

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Djanogly Sherwood Academy
Number of pupils in school	R-Y6 = 289
Proportion (%) of pupil premium eligible pupils	R-Y6 = 45% (135 children)
Academic year/years that our current pupil premium strategy plan covers	2025-6
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	T Jeffs
Pupil premium lead	H Keen
Governor ratified date	November 2025

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,543.81

Part A: Pupil premium strategy plan

Statement of intent

Our Vision:

At Djanogly Sherwood Academy, we are an ambitious place that creates world-changers. We cultivate a lifelong love of learning, helping children discover their unique voices, empowering them to approach their future with the confidence to dream big. We are a place where everyone belongs; that prepares children to succeed.

Ambitious for every child!

We strive to ensure that all children, regardless of barriers related to background, ethnicity, individual needs or home language, make good progress and achieve strong levels of attainment across all subject areas. The focus of our PP strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the barriers faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Children have limited spoken language skills, whether English is the first language or not. This impacts on their ability to communicate on paper.
2	Good attendance at school is not a priority or valued for many of our families.
3	Parental support for children's learning is improving but remains a barrier.
4	Low aspirations within the community where education is not always valued by some groups.
5	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum.

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
Improved communication, oracy and reading skills leading to children's increased ability to write fluently and creatively.	Increased PP children achieving ARE. In-school gaps narrowing still further
All children and their families value good attendance so that little learning is lost.	Improve PP children's attendance and reduce persistent absenteeism
More parents actively engage in their children's learning and share the school's high aspiration for their children.	PP children attaining in line with national benchmarks Children and parents are ambitious for academic success and are considering future options
All children have equal access to a wider range of life experiences.	PP children attaining in line with national benchmarks PP children are articulate and can make meaningful links between learning experiences

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,500

Activity	Evidence that supports this approach	Challenge addressed
Focus on below ARE PP pupils making accelerated progress in order to catch up and achieve ARE through focussed 1:1/small group interventions (£68,000)	Proven Trust strategy employed which has led to below national gaps in the past EEF Toolkit evidence shows that learning feedback is very high impact Feedback EEF (educationendowmentfoundation.org.uk)	1,4,5
Whole school oracy programme – Voice 21 to be continued into a second year through leadership training and staff training. (£2500 for the subscription + £1500 x2 training) = £5500	Proven strategy through voice 21. Oral language intervention approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Raising Attainment with Wellbeing programme. Whole school programme to develop wellbeing to support behaviour for learning. (£15,000 1 day pw leadership)	Anxiety and mental health concerns have increased, this is particularly prevalent in our already vulnerable and disadvantaged children. This programme is a whole school initiative to address issues and re-engage with learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge addressed
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TA interventions across all year groups targeted at individual and/or small group children who are not making expected progress and have gaps in learning. 3 weekly tracking of impact (£4,000 x 8 = £32,000)	EEF toolkit shows one to one tuition has high impact One to one tuition EEF (educationendowmentfoundation.org.uk) EEF toolkit shows small group tuition has positive impact Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,5
First Class for Writing Train 2 new staff in this interventions to roll out with existing staff (Training = £2,000 + Time @£1,000 per 10 wk intervention x4= £4000) £6000	Nationally proven strategy which accelerates progress in writing Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 3
Success at Number Y2 maths intervention project with Edgehill £500 training for 1 TA 4 programmes (£4,000)	Nationally proven strategy which accelerates progress in maths Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3
Flash Academy online platform for EAL children (£2,500)	Use Flash Academy interventions to deliver effective EAL sessions focusing on vocab and oracy EEF toolkit shows small group tuition has positive impact Small group tuition EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Phonics interventions (Keep Up) where appropriate across all year groups led by TA's (£5000) Reading Fluency Interventions (£1,000 per TA x 3 = £3000)	EEF toolkit shows phonics and reading comprehension strategies have very high impact Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 3, 5
1 day specific SEND leadership release for SEND PP pupils focus £10,500	EEF Toolkit evidence shows that learning feedback is very high impact Feedback EEF (educationendowmentfoundation.org.uk)	1,4,5

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

Budgeted cost: £57,680

Activity	Evidence that supports this approach	Challenge addressed
Attendance Officer 3 days/wk to reduce persistent	Evidence shows that poor attendees are more likely to underachieve	2, 3, 4

absenteeism amongst PP pupils by 5% (£16,000)		
Free breakfast club & 'booster' provision for up to 12 PP children whose attendance is an issue (£4,680)	Incentive to improve attendance and punctuality EEF toolkit shows small group tuition has positive impact Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Family Support Worker to support families to reduce absence and improve engagement in learning (£22,000)	Trust evidence shows that direct support for families facing barriers leads to greater engagement with school, better attendance and improved readiness to learn EEF toolkit shows that parental engagement leads to positive impact Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Support PP families through purchase of school uniform and subsidising education visits/residentials (£15,000)	Evidence shows that Wider experiences have led to a more creative input in learning. Improved standards of writing.	2, 3, 4, 5

