

Pupil premium strategy statement – The Sherwood School 2025 - 2028

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chair of Governors, Antonia Palmer
Pupil premium lead	Headteacher, Andriana Samouel
Governor / Trustee lead	Ann Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£140,895

Part A: Pupil premium strategy plan

Statement of intent

As an established GOLD UNICEF Rights Respecting School, we strive to ensure that all pupils achieve their full academic potential, discover their individual talents and interests and feel safe and happy in school. We hope that this will encourage children to take full advantage of their educational journey well beyond primary school.

We recognise and respect that for some pupils' extra support is needed to help them to achieve success. We also understand that for children to achieve and enjoy school, there need to be strong relationships between children, staff and families and we work hard to facilitate this. Where there is vulnerability due to involvement with Children's Services, we work closely with our Early Help Co-ordinator, Annabel Hill, to provide timely support and signposting to a wide range of services. We also work with our Children's Wellbeing Practitioner through the NHS Mental Health Trailblazer project to support families.

Our school pupil base deprivation score is above average. The average deprivation score for the areas surrounding our school is 64%. Our stability is well below average at 67.19%. Additionally, 52.9% (157) of our learners have EAL (21.2% nationally). Our global majority is 75.3% with 198 of our learners from minority ethnic groups (33.8% nationally).

At The Sherwood, we regularly analyse the performance of children vulnerable to under-achievement, including those with SEND and those with English as an additional language, as well as those eligible for the Pupil Premium Grant, to ensure that this funding is used in the most effective way. This approach enables us to finely tailor our interventions and in-class support to ensure children make optimum progress from their starting points. We meet half termly with teachers and key members of the senior leadership team to monitor progress and discuss where additional support or intervention would be beneficial.

We also consider ways to promote regular attendance and the emotional wellbeing and social development of children through our ELSA programme, our Children's Wellbeing Practitioner, our Attendance Club or by offering free places at our Breakfast Club.

Our current Pupil Premium Strategy supports children to achieve in line with, or better than, others. We strategically monitor and target intervention to support all pupils to achieve their academic potential, develop their individual talents and feel fully supported in order to be happy and confident individuals.

Our curriculum is carefully crafted to ensure that children experience a wide range of high-quality lessons across all subjects. We strive for all children to be confident readers, writers and mathematicians by the time they move on to high school. Additionally,

children enjoy professionally led music lessons throughout their education at The Sherwood, learning a different instrument every year in key Stage 2, following a sound programme of general musicianship skills learnt in the Early Years and Key Stage 1. Children also enjoy professionally taught PE lessons, have the opportunity to become Sports Leaders in Year 5 and participate in many sports competitions throughout their time at the school. There are further opportunities for children to develop leadership skills through becoming House Captains, joining the School Council and participating in Merton's Children's Parliament.

We have high expectations for all children who attend our school and our Pupil Premium Strategy is key to supporting children to achieve in line with their peers and to ensure that all children who attend our school feel aspirational about their futures.

The key principles of our strategy plan are to:

- Closely monitor gaps and regularly review the effectiveness of intervention and support
- Ensure that children eligible for the Pupil Premium Grant with additional vulnerabilities such as SEND, EAL or who are open to Children's Services, are closely monitored and supported
- Ensure that vulnerable children attend school regularly
- Provide a broad range of extracurricular opportunities for children of all economic backgrounds

Challenges

This details the key challenges to achievement that we have identified.

Challenge number	Detail of challenge
1	Assessments, observations and discussions in tracking meetings have identified a gap in the attainment and progress of children eligible for Pupil Premium compared to their peers in writing .
2	There is a continuing gap between the attainment of pupils eligible for the Pupil Premium grant and others in mathematics , which is seen across the school.
3	Children eligible for the Pupil Premium Grant continue to face a significant attendance gap with a high proportion of persistent absentees and overall absence rates, compared to other pupils. This is impacting negatively on the attainment of these pupils.
4	Outcomes for children eligible for the Pupil Premium Grant who have English as an Additional Language (EAL) in reading and writing are lower than others. Our assessments and observations have identified lower oral language and vocabulary knowledge among these pupils and generally among our pupils eligible for the Pupil Premium Grant.

