

## Selwood Academy Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (incl. Yr 7 Catch-Up C/FWD, Covid Catch-Up C/FWD 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	Selwood Academy
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£227,855
Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years	£55,745
Yr7 Catch-Up funding carried forward from previous years	£37,000
Covid Catch-Up funding carried forward from previous years	£40,769
<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>£387,034</b>

## Part A: Pupil premium strategy plan

### Statement of Intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to pupils from disadvantaged backgrounds in realising their potential. The school utilises this money to ensure that disadvantaged pupils benefit from high quality teaching, curriculum and pastoral support. Our pupil premium strategy supports initiatives that benefit our wider cohort of PP pupils, such as dedicated teaching groups, as well as targeted programmes based on internal data. Our aim is to reduce inequality in academic outcomes, attendance and attitudes to learning; to enable all to let their light shine.

### Challenges

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

Challenge number	Detail of challenge
<b>1 Attainment Reading</b>	A significant 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>2 Attainment Writing</b>	
<b>3 Attainment Maths</b>	
<b>4 SEND</b>	41% of disadvantaged pupils are also SEND
<b>5 Engagement with learning and Cultural Capital</b>	Pupils from more disadvantaged backgrounds are less able to afford classroom resources and uniform and food-products, limiting capacity to engage effectively with day-to-day learning.  Pupils from disadvantaged families are less likely to support costs associated with extra-curricular activities and enrichment, limiting capacity to access cultural capital.

### 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
<b>1 Attainment Reading</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>2 Attainment Writing</b>	
<b>3 Attainment Maths</b>	
<b>4 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>5 Engagement with learning and Cultural Capital</b>	<p>Funding support to assist pupils in engagement with extra-curricular and enrichment activity. Participation in enrichment activities to be closely monitored, with direct contact maintained to promote engagement.</p> <p>Introduction of homework support clubs- offered primarily to PP pupils, to provide a supportive and calm environment for learning</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: £ 298,327 (+£55,651 yet to allocate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional specialist teaching Capacity	<p>Increase capacity of specialist teaching in year 5 and year 6 to support the recovery of missed learning, by reducing class sizes and targeted specialist and intensive teaching for pupils identified as most in need</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><i>‘reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption’.</i></p> <p><i>‘Gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive’</i></p>	1 2 3 4
Weekly intervention cycles	<p>Provide 9 to 11 hours of timetabled additional intervention in both literacy and numeracy every two weeks. Recruitment of additional specialist teachers will provide capacity for this to take place. Interventions will respond proactively to the needs of pupils, with diagnostic information provided by the class teacher.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1 2 3
Phonics Development	<p>Recruitment teacher with specialist knowledge in phonics in addition to timetabled intervention sessions to support phonics development for pupils requiring additional support</p> <p><i>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</i></p>	4

	<p><i>development of early reading skills, particularly for children from disadvantaged backgrounds'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,528

Activity		Challenge number(s) addressed
Maths online tuition Literacy online tuition	Provision additional online tutoring for up to 90 pupils (66% PP) identified from internal assessment and diagnosis of gaps in learning. Working in blocks of 2 with 30 pupils (15 weeks). Additional capacity for a further 30 to receive tutoring in both literacy and/or numeracy, based on ongoing assessments	1 2 3
Homework Club	Primarily focused at PP pupils requiring a calm and purposeful environment to complete homework, with additional teaching support provided  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	5
Teaching equipment and materials	Provision of additional materials to support access to curriculum and enrichment. Including: <ul style="list-style-type: none"> <li>• Blended Learning provision and access to technology, for future school closures.</li> <li>• Food and DT resources</li> <li>• Art provision</li> <li>• School Uniform</li> <li>• Music tuition</li> </ul>	1 2 3

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

Budgeted cost: £ 16,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing	Forest School and additional training for staff as required to support transition of year 5 pupils and SEMH	5
	Mindfulness timetabled for all groups in year 8 to support SEMH and wellbeing	5

	<p><i>Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
Year 5 & 8 transitions	Allocated funding to support enhanced transition in year 5 and 8 in support of vulnerable pupils and families.	5
Pastoral and behavioural support manager	<p>Dedicated support for pupils facing behavioural and emotional barriers to learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5

## 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.

<p>SATs outcomes at KS2 could not take place. Therefore, it is not possible to verify comparative data to assess the overall impact of interventions that were put in place in 2019-2020 and in 2020-2021.</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> <p><b>Interventions:</b></p> <p>Maths interventions took place weekly, led by Third Space Learning. These took place in addition to normal maths lessons. In total 42 pupils received online tuition, to a total of 272 hours cumulative learning time. In this time, 995 'objective steps' were strengthened. The success of this programme means we will again be offering access to online maths tuition for up to 90 pupils during 2021-2022</p> <p>In-school small group interventions also took place for reading. This was led by a specialist teacher. 60 pupils received additional intervention in addition to normal literacy lessons. Working in group of approximately 5, groups focussed on core skills including retrieval and summarising of texts. A focus was also given to fluency and speed of reading. The intervention had a significant impact on reading retrieval, with pupils showing an average improvement of 20% in retrieval skill at the end of 6 sessions. To a lesser extent, skills were also improved in the summarising of text, with an average improvement of 5%</p> <p><b>SEND Engagement with learning:</b></p> <p>We regularly record an Attitude to Learning (ATL) score for all pupils during the year and use this to assess engagement and motivation in learning. Analysis of ATL change over the year demonstrated that all pupils maintained or improved on the average ATL score of 3 or more. An average marginal improvement was achieved of 0.1-0.2 for all SEND pupils in all year groups combined during 2020-2021</p>
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