



Pupil premium strategy statement 2023/2024 Sheringham Woodfields School

This statement details our school's use of pupil premium (and recovery 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	156
Proportion (%) of pupil premium eligible pupils	44%
Year that our current pupil premium strategy plan covers:	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 if not sooner
Statement authorised by	Annette Maconochie
Pupil premium lead	Annette Maconochie
Governor / Trustee lead	Steve Thurlow

Funding overview

Detail	Amount
Pupil premium funding allocation this year	£61,440.00
Recovery premium funding allocation this year	£49,818.00 (estimated)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£586.62 (Pupil Premium) £-963.48 (Recovery Premium)
Total budget for the year	£110,881.14

Part A: Pupil premium strategy plan

Statement of intent

Sheringham Woodfields School continues to adopt an individual approach to supporting eligible pupils and we strongly believe that through addressing any disadvantage we will help them to have equality in terms of opportunities whilst supporting pupils to achieve their full potential.

We support pupils in many areas including:

- To be happy through emotional support through talking therapies.
- To be well regulated with a range of approaches to support their social, emotional and sensory needs.
- To have a positive self-image by supporting them with their personal care, clothing and equipment.
- To develop independence skills in order to prepare for adulthood.
- To support them and their families to raise aspirations and prepare them for their transition.
- To be included fully in all school events and trips by financially supporting these activities.
- To take part in activities to develop social skills in order to be able to work and play alongside others and develop friendships.
- To get specialist equipment often not available through statutory services
- To ensure they are not disadvantaged compared with their peers

Challenges

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

Challenge number	Detail of challenge
1	All pupils attending Sheringham Woodfields School have complex Learning and/or Health needs, which in turn means the School needs to provide additional levels of support when compared with mainstream pupils. We must continue to work hard to support pupils, from as early as Year 9 to ensure transition at the point of leaving the School
2	Supporting pupils to be able to regulate their emotions and actions is a key challenge face by many of our pupils. There are many reasons for this including their diagnosis, sensory needs, communication difficulties and/or ability to follow instructions.

3	Our pupils currently face restricted access to many opportunities that facilitate personal development and growth, whilst at the same time helping them prepare for life beyond Sheringham Woodfields School. It is important that we continue to reduce the potential limitations due to financial hardship, ensuring that opportunities remain open and accessible to all, whilst at the same time providing the appropriate level of challenge.
4	The Pandemic has seen a significant rise in trying to meet the needs of the whole family with regards to being able to best support disadvantaged pupils. The School is carrying out more work in terms of family support, training, networking sessions, form filling and general advice. The School needs to invest in a system of Family Support.
5	Many of our pupils continue to face challenges developing early phonics and early literacy/reading skills/knowledge and are working below the necessary cognitive ability to develop sustained phonics knowledge. As we move out of the Pandemic, Phonic development and support is very much a priority for the School and in particular our disadvantaged pupils.
6	Ensuring that disadvantaged pupils/families have access to the same opportunities as their peers at Sheringham Woodfields School. This includes ensuring that those pupils post-16 continue to receive free school meals where they are eligible to do so.

Intended outcomes (2023-2024)

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
All pupils from the age of 14 on up have access to tailored and bespoke Careers Advice and Guidance and support to broker sustainable transition arrangements	All identified pupils receiving the level of support needed. EHCP meetings to include transition and transition arrangements where required. EHCP meetings to create more time and space to discuss 'beyond Sheringham Woodfields School' Continued development of transition fayres within School with an aim to host one in March 2024.
Providing all pupils with access to a consistent phonics programme/scheme of works that can be used across every classroom within the School	All classes across the School using the Twinkl Phonics/Rhino Readers programme of phonics teaching. Standards in reading will improve, as evidenced in the end of key stage school reading assessments.