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
<p>Improve outcomes for Writing across the school and in Writing at KS2 for disadvantaged children.</p>	<ul style="list-style-type: none"> • To reduce or remove the gap between children eligible for the PPG and others in Writing by July 2027, as measured by end of KS2 assessments, with a focus on improving progress in writing and closing the gap. • Assessments will show stronger oral language skills in pupils eligible for the Pupil Premium Grant is supporting improved outcomes in writing for these pupils. • To participate in Polka Theatre’s ‘Write Here, Write Now’ project to support writing achievement of identified pupils in Year 3 and continuing into Year 4 (academic year 2026-27). • Oracy activities are seen in medium and weekly planning across all subjects of the curriculum and particularly in English.
<p>Improve outcomes in Mathematics at KS2 for disadvantaged children.</p>	<ul style="list-style-type: none"> • To reduce or remove the gap between children eligible for the PPG and others in Mathematics by July 2027, as measured by end of KS2 assessments, with a focus on improving progress and attainment in maths. • The average score in the MTC will be above 20 for a higher percentage of pupils eligible for the Pupil Premium Grant. Last year 57% of children eligible for the PPG achieved a score of 20 or more. • Performance in Mathematics has not been as strong as in English for disadvantaged children. Our continued commitment to Mastering Number in Reception, KS1 and now a focus in KS2 will embed these foundations, leading to better fluency and the ability to reason and solve problems.
<p>Improve the attendance of children eligible for the Pupil Premium Grant.</p>	<ul style="list-style-type: none"> • To significantly reduce the proportion of children eligible for the PPG who are persistent absentees. • To improve overall attendance for children, aiming for attendance to exceed the national average for pupils eligible for the PPG by July 2028.

<p>Improve oracy skills for children eligible for the Pupil Premium Grant with a focus on those who have English as an Additional Language.</p>	<ul style="list-style-type: none"> • Assessments show improved oral language skills in pupils eligible for the Pupil Premium Grant / those with EAL. • Evidence from monitoring activities such as book looks, lesson visits and learning walks and pupil progress meetings show improved language skills and vocabulary development across the school. • Our 'Write here, Write Now' drama and writing project led by Polka Theatre shows improved oracy and language development for pupils participating. • A greater percentage of disadvantaged pupils achieve the expected standard in the Early Learning Goals for Communication & Language. • A higher proportion of children with EAL who are eligible for the PPG achieve the expected standard in Writing by the end of KS2.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality, targeted CPD for all staff	<ul style="list-style-type: none"> • Ensures staff are well-equipped to support pupils effectively and address learning gaps, particularly in Oracy, Writing and Mathematics. • EEF report on CPD indicates a significant impact on pupil progress. • Literacy Gold to be introduced and Numberstacks (Maths) SNIP Literacy (Spelling) CPD for TAs to support accelerated progress in maths and writing. 	1, 2 and 4
Use of Little Wandle Phonics Programme to secure strong phonics teaching for all pupils (including ongoing training)	<ul style="list-style-type: none"> • Phonics has a positive impact on early literacy (+5 months), and addressing gaps early improves writing and reading outcomes for disadvantaged children. 	1 and 4
Continue our engagement with the SW London Maths Hub to	<ul style="list-style-type: none"> • Refresher training for teachers in mastery approaches / Mastering Number 	2

ensure Mastery approaches remain embedded across the school.	intervention to ensure deep, long-term understanding of mathematical concepts. Research below supports this work: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Twice termly whole school moderation of writing to ensure consistent approaches are applied. Our English Lead is a Merton moderator and our SENCo also participates to support early identification of SEN.	<ul style="list-style-type: none"> Routine moderation activity builds teacher expertise and helps identify gaps in pupils' knowledge and skills in writing across all subjects. 	1
Bespoke coaching for identified teachers where there are higher proportions of children eligible for Pupil Premium Grant who also have SEND in their class.	<ul style="list-style-type: none"> Tailored strategies can directly improve the learning behaviour of children and supports their academic progress. Educational Psychology support brokered for classes with high levels of vulnerability. SENCo support and targeted monitoring of OAG strategies. 	1, 2, 3 and 4
Delivery of curriculum workshops, including evening/online Headteacher Forum for parents and carers. This will also include workshops on Mastering Number and Phonics.	<ul style="list-style-type: none"> Parental engagement positively impacts pupils' progress by +4 months, helping them succeed in all areas of the curriculum. 	1, 2, 3 and 4

