

# **Selwyn – Pupil Premium Strategy**

**Review of the academic year 2020 - 2021**

**As at September 2021**



**Leading  
Learning Trust**

**Selwyn Primary School is part of the Leading Learning Trust**

1. Summary information					
School	Selwyn Primary School				
Academic Year	20/21	Total PP budget	118,360	Date of most recent PP Review	Nov 2019
Total number of pupils	478	Number of pupils eligible for PP	109	Date for next internal review of this strategy	September 2021

2. Current attainment (July 2020)		
Baseline September 2020 (data taken from March 2020 prior to school closures)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year One September 2020	R,W,M: 60%	R,W,M: 69%
Year Two September 2020	R,W,M: 69%	R,W,M: 73%
Year Three September 2020	R,W,M: 69%	R,W,M: 83%
Year Four September 2020	R,W,M: 77%	R,W,M: 72%
Year Five September 2020	R,W,M: 75%	R,W,M: 60%
Year Six September 2020	R,W,M: 70%	R,W,M: 69%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	-Higher levels of mobility than national - second quintile for mobility -Social deprivation -Lack of aspirational goals -Lack of cultural capital among the pupil population	
<b>B.</b>	28% PP 94% EAL	
<b>C.</b>	-Our on-entry assessment shows that attainment on entry to the Nursery classes is well below that expected nationally in all areas -Children’s speaking and language is well below typical on entry to the school. Children have limited exposure to vocabulary and understanding of sentence structures and comprehension.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
	Attendance – term time leave, persistent absence	
	Significant numbers of supported families – LAC, CP, CiN and Early Help	
	Inclusion of children with significant additional learning needs including 25 Deaf and Hearing Impaired pupils (32 place RP)	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	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
	School attendance and punctuality figures increase Persistent absences decrease	PP children’s attendance is above 97% PP children are not persistent absentees

	To raise the aspirations of disadvantaged children, including most able disadvantaged children	Children are fully aware of the wide range of job and career opportunities available to them Children participate in a wider range of After School Clubs and enrichment opportunities
	Children are making accelerated progress as a result of additionality, including most able	PP children make significant progress towards age-related targets (Bromcom)
	Improved social and emotional wellbeing of PP children measured through class survey, pupil voice and improvements in attainment	Emotional health, behaviour and well-being will improve. This will be evident in the behaviour for learning in all PP children

<b>5. Planned expenditure</b>					
<b>Academic year</b>	2020 / 2021				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
To diminish the difference between children who are not working at age-related expectations and their peers to ensure that they reach their end of year targets	-Whole school appraisal target -Curriculum adaptations -Early identification of children requiring support -Quality first teaching	-The school closure in March to most children has resulted in children missing out on direct contact with a class teacher for 6 months which has impacted on usual attainment & progress	-Learning walks -Lesson observations -Book audits	SLT	on-going

To provide high quality additionality in the core subjects for targeted children in identified year groups	-Small additionality groups run by teachers & HLTAs every morning for at least a half term	-Children identified need a slightly adapted approach to normal classroom practice to ensure that they diminish the difference between themselves and their peers after a prolonged period out of school	-Learning walks -Lesson observations -Book audits -Assessments & data analysis	SLT & SENDCo  ½ UQ teacher's salary £20 565	
To provide high quality teaching to children in transition years 2 & 6	-Children to receive teaching in a smaller class lead by a qualified class teacher	-Children identified need a slightly adapted approach to normal classroom practice to ensure that they diminish the difference between themselves and their peers		SLT  50% DHT salary £45 654 50% AHT salary £37 611	
<b>Total budgeted cost</b>					£103 830
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children with SEND make increased levels of progress towards their personalised targets.	-Children receive specialist / bespoke teaching delivered in small classes or additionality groups by SEN teachers	-Children have been identified as requiring an adapted curriculum to enable to access learning at their own level -Children are able to concentrate and therefore learn in a smaller teaching group -SEN teachers have the skills and knowledge to support the children effectively	Data analysis  Impact of additionality  Lesson observations  Learning walks	SLT & LE  25% SENDCo salary £11 656.50  25% SEN teacher salary £14 235	Half termly review

