have been able to provide specialist teaching of PE within curriculum time. 100% children in receipt of Pupil Premium from years 1-6 have benefitted from this provision.</p> <p>Drumming Workshop - £225</p> <p>Poet visit £1328</p> <p>Farm visit - £200</p> <p>Next steps: as restrictions are lifted further, re-introduce specialist extra-curricular opportunities - including</p>

		part of home learning support staff	sport, drama, music - free of charge for Pupil Premium families. Invite and encourage involvement through targeted invitation.
To make Breakfast and After School provision more affordable for Pupil Premium families	Offer BASE (Before and After School Enrichment) at a 50% reduced rate for those in receipt of Pupil Premium.	Total £9145	<p>Although BASE was not able to run during some of the Covid lockdown, it has been running for part of the last year. This has been offered to all families in receipt of Pupil Premium at a 50% price. 21 % of Pupil Premium children have benefitted from this provision.</p> <p>Next steps: continue to ensure that Base is subsidised by 50%. Offer flexible support through Base for Pupil Premium and vulnerable families in times of need.</p>
To further enhance the take up of instrument tuition.	Offer 1:1 or small group tuition from specialist providers at a 50% reduction.		<p>Music tuition has not been able to take place during the last year owing to Covid restrictions. Lessons have just resumed for the Summer Term 2021. Currently, 12% of Pupil Premium children are receiving tuition.</p> <p>Next steps: to invite and encourage Pupil Premium families to take up the offer of 50% reduction. Bring in opportunity for small group tuition also, as 1:1 as restrictions ease.</p>