

Pupil premium strategy statement - Sherwood Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Helen Simpson
Governor lead	Colin Barnard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,720
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£131,720

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy aims to ensure every child at Sherwood has the opportunity to succeed and fully engage in school life, regardless of background or individual challenges. The strategy focuses on supporting disadvantaged pupils through the effective delivery of our curriculum intent:

- Be inquisitive, confident individuals with a positive attitude to life-long learning which will support them through their education and life beyond school.
- Leave Sherwood having achieved their full potential in reading, writing, maths and the rest of the curriculum.
- Have experiences both inside and outside Warsop to broaden their learning opportunities.

We recognise that disadvantage extends beyond financial hardship; some pupils are vulnerable due to factors such as social care involvement, SEND, or challenges related to wellbeing and mental health.

Our strategy prioritises high-quality teaching for all, as this is proven to have the greatest impact on closing attainment gaps while maintaining progress for all learners. We aim to identify barriers early and implement timely, targeted interventions that are precise and effective.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low baseline attainment on entry to school which impacts the children's ability to engage in reading, writing and maths within a KS2 curriculum. The strong foundations from EYFS/KS1 are not consistently embedded.
2	Limited experiences outside school and home which impacts on vocabulary, creativity and knowledge, interest and experience of the world.
3	Readiness to learn and resilience is not yet developed for some children which impacts on their perseverance in learning, progress and attainment.
4	High levels of deprivation in the local area, parental confidence and low parental aspirations, which impacts on progress in school. School attendance and education is not viewed as a priority for some parents and families.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To provide a wide range of opportunities and experiences.	All children have had the opportunity to take part in trips, residential and clubs, and all children have been offered a broad range of 'in school' experiences.
To provide whole school and bespoke learning opportunities for emotional and social development (e.g. Take 5, social stories).	Identified children are better able to cope within the classroom and access learning, confidence and self-esteem will increase and engagement with school will improve.
To increase the proportion of disadvantaged pupils reaching the expected standard and above year on year in reading, writing and maths.	Data and pupil progress meetings show the number and percentage of disadvantaged pupils at the expected standard and above increases for each cohort.
To improve the attendance of disadvantaged pupils	Attendance for disadvantaged pupils improves