	<p>Embed the TLR appointment within the School and to review what additional support is needed for disadvantaged pupils.</p> <p>Evidence being captured their Phonics assessments and within Evidence for Learning</p>
<p>Provide relevant pupils with access to high quality educational visits and residential opportunities within the community</p>	<p>Enrichment Week to be rolled out across the whole school community promoting all classes to go on at least one trip during the Summer Term 2024.</p> <p>Provide a bespoke residential opportunity for pupils within KS4/KS5 (July 2024) plus pupils within KS3 (May 2024)</p>
<p>Continue to develop and embed Sensory Enrichment programmes for those pupils where there is an identified need</p>	<p>Increased number of SI assessments conducted and plans implemented.</p> <p>Review of therapy room usage to ensure maximising resources directly at those that need it most (and often need it more often each week)</p>
<p>No pupil attending Sheringham Woodfields School will be disadvantaged due to their families financial circumstances</p>	<p>There will be no difference in engagement in activities and attendance between those pupils eligible for FSM and those ineligible for FSMs</p> <p>All post-16 pupils will continue to access to Free School Meals on the day(s) that they choose this</p> <p>There will be no pupils defined at NEET</p>
<p>Attendance at the School will continue to improve to level seen before the Pandemic</p>	<p>The School has set a target of 93% attendance across the whole school community, with no marked difference between those eligible for Pupil Premium Funding when compared to their peers</p>

Activity in this academic year (2023-2024)

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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Transition Co-ordinator</i> £15,000	As part of the Menu of Approaches (Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)) our Transition Co-ordinator will compliment high quality teaching whilst the same time, allowing classes to tap into valuable knowledge in and around Careers and Transition.	1, 3
<i>Technology and resources to support high quality Teaching</i> £2500 (Inc Espresso - £700 + Widgit online - £1,200)	To improve learning, Sheringham Woodfields School have identified barriers to effective teaching, and will use funding to support the purchase of complimentary technology and subscriptions to meet the needs of the pupils	2, 5
<i>TLR for Teacher – supporting the development of Phonics</i> £6,000		5, 6

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

Budgeted cost: £26,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to The Patch</i> £3,000	Providing 'out of School' opportunities for pupils of all abilities Helping teach and develop skills to support with transition and life beyond Sheringham Woodfields School	1, 2, 3
<i>One to One Support</i> £23,567	Funding ear-marked to support one class with high proportion of pupil premium funded pupils, to better support needs as identified. This targeted academic support will support said class and ensure the Teacher is able to deliver high quality lessons to all.	2, 4, 5

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

Budgeted cost: £65,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of a Family Support Team to meet the needs of the School</i> £25,000 contribution	Volume of 'social care' and 'family related' issues being reported into and requested of the School The need to free up Teachers time to focus on high quality teaching and learning support	3, 4, 6
<i>Free School Meals provided for all Post-16 learners</i> £6,700 per year	Ensuring pupils are not hungry will contribute to improved attendance and improved physical and mental health of pupils within this category	6
<i>Providing care supplies, medical input and uniforms/trip subs as required</i> £5000	Supporting mental health and wellbeing of all pupils within the School. Ensuring the care and medical needs of pupils are meet and exceeded	3, 4, 5
<i>Theatre Production in-house at Christmas</i> £3,200	M and M Productions performance, accessible to all, to help support extra-curricular delivery and to engage pupils in the wider remit of learning	2, 3, 6
<i>Curriculum resources and site developments</i> £10,000	To provide the very best equipment and facilities for our pupils, to ensure they feel safe and happy whilst at School.	2, 3
<i>Residential Opportunity</i> £5,000 contributions	Residential opportunities for our pupils will provide a rich and extensive learning experience	3, 6
<i>Winter Wonder Land at SWS 2023 + Enrichment Week 2024</i> £6000	To bring the whole school together to provide exciting opportunities for all at key points of the Academic Year.	3, 6

Total budgeted cost: £110,967.00

Please note that the School will also make smaller purchases during the year, as required, to ensure unplanned needs are meet ensuring no disadvantage.

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

In connection with funding spent on developing Phonics: Since the role began, both teachers and parents have noted an improvement in reading and writing progress for many of the pupils across the school. This has been noted verbally in Annual Review meetings by parents, within pupil progress meetings by class teachers, and also 'on the ground' during phonics Learning Walks. Progress can also be noted numerically within the phonics assessments, where rate of progress has significantly improved, particularly with pupils who had previously made little progress with phonics.

Ensuring that there is a person responsible for coaching across the school has significantly improved Teachers' and Teaching Assistants subject knowledge in this area; this has been noted during Learning Walks and staff self-evaluations. Staff members are aware that there is a dedicated leader available for specific support around phonics and often ask for advice when they feel they need it.

Parents are more engaged in home school reading than ever, and this is noted in communications about reading in our pupil's home school diaries.

Externally provided programmes

Programme	Provider
Time 4 You	The Benjamin Foundation
Twinkl Phonics / Rhino Readers	Twinkl

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
N/A – No 'Service Children' on roll during the reporting year
The impact of that spending on service pupil premium eligible pupils
N/A