

Sherwood Primary School

Pupil Premium Strategy Statement

Academic Year 2020-2021

1. Summary information					
Academic Year	2020-2021	Total PP budget	£34,145	Date of most recent PP Review	March 2020
Total number of pupils	424	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2020

2. Contextual Information Children in Receipt of Pupil Premium Funding		
Male 44%	Female 56%	SEND 11%
White British 52%	More Able 19%	EAL 37%

3. Attainment of Children receiving Pupil Premium (FSM6) at the end of KS2 2019									
	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	100%	40%	100%	40%	60%	60%	80%	40%	100%
Lancashire	59%	13%	64%	11%	65%	13%	65%	20%	70%

4. 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.

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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, and above ARE, in KS1 and KS2. Make better than expected progress.
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.
C.	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.
D.	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.
E.	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.
F.	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.

6. Planned expenditure

Academic year	2020-21				
Quality of teaching for all					
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 increase the progress of pupils (including disadvantaged) in English, particularly Reading and Vocabulary	Continuation of the 'We are Reading' initiative to include; <ul style="list-style-type: none"> - Parent Workshops and in-class sessions - Lancashire Quality Award in Early Reading - Further investment in Non-Fiction texts across school - Particular focus on those more able readers, as well as those working below, to enhance provision - Increase use of PM Benchmark to provide thorough assessment of pupil attainment and clear next steps - Introduction of Reading Avenues for Independent Readers 	Data analysis and Pupil Progress meetings. <p>Identification of a need to develop the attainment and achievement in Reading across the school, particularly more able learners.</p> <p>Sutton Trust evidence shows that 'the effects of High Quality Teaching are especially significant for pupils from disadvantaged backgrounds:</p>	Full commitment to the projects, involving all teaching staff and many Support Staff across school. <p>Robust programme of CPD and monitoring.</p> <p>Data analysis and Pupil Progress Meetings.</p>	DHT, English Subject Leaders	December 2020

<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>Identification of the need for a deeper understanding, and further clarity, of expectations in all subjects across the curriculum.</p>	<p>Involvement of all Subject Leaders in development and implementation.</p> <p>Robust programme of CPD</p> <p>Use of external specialism where appropriate.</p>	<p>Assessment Lead</p>	<p>December 2020</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>EEF states: <i>'Social and emotional learning interventions have an identifiable and significant impact on attainment ... appear to benefit disadvantaged more than other pupils, though all pupils benefit on average.'</i></p>	<p>Given high priority by staff. Programme of CPD followed up by planning and evaluating of action plan.</p> <p>Monitoring schedule.</p>	<p>Learning Mentor Lead</p>	<p>December 2020</p>
<p>Total budgeted cost</p>					<p>£10,000</p>

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 selected pupils to be supported with behavioural, social and emotional needs, receiving targeted intervention including during break and lunchtimes.	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. Further enhance through targeted support for Social, Emotional and Behavioural need in the classroom.	Some children are not ready to access learning owing to issues developing over break times. EEF: <i>Evidence suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.</i> EEF: <i>'Effect sizes are larger for targeted interventions matched to specific students with particular needs.'</i>	Robust planning, monitoring and evaluation schedule.	HT / DHT	December 2020
For identified gaps in learning to be addressed. Percentage of disadvantaged children achieving Age Related Expectations to increase.	Additional Support Staff hours to target intervention and support for identified children in receipt of Pupil Premium Funding.	Regular assessment and analysis of data has identified gaps in learning for small groups of children. Pupil Progress meetings Monitoring and evaluation schedule	Tracking and evaluation of pupil progress	DHT	December 2020
Total budgeted cost					£15,000

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.	Provide specialist extra-curricular opportunities free of charge for disadvantaged children where there is normally a cost attached. Encourage involvement through targeted invitation.	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	December 2020
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.	Some children are not able to access extra-curricular opportunities provided by school staff as they are not able to be collected at the end of the session.	Strong liaison with Base staff and committee Communication with parents and families. Analysis of take-up.	DHT / SBM	December 2020
To further enhance the take up of instrument tuition	Offer 1:1 or small group tuition from specialist providers at a 50% reduction.	Take up of specialist music tuition for families in receipt of Pupil Premium funding is lower than for those not in receipt.	Analysis of take-up.	DHT/ Subject Leader for Music	December 2020
Total budgeted cost					£9,145