Children in the early years with additional needs are identified on entry and support is put in place accordingly	-Children receive short, small group sessions to build language and social skills delivered by an SEN teacher or HLTA	-Early identification results in support being given to children as soon as they enter nursery or Reception -The school's SEN team can begin to liaise with outside agencies as is appropriate before the children move into the main school	Parent forums Data analysis Learning walks	SLT & LE  25% HLTA salary £8085	
To deliver an effective and integrated Early Help offer for children and families.	-Family Support Worker & Learning Mentor to provide support to families -Safeguarding meetings to highlight where support is needed -Identify strategies to support families	School practitioners are committed to ensuring that every child in the Trust 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 an issue or problem emerges. This offer will be preventative, personalised and embedded within a whole family approach.	Early Help reviews (Team around Family & School)  Safeguard analysis  Behaviour incidents analysis  Pupil conferences  Parent feedback	Sarah Leahy, Julie Liburd  50% of salaries £33 230	Ongoing
To meet children's sensory needs through targeted support and additionality	-Occupational Therapist to be commissioned to work with specific children and train members of staff to maintain the OH therapy sessions where needed	Occupational Therapist provides assessments of targeted pupils with sensory difficulties. Works closely with staff and parents to provide recommended programmes to be implemented at home and school which supports the child's individual needs.	Impact of additionality  Pupil voice  Parent feedback	SENDCo  £10 000	Half termly review
To meet the mental health and well-being needs of vulnerable children.	-Place 2 Be - two days each week -Links to the school's wellness and safeguarding teams	Improve standards through supporting vulnerable children's mental health and well-being	Feedback from Place 2 Be counsellor  Place 2 Be reviews  Pupil conferences	Place2Be counsellor, wellness lead  P2B - £11,000	Ongoing

To raise levels of engagement in physical activity and activity levels. Develop children's understanding of healthier lifestyles.	-Sports clubs to run after school every day with targeted children identified by the PE team and class teachers	Children's physical wellbeing improves and in turn impacts positively on their academic outcomes	Data analysis Pupil conferences Lesson observations School nurse information	Sports coach & PE teacher  25% sports coach salary £10 167	Termly review
To diminish the difference in achievement of all pupils  To ensure that all pupils are fully prepared for end of key stage tests and meet their end of year targets through bespoke one-to-one or small group support	Out-of-hours teaching to be put in place in targeted year groups or for individual children  -Holiday schools -After school/before school booster -small group tuition	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 2021	SLT  Easter - £3,500 Action Tutoring - £6000  TOTAL - £9500	End of year review
<b>Total budgeted cost</b>					£107 872.50
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
-To raise the aspirations of children through sport. Develop positive play for children with behaviour/engagement issues -To target children have higher self-esteem and engage positively with their	-Through the use of a dedicated sports coach who will support the school's PE lead to develop participation and increase opportunities to access competitive sports	-Children respond positively to physical education lessons and enjoy the opportunity to experience a wide range of alternative activities outside of school hours -Designated PE & sports time has allowed for children with SEND to regulate their behaviour and demonstrate success which in turn	Lesson observations  Learning walks  Pupil conferences	Sports coach  25% of salary  - £10 167	Termly review

peers -To provide enrichment opportunities		impacts positively on their confidence and self-esteem -Positive play reduces disruption in the classrooms			
To increase confidence and independence/self-care away from home. -To widen children's experiences/aspirations -To develop social and emotional skills beyond their familiar environment	Fairplay House An excellent opportunity to spend a short period of time away from the family home and experience team-building, problem solving and physical activities that are not available in a school setting  Farms for City Kids An extended residential experience in a contrasting locality (Farm in Wales) Children are challenged to complete daily farm tasks; push themselves out of their comfort zones and develop resilience and problem solving skills in an unfamiliar setting	Children in years 4,5,6 provided with the opportunity to experience a residential setting	Pupil conferences  Parent feedback	SLT  - FARM - £13,000  FPH £10 000	On completion of the visit
To raise the aspirations of all pupils to ensure that they are fully prepared to leave school and become global citizens	-Pupil Aspirations -Knowledge of the world of work -Setting challenging personal targets -increase in cultural capital	-Role model / careers week (visitors; opportunities to experience a range of occupations; visits to different workplaces; workshops for children & parents) -Make links with local HE establishments (visits to universities, visits from lecturers) -'Selwyn Stars' (Identify HA chn; devise project; 'graduation' ceremony; links with parents) -Identify where pupil aspirations can be incorporated into school's curriculum -Produce display	Pupil conferences	SLT	Termly review
School attendance and	Attendance Management Service	Rigorous and transparent procedures	Attendance and	Bev Golding &	Weekly review

