

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	434
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£133 155
Recovery premium funding allocation this academic year	£12 847.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£146 002.50

Part A: Pupil premium strategy plan

Statement of intent

Selwyn is in an area with high rates of crime and deprivation. The level of deprivation for the school's postcode is ranked as three out of ten with one being the lowest.

The level of deprivation is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium funding is aimed at addressing any underlying inequalities which may exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is higher than the national average with 28% of pupils in September 2021 in receipt of funding.

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: 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	High levels of obesity which has been heightened by the pandemic and children remaining at home. Many of the children do not have access to an outdoor space and so could not regularly exercise
4	High levels of SEND - Selwyn has formed its own SEND classrooms 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
6	The gap between disadvantaged children in receipt of FSM and their peers
7	Parental engagement with learning: low levels of literacy can result in parents finding it difficult to support their children at home
8	Significant numbers of supported families - LAC, CiN, Early help

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 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

	<ul style="list-style-type: none"> -Children are able to confidently experiment with language and vocabulary use in their writing
Additionality opportunities will enable children to meet or exceed their end of year targets	<ul style="list-style-type: none"> -Children make outstanding progress towards their individual targets -The percentage of children at WTS reduces across the school
A high proportion of children are involved in after school clubs and sports activities	<ul style="list-style-type: none"> -Club participation increases -Children attend clubs consistently -A wide range of clubs are offered to the children
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 -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

	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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
Implement statutory ECT framework by Ambition Institute as part of the London District East Teaching School Hub		4,
Source effective CPD for school leaders at all levels: Ambition NPQs (senior leadership, behaviour, leading teacher development, teaching & learning)		4,
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,
Provision of additionality across the school: additional teacher for identified pupils on temporary contract	Reading comprehension strategies	1, 4, 5
CPD to develop and further improve the feedback provided for children at every stage of the learning process	Feedback	1, 4, 5
Ensure that all teaching staff members are confident in the delivery of the school's phonics programme	Phonics	1, 4, 5

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
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
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
Early Riser groups: target for deaf children and those working below the level of their peers	Small group tuition	1, 4, 5, 6
Phonics additionality - 'top up' sessions for those children with identified gaps in phonics learning	Phonics	1, 4, 5, 6
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

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

Budgeted cost: £ 122 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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,
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	Parental engagement	1, 2, 4, 5, 7
Headstart - target group of Y6 pupils		2, 4
After school club provision: widen the offer		2, 3, 4
Increase opportunities for competitive sport (taking part and viewing)		2, 3, 4
Farm visit - Y4,5,6 children to visit a Michael Morpurgo farm in Wales		2, 3, 4
Fair Play House - Y4,5 children to experience adventure and problem solving activities in a residential setting		2, 3, 4
Increase opportunities for children to receive curriculum enrichment activities and events		2, 3, 4
School gardener: 'Grow your own playground' activities linked across the humanities and Science curriculums - opportunities for children to experience outdoor learning		2, 3, 4

Total budgeted cost: £ 286 500

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.