

Sherwood Foundation School: Pupil premium strategy statement

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 | 93 (Sherwood Park) 91 (Sherwood Hill) 25 (Sherwood Manor) |
| Proportion (%) of pupil premium eligible pupils | 37.6% (Sherwood Park) 37.4%(Sherwood Hill) 28% (Sherwood Manor) |
| Academic year/years that our current pupil premium strategy plan covers | EYFS |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | David Murden |
| Pupil Premium Lead | Dee Lawlor (Assistant Headteacher, Sherwood Hill Campus) Rebecca Tomlin (Assistant Headteacher, Sherwood Manor Campus) Luka Dus (Assistant Headteacher, Sherwood Park Campus) |
| Governor / Trustee lead | Penelope Fox |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £43,345 (Sherwood Park) plus two CLA £36,260 (Sherwood Hill) plus six CLA £7,525 (Sherwood Manor) |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |

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| Total budget for this academic year <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> | £87,130 |
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Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to secure positive, sustainable outcomes for our disadvantaged pupils by removing barriers to their learning, development, and wellbeing. Our strategy is informed by a detailed understanding of each child/young person's strengths and needs, considering their academic progress as well as their social, emotional, and personal development.

Through a combination of formal assessments and ongoing informal observations, we will identify pupils' key areas of need. These insights will directly shape our planning and guide the effective allocation of funding to ensure support is both timely and impactful.

A central priority of our work is to equip all pupils—particularly those from disadvantaged backgrounds—with the knowledge, skills, and experiences they need to prepare successfully for adulthood. This includes improving access to the curriculum, strengthening social and emotional support, and widening participation in enrichment and extracurricular activities that foster independence, confidence, and resilience.

Our strategy also emphasises the continuous development of our universal offer and high-quality first teaching. By ensuring that all pupils benefit from an inclusive, engaging, and ambitious learning environment, we aim not only to enhance outcomes for disadvantaged pupils but also to raise achievement across the whole school.

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 presents diverse and complex barriers to learning, requiring individualised approaches and tailored resources. |
| 2 | Many pupils have significant wellbeing needs that affect their engagement and readiness to learn. |
| 3 | Pupils often experience difficulty generalising skills learned in the classroom to everyday life and community settings. |
| 4 | There is a high level of health needs across the cohort, requiring ongoing specialist support. |
| 5 | Many pupils have substantial access needs, requiring personalised adaptations and resources. |
| 6 | A large proportion of pupils have low social skills and face challenges when interacting with peers. |

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| 7 | A large proportion of pupils have challenges with managing stress and accessing co/mutual regulation strategies to support them accessing their community and other activities, e.g. swimming, PfA. |
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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>Enhance Access to the Curriculum:</p> <p>Pupils will have access to a broad range of curriculum resources designed to meet their individual learning needs, enhancing engagement and supporting sustained progress across all subjects, particularly for those at the earliest stages of development.</p> <p>Pupils will benefit from targeted regulation and wellbeing resources that enable them to manage emotional and sensory challenges effectively, helping them remain calm, focused, and fully engaged in their learning environment.</p> <p>Pupils will access high-quality swimming provision supported by specialist equipment and trained staff, including those with manual handling expertise, ensuring that all learners can participate safely and develop essential physical skills.</p> <p>Pupils will benefit from high-quality canine therapy using trained dogs to support learners' mental, emotional, and physical well-being. The therapy helps reduce stress and anxiety, build confidence, and encourage communication by offering calm, unconditional support and a focus for positive interaction.</p> | <ul style="list-style-type: none"> - Pupils demonstrate progress in targeted areas, evidenced through assessment data and teacher observations. - Teachers report increased pupil engagement and participation in lessons. - Pupils require support from the wellbeing team less frequently and utilise support from their class team more readily. - Wellbeing team report decreased negative Sleuths. - Pupils' participation and engagement in appropriate physical activity increases. |
| <p>Increase Participation in Extracurricular and Enrichment Activities:</p> <p>Pupils will have access to a range of affordable school trips and residential experiences, including visits within the local community, ensuring all learners can participate regardless</p> | <ul style="list-style-type: none"> - As observed by staff, pupils' confidence and independence in community settings improve. - Increased numbers of students entitled to Pupil Premium funding accessing school trips, including residential trips. |

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| <p>of financial barriers.</p> <p>Pupils will be supported to take part in trips more frequently through the provision of additional staffing, enabling safe, inclusive, and meaningful participation.</p> <p>Pupils will be able to engage in a variety of extracurricular activities—such as Step Into Dance, specialist dance teaching, music therapy, and Open Orchestra—which broaden their experiences and support their emotional, social, and personal development.</p> <p>Pupils will benefit from specialised interventions and enrichment opportunities, including access to gym memberships, and pentathlon sessions to promote improved physical health, confidence, and social interaction skills.</p> | <ul style="list-style-type: none"> - Pupils show increased interest and enthusiasm for extracurricular activities, as evidenced by attendance and engagement. |
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Activity in this academic year (2025/26)

