

Selwood Academy Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (incl. Recovery Premium for the 2022 to 2023 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	602
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Daniel Jeffries
Pupil premium lead	Dave Finlay
Trustee lead	Kyrstie Kirkwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,230
Recovery premium funding allocation this academic year	£129,340
National Tutoring program funding	£11,677
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	£361,247

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have poor attendance, a social worker and young carers. The activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our ultimate aim is to reduce inequality in academic outcomes, attendance and attitudes to learning; to enable all to let their light shine.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

At Selwood we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1 Attainment Reading	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.
2 Attainment Writing	
3 Attainment Maths	
4 SEND	32% of disadvantaged pupils are also SEND
5 Engagement with learning and Cultural Capital	<p>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.</p> <p>Pupils from disadvantaged families are less likely to support costs associated with extra-curricular activities and enrichment, limiting capacity to access cultural capital.</p>

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
1 Attainment Reading	<ul style="list-style-type: none"> 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. PP achievement meets or exceeds individualised progress and attainment estimations.
2 Attainment Writing	
3 Attainment Maths	
4 SEND	<ul style="list-style-type: none"> Progress and attainment of pupils with SEND is in line or exceeds the national average
5 Engagement with learning and Cultural Capital	<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. We aim to make sure every pupil attends one trip each year.</p> <p>Introduction of homework support clubs- offered primarily to PP pupils, to provide a supportive and calm environment for learning</p>

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: £ 152,787

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</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 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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 development of early reading skills, particularly for children from disadvantaged backgrounds’</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 2 4

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

Budgeted cost: £ 50,960

Activity		Challenge number(s) addressed
Maths tuition	Provision additional tutoring for up to 90 pupils (66% PP) identified from internal	1
Literacy tuition		2

	<p>assessment and diagnosis of gaps in learning. Additional capacity for a further 30 to receive tutoring in both literacy and/or numeracy, based on ongoing assessments</p> <p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that all years groups have gaps in maths, phonics, writing and reading. A list of children and the areas of weakness has been drawn up and the School Led Tutoring funding will be used for these interventions which will be both in and outside of the school day.</p> <p>https://www.bloomsbury.com/uk/what-works-9781472965639/</p>	<p>3 4</p>
<p>Thrive and Elsa staff to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p>	<p>Pay for staff and updated training for more staff to become ELSA practitioners.</p> <p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>4 5</p>

	<p>Think of yourself: self regulation and metacognition from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p35-40</p> <p>https://www.bloomsbury.com/uk/what-works-9781472965639/</p>	
<p>Purchases of Bedrock Learning to support our language rich curriculum and develop Vocabulary.</p> <p>This also acts as a diagnostic and assessment tool to support pupils needs. Bedrock is Ai generated to support and challenge pupils.</p>	<p>Bedrock supports the EEF recommendations on how to support literacy by developing pupils language capabilities and supporting pupils to develop reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://bedrocklearning.org/impact/</p>	1
<p><i>Teaching equipment and materials</i></p>	<p>Provision of additional materials to support access to curriculum and enrichment. Including:</p> <ul style="list-style-type: none"> • Blended Learning provision and access to technology, for future school closures. • Food and DT resources • Art provision • School Uniform • Music tuition 	1 2 3 4 5

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

Budgeted cost: £ 157,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Wellbeing</i></p>	<p>Forest School and additional training for staff as required to support transition of year 5 pupils and SEMH.</p> <p>Forest school interventions also take place for identified pupils.</p>	5

Year 5 & 8 transitions	Allocated funding to support enhanced transition in year 5 and 8 in support of vulnerable pupils and families.	4 5
Pastoral and behavioural support manager and team	Dedicated support for pupils facing behavioural and emotional barriers to learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4 5
School uniform support	With the cost of living increasing, we will use our PP money to make sure PP pupils have the ability to ask for key items of uniform to be purchased for them.	5
Peripatetic instrumental lessons or access to after school clubs	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem. Sport for health and wider outcomes from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p115-118 https://www.bloomsbury.com/uk/what-works-9781472965639/	5
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. All pupils to attend at least one trip each year.	PP children may not have access to the range of activities that non-PP children have. This limits their wider life experiences e.g. access to the arts, restricting the development of knowledge, vocabulary and skills which they need to be able to draw upon to be successful. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ EEF suggests pupil who participate in adventure learning interventions make approximately +4 months progress over the course of a year	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 2021 to 2022 academic year.

