

The Sherwood School: Pupil Premium Strategy Statement September 2018

1. Summary information					
School	The Sherwood School				
Academic Year	2018-19	Total PP budget	£116,800	Date of most recent PP Review	20.9.19
Total number of pupils	411	Number of pupils eligible for PP	87	Date for next internal review of this strategy	04.19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving EXS+ in reading, writing & maths	67%	67%
average progress score in reading	-1.6	0.33
average progress score in writing	0.2	0.17
average progress score in maths	0.6	0.28

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 2018 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 2018 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

2018-19

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>Introduction of Maths Mastery approach across whole school. Participation in SW London Maths Mastery Hub, including staff inset with Specialist Maths teacher to enhance the use of mastery method of teaching. Embedding of the 'White Rose' programme of study & a range of new maths resources 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. 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. Improved standards of T&L across the school since January 2017.</p>	<p>Regular monitoring of planning, books and lessons. Rigorous (half-termly) tracking of pupil progress. Pupil questionnaires to ensure challenge is achieved across all ability groups. Use of Rising Stars 'PUMA' termly standardised maths tests to assess and predict pupil progress. Monitoring of individualised maths target cards to support pupil progress.</p>	<p>EG / AS</p>	<p>January 2019: Progress in maths at the end of the autumn term of children eligible for the PPG in Year 2, Year 3 and Year 4 is greater than 'other' children. In Year 1, Year 5 & Year 6 it is broadly in line with 'other' children. End of March 2019: Year 1 progress gap of 4%; Year 2, 3 and 5 show positive gaps and Year 4 and 6 now show a negative gap between progress of children who are eligible for the PPG and 'others'. July 2019: Gaps in progress have diminished in all year groups. Attainment gaps in Year 1, 4, 5 and 6 have diminished through the year, however need further focus.</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 new 'Big Cat' resources in Key Stage 2 Review of class reading resources to ensure pupils' backgrounds and genders are reflected in the teaching materials used. Embedding & 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>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>AS / KM / PS / LG</p>	<p>January 2019: Progress in reading at the end of the autumn term of children eligible for the PPG in Year 2, Year 3 and Year 4 is greater than 'other' children. In Year 1, Year 5 & Year 6 it is broadly in line with 'other' children.</p> <p>End of March 2019: Gaps in attainment have increased in Years 1, 4 and 6. In Years 2 and 3 pupils eligible for the PPG are attaining above 'other' pupils. Progress of pupils eligible for the PPG is broadly in line with 'others' across all year groups.</p> <p>July 2019: Progress has remained broadly in line. There are gaps in attainment in reading in Years 1, 4 and 6, which will be closely monitored next year.</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 / LG	January 2019: Children eligible for the PPG are beginning to show accelerated progress in writing. This is being closely monitored. July 2019: There has been some success however will remain a focus for next academic year.
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 EH	Start Aut 2. Review – January 2019 Children who have attended ELSA and Nurture groups are showing improving outcomes. July 2019: Progress has continued through the year with almost all children eligible for the PPG who undertook ELSA making expected or better progress in R/W/M.
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?
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.	Nurture principles have been successful previously with positive outcomes. Previous use of ELSA intervention has shown improvements for pupils with social & emotional issues.	The improvements in behaviours for learning for targeted pupils eligible for the PP is monitored by ELSA staff and SENDCo after each weekly session.	SENDCo EH	Review January 2019 Children who have attended ELSA and Nurture groups are showing improving outcomes. July 2019: Progress has continued through the year with almost all children eligible for the PPG who undertook ELSA making expected or better progress in R/W/M. Successful intervention.

<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 in classrooms & also on newsletter. Meetings with EWO every fortnight. 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 / EH / SH</p>	<p>November 2018: Attendance rates for pupils eligible for the PPG have been closely monitored and attendance is improving. July 2019: Attendance of PA pupils has improved. Almost all children eligible for the PPG whose attendance was of concern have shown improvement in their percentage attendance due to support from school over the course of the year.</p>
Total budgeted cost					£18,000

6. Review of expenditure				
Previous Academic Year		2017-18		
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 closed (-16 /+10)</p> <p>Progress gap in Maths for PP and non-PP has diminished (-3.7/-0.2)</p> <p>At the end of KS1 the PP and non-PP gap in attainment in maths has closed (-38/+4)</p>	The Sherwood has been selected to join 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>High impact – our approach has had a very positive effect on children’s outcomes.</p> <p>At the end of KS2 the PP and non-PP gap in attainment in Reading Writing and Maths combined has closed (-4%/+2%)</p> <p>At the end of KS2 ,PP and non-PP gaps for Writing and Reading have also closed.</p> <p>Progress gap in Writing is closing (-2.4/-0.1)</p> <p>At the end of KS1 the PP and non-PP gap in RWM has closed (-24%/+28%)</p>	<p>The strategies we have employed have had a very 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
<p>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.</p>	<p>Booster groups for higher attaining pupils led by teachers</p>	<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 increased at the end of KS1 (7%/10%)</p>	<p>Timetabled interventions, led by TAs and HLTAs will continue. New interventions to be introduced include:</p> <ul style="list-style-type: none"> • Write Away Together • Writing Booster groups across the school • Spelling / Grammar interventions 	<p>£10,000</p>

<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>Interventions introduced to support PP</p>	<p>High impact – strategies have been very successful.</p> <p>At the end of KS2 the PP and non-PP gap in attainment in Reading Writing and Maths combined has closed (-4%/+2%)</p> <p>At the end of KS2 PP and non-PP gaps for Writing and Reading have also closed.</p> <p>Progress gap in Writing is closing (-2.4/-0.1)</p> <p>At the end of KS1 the PP and non-PP gap in RWM has closed (-24%/+28%)</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>£25,000</p>
<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>85% of children eligible for the PP made expected progress in R/W/M</p> <p>38% of children eligible for the PP made accelerated progress in R/W/M</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>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<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 strengthened in the next academic year.</p> <p>PP attendance 2017-18: 92.87% Other attendance 2017-18: 94.55%</p> <p>Attendance was affected by a range of issues including long term sickness, unauthorised holidays, social care matters etc. We made very good progress with some pupils, whose attendance at school has improved over the year.</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% • Support from EWS through SLA • Prizes for 100% attendance • TA to support attendance club • Administrative support • Celebration assemblies 	<p>£10,000</p>
<p>B. All eligible families in the Nursery and new pupils across the school apply for free school meals therefore improving early identification of disadvantaged pupils.</p>	<p>Rewards for returning PPG forms.</p>	<p>High Impact – our strategy has worked and will be continued as part of our practice.</p> <p>100% of pupils checked in EYFS to improve identification of those eligible for the PP</p>	<p>All families have completed PPG application forms at our introductory meetings and this has improved our PPG numbers in the nursery.</p> <p>Continue with the same procedures.</p>	<p>£5,000</p>

7. Additional detail

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

St George's Widening Participation club in Year 5.

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