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

Budgeted cost: £118,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist software resources to support learning (e.g, Little Wandle, Times Tables Rock Stars, Literacy Gold, Numberstack, Widgit)	<ul style="list-style-type: none"> These tools allow teachers to provide interventions or pupils to consolidate their learning at home, contributing to stronger outcomes in writing and mathematics. 	1, 2 and 4

<p>Allocated time for ELSA sessions.</p> <p>Children eligible for the PPG are targeted for social and emotional support.</p>	<ul style="list-style-type: none"> • EEF evidence shows that children who receive interventions to support social/emotional wellbeing can accelerate progress by 4 months. • Strategies to develop metacognition and self-regulation can accelerate progress by 7 months • Consistent feedback from schools across the UK has shown that the support from ELSA has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically. 	<p>1, 2, 3 and 4</p>
<p>Targeted intervention programmes delivered by Teaching Assistants in EYFS/KS1 and KS2</p>	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants • Interventions focused on phonics, vocab pre-teaching, inference, maths reasoning, and writing improve pupil outcomes. Evidence supports the effectiveness of small group and one-to-one interventions (+4 months). 	<p>1, 2 and 4</p>
<p>In-class teaching assistant support for vulnerable pupils including those eligible for the PPG.</p>	<ul style="list-style-type: none"> • Direct support in class (either from teacher or TA) supports accelerated progress and secures subject knowledge. It also allows for pre-teaching opportunities and supports work on oracy. 	<p>1, 2, and 4</p>
<p>MMF Peripatetic practitioners provide high quality music education in every year group.</p>	<ul style="list-style-type: none"> • Evidence shows that music education can improve children's learning in many ways, including fine and gross motor skills, listening and following instructions and enables all children to learn and achieve together: chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The Power of Music to Change Lives.pdf 	<p>1, 2, and 4</p>
<p>Morning Attendance Club (targeted)</p>	<ul style="list-style-type: none"> • Providing support for pupils' attendance and emotional well-being has been shown to enhance academic engagement and progress. • Attendance Club celebrates improved attendance and acknowledges sustained improvement in pupils' outcomes due to their regular attendance. 	<p>3</p>

Targeted booster groups lead by Teachers in KS1	<ul style="list-style-type: none"> Data identifies those pupils who attend booster sessions achieve improved outcomes. 	1, 2 and 4
Targeted booster groups lead by Teachers in KS2	<ul style="list-style-type: none"> Easter holiday booster sessions support children in Year 6 to achieve improved outcomes in the National Curriculum Assessments. 	1, 2 and 4
Summer School for Year 5 children with Tutor Master with a Science and Writing focus.	<ul style="list-style-type: none"> Data identifies that those pupils who attend the summer school begin Year 6 with greater confidence and achieve improved outcomes. 	1 and 2

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

Budgeted cost: £9,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	<ul style="list-style-type: none"> Sensory circuits for children to complete supporting emotional and behavioural regulation prior to learning. Number Stacks to support pupils to make progress with fluency in maths. We also use SNIP Literacy to support pupils to spell and read high frequency words accurately. Literacy Gold is used to support the development of reading, fluency and comprehension skills. Story Champs is used to develop storytelling and oracy skills in KS1 and KS2. 	1, 2, 3 and 4
Training and supervision for members of staff who deliver ELSA sessions	<ul style="list-style-type: none"> Pupils who attend ELSA intervention are able to regulate their emotions, enabling them to engage more positively with their learning and attend school more regularly. ELSA trained staff receive supervision and support linked to their work in school. 	1, 2, 3 and 4
To support parent engagement with school, facilitate conversations using Language Line to translate where parents do not speak English.	<ul style="list-style-type: none"> Parent engagement supports children's attendance and progress in schools 	1, 2, 3 and 4

