

# **Selwyn Primary School: Pupil Premium Strategy and Review**

Last updated: September 2024

Approved by: Local Governing Body, October 2024

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	456
Proportion (%) of pupil premium eligible pupils	27% (116 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026 (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	Matthew Carlile

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185 000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2023 -24 £190 000 2024 - 2025 £185 000

## 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 above 90%
2	Financial and cultural constraints: Many families are being made homeless due to the cost of living crisis - this impacts on home learning opportunities as well as mental wellbeing. 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 children do not have access to an outdoor space at home and so are not able to regularly exercise or play.
4	High levels of SEND - Selwyn has formed its own Learning Support Provision comprising of three classrooms for children from Nursery to Y6. A bespoke curriculum is in development to meet the needs of children who are working significantly below the level of their peers and who require an alternative support and specialist input.
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
8	Children's mental health and wellbeing - impact of the pandemic and children's levels of anxiety and concerns about world wide issues as well as the impact of social media on children's understanding of the world

## 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
The attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	The gap between whole school attendance and pupils in receipt of pupil premium funding is reduced. Reduction in proportion of pupils in receipt of pupil premium classed as persistent absentees (January 2024 - 30 children)
To meet the emotional well-being needs of all pupils in receipt of pupil premium funding to ensure they are ready for learning.	Children who require support, have access to well-being support which enables them and their families to develop their emotional wellness which in turn impacts positively on learning and progress
To ensure that all staff receive high quality professional development opportunities that develop their knowledge and skills through research and collaborative delivery techniques	-Teachers can confidently adapt their teaching to meet the needs of different groups of children -Teachers are regularly provided with the opportunity to read research linked to school development priorities -A collaborative approach to CPD is in place for all staff
Opportunities for children to develop their physical wellness are interwoven throughout the school day	-Club participation increases -Children attend clubs consistently -A wide range of clubs are offered to children to engage them in extra-curricular activities -Children understand and are able to accurately articulate the importance of physical wellness -Levels of obesity decrease -Increased participation in competitive sport
Opportunities for children to explore, discuss and improve their own mental wellness are in place	-RHE lessons & wellbeing 'events' are planned throughout the year -Children are able to successfully articulate their feelings; know where to seek help if needed and feel confident to ask for support -School councillor in post -Play therapy scheduled for identified children -Smoothwall pulse effectively used by children to express their feelings -Children are happy and engaged in learning
Early Identification of SEND impacts positively on children's outcomes	-Children are identified quickly -Support needs are highlighted -Families are in receipt of support and guidance to enable them to understand their child's needs

	-Families supported to specialist services
Targeted learning support is provided to narrow the gap between groups of learners	<ul style="list-style-type: none"> <li>-Children make outstanding progress towards their individual targets</li> <li>-The percentage of children at WTS reduces across the school</li> <li>-Children in receipt of PP make expected or accelerated progress</li> <li>-Percentage of LPAG &amp; MPAG children making accelerated progress is increased</li> </ul>
The language gap between the most disadvantaged children and their peers is narrowed	<ul style="list-style-type: none"> <li>-Children are able to articulate their wants &amp; needs accurately</li> <li>-The level of language used by adults supports effective conversations</li> <li>-Children in the early years make good or better progress in their language acquisition and development</li> <li>-Children are able to confidently experiment with language and vocabulary use in their writing</li> </ul>
Disadvantaged learners have a 'love of reading' and make good or better progress towards their end of year reading targets	<ul style="list-style-type: none"> <li>-Children read extensively</li> <li>-Parents value reading at home</li> <li>-Children make accelerated progress in reading assessments</li> </ul>
ECTs 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"> <li>-Subject knowledge increases</li> <li>-ECTs are confident practitioners</li> <li>-High standards are evident in all classrooms</li> <li>-ECTs feel fully supported</li> <li>-ECTs remain at Selwyn</li> <li>-Children in ECT classes make good or better progress</li> </ul>
Curriculum design identifies and addresses any gaps in children's learning	<ul style="list-style-type: none"> <li>-Gaps in learning are identified quickly</li> <li>-Subject leaders can confidently adapt their curriculum areas to meet children's needs</li> <li>-The whole school curriculum is planned to enable to children to build upon previous knowledge and skills - know more and remember more</li> </ul>
Increased opportunities throughout the curriculum for children to build their cultural capital	<ul style="list-style-type: none"> <li>-Enrichment activities are planned for by subject leaders</li> <li>-An increase in visits and visitors to the school</li> <li>-Children are able to articulate what new experiences that they have been provided with and how it supported their learning</li> </ul>

<p>Parents are able to access the correct support to enable them to confidently support their children at home</p>	<ul style="list-style-type: none"> <li>-Increased number of parents access adult learning lessons</li> <li>-Parents feel more confident when supporting their children at home</li> <li>-Parents have a range of learning opportunities available to them on a regular basis</li> </ul>
<p>Increased independence and understanding of self-care when away from home on daily and residential visits</p>	<ul style="list-style-type: none"> <li>-Increase number of children attend residential visits</li> <li>-Children's confidence improves due to participation</li> <li>-Children have improved problem solving skills</li> </ul>