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the mastery approach to teaching maths by continuing to engage with the Maths Hub Teaching for Mastery teacher research groups and continuing to implement White Rose Maths Scheme, including access to CPD package.	EEF Teaching and learning Toolkit and guidance reports <ul style="list-style-type: none"> • Mastery learning • Improving mathematics in KS2 	1, 2
Further promote and develop the effective teaching of reading, reading for pleasure, reading across the	EEF Teaching and learning toolkit and guidance reports <ul style="list-style-type: none"> • Reading comprehension strategies • Improving literacy in KS2 	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>curriculum and pupils' reading fluency by:</p> <ul style="list-style-type: none"> • providing access to quality resources • disseminating the outcomes from the 'Open university' reading for pleasure teacher research project • subscribing to ELS • maintaining the stock of reading materials available for pupils • giving every child a book on their birthday 		
<p>Ensure formative assessments are used effectively to provide ongoing feedback and adjust teaching strategies appropriately by reviewing the marking feedback and assessment policy/procedures and providing CPD for staff.</p>	<p>EEF Teaching and learning toolkit and guidance reports</p> <ul style="list-style-type: none"> • Feedback • Teacher feedback to improve pupil learning 	<p>1, 3</p>
<p>Ensure all areas of the curriculum are successfully adapted to be ambitious and meet the needs of all pupils, including those with SEND, by disseminating the findings from the engagement with the PINS project (Project for Inclusion of Neurodiversity in Schools).</p>	<p>EEF Teaching and learning toolkit and guidance reports Parental engagement Special Educational Needs in Mainstream Schools</p>	<p>1, 2, 3, 4</p>
<p>Children can experience a range of rich and varied curriculum opportunities within and out of school to extend and develop their vocabulary, creativity and knowledge, interest and experience of the world to enhance their classroom learning.</p>	<p>EEF Teaching and learning toolkit and guidance reports</p>	<p>1, 2, 3, 4</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 or small group support/interventions are offered to identified children by both TAs and teachers as per our provision map and data analysis including phonics (RWI), reading (Switch-On, Inference programme), spelling (SNIP, precision teach), maths (precision teach), speech and language (Chatter programmes, Black Sheep Speech and Language).</p> <p>Access relevant and appropriate CPD as necessary.</p>	<p>EEF Teaching and learning toolkit and guidance reports</p> <p>Oral language interventions</p> <p>Phonics</p> <p>Reading comprehension strategies</p> <p>Teaching assistant interventions</p> <p>Making best use of teaching assistants</p> <p>Special Educational Needs in Mainstream Schools</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific support/interventions are offered to identified children to support their social and emotional development – social stories, Lego therapy, drawing therapy, nurture, emotional support, lunch time support/provision.</p>	<p>EEF Teaching and learning toolkit and guidance reports</p> <p>Behaviour interventions</p> <p>Social and emotional learning</p> <p>Teaching assistant intervention</p> <p>Improving social and emotional learning in school</p>	1, 2, 3
<p>Develop our Forest School area to support emotional wellbeing and the curriculum, with weekly sessions by our Forest School lead</p>	<p>EEF Teaching and learning toolkit and guidance reports</p> <p>Behaviour interventions</p> <p>Social and emotional learning</p> <p>Teaching assistant intervention</p>	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Improving social and emotional learning in school	
Embed 'Take 5' as a whole school approach to support pupil well-being and learning	EEF Teaching and learning toolkit and guidance reports Behaviour interventions Social and emotional learning Teaching assistant intervention Improving social and emotional learning in school	1, 2, 3
Engagement with parents through various social and learning events at school (family breakfasts/picnics, SEND coffee mornings, workshops, learning showcases)	EEF Teaching and learning toolkit and guidance reports Parental engagement	1, 2, 3, 4
To further develop our whole school approach to improving pupil attendance and raise the profile of the importance and benefit of good school attendance (rewards/incentives, support for identified families)	EEF Teaching and learning toolkit and guidance reports Parental engagement Supporting school attendance	1, 2, 3, 4

Total budgeted cost: £131,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The end of key stage 2 statutory assessments for 2025, showed a slight decline in the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths combined (13% 2024 to 10% 2025). However, within each individual subject area, there was an increase and the gap trend of the school disadvantaged compared to national non-disadvantaged narrowed for each subject.

Reading 25% 2024 – 38% 2025

Writing 13% 2024 – 19% 2025

Maths 26% 2024 – 48% 2025

A detailed and robust analysis and understanding of the 2025 cohort acknowledged the significant impact of the Covid 19 pandemic on the wellbeing, KS1 strong foundations and attainment, and progress of the 2025 Y6 cohort, especially the disadvantaged pupils.

The CPD and work with the Maths Hub to introduce a new maths scheme and develop the teaching for mastery approach has been beneficial in developing the children's mathematical knowledge.

Tracking and progress analysis is successfully in place, led by the senior leadership team. Pupil progress meetings are held every term and are instrumental in ensuring appropriate support is offered and in place for identified children across the school. Disadvantaged pupils are clearly identifiable on the visual maps and attainment and progress from their starting point (Autumn term of Y3) is tracked throughout school. Internal end of year standardised assessments for Years 3-5 indicate a projection of continued increase in the percentage of disadvantaged pupils reaching end of key stage expectations.

Our children have been provided with trips out of school, including residential, and experiences within school every term to support the curriculum and as enrichment opportunities. We have also been able to use our school grounds for outdoor learning (including Forest Schools), supporting well-being activities and to promote healthy lifestyles. A member of staff has successfully qualified as a Forest School Lead, therefore we are able to provide a wider range of outdoor learning opportunities for all children.

Attendance is actively promoted through rewards, communication, and targeted support, including breakfast clubs and personalised outreach. Termly treat afternoons celebrate excellent attendance, with increasing pupil participation each term.

Individualised interventions have led to improvements for several pupils, especially those previously hard to reach. Over time, the school have seen some real successes with some of the hardest to reach children. This shows that the school has been creative in approaches, including the use of part timetables and engagement with

parents and carers. However, further work is needed to improve the attendance of disadvantaged pupils which remains slightly below the National average.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.