

Selwyn – Pupil Premium Strategy Statement

For the academic year 2018/2019

(as at September 2018)



**Leading
Learning Trust**

Selwyn Primary School is part of the Leading Learning Trust

| 1. Summary information | | | | | |
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| School | Selwyn Primary School | | | | |
| Academic Year | 18/19 | Total PP budget | £175, 000 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 455 | Number of pupils eligible for PP | 96 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment (July 2018) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 74% | 67% |
| % making progress in reading | awaiting validated data | awaiting validated data |
| % making progress in writing | awaiting validated data | awaiting validated data |
| % making progress in maths | awaiting validated data | awaiting validated data |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) |

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| A. | High levels of mobility-lowest quintile for stability Social deprivation Promotion of wider opportunities/aspirations | |
| B. | 12% FSM 21% PP 92% EAL - 41 languages spoken across the school | |
| C. | Our on-entry assessment shows that attainment on entry to the Nursery classes is well below that expected nationally in all areas | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance – term time leave, persistent absence | |
| E. | Significant numbers of supported families – LAC, CP, CinN and Early Help | |
| F. | Inclusion of children with significant additional learning needs including 32 Deaf and Hearing Impaired pupils | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Diminishing the difference in attainment between pupil premium and underperforming children against children nationally | PP children to achieve and exceed age related end of year expectations |
| B. | School attendance and punctuality figures increase Persistent absences decrease | PP children's attendance is above 97% PP children are not persistent absentees |
| C. | To raise the aspirations of disadvantaged children, including most able | Children participate in a wider range of After School Clubs and enrichment opportunities |
| D. | Children are making accelerated progress as a result of intervention, including most able | PP children make 6 steps progress (Target Tracker) |

| 5. Planned expenditure | | | | | |
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| Academic year | 2018/2019 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To enhance school tracking and accountability systems that ensure a greater proportion of middle attainers achieve greater depth outcomes and make excellent progress over time. | Appraisal target for all teachers - targeted children | School development plan | Data analysis Lesson observations Learning walks Appraisal review | Claire Stewart | Half termly - pupil progress and attainment meetings Data analysis |
| Total budgeted cost | | | | | N/A |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Access to expert advice and training for staff working with pupils with learning needs or behavioural and emotional needs. As a result of this support, pupils needs will be met and they will be able to make good or better progress. | Educational Psychologist | South East Psychology Ltd. provide the full range of services including consultation, assessment, interventions, staff support, supervision and training. | Data analysis Impact of intervention | Sharon Monaghan £9000.00 | Termly review |
| Children with SEND are making increased levels of progress towards their personalised targets. | SEN teacher | To diminish the difference between underperforming children against national expectations. | Data analysis Impact of intervention Lesson observations Learning walks | Denise Dichio/Lucy Elliott 25% - £13000.00 | Termly review |
| To deliver an effective and integrated Early Help offer for children and families in Newham. | Family Support Worker & Learning Mentors | School practitioners are committed to ensuring that every child in the borough grows up happy, healthy and safe, and receives an excellent education, which prepares them for the next stage in their life. We want to ensure that children and their families are able to access a coordinated early help offer as soon as a problem emerges, and that this offer is preventative, personalised and embedded within a whole family approach. | Early Help reviews (Team around School) Safeguard analysis Monitoring of behaviour logs Pupil conference Parent feedback | Sarah Leahy, Julie Liburd and Swati Gokhale 50% - £32450 | Ongoing |
| Children's sensory needs are met. | Occupational Therapist | Occupational Therapist provides assessments of targeted pupils with sensory difficulties. Works closely with staff and parents to provide recommended programmes to be implemented at | Impact of intervention Pupil conference Parent feedback | Sharon Monaghan 50% - | Termly review |

