

Selwyn Primary School: Pupil Premium Strategy and Review

Last updated: September 2023

Approved by: Local Governing Body, October 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Selwyn Primary School
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	27% (116 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024 (Y1 of 3)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Mawer
Pupil premium lead	Helen Mawer
Governor / Trustee lead	Anna Carlile

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190 000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£190 000

Part A: Pupil premium strategy plan

Statement of intent

At Selwyn Primary School, a core part of our moral purpose is to ensure that a student's background is no barrier to their achievement. We seek the 'Best in Everyone'. The Pupil Premium funding is aimed at addressing any underlying inequalities which may exist between children from disadvantaged backgrounds and their more affluent peers.

We aim for equality of opportunity in every aspect of school life. Academic achievement, extracurricular participation, health and well being should be achievable for all.

Overcoming barriers to learning is at the heart of our Pupil Premium plan. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the additionality required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well - being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	The language gap: children come from homes where English is an additional language and where access to high quality reading material is extremely varied. The percentage of children with English as an additional language is 94%
2	Financial and cultural constraints: Many more families are being made homeless due to the cost of living crisis Children are not exposed regularly to opportunities which take them out of the local area or which widen their experiences. This impacts on levels of cultural capital within the school community and in turn reduced aspirations
3	Many of the children do not have access to an outdoor space and so are not able to regularly exercise or play at home.
4	High levels of SEND - Selwyn has formed its own Learning Support Provision comprising of three classrooms for children from Nursery to Y6 to meet the needs of children who are working significantly below the level of their peers and who require an alternative, bespoke curriculum
5	On-entry baseline assessments highlight children's low level entry points particularly in communication, language and literacy development
6	Attendance and levels of persistence absence
7	Parental engagement with learning: low levels of literacy and English competency can result in parents finding it difficult to support their children at home

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 4.5%) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (July 2022: 14 children)
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning. Children's well-being needs are met and supported	to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress
To ensure that all staff receive high quality professional development opportunities that develop their knowledge and skills	
To provide opportunities for children to develop their physical and mental wellbeing	<ul style="list-style-type: none"> -Club participation increases -Children attend clubs consistently -A wide range of clubs are offered to the children -RHE lessons & wellbeing 'events' are used to support children's mental health
To ensure that Early Identification of SEND impacts positively on children's outcomes	
Targeted learning support narrows the gap between groups of learners	<ul style="list-style-type: none"> -Children make outstanding progress towards their individual targets -The percentage of children at WTS reduces across the school
To narrow the language gap between the most disadvantaged children and their peers	<ul style="list-style-type: none"> -Children are able to articulate their wants & needs accurately -The level of language used supports effective conversations -Children are able to confidently experiment with language and vocabulary use in their writing
A high proportion of children are involved in after school clubs and sports activities	
ECT have well developed subject and pedagogical knowledge and are able to fully support the children in their classes to make outstanding progress	<ul style="list-style-type: none"> -Subject knowledge increases -ECTs are confident practitioners -High standards are evident in all classrooms -ECTs feel fully supported

Curriculum design identifies and addresses any gaps in children's learning	<ul style="list-style-type: none"> -Gaps in learning are identified quickly -Subject leaders can confidently adapt their curriculum areas to meet children's needs -The whole school curriculum is planned to enable to children to build upon previous knowledge and skills - know more and remember more
Increased opportunities throughout the curriculum for children to build their cultural capital	<ul style="list-style-type: none"> -Enrichment activities are planned for by subject leaders -An increase in visits and visitors to the school -Children are able to articulate what new experiences that they have been provided with and how it supported their learning
Enrichment activities - support wellbeing	<ul style="list-style-type: none"> -The wellbeing team actively promotes wellbeing across the school

	<ul style="list-style-type: none"> -Children experience learning and additional activities to support their wellbeing and mental health
Parents are able to access the correct support to enable them to confidently support their children at home	<ul style="list-style-type: none"> -Increased number of parents access adult learning lessons -Parents feel more confident when supporting their children at home -Parents have a range of learning opportunities available to them on a regular basis
Early identification of SEND	<ul style="list-style-type: none"> -Children in the early years and those that are mid-phase are identified early and receive the support that they need
Children's mental health and wellbeing needs are met	<ul style="list-style-type: none"> -Children are able to talk about their own mental health and how they look after themselves -The curriculum provides opportunities for children to maintain good mental health -Children are happy and engaged in learning
Children are engaged in physical activities and have a better understanding of the importance of healthy lifestyles	<ul style="list-style-type: none"> -Levels of obesity decrease -Children have increased knowledge of the importance of healthy lifestyles -Increase participation in competitive sport
Increased independence and understanding of self-care when away from home	<ul style="list-style-type: none"> -Increase number of children attend residential visits -Children's confidence improves due to participation -Children have improved problem solving skills