7. Review of expenditure

Previous Academic Year

2019-2020

Quality of teaching for all

Desired outcome	Chosen action / approach	Cost	Outcome / Impact
To increase the progress of pupils (including disadvantaged) in English.	Year 4 English project, including a planned programme of CPD.	Data analysis and Pupil Progress meetings.	<p><u>KS1 outcomes for Target Cohort (2016):</u></p> <p>Children working at Expected Standard or above: Reading – 70% (PP – 60%) Writing 68% (PP – 60%) Children working above the Expected Standard: Reading – 15% (PP – 20%) Writing – 15% (PP – 20%)</p> <p><u>Current Standard (December 2019)</u></p> <p>Children working at Expected Standard or above: Reading – 83% (PP – 83%) Writing – 77% (PP - 83%) Children working above the Expected Standard: Reading – 27% (PP – 50%) Writing – 24% (PP – 33%)</p>
To improve attainment by improving the social and emotional dimensions of learning.	Emotional and Literacy Support Assistant Role	ELSA hours	<p>Impact of ELSA Support has been evaluated through Pupil Progress meetings and discussion with Learning Mentor, as well as pupil progression data.</p> <p>Feedback from staff shows that there has been a positive impact on emotional well-being for 100% of the children identified this year. This has been recorded through a RAG rating system.</p>
			<p>Total spend £3,875.00</p>

Targeted support

Desired outcome	Chosen action/approach	Cost	Outcome / Impact
<p>For selected pupils to be supported with behavioural, social and emotional needs, receiving targeted intervention during break and lunchtimes</p>	<p>Role of a Learning Mentor, working alongside the children in class/at lunchtimes to develop and support children's emotional, social and behavioural needs.</p>	<p>Learning Mentor Hours</p> <p>Robust planning, monitoring and evaluation schedule.</p>	<p>As a result of a more focused provision at lunchtimes, behaviour of targeted pupils has improved. The role of the Learning Mentor has also resulted in less curriculum time being affected by resolving issues from lunchtimes.</p> <p>100% of the children identified as needing support have moved up the RAG rating for behaviour.</p> <p>90% of the children identified as needing social and emotional support have moved up the RAG rating for this area. The children who have not moved up are currently receiving further support involving external agencies.</p>

<p>For identified gaps in learning to be addressed. Percentage of disadvantaged children achieving Age Related Expectations</p>	<p>Additional Support Staff hours to target intervention and support for identified children in receipt of Pupil Premium Funding.</p>	<p>Specialist Support Teacher £2900 Additional TA £16,500</p>	<p>65% of Pupil Premium children targeted for support in English and Maths have made accelerated progress and are now at Age-Related expectations.</p> <p>75% of Y6 SEND children have made 3 term's progress this academic year in Reading, Writing and Maths and 100% are on track to make expected progress from KS1.</p> <p>Staff have planned targeted intervention through Pupil Progress Meetings and year group meetings. This has resulted in progress of targeted children being accelerated, as well as a building of confidence and self-esteem.</p> <p>Significant work has gone into the evaluation and planning of SEND provision this year from the SEND Coordinator, with the support of a Specialist Teacher for SEN. As a result, provision is targeted further to need, and the quality of intervention and First</p>
			<p style="text-align: right;">Total spend £19,845.00</p>

i. Other approaches

Desired outcome	Chosen action/approach	Cost	Outcome / Impact
<p>To fund a range of out of classroom experiences for pupils which build their cultural, artistic, cultural, spiritual and social development.</p>	<p>Plan further enrichment activities to support pupils' engagement with sport, art and culture.</p> <p>Fund extra-curricular opportunities for disadvantaged children and encourage involvement</p>		<p>55% of Pupil Premium children have attended an extra-curricular club during the Autumn Term of 2019. Those who did not are to be supported in finding an opportunity to suit their interest and encouraged to attend. Provision of clubs to be reviewed to ensure our offer fulfils children's interests as far as possible.</p> <p>Any extra-curricular opportunities delivered by a visiting provider which involve a cost, are free for Pupil Premium. Participation in these clubs has increased significantly.</p> <p>Clubs provided by school staff do not have a cost.</p> <p>Opportunities for peripatetic tuition in school, eg. drumming tuition, have been subsidised by 50% for Pupil Premium.</p> <p>Children have been invited and encouraged to attend clubs.</p> <p>All educational visits, in every year group, have been subsidised for those in receipt of Pupil Premium, including residential visits in Years 5 and 6.</p> <p>100% of Pupil Premium children attended the Year 5 and 6 residential visits this year.</p>
			<p>Total spend £11,500</p>