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| | | home and school which supports the child's individual needs. | | £10000.00 | |
| To meet the mental health and well-being needs of vulnerable children. | School Counsellor - Place 2 Be | Improve standards through supporting vulnerable children's mental health and well-being. | Feedback from Place 2 Be counsellor Place 2 Be review Pupil conference | Gosia Orlińska & Ciosa Le Gear £10000.00 | Ongoing |
| To raise levels of engagement in physical activity and activity levels. Develop children's understanding of healthier lifestyles. | Sports Development Officer (Sports Coach) | See historical PP reviews | Data analysis Pupil conference Lesson observation School nurse information | J&C 25% - £20196.00 | Termly review |
| Differences in achievement are diminished. All pupils achieve their targets. All pupils are exam-ready. | Out-of-hours teaching: Holiday schools After school/before school booster | Additional teaching sessions available for targeted children who are under attaining or not making sufficient progress in their learning before/after school and during the Easter holidays. | Data analysis Test outcomes 2018 | Overtime £8000.00 | Termly review |
| To raise the aspirations of most able, disadvantaged children. Widening access to highly selective universities Develop independent study, critical thinking and communication skills. | Brilliant Club PHD students delivering university style teaching STEM subjects (focus on development of knowledge, skills and ambition). 12x Y5 children | See historical PP reviews | Feedback from Brilliant club tutor Written report at end of project Pupil conference Data analysis | Matthew Daniel £6000. | On completion of the programme |

| Total budgeted cost | | | | | £ |
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| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>To raise the aspirations of children through sport. Develop positive play for children with behaviour/engagement issues. Targeted children have higher self-esteem and engage positively with their peers. To provide enrichment opportunities. Less conflict and fairer play.</p> | <p>Sports Development Officer (Sports Coach)</p> | <p>SDO to work with targeted groups of children across the school (including early morning activities, lunchtimes, playtimes, weekly sensory movement programme, sensory integration for ASD pupils, gross motor skills for HI children and after school clubs). Structured games at playtime and lunchtime.</p> | <p>Lesson observations Learning walks Pupil conferences G&C education reviews & team teaching</p> | <p>J&C 50% - £40392.00</p> | <p>Termly review</p> |
| <p>To increase confidence and independence/self-care away from home. Widen experiences/aspirations Develop social and emotional skills beyond their familiar environment.</p> | <p>Farm Residential & Fair Play House Residential</p> | <p>All Y5/6 children to provide opportunities to experience an alternative environment</p> | <p>Pupil conference Parent feedback</p> | <p>Helen Mawer £12000</p> | <p>On completion of the visit</p> |

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| <p>School attendance and punctuality figures continue to increase. 18/19 attendance target 97% Persistent absences continue to decrease.</p> | <p>Attendance Management Service (including school based Attendance Officer)</p> | <p>Rigorous and transparent procedures (monitoring attendance, first day calls weekly meetings with attendance leader, regular meetings with borough attendance officer, targeting key families, timely and targeted intervention).</p> | <p>Rigorous and transparent procedures (monitoring attendance, first day calls, weekly attendance meetings, regular meetings with LA AMS, targeting key families, timely and bespoke intervention) Attendance and punctuality data analysis</p> | <p>Claire Stewart Bev Golding Aneesa Sirkhot £6000</p> | <p>Weekly review</p> |
| <p>To enrich the wider curriculum for the whole school. To experience the world of work/widen experience. To apply and extend practical skills with real life context Gardener to work with targeted groups of children across the school to develop social skills, increase independence and confidence.</p> | <p>Enabling Enterprise – Gardener</p> | <p>To raise levels of engagement in school. Experiences and skills widened. Rates of pupil progress increases. Pupils with SEND make good or better progress from their starting points.</p> | <p>Pupil conference</p> | <p>Cassie Liversidge £12000</p> | <p>Termly review</p> |
| Total budgeted cost | | | | | <p>£49384</p> |

