

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	April 2025
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	£54,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Service Funding (additional to total)	(£1360)
<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	£55,650

# Part A: Pupil premium strategy plan

## Statement of intent

At Sherwood Primary School there is a school-wide commitment to giving every young person the best start in life and raising achievement for all, whatever their background or the challenges they face. All staff take responsibility for disadvantaged pupils' outcomes and have high expectations for all. The aim of Pupil Premium funding is to improve outcomes for all socio-economically disadvantaged pupils, including progress for those who are already high attainers. The focus of our Pupil Premium Strategy is to close the gap between pupil groups, tackling the barriers that stand in the way of progress and 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. Our strategies for managing Pupil Premium spend are clearly defined and responsive to the needs of our school and pupils.

We are committed to meeting all of our pupils' pastoral, social and academic needs in a nurturing environment. High quality, external evidence is reviewed carefully to inform this plan. Robust, ongoing analysis and assessment is central to our strategy, ensuring it is fit for purpose. Priorities are carefully diagnosed, and the impact of our strategies are monitored and evaluated.

### 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 forms the basis of all our work. Our children have the opportunity to read widely, explore, ask questions, and become knowledgeable, independent learners. Our Curriculum prepares 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, regardless of whether they are disadvantaged or not. Support required for individual pupils is quickly identified and implemented to ensure that needs are addressed, and progress is made.

Our approach is responsive to pupils' needs and focuses on being able to:

- support children to engage in purposeful dialogue and discussion
- improve attainment in Reading, Writing and Mathematics
- improve confidence, independence and self esteem of pupils
- 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	Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their peers in developing early language and speech skills (EEF Oral Language interventions). It is estimated that 1.9million children in the UK are behind with their talking and/or understanding of words - the highest number ever recorded. This trend is reflected in 2022-2023 and 2023-2024 Sherwood EYFS Baseline Assessment for Listening, Attention and Understanding and Speaking. The average impact of oral language intervention is approximately an additional six months progress over a year.
2 Pastoral	Our assessments, observations and discussions with pupils and families have found that there is an increasing proportion of pupils who require support around their social and emotional wellbeing. In addition to the ongoing support provided for the emotional wellbeing of all pupils in school, targeted small group or 1:1 intervention is required for identified pupils in KS1 and KS2 who have particular needs. This includes support for self-awareness, self-regulation, social awareness, relationship skills and responsible decision making. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF reports)
3 Attendance	National research from 2023 showed that pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has declined and is currently 3.1% lower than for non-disadvantaged pupils
4 Extra-Curricular	78% of our Pupil Premium pupils in KS2 attended an extra-curricular club during 2023 and 2024 compared to 74% of all pupils. This has been partly as a result of targeted invitation and support for families. <i>'An Unequal Playing Field: Extra-Curricular Activity, Soft Skills and Social Mobility'</i> by the Social Mobility Commission. Research for this project found that there was a direct link between household income and participation for almost all extra—curricular activity included in the survey. Pupils from Socio-economically disadvantaged backgrounds were much less likely to take part in any extra-curricular activity, particularly music and sport. As a result, they lose out on the benefits; increased confidence helping social interaction, aspiration to go onto higher or further education, a sense of wellbeing and belonging and developing networks.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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. KS2 reading outcomes in 2025 show that at least 80% of those in receipt of Pupil Premium met the expected standard.
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. KS2 writing outcomes in 2025 show that at least 80% of those in receipt of Pupil Premium met the expected standard.
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. KS2 maths outcomes in 2025 show that at least 80% of those in receipt of Pupil Premium met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being from 2025 demonstrated through qualitative data from student voice, student and parent surveys and staff observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by end of 2024/25. Reduction of the overall unauthorised absence rate for all pupils The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being reduced.