## 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: £71 584

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of statutory ECT framework by Ambition Institute as part of the London District East Teaching School Hub	<a href="#">Early career teachers</a> <a href="#">EEF - Feedback toolkit</a>	1,4,5
Source effective CPD for school leaders at all levels: -Ambition NPQs -SEND specific training	<a href="#">Metacognition &amp; self regulation</a>	1,4,5,7
Ensure all relevant staff (including new staff and learning support assistant) have received regular training to deliver the phonics scheme effectively.	<a href="#">Phonics   Toolkit Strand</a>	1,4,5,7
Source effective CPD for support staff members to improve subject knowledge and ability to provide additionality to individuals and small groups	<a href="#">Teaching assistant interventions</a>	1, 4,5
Provision of additionality across the school by school leaders	<a href="#">Reading comprehension strategies</a> <a href="#">Oral language intervention</a> <a href="#">Small group tuition</a>	1, 4, 5
CPD to develop and further improve the feedback provided for children at every stage of the learning process	<a href="#">EEF - Feedback toolkit</a>	1,4,5
Early Years specific CPD to equip all staff with relevant research and tools to initiate high quality learning conversation	<a href="#">Early year language support</a>	1,4,7



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

Budgeted cost: £ 56 059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action tutoring for Y6 children in reading & maths Action tutoring for Y5 children in reading	<a href="#">one to one tuition</a>	1, 2, 4, 5, 6, 7
Early Riser groups for identified PP children and their peers: -Pre-teaching -EAL support -Social and emotional support -Phonics	<a href="#">Small group tuition</a>	1, 2, 4, 5, 7
Phonics additionality - 'top up' sessions for those children with identified gaps in phonics learning	<a href="#">Phonics</a> <a href="#">Small group tuition</a>	1,2, 4,5,7
Target children for small group tuition after school hours to diminish gaps in learning	<a href="#">Small group tuition</a>	1,2, 4,5,7
Target children for small group tuition with school leaders in school hours to plug identified gaps in learning	<a href="#">Small group tuition</a>	1,2, 4,5,7
Provide parents with opportunities to take part in a wide range of workshops to improve their knowledge and understanding of the school's curriculum and develop strategies to support learning at home	<a href="#">Parental engagement</a>	1,2,3,4,5,6,7

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

Budgeted cost: £ 65 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Words First' School counsellor - 1 day a week SLA	<a href="#">Social and emotional learning strategies</a>	2, 6, 7, 8
Increase in Educational Psychologist days for observation and reports for children requiring an EHC or mental health support	<a href="#">Social and emotional learning strategies</a>	
'Words First' Play therapist - 1 day a week SLA	<a href="#">Social and emotional learning strategies</a>	
School attendance package: Gold To support school attendance lead to tackle persistent absentees		4,
Increased opportunities for parents to access curriculum support; ESOL; financial and wellbeing support	<a href="#">Parental engagement</a>	1, 2, 4, 5, 7
Mental health workshops to support children's transition to secondary school		2, 4
Smoothwall pulse 'check ins' for Year 5&6		
Programme of events, visits, visitors and school alumni to focus on preparation for the wider world and raising aspirations	<a href="#">EEF Aspirations toolkit</a>	
After school club provision - increase in offer with an in-house and club based sports coaches used to deliver specialist sports clubs		
Competitive sport - increase opportunities to take part in competition both intra and inter competitions		
Educational visits - increase in number of visits and the range of places visited to widen children's		

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

experiences		
Arts experiences - links with Bow Arts, Discovery centre and local artists		
Residential visit to the farm - Opportunity to experience a contrasting location where life, independent and social skills are developed		
School gardener: 'Grow your own playground' activities linked across the humanities and Science curriculums - opportunities for children to experience outdoor learning		

**Total budgeted cost: £ 193 143**

## 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 2023 to 2024 academic year.

#### **Teaching and Targeted:**

Through the continuation of a variety of targeted Early Riser preschool and additionality groups within the school day, our internal assessments during 2023 - 2024 suggest that the performance of disadvantaged pupils across the school was broadly in line with their peers. Flexible assessment & evidence informed additionality groups enable all identified children to access bespoke support which enables the vast majority of children to reach their end of year targets.

Teachers are fully aware of the children who are in receipt of PPM funding and ensure that quality first teaching in all classrooms enables children to make good or better progress.

#### **Wider Strategies:**

The support provided to our pupils as part of the PP strategy has continued to enable an increased number of children to access mental health support in the form of School counsellors; play therapists and through transition projects. Because of the focus on children's mental health and wellbeing, our children are able to confidently talk about their emotions and use strategies to enable them to regulate their emotions. Families have been supported by the school and this has had a positive impact on children's attendance and attainment. Parents of children with SEND have benefitted from sessions with the school's pastoral team and Mental health practitioner.

Continued investment in provision of a wide range of extra-curricular clubs, educational visits and the opportunity for children to experience a residential visit in a contrasting location has been invaluable to adding to our children's cultural capital and opened their eyes to a world beyond that of their local area. Children have improved their knowledge and understanding of their own physical and mental health and an increase in children accessing physical and sports based after school clubs has increased.