6. Review of expenditure

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| Previous Academic Year | | 2017/2018 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To diminish the difference between underperforming children against national expectations. To ensure that targeted children meet age-related expectations by July 2018. | Appraisal target for all teachers - targeted children | <ul style="list-style-type: none"> 71% of targeted children made expected or above expected progress in comparison to their class average 83% of children met age related expectations | SEN support will move to classroom intervention next academic year. This will be to provide team teaching and therefore QFT to SEND pupils in the classroom. This will raise the accountability of teachers for SEN pupils. The SEN teacher will be based in particular year groups, identified through data analysis. Support staff will have bespoke training to improve the quality of support for SEND pupils. The SEN teacher will meet class teachers weekly to support with planning. | N/A |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Access to expert advice and training for staff working with pupils with learning needs or behavioural and emotional needs. As a result of this support, pupils needs | Educational Psychologist | Assessments completed led to the Local Authority agreeing to funding for 6 pupils. Training provided for support staff on attachment, helped to develop knowledge and strategies for supporting children with social, emotional and behaviour needs. Assessments provided for children that did not make expected progress and a report | Number of EP days to reduce next year. 1 visit per month instead of fortnightly. This will provide a more strategic service and provide a cheaper SLA. The EP will continue to provide assessments for funding and also training as needed. 2 staff will be trained in ELSA programme which will provide a more sustainable model of delivery for pupils with social, emotional and behaviour needs. | £10600.00 |

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| will be met and they will be able to make good or better progress. | | gave strategies for parents and teaching staff. This provided a better understanding of the child's needs. Dyslexia learning walk with the SEN teacher to review the current intervention provided across the school. This resulted in a strategic planning meeting with the Inclusion Lead to provide an improved service for dyslexia pupils. | | |
| Children with SEND are making increased levels of progress towards their personalised targets. | SEN teacher | Withdrawal sessions have provided intervention for HI and HNF pupils. Support provided for SEND HLTA to deliver small group intervention. Staff training for support staff has led to improved quality of reading intervention. | SEN support will move to classroom intervention next academic year. This will be to provide team teaching and therefore QFT to SEND pupils in the classroom. This will raise the accountability of teachers for SEN pupils. The SEN teacher will be based in particular year groups, identified through data analysis. Support staff will have bespoke training to improve the quality of support for SEND pupils. The SEN teacher will meet class teachers weekly to support with planning. | 25% salary £12229.00 |
| To deliver an effective and integrated Early Help offer for children and families in Newham. | Family Support Worker & Learning Mentors | Supported with admissions to ensure clear transition to school with a detailed understanding of the child's needs. Provided bespoke support for families as needed. Provided Early Help support for identified families which has reduced the risks for vulnerable children. | Continue to work closely with the Inclusion and Safeguarding Teams to ensure high quality support for families. | 50% of salaries £36604.00 |
| Children's sensory needs are met. | Occupational Therapist | Supervision, training and a resourced programme were provided for the Wake and Shake Group. As a result, staff are now confident and capable of running this group independently with support of the OT. Measurable outcomes show that all children have significantly improved from their baseline assessments as a result of the Wake and Shake Group. The weekly Active Bodies Great Minds group (AGBM) has also been measured through detailed pre and post measures. This shows | Strategic meeting with the Clinical Director and Inclusion Lead has provided a clear strategic plan for the OT provision and SLA for the next academic year. This includes supporting the ASD pupils in their new withdrawal classroom and also with a focus on supporting in EYFS and providing whole staff training on meeting the needs of all learners in the classroom. | 50% of total £12415.00 |

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| | | that all children have significantly improved as a result of this programme. 1:1 sessions have also been provided weekly to meet the needs of a pupil with an EHCP. | | |
| To meet the mental health and well-being needs of vulnerable children. | School Counsellor - Place 2 Be | Place2Be has utilised a child led and creative therapeutic approach to support children's mental health and well-being at Selwyn Primary School through one-to-one counselling, Place2Talk, Parent Partnership support and staff support (Place2Think). | Due to the high demand for therapeutic support at Selwyn; Place2Be will expand Place2talk to years 1 to 6. Place2Be will continue to develop relationships with children, parents and staff through assemblies, coffee mornings and contributing to staff training next term. | £8827.00 |
| To raise levels of engagement in physical activity and activity levels. Develop children's understanding of healthier lifestyles. | PE Leader | An awareness of being healthy is addressed in PE lessons. Children have an understanding of why we warm up and what happens to their bodies during exercise. All lessons have a physical activity focus. Children are physically active for the majority of PE lessons and when taking part in after school clubs. Children are physically active at lunch time too. | To focus on children being more physically active at the beginning of the school day and during active lunchtimes. | |
| Differences in achievement are diminished. All pupils achieve their targets. All pupils are exam-ready. | Out-of-hours teaching: Holiday schools After school/before school booster | Every child involved in Action tutoring reached the end of year expectations with many exceeding their end of year targets in reading and maths. | The positive impact made on the children's progress has been recognised after analysing the data and we have signed up for the new year to further develop our relationship with Action tutoring. | ASC £2250.00 Easter school £2100.00 Action Tutoring £6000.00 TOTAL £100350.00 |
| To raise the aspirations of most able, disadvantaged children. Widening access to highly selective universities | Brilliant Club PHD students delivering university style teaching STEM subjects (focus on | Introduction to programme at St. Hugh's College, Oxford: 21/03. Children attended seminars on: 11/4, 25/4, 02/05, 09/05, 23/05. Final feedback tutorial 27/06. Tutor provided individual reports focusing on | To provide additional opportunities for all upper key stage children to visit universities. To further develop career and role model week. | £1920.00 |