Targeted offer of free Breakfast Club to support attendance.	<ul style="list-style-type: none"> Improved attendance supports academic outcomes. This support has had positive impact on attendance on pupils. 	3
All extra-curricular clubs are free of charge to parents	<ul style="list-style-type: none"> Removing financial barriers to clubs and supports pupils' engagement with the curriculum and improves attendance. 	1, 2, 3 and 4
Support for residential and educational trips	<ul style="list-style-type: none"> Enabling disadvantaged pupils to access extracurricular learning opportunities enhances engagement and academic achievement. 	3 and 4

Total budgeted cost: £140,895

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, we were able to implement a number of actions outlined in our previous strategy. These included:

- Strategic placement of support staff to ensure access to Quality First Teaching is supported in the classroom.
- Expressive Arts curriculum to ensure that all children have access to a wide range of learning opportunities and gain cultural capital through the experiences school provides.
- Ensure children have access to high quality reading material that links well with our curriculum and includes diverse material that reflects the cultures and ethos of our school.
- Trailblazer Emotional Wellbeing Project.
- CAMHS worker in school for half a day weekly.
- Attendance officer to support leaders to monitor and address attendance issues
- MMF and MSPP specialist employed 3 days a week to ensure all children access expressive arts and high quality PE teaching.
- Free access to extra-curricular clubs including support for families for residential trips.

Our data below highlights key achievements of children eligible for the Pupil Premium Grant in the academic year 2024-25:

Key Stage 2	Summer 2025 Validated Results			Comparative Data 2025 (unvalidated)			
	EXS+	GDS	Average Scaled Score	National		Merton	
				EXS	GDS	EXS	GDS
Reading	81%	23%	105	75.1%		82.2%	
Writing	74%	9%		72.3%		73.0%	
GPS	81%	26%	105				
Maths	77%	19%	103	74.1%		81.2%	
R/W/M	64%	4%		62.2%		68.3%	
R/W/M	71%			disadvantaged pupils (30%)			

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	47	38%	46%	Close to average (non-sig)	68%	-29	Not applicable	Not applicable
2025	14	71%	47%	Above (non-sig)	69%	2	Positive gap	Low - Stability
2024	17	24%	46%	Below (non-sig)	67%	-44	Widening	-
2023	16	25%	44%	Below (non-sig)	66%	-41	Not available	High - SEN

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	47	66%	62%	Close to average (non-sig)	80%	-14	Not applicable	Not applicable
2025	14	86%	63%	Above (non-sig)	81%	5	Positive gap	Low - Stability
2024	17	53%	62%	Close to average (non-sig)	80%	-27	Widening	-
2023	16	63%	60%	Close to average (non-sig)	78%	-16	Not available	High - SEN

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	47	62%	59%	Close to average (non-sig)	78%	-16	Not applicable	Not applicable
2025	14	71%	59%	Above (non-sig)	78%	-7	Narrowing	Low - Stability
2024	17	59%	58%	Close to average (non-sig)	78%	-19	Narrowing	-
2023	16	56%	58%	Close to average (non-sig)	77%	-21	Not available	High - SEN

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	47	53%	60%	Close to average (non-sig)	80%	-27	Not applicable	Not applicable
2025	14	86%	61%	Above (non-sig)	81%	5	Positive gap	Low - Stability
2024	17	41%	59%	Below (non-sig)	79%	-38	Narrowing	-
2023	16	38%	59%	Below (non-sig)	79%	-42	Not available	High - SEN

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	47	62%	59%	Close to average (non-sig)	78%	-17	Not applicable	Not applicable
2025	14	71%	60%	Close to average (non-sig)	79%	-7	Narrowing	Low - Stability
2024	17	65%	59%	Close to average (non-sig)	78%	-13	Narrowing	-
2023	16	50%	59%	Close to average (non-sig)	78%	-28	Not available	High - SEN

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25	86%	63%	Above
2023/24	53%	62%	Close to average
2022/23	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25	71%	59%	Above
2023/24	59%	58%	Close to average
2022/23	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	53%	60%	Close to average
2024/25	86%	61%	Above
2023/24	41%	59%	Below
2022/23	38%	59%	Below

In School PPG Progress Data – Summer Term 2025

The attached table indicates the narrowing gaps across the school in pupil progress for children eligible for the PPG, from their starting points, over the academic year 2024-25.

