

The Sherwood School: Pupil Premium Strategy Statement September 2019

1. Summary information					
School	The Sherwood School				
Academic Year	2019-20	Total PP budget	£118,120	Date of most recent PP Review	20.9.19
Total number of pupils	411	Number of pupils eligible for PP	86	Date for next internal review of this strategy	07.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving EXS+ in reading, writing & maths	36%	70%
average progress score in reading	1.8	0.31
average progress score in writing	3.4	0.24
average progress score in maths	-0.4	0.31

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Pupils who are eligible for the pupil premium make less progress than 'other' pupils in maths.
B.	A lower percentage of higher attaining pupils who are eligible for the pupil premium do not achieve greater depth in writing in KS1&2
C.	Pupils who are eligible for the pupil premium do not achieve as well as 'other' pupils in reading in Key Stage 2.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	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.
E.	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.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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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.	The difference in Maths between pupils eligible for the pupil premium and 'other' pupils will be diminished when compared to 2019 for all year groups.
B.	Increase in the % of high attaining pupils eligible for the Pupil Premium achieving greater depth in writing at the end of KS1 and KS2	The % of PP pupils identified as high attaining at end of EYFS and KS1 achieve the greater depth standard in writing at the end of KS1 and 2 and is in line with national 'other' pupils.
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	The difference in reading between pupils eligible for the Pupil Premium and 'other' pupils will be diminished when compared to 2019 for all year groups.
D.	Pupils eligible for the Pupil Premium with emotional and social issues are able to focus on learning and their outcomes and progress improves.	Boxall profiles and pupil voice show improvements in learning behaviours for these pupils.
E.	Increased attendance rates for pupils eligible for the Pupil Premium.	A reduction in the number of persistent absentees (by 6%) among pupils eligible for pupil premium. Overall attendance improves to be in line with national.

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. 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?
<p>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>	<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>The Maths Mastery approach and use of CPA methods develops children's understanding of mathematical concepts so that pupils develop a deep and sustainable conceptual understanding of maths.</p> <p>The 'White Rose' maths scheme of work has been shown to improve the teaching of mathematical concepts. This approach sustains learning through blocks of 3-4 weeks, with the aim of embedding concepts thoroughly.</p> <p>Improved standards of T&L across the school since January 2017.</p>	<p>Regular monitoring of planning, books and lessons. Rigorous (termly) tracking of pupil progress.</p> <p>Pupil questionnaires to ensure challenge is achieved across all ability groups.</p> <p>Use of Rising Stars 'PUMA' termly standardised maths tests to assess and predict pupil progress.</p> <p>Monitoring of individualised maths target cards to support pupil progress.</p>	<p>EG / AS</p>	<p>January 2020: progress is broadly in line or above 'other' pupils in maths in all year groups.</p> <p>End of March 2020: as above apart from Year 5.</p> <p>July 2020: following school closure due to the Coronavirus, pp data remains as at the end of the spring term.</p>

<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. Review of early reading strategies in the EYFS and KS1. Review of library resources to ensure pupils' backgrounds and genders are reflected in the teaching materials used. Monitoring of Guided Reading system to improve standards of T&L. Strengthened SLT supports teaching to boost pupil progress.</p>	<p>Research confirms that 'Quality First' teaching has a greater effect on disadvantaged pupils.</p> <p>Research confirms that pupils who are more engaged with the subject matter taught are more likely to engage within lessons and achieve well.</p> <p>Research confirms that children achieve well when early reading strategies are taught systematically at the initial stages of their learning.</p> <p>Improved quality of evidence to support teacher judgements since system was introduced in Summer 2017. Wider reading within the curriculum is shown to improve engagement, promote a love of reading and improve outcomes for learners. Improved standards of T&L across the school since January 2017.</p>	<p>Scrutiny of guided reading planning to ensure NC coverage is in evidence.</p> <p>Regular planning scrutiny, book scrutiny, learning walks, pupil progress meetings.</p> <p>Use of Rising Stars 'PIRA' termly standardised reading comprehension tests to assess and predict pupil progress.</p>	<p>AS / KM / PS / NB</p>	<p>January 2020: progress is broadly in line or above 'other' pupils in reading in all year groups.</p> <p>End of March 2020: as above apart from Year 2 and Year 5.</p> <p>July 2020: following school closure due to the Coronavirus, pp data remains as at the end of the spring term.</p>
Total budgeted cost					£45,000

ii. 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?
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	Teacher led intervention has greater impact on pupil outcomes. (Education Endowment Foundation)	Regular monitoring of learning in lessons, pupils' work and scrutiny of planning.	AS / KM	<p>January 2020: there is an increasing number of pupils eligible for the pupil premium achieving greater depth in writing.</p> <p>End of March 2020: as above.</p> <p>July 2020: following school closure due to the Coronavirus, pp data remains as at the end of the spring term.</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.	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.	Evidence gained from observations of work in other schools and reference to Education Endowment Foundation.	Baseline assessments made and outcomes closely monitored.	SENDCo MH	<p>January 2020: this is an improving picture across all year groups.</p> <p>End of March 2020: as above</p> <p>July 2020: following school closure due to the Coronavirus, some children eligible for the pp have attended school and have benefited from daily interactions with peers and staff.</p>

