

# Pupil premium strategy statement – Sherwood Park 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	91 (Sherwood Park Campus) and 89 (Sherwood Hill Campus)
Proportion (%) of pupil premium eligible pupils	35.49% (Sherwood Park Campus) and 25.81 (Sherwood Hill Campus)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Year 1
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Murden
Pupil premium lead	Luka Koczon (Assistant Headteacher, Sherwood Park Campus) and Meg Smith (Assistant Headteacher, Sherwood Hill Campus)
Governor / Trustee lead	Penelope Fox and Valseta Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,150 (Sherwood Park Campus) and £35,055 (Sherwood Hill Campus)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£N/A

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use the pupil premium funding to support and achieve positive, sustainable outcomes for our disadvantaged pupils while removing barriers to their learning and development. Our strategy is driven by the strengths and needs of each young person, considering their academic, social, emotional, and wellbeing development. We will use formal and informal assessments to identify the key areas of need for each pupil, which will directly inform how we plan and allocate the available funding.

A primary focus of our strategy is to ensure that all students, particularly those from disadvantaged backgrounds, are equipped with the relevant skills and experiences they need to prepare for adulthood. This will include enhancing access to the curriculum, supporting social and emotional development, and increasing participation in extracurricular activities designed to build their independence, confidence, and resilience.

Our strategy is centred around the continuous development of our universal offer and high-quality first teaching, ensuring that all disadvantaged and non-disadvantaged pupils benefit from an inclusive and stimulating learning environment. By fostering an environment where all pupils have access to the same opportunities for success, we aim to improve outcomes for disadvantaged students while raising their peers' achievement levels.

## Challenges

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

Challenge number	Detail of challenge
1	The pupil premium cohort are unique in their barriers and require individualised approaches and resources.
2	High level of wellbeing needs within the cohort.
3	Difficulties generalising skills that they learn in the classroom into everyday life and community settings.
4	High level of health needs within the cohort.
5	Low level of social skills and difficulties interacting with peers.

## 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
<p><b>Enhance Access to the Curriculum:</b> Pupils will access a wide range of curriculum resources that support their individual learning needs, promoting engagement and progress across subjects.</p> <p>Pupils will benefit from tailored regulation and wellbeing resources, ensuring they can manage challenges and remain engaged in their learning environment.</p> <p>Pupils will benefit from access to swimming that requires specialist equipment and staff training, including manual handling to enable all learners to access appropriate physical activities.</p>	<ul style="list-style-type: none"> <li>- Pupils demonstrate progress in targeted areas, evidenced through assessment data and teacher observations.</li> <li>- Teachers report increased pupil engagement and participation in lessons.</li> <li>- Pupils require support from the wellbeing team less frequently and utilise support from their class team more readily.</li> <li>- Wellbeing team report decreased negative Sleuths.</li> <li>- Pupils' participation and engagement in appropriate physical activity increases.</li> </ul>
<p><b>Increase Participation in Extracurricular and Enrichment Activities:</b> Pupils will have access to affordable school trips and residential trips, including those within the local community.</p> <p>Pupils will be supported to engage more frequently in trips with support from additional staffing.</p> <p>Pupils will have access to extracurricular activities, such as <i>Step Into Dance</i>, dance teacher, music therapy, and Open Orchestra that broaden their horizons and support emotional and personal development.</p> <p>Pupils will benefit from specialised interventions and enrichment opportunities, including gym memberships that enhance physical health and social skills.</p>	<ul style="list-style-type: none"> <li>- As observed by staff, pupils' confidence and independence in community settings improve.</li> <li>- Increased numbers of students entitled to Pupil Premium funding accessing school trips, including residential trips.</li> <li>- Pupils show increased interest and enthusiasm for extracurricular activities, as evidenced by attendance and engagement.</li> </ul>

## 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: £ 1000 (Sherwood Hill Campus) £10,000 (Sherwood Park Campus)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist Training for Key Staff</i>	Equipping staff with specialist knowledge ensures tailored support for pupils with high support needs.	1, 4
<i>Access to swimming activities for wheelchair users.</i>	Increased numbers of pupils with complex physical needs access appropriate physical activities.	1, 4