Year Group	Progress	Total Pupils	MATHS			READING			WRITING							
			Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer					
	% expected progress		1+ step	2+ steps	3+ steps	1+ step	2+ steps	3+ steps	1+ step	2+ steps	3+ steps					
1	Pupil Premium	10	5 / 63%	5 / 71%	7 / 70%	5 / 63%	6 / 86%	7 / 70%	4 / 57%	4 / 57%	6 / 60%					
	Non-pupil Premium	18	13 / 87%	12 / 75%	10 / 56%	13 / 87%	13 / 81%	12 / 67%	11 / 73%	11 / 69%	11 / 61%					
	Gap	Total: 28	-24%	-4%	+14%	-24%	-5%	+3%	-16%	-12%	-1%					
2	Pupil Premium	14	6 / 75%	9 / 90%	10 / 71%	9 / 90%	9 / 90%	10 / 71%	8 / 80%	10 / 100%	7 / 50%					
	Non-pupil Premium	25	23 / 100%	18 / 78%	18 / 72%	22 / 96%	21 / 91%	18 / 72%	23 / 100%	18 / 78%	19 / 76%					
	Gap	Total: 39	-25%	+12%	-1%	-6%	-1%	-1%	-20%	+22%	-26%					
3	Pupil Premium	18	14 / 100%	13 / 93%	15 / 83%	14 / 100%	14 / 100%	15 / 83%	14 / 100%	14 / 100%	15 / 83%					
	Non-pupil Premium	25	24 / 100%	24 / 100%	25 / 100%	24 / 100%	24 / 100%	23 / 92%	24 / 100%	23 / 96%	23 / 92%					
	Gap	Total: 43	=	-7%	-17%	=	=	-9%	=	+4%	-9%					
4	Pupil Premium	15	18 / 100%	17 / 100%	13 / 87%	18 / 100%	17 / 100%	13 / 87%	18 / 100%	17 / 100%	13 / 87%					
	Non-pupil Premium	28	27 / 100%	25 / 100%	21 / 75%	27 / 100%	25 / 100%	25 / 89%	27 / 100%	24 / 96%	22 / 79%					
	Gap	Total: 43	=	=	+12%	=	=	-2%	=	+2%	+8%					
5	Pupil Premium	17	15 / 88%	14 / 88%	14 / 82%	16 / 94%	15 / 94%	16 / 94%	17 / 100%	14 / 88%	16 / 94%					
	Non-pupil Premium	28	28 / 100%	26 / 93%	24 / 86%	28 / 100%	28 / 100%	25 / 89%	28 / 100%	26 / 93%	25 / 89%					
	Gap	Total: 45	-12	-5%	-4%	-6%	-6%	+5%	=	-5%	+5%					
6	Pupil Premium	16	15 / 100%	15 / 94%	14 / 88%	15 / 100%	14 / 88%	13 / 81%	14 / 93%	15 / 94%	16 / 100%					
	Non-pupil Premium	37	35 / 97%	30 / 86%	33 / 89%	34 / 94%	32 / 91%	33 / 89%	34 / 94%	31 / 89%	33 / 89%					
	Gap	Total: 53	+3%	+8%	-1%	+6%	-3%	-8%	-1%	+5%	+11%					
Pupil Premium Total		90 children (251 Y1-Y6) = 36%			Key			Negative Gap			Gap < 10%			Positive gap		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rock Stars/Numbots	Maths Circle Ltd
Number Stacks	Number Stacks
Little Wandle Letters and Sounds	Little Wandle
Widgit Online	Widgit Online
Literacy Gold	Literacy Gold
Story Champs	Language Dynamics Group
Trugs	Trugs
The Five Minute Box and The Number Box	Five Minute Box