## Activity in this academic year

This details how we intend to spend our pupil premium during **the academic year 2024 – 25**, to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

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 is a top priority for our Pupil Premium spending.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SIP Link: Maintain and further enhance pupils' writing transcription skills through:</p> <ul style="list-style-type: none"> <li>- a review of teaching strategies for spelling Y2 – Y6</li> <li>- a review of the delivery of Handwriting teaching at EYFS/KS1 and target key priorities at KS2</li> <li>- the further development of teaching strategies for editing and the monitoring of writing</li> </ul> <p><i>Investment in further Red Rose phonics and spelling resources and materials, CPD and teacher release time for CPD peer coaching and moderation.</i></p>	<p>Analysis of performance data reveals that attainment in Writing across the school is lower than other areas of the curriculum. Through further analysis, handwriting, spelling and editing are identified as priority areas for development</p> <p><a href="#">EEF High Quality Teaching</a></p>	<p>1</p>
<p>Robust assessment procedures to identify, gaps and areas of need in writing. Catch up intervention activities built into quality first teaching.</p> <p><i>Investment in extra Teaching Assistant hours, CPD, teacher release time.</i></p>	<p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their peers in developing early language and speech skills (EEF Oral Language interventions). This trend is reflected in 2022-2023 and 2023-2024</p>	<p>1</p>
<p>SIP Link: Further develop a whole school Oracy strategy that supports children to engage in purposeful dialogue and discussion across the Curriculum</p> <p>Further develop guided interactions in EYFS and KS1 using the ShREC approach.</p>	<p>Sherwood EYFS Baseline Assessment for</p>	<p>1</p>

<p>Further develop listening and responding skills for all pupils through Listening Ladders, Stem Sentences and an 'active listening' approach.</p> <p>Develop discussion across the curriculum – roles, groupings, talk for writing, specific technical vocabulary</p> <p><i>Investment in CPD, peer coaching, teacher release time, resources for Vocabulary and Discussion Toolkits.</i></p> <p>Further develop provision to meet the needs of all groups through adaptive teaching. CPD internal.</p> <p><i>Investment in purchase of resources to support adaption.</i></p>	<p>Listening, Attention and Understanding and Speaking. The average impact of oral language intervention is approximately an additional six months progress over a year.</p> <p>EEF Improving Literacy in KS1 and KS2.</p> <p>Preparing for Literacy in the Early Years.</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>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £20,000

A wide body of evidence demonstrates that targeted academic support has a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Planning for targeted academic support is an essential part of our Pupil Premium Strategy.

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><i>Investment in additional teaching time.</i></p>	<p>Children in Year 6 identified for additional after-school catch up provision.</p> <p><a href="#">EEF Guide to Pupil Premium</a></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.</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.</p> <p><i>Investment in additional Support Staff hours to deliver 1:1 or small group intervention.</i></p>	<p>EEF Research Guidance:</p> <p><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</p> <p>2</p>
<p><b>SIP link:</b></p> <p>Further develop targeted intervention at EYFS and Key Stage 1 to support children experiencing barriers to speech and language development – Wellcomm Assessment and Planning Tool for all with follow up targeted interventions of support.</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><a href="#">EEF Toolkit - Targeted academic support</a></p>	<p>1</p> <p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for</p>		<p>1</p> <p>2</p>

<p>pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Introduce a homework club after school where pupils can be in a supportive and calm environment.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition</a>  <a href="#">  Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition</a>  <a href="#">  Teaching and Learning Toolkit   EEF</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £10,650



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 our Pupil Premium Strategy. The specific features of our school community affect the approaches we have prioritised.

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>Specific Year groups identified as requiring targeted support for social and emotional need. <i>Investment in additional Learning Mentor support sessions, extra Teaching Assistant in identified year groups.</i></p> <p>Learning Mentor delivering carefully planned small group or 1:1 sessions to address individual needs. <i>Investment in Learning Mentor hours.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Attendance data of pupils targeted for support has improved.</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 support access for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- 50% discount for all trips and visits:</li> <li>- 50% discount for 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> </ul>	<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</p>	<p>3</p> <p>4</p>

<p>- 50% discount on specialist 1:1 music tuition</p>	<p>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> <p>3</p>

**Total budgeted cost: £55,650**

## 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 2023 to 2024 academic year. **Outcomes for disadvantaged pupils**

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own assessments.