<p>Teaching impact:</p> <p>We have used our Pupil Premium money effectively to reduce class sizes and provide targeted academic support. We have also employed a specialist phonics teacher to help support our non-readers. The phonics teacher has had a positive impact on all selected pupils' ability to read and decode words. However, this did not translate into more positive SATs outcomes due to the pupil's ability to access the whole text.</p>

Overall SATs outcomes for the year 22-23 have been positive despite having two years of disruptive learning due to the pandemic.

Reading 63% PP 41% (national PP- 60%)

Writing 85% (above national) PP 72% (National PP- 58%)

Maths 77% (highest in school's history) PP 44% (National PP- 59%)

This set of data is the best results in the schools History but we have yet to significantly close the gap between our PP and non-PP, bar writing. As much as our PP data is behind national we are inline or have increased our PP on track in each subject compared to last year.

Tracking our data across all faculties has shown an improvement throughout the year for our PP pupils.

Pastoral and behavioural support

Our new relationship policy that is supported by our inclusion lead and pastoral manager has seen vast improvements in behaviour. This has improved learning environments for pupils making the class room a disruption free environment providing a better space for learning for all. We have seen a decrease in the use of isolation throughout the year

Compass Centre DATA	T1	T2	T3	T4	T5	T6	Cumulative
Number of days in Term	34	35	28	30	28	33	188
Pupils on roll	605	605	602	600	600	600	
Total number of isolations	133	129	85	116	96	103	662
Average number of isolations per day	3.9	3.7	3	3.9	3.4	3.1	3.5
Average number of isolations per day as a % of whole school	0.65	0.61	0.50	0.64	0.57	0.52	0.52

Suspensions have also fallen over the last academic year.

Attendance:

Attendance DATA					
	2018-19 (%)	2019-20 (%)	2020-21 (%)	21-22 (%)	22-23 (%)
Whole school	95.20	90.1	95.6	92.25	92.66
PP	93.40	88.8	88.8	89.86	89.16
SEN	91.2	87.5	87.5	89.36	89.90
National Average - Primary	96.3	95.7	96.3		
National Average – Secondary	95.21	94.4	94.3		
All Schools Average	95.7	95.1	95.3		

Attendance Vulnerable Groups 2022 – 2023							
	Term 1 (%)	Term 2 (%)	Term 3 (%)	Term 4 (%)	Term 5 (%)	Term 6 (%)	Cumulative (%)
PP	91.52	87.44	89.74	87.45	89.11	89.16	89.16
SEND	92.44	88.16	91.14	89.32	90.20	88.59	89.90

Our attendance figures are above national statistics.

Interventions:

During the last academic year, we used our tuition funding as well as PP funding to provide in school and after school tutoring to a selection of pupils. We have helped 28 Year 6 pupils become more secure with 652 learning objective steps during 99hrs of teaching. They worked through roughly 117 SATs style questions with their tutors after school. We also supported 37 pupils with in school tutoring led by Selwood teachers.

In English we supported 20 pupils attending TLC tutoring which is based on reading and a further 45 pupils had tutoring in school time.

Year 6 pupils that attended tutoring made more progress points than pupils who did not attend tutoring. Their average score increased on test by 10 marks compared to 8 for those not attending tutoring.

In the summer term we also provide online tutoring to year 5 pupils. We have helped 33 pupils become more secure with 634 learning objective steps during 113hrs of teaching.

We also had phonics intervention taking place for pupils who reading was an additional barrier.

SEND Engagement with learning:

We have significantly changed the culture of SEND provision at school. Almost all SEND pupils now attend lessons and all access the curriculum alongside their peers. We have seen a term by term reduction in pupils with SEND being sent to the compass centre due to their needs being met in class.

Number of pupils sent to the Compass Centre - SEND							
	T1	T2	T3	T4	T5	T6	Cumulative
YEAR 5	5	11	4	6	3	7	36
YEAR 6	6	6	7	5	7	9	40
YEAR 7	8	9	8	7	9	9	50
YEAR 8	9	11	6	4	3	2	35
Cumulative	27	37	25	22	22	27	

Our referrals to the Compass Centre for SEND pupils was impacted by some higher needs' individuals. We took part in two external reviews for SEND last year which both had very positive findings about SEND provision.