<p>punctuality figures continue to increase. 20/21 attendance target 97% Persistent absences to continue to decrease. To provide support for families during the global pandemic</p>	<p>(including school based Attendance Officer)</p>	<p>(monitoring attendance, first day calls weekly meetings with attendance team, borough attendance officer on site half day per week, targeting key families, timely and targeted intervention).</p>	<p>punctuality data analysis</p>	<p>Aneesa Sirkhot  Silver package - £6000</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>In-house gardner -Children provided with opportunities to work in the school gardens; with outside providers; develop their understanding of agriculture and animals with specific links to their learning across the curriculum  -SEND children to have additional time to work with the school gardeners to develop social skills</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 conferences</p>	<p>Cassie Liversidge  - £11,000</p>	<p>Termly review</p>
<b>Total budgeted cost</b>					<p>£50 167</p>
<b>overall budgeted cost</b>					<p>£261 869.50</p>

6. Review of expenditure				
Academic Year		2020 / 2021		
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
<p>To diminish the difference between children who are not working at age-related expectations and their peers to ensure that they reach their end of year targets</p> <p>To provide high quality additionality in the core subjects for targeted children in identified year groups</p> <p>To provide high quality teaching to children in transition years 2 &amp; 6</p>	<p>-Whole school appraisal target -Curriculum adaptations -Early identification of children requiring support -Quality first teaching</p> <p>-Small additionality groups run by teachers &amp; HLTAs every morning for at least a half term</p> <p>-Children to receive teaching in a smaller class lead by a qualified class teacher</p>	<p>The closure of schools to most pupils between January and March 2021 meant that additionality groups did not run for the desired amount of time. To ensure that there was consistency in approach, identified children were provided with small group 'live learning' during the closure and adapted remote learning where necessary.</p> <p>Early riser sessions attendance improved throughout the summer term with a positive impact being seen by all class teachers.</p> <p>An additional class teacher was employed from January 2021 to increase additionality across the school</p> <p>During the summer term, Reception - Y6 had an additional teacher in each year group to target identified pupils working</p>	<p>-Continue to add additionality in the core subjects across all year groups</p> <p>-Closely monitor the pp pupils in smaller additionality groups and those remaining in class</p>	£103, 830

		below the level of their peers. This impacted positively on those children who remained in class as their teachers were able to target individual needs.		
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
Children with SEND make increased levels of progress towards their personalised targets.	-Children receive specialist / bespoke teaching delivered in small classes or additionality groups by SEN teachers	-Early riser and additionality groups supported children to improve their confidence and subject knowledge which in turn enabled them to access the learning in whole class situations  -Number of children in SEN class increased as early identification of needs in the EYs improved due to SENDCo time being allocated	-Continue to focus on early identification in Nursery & Reception  -SEND class to be a focus of curriculum development	SLT & LE  25% SENDCo salary £11 656.50  25% SEN teacher salary £14 235
Children in the early years with additional needs are identified on entry and support is put in place accordingly	-Children receive short, small group sessions to build language and social skills delivered by an SEN teacher or HLTA	-NELI programme delivered to identified children in Reception before and within school hours	-Further training for support staff to increase the number of adults able to deliver language intervention programme	SLT & LE  25% HLTA salary £8085
To deliver an effective and integrated Early Help offer for children and families.	-Family Support Worker & Learning Mentor to provide support to families -Safeguarding meetings to highlight where support is needed -Identify strategies to support families	-Closure of school to most children from January - March 2021 limited the opportunities for face to face sessions with identified families. To combat this, the family support worker and Assistant SENDCo ensured that regular contact was maintained with vulnerable families and additional support put in place where necessary	-Move to in-person parent support groups as parents are more likely to attend and ask for support when needed	Sarah Leahy, Julie Liburd  50% of salaries £33 230