Total budgeted cost: £ 209,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome
Teaching	
Whilst individual strategies can be evidenced as successful in accelerating progress and supporting children to catch up, gaps have widened this year in terms of age-related expectations at the end of key stage. Narrowing these gaps once again is a high priority for the school in 2024/25	
Pupils making accelerated progress in order to catch up and achieve ARE through focussed 1:1/small group interventions run by the class teacher	Whole School pupil premium data: Autumn term 2024: 27.7% ARE Summer term 2025: 45.5% ARE A difference of 17.8% (Gap pf 19.5% in July 2024) Compared to Non pupil premium: Autumn term 2024: 43.1% ARE Summer Term 2025 56.9% ARE A difference of 13.8% compared to 17.8% (4% gap = 1ch) <u>End of KS data:</u> Y6 23 pupil premium children (59% of cohort) R Aut 24 = 42.9% (9/21) July 25 = 56.5% 13/23 W Aut 24 = 38.1% (8/21) July 25 = 52.2% 12/23 M Aut 24 = 23.8% (5/21) July 25 = 56.5% 13/23 RWM Aut 24 = 14.3% (3/21) RWM July 25 = 52.2% (12/23) Where children have not achieved ARE all have made progress from baseline Y2 18/44 PP (41% of cohort) R Aut 24 = 33.3% (6/18) July 25 66.7% (12/18) W Aut 24 = 22.2% (4/18) July 25 = 55.6% (10/18) M Aut 24 = 33.3% (6/18) July 25 83.3% (15/18) RWM Aut 24 = 16.7% (3/18) July 25 = 55.6% (10/18) Where children have not achieved ARE all have made progress from baseline. EYFS 8 PP of 40 (20% of cohort) PP GLD Aut 24 = 20% (2/10) July 25 = 50% (4/8) GLD non-dis Aut 24 =42.9% (15/35) July 25 =53% (17/32) Phonics

	16 PP children sat the test. PP: 63% (10/16) All children: 71% (30/42)
Whole school oracy programme – Voice 21 to be introduced through leadership training and staff training.	A successful first year of the programme. Learning walks showcase oracy taking place in lessons that has helped children to explain and deepen their understanding of the curriculum. Pupil voice reports the children to be more confident in talking in front of their peers.
Raising attainment with the wellbeing programme	Successful strategy that has improved the wellbeing and resilience of children in the classroom. Staff report that wellbeing is good. Top up training will be accessed as needed. Our mental health and wellbeing lead will continue to monitor and support where necessary.
Targeted Academic Support	
TA intervention groups targeted at individuals or small group for children not making expected progress and have gaps in learning.	Reading Fluency Intervention: Worked with 8 PP children. All made accelerated progress in reading fluency to close the gap and become closer to ARE. Successful strategy
First class for writing training	Trained TA who then left. Not continued as Little Wandle Rapid Catch up for KS2 more effective in meeting needs. Tracking shows they have made good phonics progress.
Success at number – Y2 maths intervention project with edge hill.	6 children on the programme were PP. All made accelerated progress. Successful strategy
Flash Academy online platform for EAL children	10 PP children took part in the programme across the year. 35.3% of children who used Flash Academy made 1 step of progress (e.g., A → B or B → C). 64.7% of children who used Flash Academy across the year made 2 steps of progress (e.g., A → C or B → D). Successful strategy
Phonics interventions (Keep Up) where appropriate across all year groups led by TA's (£5000) Reading Fluency Interventions (£1,000 per TA x 3 = £3000)	Accelerated progress made across all year groups. Successful strategy
1 day specific SEND leadership release time for SEND PP pupils	This year, interventions have been implemented across the school to support children with SEND who receive Pupil Premium funding, covering the four broad areas of need. These interventions have been recorded and progress tracked on Edukey.

	The average provision outcome is 0.35, indicating that, on average, children made more than expected progress as a result of their provision. Currently, 53 children are on the SEN register, 29 of whom receive Pupil Premium funding. Among these children, 7 have Social, Emotional, and Mental Health (SEMH) as their primary area of need, while another 7 present with Communication and Interaction needs. Additionally, 2 children have Sensory and Physical needs as their primary area, and 13 children have Cognition and Learning as their main area of need. Cognition and Learning is the predominant area requiring support among our Pupil Premium children. Successful strategy
Wider Strategies	
Improve attendance Attendance officer 2 days per week to reduce persistent absenteeism amongst PP pupils	PP ytd 92.2% - All children 94.8% Persistent absentee ended the year on 10.1% (July 2025) compared to 13.4% (July 2024) 18.7% nationally for all children Successful strategy
Free breakfast club and booster provision for up to 12 PP children where attendance was an issue	All children who attended the free breakfast club showed a positive improvement to their attendance across the year as well as being school ready for the start of the day. Successful strategy
Family Support Worker to support families to reduce absence and improve engagement in learning	Successfully supported 19 PP out of the 112 PP children through direct work and/or drop-ins. Successful strategy
Additional resources - Free school uniform for all PP pupils - Funding towards cost of education visits and/or residentials	Residential experience for Y2 and Y6 in school. This was very well received and children benefitted from opportunities to experience outdoor activities that they had not experienced previously. Children also developed self-confidence, risk taking and resilience through being away from their parents. Successful strategy

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	