The end of KS2 data demonstrated that our pupils in receipt of Pupil Premium attained higher in Reading and Writing than those not in receipt of Pupil Premium. They attained slightly lower in Maths. These comparisons are to be considered with caution, however, as the number of pupils who qualify for Pupil Premium is small.

	School 2023		National 2023		School 2024		National 2024	
	EXP+ %	HS %	EXP+ %	HS %	EXP+ %	HS %	EXP+ %	HS %
<b>Reading</b>	87	42	73	29	94	48	74	28
<b>Writing</b>	86	34	71	13	90	39	72	13
<b>Mathematics</b>	86	34	73	24	90	53	73	24
<b>Grammar, Spelling &amp; Punctuation</b>	89	52	72	30	97	58	72	32
<b>RWM Combined</b>	77	23	59	8	87	26	61	8
<b>Science</b>	95		80		98			

#### KS2 Outcomes

	Reading		Writing		Maths	
	EXS	HS	EXS	HS	EXS	HS
<b>PP</b>	100	50	100	50	83	50
<b>Non PP</b>	93	48	89	38	91	54

Although there are no published progress measures this year, our internal assessments confirm that 100% of our pupils in receipt of Pupil Premium achieved expected progress by the end of Year 6 in reading, writing and maths.

Our internal data, tracking the progress and attainment of pupils throughout school, is carefully monitored and analysed. Individual pupils are highlighted and supported, with provision and impact evaluated.

Intended outcome	Success criteria
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.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The school supports my child's wider personal development.

**95% Agree or Strongly Agree**

Parent and Carer Feedback Questionnaire Summer 2024

Over the course of the academic year, we have delivered **2** residential visits, **16** Educational visits, attended **51** Sports fixtures and welcomed **44** visitors to School.

Our children have all had a performance opportunity this year with our EYFS Nativity, Year Group Assemblies, Carol Concert, Sing Together Concert, Young Voices Concert, Y1-Y2 Musical, our House Performing Arts Competition and Y5-Y6 Show

**80%** of pupils from EYFS – Year 6 have attended at least one before, lunch time or after School enrichment opportunity in 2023-2024.

In Key Stage 2, **95%** of children have attended an enrichment opportunity and/or attended a competitive sporting event.

Parental Feedback - Impact

Without the pupil premium my child would not be participating in wider activities/enrichment provisions. She has loved school from the day she went into reception class. Pupil premium has been such a massive help for my child to be able to learn and achieve more at school.

Intended outcome	Success criteria
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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.

### Attendance Data

	2022-23.	2023-24
Whole school average attendance:	95.6%	95.7%
Pupil Premium average attendance:	94.1%	92.8%
Non Pupil Premium average attendance:	95.8%	95.9%
Whole School persistent absence:	7.5%	8.8%
Pupil Premium persistent absence:	10%	27.3%
Non Pupil Premium persistent absence:	7.2%	7.3%

Whole school attendance has improved slightly over the last year. However, that of Pupil Premium has declined. The level of persistent absence for Pupil Premium pupils has increased significantly with the gap widening between persistent absence of non-Pupil Premium.

I loved our trip to Borwick.  
It was the best day of my life.

I feel really special in my Sherwood tracksuit. I am just like the Year 6.

Wednesday is my favourite day.  
I make sure I'm early as I have Ju-Jitsu.

### Removing Barriers to Attendance

As a School, we work closely with our Parents and Carers to explore and challenge, identify and remove any barriers to attendance. Swift action is undertaken by all members of staff

in line with our recently updated Attendance Policy. Members of our Safeguarding Team (DSL/SENDCo) initiate additional work that is required to remove barriers to attendance for pupils for whom attendance is a cause for concern or have a declining pattern in attendance. This includes initiating Early Help Assessment plans, liaising with Child and Family Wellbeing Service to signpost parents to Parenting Support, liaising with School Nurse team to support involvement of medical professionals, liaison with LCC Transport services to support parents with transport issues and initiate transport contracts, signposting parents to Housing Services, legal advice and employment support.

Next steps: Attendance of pupils in receipt of Pupil Premium is a priority for improvement in the next Pupil Premium Strategy.