		-Positive feedback provided from parents who accessed the twice weekly virtual coffee mornings throughout the year		
To meet children's sensory needs through targeted support and additionality	-Occupational Therapist to be commissioned to work with specific children and train members of staff to maintain the OH therapy sessions where needed	-OH services very limited due to the pandemic.	-OH service to be in place for those children who require the sessions now that services are back in schools	SENDCo
To meet the mental health and well-being needs of vulnerable children.	-Place 2 Be - two days each week -Links to the school's wellness and safeguarding teams	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 was expanded so Place2Talk was available for children in years 1 to 6. Place2Be continued to develop relationships with children, parents and staff through assemblies, coffee mornings and contributing to staff training in the Autumn term  During the country's lockdown period, the school counsellor continued to provide the service through weekly calls to children undergoing counselling sessions and provided staff with support as needed.	-The service will continue to work for two days a week in school  -Employment of a new school counsellor in place to ensure a consistency in approach  -Staff wellbeing sessions to continue to be part of the whole school offer  -Wellbeing team to target families through virtual coffee mornings	Place2Be counsellor, wellness lead  P2B - £11,000
To raise levels of engagement in physical activity and activity levels.	-Sports clubs to run after school every day with targeted children identified by the PE team and class teachers	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.	-Continue to provide a wide range of after school sports activities  -Target children who need additional PE or sporting lessons to improve their physical	Sports coach & PE teacher  25% sports coach salary £10 167

Develop children's understanding of healthier lifestyles.		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. School sports coach has attended meetings with the wellness team and this has resulted in changes to games at play times to support children's mental wellbeing alongside their physical	fitness and wellbeing after a long period at home  -Continue to provide bespoke support for SEND children	
To diminish the difference in achievement of all pupils	Out-of-hours teaching to be put in place in targeted year groups or for individual children  -Holiday schools -After school/before school booster -small group tuition	Children with significant SEND needs have received high quality first teaching from a qualified teacher throughout the year including during the school's closure. Bespoke learning and activities to develop their individual needs ensured that children were able to successfully transition back into school in July and that steady progress was recorded with most children reaching their end of year targets	-Additionality will be a school focus to ensure that any gaps in learning due to the country's lockdown period are plugged and that any difference is diminished effectively  -Increased adults to deliver additionality in the core subjects to accelerate progress for identified pupils in smaller classes	SLT  Action Tutoring - £6000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
-To raise the aspirations of children through sport. Develop positive play for children with behaviour/engagement	-Through the use of a dedicated sports coach who will support the school's PE lead to develop participation and increase opportunities to access competitive sports	-The use of children who display positive behaviours at all times was very helpful to targeted children as the model shown to them supported them to make better choices	-PE and sport will continue to be a focus for the school especially with the increased time spent indoors and at home having an impact on children's health and eating habits.	Sports coach  25% of salary  - £10 167

<p>issues          -To target children that have higher self-esteem and engage positively with their peers          -To provide enrichment opportunities</p>				
<p>To increase confidence and independence/self-care away from home.          -To widen children's experiences/aspirations          -To develop social and emotional skills beyond their familiar environment</p>	<p>Fairplay House          An excellent opportunity to spend a short period of time away from the family home and experience team-building, problem solving and physical activities that are not available in a school setting</p> <p>Farms for City Kids          An extended residential experience in a contrasting locality (Farm in Wales)          Children are challenged to complete daily farm tasks; push themselves out of their comfort zones and develop resilience and problem solving skills in an unfamiliar setting</p>	<p>-Due to the pandemic both residential visits had to be cancelled.</p>	<p>-Visit to the farm has been booked for November 2021</p>	<p>SLT</p>
<p>School attendance and punctuality figures continue to increase.          20/21 attendance target 97%          Persistent absences to continue to decrease.          To provide support for families during the global pandemic</p>	<p>Attendance Management Service (including school based Attendance Officer)</p>	<p>-Despite the continuing impact of isolation rules and children not being in the country, attendance has remained positively high with the team working tirelessly to ensure children are in school at all times</p>	<p>-Continue to have increased contact with families of children who may cause concern</p>	<p>Silver package          - £6000</p>

<p>To enrich the wider curriculum for the whole school.</p> <p>To experience the world of work/widen experience.</p> <p>To apply and extend practical skills with real life context</p> <p>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>The close links made to the school's wider curriculum during gardening sessions has successfully broadened the children's experiences and developed their knowledge.</p> <p>Within the sessions a range of practical skills are introduced and these are built upon year on year and can be used outside of school.</p> <p>When working in small groups the children also have the opportunity to develop social skills.</p>	<p>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.</p> <p>To develop the gardening curriculum in order to ensure a balance skills are being taught - planting, cooking, cultivating etc.</p>	<p>£11000.00</p>
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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.

Not applicable - all detail provided in the statement above.