



Pupil premium strategy statement 2026/2027 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	160
Proportion (%) of pupil premium eligible pupils	41.3%
Year that our current pupil premium strategy plan covers:	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027 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	£83,690.00 (as at 08/09/2026)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£6,509.00 (as at Year End – March 2026)
Total budget for the year	£90,199.00

Part A: Pupil premium strategy plan

Statement of intent

Sheringham Woodfields School continues to adopt an individual approach to supporting eligible pupils. We strongly believe that by identifying and addressing barriers arising from disadvantage, we can promote equality of opportunity and support pupils to achieve their full potential.

We support pupils in many areas, including:

- **To be happy and emotionally secure**, through appropriate emotional support and a range of therapies.
- **To be well regulated and ready to learn**, through a range of approaches that support their social, emotional and sensory needs.
- **To develop a positive self-image and self-advocacy skills**, through support with personal care, clothing and appropriate equipment.
- **To develop independence skills** and prepare for adulthood.
- **To raise aspirations and prepare for successful transition**, through support for pupils and their families.
- **To be fully included in school events, trips and wider opportunities**, by providing financial support where required to remove barriers to participation.
- **To develop social skills and positive relationships**, enabling pupils to work and play alongside others and develop friendships.
- **To access specialist equipment and resources** that may not be available through statutory services.
- **To ensure that disadvantage does not prevent pupils from accessing opportunities and support available to their peers.**

This approach was reviewed as part of our most recent Ofsted inspection in May 2024.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils can experience additional barriers to successful preparation for adulthood and transition beyond Sheringham Woodfields School. Their complex learning, communication, physical and/or health needs can make it more difficult to develop the knowledge, skills, independence and confidence required for successful transition into further education, employment, adult services and community life. There is a need for transition planning to begin early and for pupils to have sustained opportunities to develop independence, self-advocacy and preparation-for-adulthood skills.
2	Financial disadvantage can limit disadvantaged pupils' access to enrichment, cultural, social and wider learning experiences that contribute to engagement, personal development and preparation for adulthood. Without appropriate support, financial barriers may restrict participation in trips, residential experiences, extracurricular activities, community opportunities and other experiences that develop independence, confidence, social skills and life

	skills. The school therefore needs to ensure that disadvantaged pupils can access a broad range of meaningful experiences while maintaining appropriate levels of challenge and ambition.
3	Some disadvantaged pupils experience wider family and socioeconomic barriers that can affect engagement with education, attendance, wellbeing and readiness to learn. Families may require support to access services, understand processes, complete applications and forms, and navigate education, health and wider support systems. Strengthening the school's family-support offer and partnership with families is therefore important in reducing barriers that can indirectly affect pupils' educational outcomes.
4	A proportion of disadvantaged pupils have significant barriers to developing secure early reading, phonics, communication and literacy skills. Their complex learning and communication needs can mean that they require highly adapted, systematic and sustained approaches to phonics and early reading. Without appropriately matched teaching and targeted support, pupils may make slower progress in developing the literacy skills needed to access the wider curriculum, communicate effectively and increase their independence.
5	Disadvantaged pupils' complex and varied learning needs can make it difficult to identify, monitor and respond consistently to gaps in learning and progress. Assessment information can be challenging to interpret where pupils have highly individual starting points and learning profiles. There is therefore a need for a coherent whole-school approach to assessment, progress monitoring and identification of gaps, ensuring that teaching and targeted support are closely matched to individual needs and that pupils make sustained academic progress.

Intended outcomes (2026-2027)

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 and sustainable transition arrangements	• All identified pupils receiving the level of support needed at the right time. • Families of said pupils feeling supported and informed at all parts of the transition journey. • EHCP meetings to continue to include conversations and planning linked to transition. EHCP meetings to create more time and space to discuss 'beyond Sheringham Woodfields School' as and when its appropriate. • Continued development of Moving On Fayres within School with an aim to host one in Autumn 2026 (building on the success of the 2024 + 2025 offering).
Actively monitor the academic progress of disadvantaged groups, ensuring the gap is closed and provide interventions for those on the cusp of reading	• All classes across the School to continue using the Twinkl Phonics/Rhino Readers programme of phonics teaching to ensure no inconsistency in teaching or provision. • Standards in reading will improve, as evidenced within our assessment progress