| <p>Develop independent study, critical thinking and communication skills.</p> | <p>development of knowledge, skills and ambition). 12x Y5 children</p> | <p>strengths and recommended targets for scholastic study. Pupils able to articulate the need for study and the paths to follow to enable access to selective Higher Education (high scoring A-Levels grades). Essays reveal a deeper engagement with the learning, how to argue and support with scholarly evidence as well as articulate with clarity.</p> | | |
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| <p>iii. Other approaches</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |
| <p>To raise the aspirations of children through sport. Develop positive play for children with behaviour/engagement issues. Targeted children have higher self-esteem and engage positively with their peers. To provide enrichment opportunities. Less conflict and fairer play.</p> | <p>Sports Development Officer (Sports Coach)</p> | <p>Children are taught rules of games so they understand how to play fairly and without conflict. Various broad and balanced activities are on offer both on the curriculum and in after school clubs. These include, tag rugby, archery, badminton, handball and multi skills.</p> <p>Children are happy in their lessons and through a varied diet of activities children can experience areas of physical activity that they might like to pursue e.g. Kung Fu, gymnastics, cricket and netball.</p> <p>All children are praised and rewarded for their achievement and effort. Children</p> | <p>To continue to provide a rich and broad curriculum. To ensure children understand fair play within whatever activity they are undertaking.</p> | <p>50% of salaries £42768.00</p> |

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| | | positively engage in all activities both individually and with peers. | | |
| To increase confidence and independence/self-care away from home. Widen experiences/aspirations Develop social and emotional skills beyond their familiar environment. | Farm Residential | For the vast majority of the children that attended the farm residential, the opportunity to experience time away from their family unit had a beneficial impact. (independent decision making; self-care; problem solving) Many children developed their social skills through the interaction with unknown adults. | This approach has proven itself to be successful for the past five years and will continue to be a tool to develop pupils' social and emotional skills as well as self-care away from home. | £12000.00 |
| School attendance and punctuality figures continue to increase. 17/18 attendance target 96.5% Persistent absences continue to decrease. | Attendance Management Service (including school based Attendance Officer) | School attendance has increased from 96.2% (16/17) to 96.48% (17/18), also persistent absences has decreased from 10.8% (16/17) to 5.45% (16/17). | The impact of rigorous and robust implementation of school policy and procedures has resulted in year on year improvement of school attendance. School attendance target for 17/18 raised to 97%. | £6000.00 |
| To enrich the wider curriculum for the whole school. To experience the world of work/widen experience. To apply and extend practical skills with real life context Gardener to work with targeted groups of children across the school to develop social skills, increase independence and | Enabling Enterprise – Gardener | The close links made to the school's wider curriculum during gardening sessions has successfully broadened the children's experiences and developed their knowledge. Within the sessions a range of practical skills are introduced and these are built upon year on year When working in small groups the children also have the opportunity to develop social skills | The impact of the gardening sessions both for whole classes and small targeted groups continues to enrich the curriculum and will be planned into next year's curriculum. | £11000.00 |

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| confidence. | | | | |
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: <http://selwyn.leadinglearningtrust.org/our-school/pupil-and-sports-premium/>