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) £11,000 (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, 5, 7 |
| <i>Access to swimming activities for wheelchair users.</i> | Increased numbers of pupils with complex physical needs access appropriate physical activities. | 1, 4, 5 |

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

Budgeted cost: £16,000 (Sherwood Hill Campus) £15,025 (Sherwood Park Campus)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| <i>Curriculum resources</i> | High-quality curriculum resources support differentiated learning and ensure accessibility for all pupils. | 1, 4, 7 |
| <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, 6 |
| <i>Funding for specific interventions (e.g., gym memberships, sports sessions, including pentathlon, creative sessions)</i> | Targeted interventions help address specific developmental needs, including physical fitness, social engagement, and wellbeing. | 2, 3, 4, 5, 6 |
| <i>Access to canine therapy</i> | Targeted intervention to support learners' mental, emotional, and physical well-being. | 2, 4, 5, 6 |

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

Budgeted cost: £ 19,260 (Sherwood Hill Campus) £17,320 (Sherwood Park Campus)
£7,525 (Sherwood Manor Campus)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <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, 6 |
| <i>Reduced cost for school trips</i> | Reducing financial barriers ensures equitable access to educational and enrichment opportunities for all families. | 2, 5, 6 |
| <i>Music Therapy 1 day a week at three 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 |

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| <i>Devices to support wellbeing</i> | Devices, such as iPads, to support wellbeing and regulation through the use of Therapeutic Listening. | 2, 7 |
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Total budgeted cost:

£36,260 (Sherwood Hill) plus six CLA

£43,345 (Sherwood Park) plus two CLA

£7,525 (Sherwood Manor)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year, across both campuses, our Pupil Premium strategy focused on improving pupils' access to the curriculum, enrichment opportunities, and extracurricular activities. We used our Pupil Premium funding to provide targeted and meaningful experiences that have had a clear and positive impact on student engagement, confidence, and overall well-being.

At the Sherwood Hill campus, we subsidised the Post-16 residential trip, ensuring that all students could take part regardless of financial barriers. We also offered highly effective 1:1 music therapy sessions to pupil premium students, providing a therapeutic space for emotional expression and regulation through interactive, student-led music-making with a specialist therapist. These sessions have been especially valuable for students with social, emotional, or communication needs. In addition, our Step Into Dance programme has continued to grow, with pupil premium students showing increased enthusiasm and regular attendance. This has encouraged creativity, movement, and collaboration, improving confidence and participation across the curriculum.

The data from Summer term 2025 show the pupil premium pupils were above the expected progress of 70% achievement of their PLPs with 79% of them achieving this. The non pupil premium students did better by roughly 10% with 88% achieving above 70%. Looking at the raw data this appears predominantly linked to significantly higher numbers of non pupil premium students.

At the Sherwood Park Campus, a portion of the Pupil Premium budget continued to support the Open Orchestra project. These sessions were offered to pupils from pre-formal and informal curriculum pathways (Maple and Holly pathways) and had a positive impact on students' confidence, self-esteem, and enjoyment of creating music together.

We also began working closely with Samuel, a dance teacher introduced to us by the Royal Mencap Society. This partnership has significantly enhanced our learners' self-esteem and has supported their emotional, physical, and personal development.

As at the Hill Campus, we offered 1:1 and group music therapy sessions. Music therapy continues to have a significant positive impact on learners' communication, emotional regulation, and social interaction skills. Through musical activities, pupils are supported to express themselves, build confidence, and engage more meaningfully with both peers and adults.

Unfortunately, we were not able to secure an additional member of staff to support pupils who require specialist equipment and training—including manual handling—to enable more frequent access to swimming. This will be reviewed in the autumn term.

At the Park Campus, of the pupils receiving Pupil Premium, two-thirds are on target PLPs, while one-third are on component PLPs. 78% of Pupil Premium pupils (28 out of 36) achieved 70% or above, or made expected or exceeding progress towards their long-term outcomes—an 8% increase from the spring term.

Among pupils not receiving Pupil Premium, 83% (44 out of 53) achieved 70% or above or made expected or exceeding progress. In real terms, this equates to 8 Pupil Premium pupils

and 9 non-Pupil Premium pupils not meeting this threshold, highlighting how small the attainment gap actually is. Reasons for lower achievement within the Pupil Premium group include illness, attendance issues, and hospital admissions. However, it remains important to reflect on how Pupil Premium status itself, such as the impact of low-income family circumstances, may also influence pupil progress.

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 |
|-------------------------------|-------------------------------|
| Music Therapy (SMC/ SHC/ SPC) | Music Therapy Nordoff Robbins |
| Open Orchestra (SPC) | Sutton Music Service |
| Dance sessions (SHC) | Step Into Dance |
| Dance sessions (SPC) | Independent Dance Teacher |
| Canine Therapy (SHC/ SPC) | |
| Pentathlon (SPC) | Hoops Legacy International |