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

Budgeted cost: £10,000 (Sherwood Hill Campus) £10,000 (Sherwood Park Campus)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum resources	High-quality curriculum resources support differentiated learning and ensure accessibility for all pupils.	1, 4
<i>Enrichment activities (e.g., Step Into Dance, Dance Teacher, Open Orchestra)</i>	Enrichment programmes enhance social interaction, self-confidence, and engagement in creative and physical activities.	2, 3, 4, 5
<i>Funding for specific interventions (e.g., gym memberships, sports sessions, creative sessions)</i>	Targeted interventions help address specific developmental needs, including physical fitness, social engagement, and wellbeing.	2, 3, 4, 5

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

Budgeted cost: £ 25,000 (Sherwood Hill Campus) £22,000 (Sherwood Park Campus)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Additional staffing to access community trips</i>	Enables pupils requiring 1:1 or high-level support to safely participate in meaningful community-based learning.	2, 5
<i>Reduced cost for school trips</i>	Reducing financial barriers ensures equitable access to educational and enrichment opportunities for all families.	2, 5
<i>Music Therapy 1 day a week at both campuses</i>	Music therapy is an intervention where learners are encouraged to create music with the therapist. The students have a choice over which instruments they want to use, and the therapeutic work is tailored to the different individuals or group scenarios. In music therapy, the therapist works towards helping the student to develop their listening while they are playing. In order to accomplish this, the therapist closely accompanies and shapes music around the student's playing, so that we are making structured music together. Over time, the student recognises that the therapist is following their playing and the therapist can begin to influence their playing (i.e. getting faster/slower/softer/louder). As the	1, 2, 4, 5
<i>Devices to support wellbeing</i>	Devices, such as iPads, to support wellbeing and regulation through the use of Therapeutic Listening.	

**Total budgeted cost: £ 35,000 (Sherwood Hill Campus) £42,000 (Sherwood Park Campus)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This year, our Pupil Premium strategy focused on improving numeracy, literacy, and wellbeing, which aligns with our school development plan. We made notable progress in enhancing staff knowledge and practice, fostering student engagement, and expanding access to enriching activities and targeted support. In February 2024, staff participated in an Inset day focused on numeracy and thinking/problem-solving approaches. This training aimed to enhance teaching strategies and support students in developing functional skills critical to their independence and engagement. Specific resources were purchased to support the implementation of new concepts. Additionally, staff participated in training around the early reading programme, focused on creating an inclusive and cohesive literacy curriculum tailored to the needs of learners with complex communication profiles. This approach addresses opportunity barriers and supports emergent and conventional literacy skills through evidence-based practices.

The impact of these trainings is highlighted in students' short-term progress. In Autumn 2023, the percentage of students achieving their targets was consistent across key stages, with Key Stage 3 leading in "Achieved" outcomes. However, many students across all key stages were marked as "Continued", particularly in Key Stages 1 and 5, indicating areas where pupils were still progressing towards their targets. By SP24, the proportion of "Achieved" outcomes increased significantly in Key Stage 2, reflecting successful interventions, while the number of "Continued" outcomes decreased, suggesting that more students were moving towards achievement. In SU24, Key Stage 5 demonstrated the most notable growth in "Achieved" outcomes, while the overall "Continued" outcomes declined, showing a positive trend in progression. Despite this improvement, Key Stage 1 maintained a relatively higher proportion of "Continued" outcomes, highlighting the need for sustained support in early-stage learning.

Music therapy significantly supported students' social and emotional progress in Summer 2024 (SU24). Key Stage 2 showed the highest achievements, while Key Stage 1 needed ongoing support. Older students in Key Stage 5 benefited from increased confidence and resilience, and Key Stage 3 demonstrated strong emotional growth, with fewer needing continued support. This highlights music therapy's positive impact across all stages.

The same trend is observed at the Sherwood Park Campus. In Summer term 2024 85% of pupils achieved either 70% or above, or made expected or exceeded progress towards their long term outcomes. This is slightly lower than the 94% of pupils that do not receive Pupil Premium. However in real terms, there were 5 Pupil Premium pupils and 3 Non Pupil Premium pupils that did not achieve this, highlighting how small the

gap really is. Reasons for low achievement within the pupil premium group include low attendance and significant increase in wellbeing and regulation needs.

## 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.*

<b>Programme</b>	<b>Provider</b>
Music Therapy	Music Therapy Nordoff Robbins
Open Orchestra	Sutton Music Service
Dance sessions (SHC)	Step Into Dance
Dance sessions (SPC)	Independent Dance Teacher