	software and those pupils in receipt of Pupil Premium funding will not be disadvantaged when compared to their peers. • Funding to support the further development of the Raising Achievement Lead, providing a single point of contact for coherent and focused monitoring of achievement along with development of strategies to address any identified gaps. • Via the Raising Achievement Lead, continue to monitor and refine our whole school approach to both phonics and Talk 4 Writing. • Evidence being captured via Phonics assessments and within Evidence for Learning. • Targeted reading intervention, delivered by an HLTA, for pupils identified as being on the cusp of making significant steps in their reading development.
Provide relevant pupils with access to high quality educational visits and residential opportunities within the community	• 'Enrichment Week' 2027 to be more closely aligned with the schools vision and values and will be rolled out across the whole school community allowing all classes to go on at least one visit during the second Summer Term 2027. • Provide bespoke residential opportunities for pupils as and when required.
Family Support Team will: • Provide support in all areas of family life, for example; Finances, Debt management, supporting positive family relationships, Challenging Behaviour, Diet & Weight, Sleep, Potty/Toileting Training, Housing, Parent workshop's • Advocate on behalf of the child with external agencies and professionals • Provide responsive support on an ad hoc basis each day to emerging concerns • Reassure parents that we are child centred but offer support for the whole family • Build positive trusting relationships with families. • Use our school as a venue for face-to-face meetings and interventions • To signpost and refer to other support networks. • To empower parents/carers to make positive changes.	• Parents feedback e.g. supportive friendships formed by parents through our support groups, and consequently supporting each other through similar experiences. • Parents/carers trust us to make informed decisions about their child's best interest re: signposting or giving structured advice. • Developing positive relationships and always ready to be a listening ear or offer advice. • Improved pupil behaviour by supporting families with consistent behaviour approaches which have been implemented at home. • Working closely with families and colleagues has led to pupils learning to develop independence e.g. becoming toilet trained, where sleep advice was needed, pupils have been more alert for the school day. • Interventions such as Solihull and the forthcoming FSW support groups, have empowered parents with knowledge and understanding in their child's development. • We have positive professional relationships with external agencies. • Our flexibility enables us to support the school, building relationships with pupils and staff. • Parents feeling less alone knowing that there is someone they can contact for any variety of

To work closely with class leads with all aspects of the pupil to ensure consistency.	issues and they will be supported in a non-judgmental, capacity building and supportive way.
No pupil attending Sheringham Woodfields School will be disadvantaged due to their families financial circumstances	- There will be no difference in engagement in activities and attendance between those pupils eligible for Pupil Premium funding and those who are not. - All post-16 pupils will continue to be able to access Free School Meals on the day(s) that they choose. - There will be no pupils defined at NEET
Attendance at the School will continue to improve to level seen before the Pandemic	The School has set a target of 96% attendance across the whole school community, with no marked difference between those eligible for Pupil Premium Funding when compared to their peers

Activity in this academic year (2026-2027)

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: £43,534.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition Co-ordinator £19,862.50	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.	1,2 and 3
CIAG lead £3807.33	As part of the Menu of Approaches (Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)) our in-house formally qualified CIAG lead will provide the necessary guidance to all pupils.	1,2 and 3
Development of the Raising Achievement Lead £19,864.83	To continue to embed and improve provision and outcomes for pupils.	4 and 5

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

Budgeted cost: £1981.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Interventions delivered in-house by Higher Level Teaching Assistant</i> <i>£1,981.27</i>		4 and 5

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

Budgeted cost: £44,710.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support towards further embedding of the Family Support Team to meet the needs of the School and its families</i> <i>£36,700.50 contribution</i>	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	2 and 3
<i>Free School Meals provided for all Post-16 learners</i> <i>£4,560.00 per year</i>	Ensuring pupils are not hungry will contribute to improved attendance and improved physical and mental health of pupils within this category	2 and 3
<i>Providing care supplies, medical input and uniforms/trip subs as required</i> <i>£2,200.00</i>	Supporting mental health and wellbeing of all pupils within the School. Ensuring the care and medical needs of pupils are met and exceeded	2 and 3
<i>Curriculum resources and site developments</i> <i>£1250.00</i>	To provide the very best equipment and facilities for our pupils, to ensure they feel safe and happy whilst at School.	2 and 3

Total budgeted cost: £90,226.43

Please note that the School will also make smaller purchases during the year, as required, to ensure unplanned needs are met ensuring no disadvantage. These will fall within the 'Wider Strategies' section.

Part B: Review of the previous academic year (2025-2026)

Outcomes for disadvantaged pupils

All pupils within the School, irrespective of need or disadvantage, received an outstanding level of education and care, and as such no one group of pupils made less progress than others. Close ties exist with the Virtual School for LAC and specific spending on additional resources to support their PEPs was also successfully completed in year.

Externally provided programmes

Programme	Provider
Talk 4 Writing	Jane Ralph Consulting
Twinkl Phonics / Rhino Readers	Twinkl
Writing with Symbols	Widgit Online

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