

## Selwood Academy Pupil Premium Strategy Statement 2020-2021

This statement details our school's use of pupil premium (and Covid Catch-Up for the 2020 to 2021 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	Selwood Academy
Number of pupils in school	673
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2020-2021
Date this statement was published	November 2020
Date on which it will be reviewed	October 2021
Statement authorised by	Daniel Jeffries
Pupil premium lead	Adam Broad
Trustee lead	Kyrstie Kirkwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 200,417
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 28,262
Covid Catch-Up funding allocation for this academic year	£ 55,160
<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	<b>£ 283,839</b>
Pupil Premium funding spent on teaching	£ 87,618
Pupil Premium funding spent on other staff inc interventions	£ 81,025
Pupil premium funding spent on other resources	£ 18,681
<b>Total expenditure for this academic year</b>	<b>£ 187,324</b> <b>(£40,769 Covid Catch-Up)</b>
<b>Amount to be carried forward into 2021/22</b>	<b>£ 96,515</b>

## Part A: Pupil premium strategy plan

### Challenges

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

<b>Pupil Premium Grant (PPG) Received</b>	
<b>Number on Roll:</b>	<b>673</b>
<b>Number of pupils eligible for PPG</b>	<b>184 (27%)</b> pupils eligible for PPG
	<ul style="list-style-type: none"> <li>• 141 (21%) pupils in receipt of FSM</li> <li>• 4 (0.6%) pupils are children looked after</li> <li>• 5 (0.6%) pupils are adopted from care</li> <li>• 8 (1%) pupils whose parents serving in the armed forces</li> </ul>

<b>Challenge number</b>	<b>Detail of challenge</b>
<b>1 SEND</b>	41% of disadvantaged pupils are also SEND
<b>2 Achievement</b>	A gap in attainment remains between pupils eligible for PPG funding and those who are not. This gap exists on entry in year 5 in literacy and numeracy.
<b>3 Engagement with Learning</b>	Rewards systems and ATL scores reflect that disadvantaged pupils demonstrate equal or better engagement with learning and with school as more advantaged peers.
<b>4 Attendance</b>	There remains a small (2%) difference in attendance when comparing pupils receiving PPG funding and those who do not.

### 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<b>1 SEND</b>	<ul style="list-style-type: none"> <li>• Progress and attainment of pupils with SEND is in line or exceeds the national average</li> </ul>
<b>2 Achievement</b>	<ul style="list-style-type: none"> <li>• The gap in achievement between PP pupils and non-PP pupils is narrowed, so that achievement is in line with non-PP achievement in reading, writing and mathematics.</li> <li>• PP achievement meets or exceeds individualised progress and attainment estimations.</li> </ul>
<b>3 Engagement with Learning</b>	<ul style="list-style-type: none"> <li>• Mean averages for ATL scores for PP are equivalent to that achieved by non-PP.</li> </ul>
<b>4 Attendance</b>	<ul style="list-style-type: none"> <li>• Attendance rates for PP is equivalent to that of non-pp.</li> <li>• Attendance rates achieve the target of 96%, including PP pupils; to meet or exceed LA and national average.</li> </ul>

## 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 2019 to 2020 academic year.

<p><b>Engagement:</b></p> <p>Attitude to learning scores are recorded at regular intervals throughout the year, using a 1-4 scale. 4 is outstanding. In all year groups, the average score was 3 or more for both PP and Non-PP pupils and this maintained throughout the year. Whilst the ATL score for non-pp pupils rose by 0.1 on average in each year group, for PP pupils, it remain unchanged.</p> <p><b>Attendance:</b></p> <p>Significant impacts of COVID lockdowns during the year. This data helps to demonstrate this impact of covid-lockdowns, particularly on those from more disadvantaged backgrounds. The school response to school absence, especially post-lockdown shows an improvement in attendance after this disruption. Blended Learning arrangements in combination with the work of pastoral support services, PFSAs and attendance teams ensured impact on attendance and/or engagement with learning was minimised</p>
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### 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: £87,618

Activity		Challenge number(s) addressed
Monitor consistent and rigorous planning to provide an engaging curriculum and use appropriately differentiated strategies to actively engage pupils in vulnerable groups and move their learning forward.	<p>Embedded approach to QA of teaching and learning to support and develop the use and impact of differentiated strategies. QA outcomes are fed back to all staff as part of ongoing continuous improvement in quality first teaching.</p> <p>Curriculum review and implementation to ensure high expectation and challenge for all pupils.</p>	<p>1 SEND</p> <p>2 Achievement</p> <p>3 Engagement with learning</p>
Cyclic diagnostic assessments to inform next steps in intervention and lesson planning.	Evidence-informed intervention schedules focussed on PP/SEND pupils requiring further support in English and maths.	<p>1 SEND</p> <p>2 Achievement</p>
<i>CPD, training and support: Blended Learning</i>	Blended Learning (Google Classroom) to ensure full access to a remote curriculum. Staff receive full training and support in the integration of Google Classroom into daily working practices to support teaching and learning.	3 Engagement with Learning

	Access to technology for disadvantaged pupils and those who are known to have no access to technology Whole school reading initiatives	
<i>CPD, training and support: Inclusive teaching and learning</i>	Staff training: Self-injury awareness Metacognition to support self-regulation	All

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

Budgeted cost: £81,025

<b>Activity</b>		<b>Challenge number(s) addressed</b>
Small group and 1:1 tuition for SEND/PP pupils	Additional timetabled interventions led by HLTAs and TA to take place. Particularly in year 5, significant gaps in learning were identified, especially in maths.	1. SEND 2. Achievement
<i>Additional tutoring in maths and reading</i>	Additional intervention teacher to lead on small group structured interventions for reading.  Further expansion of Accelerated reader to monitor progress in reading across all year groups and to inform intervention strategies  Targeted online support through the National Tutoring Programme in maths (Third Space Learning)	2. Achievement
<i>Curriculum Engagement</i>	Subsidised funding for participation in enrichment activities (Activity 'voucher' scheme)	3. Engagement with learning

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

Budgeted cost: £18,681

<b>Activity</b>		<b>Challenge number(s) addressed</b>
<i>Wellbeing</i>	Implement wrap-around care and breakfast clubs  Additional specialist staff to support Thrive and Elsa SEMH intervention	3 Engagement with learning 4 Attendance

	Set up of Forest School and additional training for staff	
PASHE development to support mental health and well being	The PASHE curriculum accurately tackles identified mental and emotional needs for all pupils as a result of the covid pandemic.	3 Engagement with learning
Year 5 & 8 transitions	Facilitating enhanced transition procedures to support our most vulnerable pupils and their families	4 Attendance