Total budgeted cost £45,000

iii. 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?
<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 are embedded and support from trained staff increase pupil knowledge of how to recognise, understand and control emotions.</p>	<p>Nurture principles have been successful previously with positive outcomes. Previous use of ELSA intervention has shown improvements for pupils with social & emotional issues.</p>	<p>The improvements in behaviours for learning for targeted pupils eligible for the PP is monitored by ELSA staff and SENDCo after each weekly session.</p>	<p>SENDCo MH</p>	<p>January 2020: progress of pupils eligible for the pupil premium is broadly in line or above 'other' pupils in R/W/M.</p> <p>End of March 2020: as above</p> <p>July 2020: following school closure due to the Coronavirus, some children eligible for the pp have attended school and have benefited from daily interactions with peers and staff.</p>

<p>E. Increased attendance rates for pupils eligible for the Pupil Premium.</p>	<p>Monthly Pupil Welfare Group meetings. Letters sent to invite parents / carers for pupils whose attendance falls below 95%. Targets set and reviewed. Attendance celebrated in weekly assemblies. Termly individual achievement assemblies. TA to support individual pupils with 'attendance club' to monitor & reward sustained good attendance. Attendance highlighted on website & also on newsletter. Regular meetings with EWO. Weekly admin meetings to review.</p>	<p>Improved attendance for some pupils since January 2018. Attendance supports pupil progress and attainment for pupils eligible for the Pupil Premium (EEF).</p>	<p>Monitored weekly.</p>	<p>AS / MH / SH</p>	<p>January 2020: this is improving and requires continued monitoring.</p> <p>End of March 2020: on track to show improvements</p> <p>July 2020: this has been put on hold due to the Coronavirus pandemic.</p>
Total budgeted cost					£18,000

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
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
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.	Maths problem solving approach, CPA, White Rose, resources LA adviser T&L consultant	<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>At the end of KS2 the PP and non-PP gap in attainment in maths has remained.</p> <p>Progress gap in Maths for PP and non-PP is broadly in line.</p> <p>At the end of KS1 the PP and non-PP gap in attainment in maths has closed (+4/+18)</p> <p>Gaps in progress in other year groups in have begun to close in KS1 and KS2.</p> <p>Gaps in attainment have diminished in Year 2, 3 and 4 and are closing in Year 2, 5 and 6.</p>	The Sherwood will continue working with the South West London Maths Mastery Hub, which will support continued work to embed this approach across the school. 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.	£20,000

<p>D. Pupils eligible for the Pupil Premium make accelerated progress to diminish the difference with 'other' pupils in attainment in reading writing and maths in all year groups.</p>	<p>Staff training on GPS</p> <p>Review of English curriculum</p> <p>TA training on grammar</p> <p>Development of guided reading</p> <p>T&L consultant support</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>At the end of KS2 the PP and non-PP gap in attainment in Reading Writing and Maths combined remains.</p> <p>Progress gap in Writing has closed (-0.1/1.8)</p> <p>Progress gap in Reading has closed (3.4)</p> <p>At the end of KS1 the PP and non-PP gap in RWM has closed (+28%/+25%).</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.</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
C. 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>High Impact – strategies have worked very well to ensure children eligible for the Pupil Premium achieve greater depth in writing.</p> <p>% of PP achieving greater depth in writing has been maintained at the end of KS1 (10%/10%)</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 	£10,000
D. Pupils eligible for the Pupil Premium make accelerated progress to diminish the difference with 'other' pupils in attainment in reading writing and maths in all year groups.	Interventions introduced to support PP	<p>Good impact – strategies have been successful.</p> <p>At the end of KS2 the PP and non-PP gap in attainment in Reading Writing and Maths combined remains due to a high proportion of children with SEND/PP</p> <p>At the end of KS2 PP and non-PP gaps in progress for Writing and Reading have closed.</p> <p>At the end of KS1 the PP and non-PP gap in RWM has closed (+28%/+25%)</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. 	£25,000

<p>E. Pupils eligible for the Pupil Premium with emotional & social issues are able to focus on learning and their outcomes and progress improves.</p>	<p>ELSA, Nurture groups</p> <p>Additional TA trained to deliver ELSA</p>	<p>High impact – our ELSA provision is making a positive impact on pupil progress.</p> <p>Almost all the children who received ELSA provision made expected progress in R/W/M.</p> <p>Boxall profiles showed that pupil attitudes to learning improved with children feeling more positive and ready to learn.</p>	<p>Continue the strategies we have used, e.g.</p> <ul style="list-style-type: none"> • ELSA provision • regular pupil progress meetings • purchase of new resources for ELSA 	<p>£5,000</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
<p>F. Increased attendance rates for pupils eligible for the Pupil Premium</p>	<p>Close monitoring, implementing new attendance strategy</p>	<p>Mixed Impact – our strategies are beginning to show impact, but will need to be further strengthened in the next academic year.</p> <p>PP attendance 2018-19: 92.87%</p> <p>Other attendance 2018-19: 94.55%</p> <p>69% of children eligible for the Pupil Premium whose attendance was monitored achieved an improvement in their percentage attendance.</p> <p>We have a wide range of strategies in place which are beginning to show impact.</p>	<p>We have had mixed success despite the wide range of strategies put in place last year. New strategies 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>£10,000</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Police Cadets in Year 6.

St George's Widening Participation club in Year 5.

East Mitcham Cluster Year 5 Summer Camp to support transition to Year 6.