

The Sherwood School

Pupil Premium Strategy Statement



School overview

Metric	Data
School name	The Sherwood School
Pupils in school	355
Proportion of disadvantaged pupils	29% (102/355)
Pupil premium allocation this academic year	£131,810
Academic year or years covered by statement	2021-23
Publish date	September 2021
Review date	December 2021
Statement authorised by	Chair of Governors: Jane Savill
Pupil premium lead	Andriana Samouel / Maria Hughes (SENDCo)
Governor lead	Sue Thurlow, Vice Chair of Governors

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	1.8
Writing	3.4
Maths	-0.4

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	To be in line with national 'other' pupils
Achieving high standard at KS2	To be in line with national 'other' pupils
Measure	Activity
Priority 1	To ensure that guided reading is embedded across KS1 and KS2 to enable pupils eligible for the pupil premium to make expected progress in reading so that the gap in attainment is narrowed.
Priority 2	To ensure that school uses effective strategies to support the mental health and wellbeing of identified pupils eligible for the pupil premium so that they are able to focus on learning and their outcomes and progress improves.
Barriers to learning these priorities address	Ensure that guided reading and interventions are effectively taught across the school so that pupils eligible for the pupil premium achieve expected progress in line with 'other' pupils.

	<p>Ensure that early reading and phonics is effectively taught in our Early Years and Key Stage 1 so that pupils eligible for the pupil premium grant achieve expected progress in line with 'other' children.</p> <p>Social and emotional issues for some pupils eligible for the pupil premium affect their learning behaviours and this has a detrimental effect on their academic success.</p> <p>Attendance rates for pupils eligible for the pupil premium are below the national average for all children. This reduces their school hours and affects their progress.</p>
Projected spending	£60,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure that 85% of pupils in KS2 make expected progress in reading.	Summer 2022
Progress in Writing	To increase the number of children eligible for the pupil premium achieving great depth in writing in KS1	Summer 2022
Progress in Mathematics	To ensure that at least 80% of pupils make expected progress in maths in KS1 and KS2.	Summer 2022
Phonics	To ensure that children in year 1 achieve the required standard in the phonics test.	Summer 2022
Attendance	To improve attendance to be in line with national averages.	End of Spring term 2023

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • In light of the COVID-19 crisis, ensure that guided reading is taught consistently across KS1 and KS2. • To ensure that Early Reading skills are taught using de-codable books in line with our phonics strategy. • To ensure that the Reading Fluency intervention continues in Year 5 and 6 to support children's inference awareness. • To introduce Reading Fluency in Year 2 to support children's reading development. • To ensure that Accelerated Reader is used to enable children to monitor their own progress in reading. • Purchase Nessy Resource to support children with dyslexia and SEND to make expected progress in reading.

	<ul style="list-style-type: none"> • 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.
Priority 2	<ul style="list-style-type: none"> • Trailblazer Emotional Wellbeing Project • Jigsaw and introduction of the new RHE curriculum • ELSA increased to four members of staff to meet needs of pupils eligible for the pupil premium • Develop our work within the Expressive Arts to ensure that all children have access to a wide range of learning opportunities and gain 'cultural capital' through the experiences school provides. • Embed Philosophy for Children across the school to support children's communication and cognition.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • A lower percentage of higher attaining pupils who are eligible for the pupil premium do not achieve greater depth in writing in KS1&2 • Pupils who are eligible for the pupil premium do not achieve as well as 'other' pupils in reading in Key Stage 2. • Pupils who are eligible for the pupil premium make less progress than 'other' pupils in maths. • Social and emotional issues for some pupils eligible for the pupil premium affect their learning behaviours and this has a detrimental effect on their academic success.
Projected spending	£40,500

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • To continue the excellent practice in our Maths Mastery approach that has been embedded across all phases of the school. • To continue to provide a wide range of writing opportunities linked to our broader curriculum that excite and inspire our children. • To ensure that retrieval practice and strategies to improve children's metacognition are embedded within Quality First Teaching.
Priority 2	<ul style="list-style-type: none"> • Further develop leadership opportunities to support children's personal development. • There are waiting lists for EWP and ELSA which impacts upon our ability to support children quickly. • Provide financial support for children eligible for the pupil premium to attend extra-curricular activities.

	<ul style="list-style-type: none"> Remove practical barriers to wellbeing and learning, such as uniform, appropriate footwear etc.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance rates for pupils eligible for the pupil premium are below the national for all children. This reduces their school hours and affects their progress.
Projected spending	£31,310

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>To ensure quality first teaching is embedded across the school including metacognition, retrieval practice and effective feedback to support the development of children's long term memory and ensure that AfL and tasks are appropriately targeted for different groups of learners.</p> <p>To ensure induction of new staff, including NQTs is thorough and that any training needs are quickly identified and supported through the use of phase meetings, INSET and external CPD.</p>	<p>Training identified, use of phase meetings and INSET to provide individualised and whole staff CPD</p>
Targeted support	<p>To ensure that whole class reading is embedded as a strategy across the school.</p> <p>To ensure that strategies to support good mental health and emotional wellbeing are embedded.</p>	<p>Regular phase meetings to assess the impact of whole class reading, identify any issues and address accordingly.</p> <p>Monitor progress in reading through book looks, learning walks, running records, PIRA tests etc.</p> <p>Discussion with SLT at half termly pupil progress meetings</p> <p>Monitoring of children who receive ELSA intervention.</p>
Wider strategies	<p>SEND Review and Action Plan</p> <p>Whole school provision map</p>	<p>Regular team meetings with teachers and TAs.</p> <p>Pupil progress meetings</p> <p>Reviews of action plans</p>

Review: last year's aims and outcomes

Aim	Outcome
Pupils eligible for the pupil premium make accelerated progress to diminish the difference with 'other' pupils in attainment in maths in all year groups	Following school closure due to the Coronavirus, pupil premium data remains as at the end of the spring term. We are currently assessing starting points as part of our recovery curriculum in order to address the needs of learners.
Increase in the % of more able pupils eligible for the Pupil Premium achieving greater depth in writing at the end of KS1 and KS2.	
Pupils eligible for the Pupil Premium make accelerated progress to diminish the difference with 'other' pupils in attainment in reading in all year groups	
Pupils eligible for the pupil premium with emotional and social issues are able to focus on learning and their outcomes and progress improves.	<p>Following school closure due to the Coronavirus, some children eligible for the pupil premium have attended school and have benefited from daily interactions with peers and staff.</p> <p>Additional curriculum activities, such as our arts programme have supported children's emotional wellbeing, for example: Year 6 pp film-making project, Polka writing project, Artis practitioners and our In2music whole school programme.</p> <p>Right Respecting Gold ethos supports children to understand their rights as free individuals with choices and space to express their views positively. This works very well with our P4C Going for Gold programme, which supports the development of thinking skills (creative, collaborative, caring and critical) enabling children to express their ideas and opinions and to listen to others' respectfully.</p> <p>Our leadership programme and clubs such as Police Cadets and the Burnet News Club support pupil wellbeing.</p>
Increased attendance rates for pupils eligible for the Pupil Premium.	Attendance of pupils eligible for the pupil premium improved up until March 2020, but this has been affected by the COVID outbreak and subsequent school closures.