

The Sherwood School: Pupil Premium Strategy Statement Review 2019-20

1. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not	Lessons learned (and whether you will continue with this approach)	Cost
A. Pupils eligible for the pupil premium make accelerated progress to diminish the difference with 'other' pupils in attainment in maths in all year groups	<p>Embedding of Maths Mastery approach across whole school.</p> <p>Participation in SW London Maths Mastery Hub, including staff inset with Specialist Maths teacher to enhance the use of mastery method of teaching.</p> <p>Embedding of the 'White Rose' programme of study & further resourcing across the school.</p>	<p>High impact – the strategies we have used have been very successful and have improved outcomes for children eligible for the Pupil Premium Grant.</p> <p>Due to the COVID-19 pandemic, it was not possible to obtain summative progress and attainment data for the academic year 2019-20, however maths mastery approaches continue to make a positive impact on pupil outcomes across the school.</p>	<p>The Sherwood will continue working with the South West London Maths Mastery Hub to embed the work that has been achieved so far. This will include training for the maths leader and one other teacher, the purchase of additional resources to support the CPA (concrete, pictorial, abstract) approach.</p>	£20,000

<p>C. Pupils eligible for the Pupil Premium make accelerated progress to diminish the difference with 'other' pupils in attainment in reading in all year groups</p>	<p>Staff meetings focus on strategies for teaching reading, including the use of Accelerated Reader programme in Key Stage 2.</p> <p>Review of early reading strategies in the EYFS and KS1.</p> <p>Review of library resources to ensure pupils' backgrounds and genders are reflected in the teaching materials used.</p> <p>Monitoring of Guided Reading system to improve standards of T&L.</p> <p>Strengthened SLT supports teaching to boost pupil progress.</p>	<p>Good impact – our approach has had a very positive effect on children's progress, although this is not always reflected in attainment outcomes.</p> <p>Due to the COVID-19 pandemic, it was not possible to obtain summative progress and attainment data for the academic year 2019-20, however we have continued our focus on reading and actions are making a positive impact on pupil outcomes across the school.</p>	<p>The strategies we have employed have had a positive impact on pupil progress and attainment.</p> <p>We continue to embed the strategies introduced to the English curriculum, with a particular focus on reading fluency, comprehension and spelling.</p>	<p>£25,000</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Increase in the % of more able pupils eligible for the Pupil Premium achieving greater depth in writing at the end of KS1 and KS2.	Booster groups for higher attaining pupils led by teachers	<p>This strategy was beginning to show high Impact, however this was disrupted by the Coronavirus pandemic.</p> <p>While it was not possible to obtain summative progress and attainment data for the academic year 2019-20, we have continued our focus on writing and actions are making a positive impact on pupil outcomes across the school.</p>	<p>Timetabled interventions, led by TAs and HLTAs will continue. Interventions to be introduced include:</p> <ul style="list-style-type: none"> • Write Away Together • Writing Booster groups across the school • Spelling / Grammar interventions • Handwriting <p>Evidence shows that these strategies were beginning to have an impact, however, this has been impacted by the Coronavirus pandemic.</p>	£10,000

<p>D. Pupils eligible for the pupil premium with emotional and social issues are able to focus on learning and their outcomes and progress improves.</p>	<p>ELSA and Nurture principles and support from trained staff and professionals increase pupil knowledge of how to recognise, understand and control emotions. Support from Local Authority Vulnerable Children’s Team to enable specific pupils to access the curriculum by improving behaviour for learning.</p>	<p>Good impact – strategies have been successful.</p> <p>Although strategies were showing impact, we were unable to obtain summative data at the end of the academic year 2019-20 due to the Coronavirus pandemic.</p>	<p>Continue the strategies we have used, e.g.</p> <ul style="list-style-type: none"> • regular pupil progress meetings; • intervention provision maps; • regular book and planning scrutiny; • revision programme including mock SATs and writing moderation; • CGP revision guides available to purchase at reduced price; • Easter booster classes. <p>Some of these strategies did not take place due to the Coronavirus pandemic and school closures, however pupils eligible for the pupil premium grant have benefited from ELSA and nurture provision on return to school, which has had a positive impact on wellbeing.</p> <p>Vulnerable pupils were also prioritised to return to school in June 2020.</p>	<p>£25,000</p>
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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Pupils eligible for the Pupil Premium with emotional and social issues are able to focus on learning and their outcomes and progress improves.	ELSA and Nurture principles are embedded and support from trained staff increase pupil knowledge of how to recognise, understand and control emotions.	Mixed Impact – our strategies are beginning to show impact and will be continued in the next academic year, when schools re-open.	Again, evidence has been difficult to acquire due to the Coronavirus pandemic, however pupils eligible for the pupil premium who are also vulnerable were prioritised to attend school during the periods of school closure caused by the Coronavirus pandemic.	£10,000
E. Increased attendance rates for pupils eligible for the Pupil Premium.	<p>Monthly Pupil Welfare Group meetings.</p> <p>Letters sent to invite parents / carers for pupils whose attendance falls below 95%.</p> <p>Targets set and reviewed.</p> <p>Attendance celebrated in weekly assemblies.</p> <p>Termly individual achievement assemblies.</p> <p>TA to support individual pupils with 'attendance club' to monitor & reward sustained good attendance.</p> <p>Attendance highlighted on website & also on newsletter.</p> <p>Regular meetings with EWO.</p> <p>Weekly admin meetings to review.</p>	<p>Mixed impact due to the Coronavirus pandemic.</p> <p>Strategies are beginning to show good impact, but will need to be continued after the pandemic.</p> <p>PP attendance September 2019 – March 20th 2020 94.31% (2018-19 was 92.87%)</p> <p>Other attendance September 2019 – March 20th 2020: 95.5% (2018-19 was 94.55%)</p>	<p>Strategies were beginning to show impact (as can be seen with comparison data). These include:</p> <ul style="list-style-type: none"> HT letters to parents when attendance falls to below 90% inviting to meet to discuss Support from EWS through SLA Prizes for 100% attendance TA to support attendance club Administrative support Celebration assemblies <p>Again, evidence has been difficult to acquire due to the Coronavirus pandemic.</p>	