

The Sherwood School: Pupil Premium Strategy Statement October 2017

1. Summary information					
School	The Sherwood School				
Academic Year	17-18	Total PP budget	£112,040	Date of most recent PP Review	
Total number of pupils	427	Number of pupils eligible for PP	78	Date for next internal review of this strategy	08/01/18

2. Current attainment – Key Stage 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving EXS+ in reading, writing & maths	37%	67%
average progress score in reading	-0.3	0.33
average progress score in writing	-2.0	0.17
average progress score in maths	-3.4	0.28

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils who are eligible for the Pupil Premium make less progress than 'other' pupils in maths.
B.	Fewer families that are eligible for free school meals access the Pupil Premium funding checking in the Nursery leading to low identification.
C.	More able pupils who are eligible for the Pupil Premium do not achieve greater depth in writing.
D.	Pupils who are eligible for the Pupil Premium do not achieve as well as 'other' pupils in the reading, writing and maths combined score at the end of Key Stage 2.
E.	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.

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

F. 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.

4. Desired outcomes (*Desired outcomes and how they will be measured*)

Success criteria

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 attainment in Maths between pupils eligible for the Pupil Premium and 'other' pupils will be diminished when compared to 2017 data in all year groups.
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.	100% of pupils checked for eligibility for PP in Early Years. Improve % of pupils identified as eligible for Pupil premium.
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.	The % of pupils eligible for PP identified as more able who achieve the greater depth standard in writing at the end of KS1 and KS2 is in line with national 'other' pupils. Measured using moderated teacher assessment.
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.	Pupils eligible for pupil premium will make accelerated progress in reading, writing and maths to diminish the difference in all year groups when compared to in school 2017 data. The % of pupils eligible for pupil premium achieving the combined RWM Expected standard at the end of KS2 will increase.

E.	Pupils eligible for the Pupil Premium with emotional & social issues are able to focus on learning and their outcomes and progress improves.	Behaviour monitoring, Boxall pupil profile increased scores and teacher & pupil voice all show improvements in learning behaviours and pupil outcomes. Pupil performance information indicates that this group of pupils eligible for the PP make good progress in reading writing and maths.
F.	Increased attendance rates for pupils eligible for the Pupil Premium.	A reduction in the number of persistent absentees among pupils eligible for the Pupil Premium. Overall attendance for pupils eligible for PP improves to 96% in line with 'other' pupils.

5. Planned expenditure

Academic year

17-18

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?
A. Pupils eligible for the Pupil Premium make accelerated progress to close the gap with 'other' pupils in attainment in maths in all year	Maths problem-solving focus across whole school, including staff inset with LA advisor to enhance the use of CPA methods of teaching.	The concrete, pictorial, abstract approach (CPA) develops children's understanding of mathematical concepts so that pupils develop a deep and sustainable understanding of maths.	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.	LW / AS / SM	December 2017 End of March 2018 July 2018

<p>groups. See Appendix 1.</p>	<p>Introduction of the 'White Rose' programme of study and a range of new maths resources across the school.</p> <p>Teaching & Learning consultant to support teaching to boost pupil progress.</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>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>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>See appendices 1, 2 & 3</p>	<p>Staff meetings focus on embedding grammar, punctuation and spelling (GPS) within English lessons.</p> <p>Review of English curriculum to ensure pupils' backgrounds and genders are reflected in the teaching materials used across the school.</p>	<p>Inset delivery recommended by LA adviser</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>Scrutiny of medium term planning to ensure NC coverage is in evidence.</p> <p>Weekly planning scrutiny, book scrutiny, learning walks, pupil progress meetings.</p>	<p>SM / AS / KM / LW</p>	<p>December 2017</p> <p>End of March 2018</p> <p>July 2018</p>

	<p>Grammar training for teaching assistants</p> <p>Guided Reading system to improve standards of T&L.</p> <p>Library Service Project boxes to enhance reading materials available to children.</p> <p>Teaching & Learning consultant to support teaching to boost pupil progress.</p>	<p>Advice from LA Advisor, MPTA Training</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.</p> <p>Improved standards of T&L across the school since January 2017.</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?
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. See appendix 3	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	December 2017

<p>D - Pupils eligible for the Pupil Premium make accelerated progress to close the gap with 'other' pupils in attainment in reading writing and maths in all year groups. See appendices 1, 2 & 3</p>	<p>New interventions introduced: <i>Toe by Toe</i>, Times Tables Staff trained for new interventions.</p>	<p>Evidence gained from observations of work in other schools and reference to Education Endowment Foundation.</p>	<p>Baseline assessments made and outcomes closely monitored.</p>	<p>SENDCo EH</p>	<p>Start Aut 2. Review - Dec 2017</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 and Nurture principles and support from trained staff increase pupil knowledge of how to recognise, understand and control emotions. Additional TA trained to deliver ELSA Support from Local Authority Vulnerable Children's Team to enable small group of children to access the curriculum by improving behaviour for learning</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 EH</p>	<p>Review December 2017</p>

Total budgeted cost					£40,000
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?
B – Increased applications for FSM in the Early Years Foundation Stage and for new arrivals across the school.	Rewards for returning PPG eligibility form. Expectation that all new families complete PP form when they return their information to school.	Recommendations from other schools SLT, who have higher application levels.	FSM applications monitored by EYFS Leader and AHT.	KC / AS	Review end of March 2018 following home visits for EYFS new pupils.
G – Attendance for pupils eligible for PP 96% or greater.	Close monitoring of children eligible for PP with poor attendance. Weekly support from EWS to address issues in a timely way. Action plan to target persistent absence and poor attendance / punctuality.	Attendance supports pupil progress and attainment for pupils eligible for the Pupil Premium (EEF).	Monitor attendance weekly with EWO. Initiate meetings with identified disadvantaged families for support.	AS	Review December 2017.
Total budgeted cost					£15,000

Appendix 1 – PP Progress milestones for maths

Year Group	% expected progress 2017	% accelerated progress 2017	Milestones 2017-2018		
			Autumn % expected progress	Spring % expected progress	Summer % expected progress
Yr1	100	20	60	70	90
Yr2	78	25	70	80	90
Yr3	66	25	60	70	90
Yr4	92	20	50	60	70
Yr5	87	25	50	60	70
Yr6	100	25	60	70	90

Appendix 2 – PP Progress milestones for reading

Year Group	% expected progress 2017	% accelerated progress 2017	Milestones 2017-2018		
			Autumn % expected progress	Spring % expected progress	Summer % expected progress
Yr1	100	20	60	70	90
Yr2	78	25	70	80	90
Yr3	89	25	60	70	90
Yr4	91	20	50	60	70
Yr5	86	25	50	60	70
Yr6	89	25	60	70	90

Appendix 3 – PP Progress milestones for writing

Year Group	% expected progress 2017	% accelerated progress 2017	Milestones 2017-2018		
			Autumn % expected progress	Spring % expected progress	Summer % expected progress
Yr1	90	20	60	70	90
Yr2	86	25	70	80	90
Yr3	100	25	60	70	90
Yr4	91	20	50	60	70
Yr5	93	25	50	60	70
Yr6	100	25	60	70	90