Attendance and punctuality figures improve

-Persistent absentee numbers decrease
-school attendance target is met

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: £350 000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Implement statutory ECT framework by Ambition Institute as part of the London District East Teaching School Hub		4,	-ECTs successfully completed their first year in teaching and have remained the school
Source effective CPD for school leaders at all levels: Ambition NPQs (senior leadership, behaviour, leading teacher development, teaching & learning)		4,	-All school leaders have accessed training via Ambition and this learning is being used to support school development areas and provide bespoke support for individual teachers
Source effective CPD for support staff members to improve subject knowledge and ability to provide additionality to individuals and small groups	Teaching assistant interventions	1, 4,	-Support staff have been provided with weekly CPD to develop their BSL skills. This is enabling them to support children more effectively across the school

Provision of additionality across the school: additional teacher for identified pupils on temporary contract	Reading comprehension strategies	1, 4, 5	-Additional teachers have been deployed to support identified groups of children across the school. This has enabled children to access small group teaching which has focused on particular gaps in learning resulting in
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			a narrowing of said 'gap'
CPD to develop and further improve the feedback provided for children at every stage of the learning process	Feedback	1, 4, 5	-ECTs provided with training which in turn ensured that a consistent approach to feedback can be seen across all year groups
Ensure that all teaching staff members are confident in the delivery of the school's phonics programme	Phonics	1, 4, 5	-Training provided to all staff - consistent approach now in place with expectations for ARE raised

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

Budgeted cost: £ 128 500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Action tutoring for 20 Y6 children in reading & maths Action tutoring for 20 Y5 children in reading	one to one tuition	1, 2, 4, 5, 6	-Attendance at the Y5 & Y6 sessions was positive and provided the children with the opportunity to take increased responsibility for their own learning
NELI - Nuffield early language intervention to be delivered to identified pupils prior to the beginning of the school day	Communication and language approaches in the Early years	1, 4, 5, 6	-Attendance at the pre-school sessions was not as successful as hoped and this impacted upon the level of language acquisition for some pupils
Early Riser groups: target for deaf children and those working below the level of their peers	Small group tuition	1, 4, 5, 6	-A large number of children accessed Early Riser sessions each day. Feedback from parents was very positive with many parents requesting that their child be in receipt of additional support

Phonics additionality - 'top up' sessions for those children with identified gaps in phonics learning	Phonics	1, 4, 5, 6	-Children in Y2 identified for additionality reacher ARE in the Y2 resit -Further support for identified Y1 children will continue in the
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			next academic year
Target children for small group tuition after school to diminish the difference / plug gaps resulting from the pandemic	Small group tuition	1, 4, 5, 6	These groups were moved to the Early riser sessions for consistency

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

Budgeted cost: £ 122 500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Place2Be: 2 days access to a school counsellor and two trainee practitioners to support children's mental health and wellbeing Place2think: additional support for staff and families to address mental health concerns	Social and emotional learning strategies	4,	-Those children identified for support accessed regular sessions with school counsellors and completed their programmes
School attendance package: Gold To support school attendance lead to tackle persistent absentees		4,	-The school's attendance officer has consistently tackled any absenteeism and a proactive approach has helped to reduce the number of children on this list

Increased opportunities for parents to access curriculum support; ESOL; financial and wellbeing support	Parental engagement	1, 2, 4, 5, 7	-Parental support groups have run throughout the year: ESOL, SEND circle of friends, Resource provision support group, general coffee mornings, parent & toddler group -Links with the University of East London have enabled parents to access opportunities for further education
Headstart - target group of Y6 pupils		2, 4	Children successfully completed the programme which culminated in the creation of a celebration video which demonstrated

			higher levels of self confidence
After school club provision: widen the offer		2, 3, 4	The number of clubs and adults facilitating them increased. Children provided with a wider choice

Increase opportunities for competitive sport (taking part and viewing)		2, 3, 4	<p>-School teams have competed in sports competitions (an increase on previous years)</p> <p>-Selwyn has provided opportunities for children working at different academic levels to access competitive sport to promote self confidence</p> <p>-Participation in sporting activities has been used to support children to build confidence and self esteem</p>
Farm visit - Y4,5,6 children to visit a Michael Morpurgo farm in Wales		2, 3, 4	Visit to Wales successful and rebooked due to demand for the experience of an alternative opportunity for learning
Fair Play House - Y4,5 children to experience adventure and problem solving activities in a residential setting		2, 3, 4	Unable to facilitate this year
Increase opportunities for children to receive curriculum enrichment activities and events		2, 3, 4	<p>-Visits resumed. Every class experienced an educational visit throughout the school year providing children with curriculum enrichment and experiences not previously enjoyed</p>

			-Visitors were welcomed to the school to provide workshops which complemented the learning in RHE lessons supporting engagement
School gardener: 'Grow your own playground' activities linked across the humanities and Science curriculums - opportunities for children to experience outdoor learning		2, 3, 4	The school was presented with a gold certificate in a horticultural competition

Total budgeted cost: £ 286 500