

Selwood Academy Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium 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	667
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 – 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
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	£209,094
Recovery premium funding allocation this academic year	£0
National Tutoring program funding	£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	£209,094

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.

We fundamentally believe that opportunities can raise aspiration and therefore attainment. We invest heavily in providing enrichment opportunities for all pupils. We make sure that every pupil who attends Selwood attends one trip each year as a minimum (as long as we have parental permission). These trips vary from: Caving and Harry Potter world as they start year 5 to Lyme Regis and Portsmouth harbour as they move into Key stage 3. All PP pupils have an additional £50 a year activity voucher to help them access other trips and opportunities.

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
- Provide enriching opportunities for all

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.

Throughout the year we will evaluate our provision through monitoring of opportunities, academic attainment and quality of teaching. Our SLT, whose responsibility is behaviour and attendance, monitors attendance and behaviour trends for all pupils but also specifically disadvantaged pupils. Any trends or issues are then addressed with appropriate intervention put in place.

As a school we have a pledge to provide pupils with the following opportunities whilst they attend our school:

Perform to an audience; visit a museum; take part in an intra school competition; visit local places of worship; contribute to charity work; visit a historical place; meet people who can widen your understanding of the world; visit outdoor learning environment; meet pupils from other schools; experience and use modern technology; learn about ways to look after yourself and our planet; be ready for your next stage in education; be exposed to a wide variety of texts and authors; meet an author; learn about key literacy and musical artistic figures; visit the school library; attend a trip each year and provide your with opportunities to attend a range of clubs at lunch and after school.

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 gap in attainment remains between pupils eligible for PPG funding and those who are not. This gap exists on entry in year 5 in English and Maths. Over the last few years this gap has been closing and our PP pupils are often not far behind national data for non PP.
2 Attainment Writing	
3 Attainment Maths	
4 SEND	44% 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> <p>With the cost of living increasing the challenges around providing the basics for pupils alongside increasing their opportunities whilst in school has been a challenge for families. A significant part of our budget will be spent to support pupils with this.</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: £ 64,076

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
Quality first teaching- CPD	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</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 of teacher with specialist knowledge in phonics in addition to timetabled intervention sessions to support phonics development for pupils requiring additional support</p>	1 2 4

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

Budgeted cost: £ 36,820

Activity		Challenge number(s) addressed
Maths tuition	<p>Provision of additional teacher capacity to support in school tutoring to our vulnerable pupils. 66% of pupils identified will be PP. Internal assessment and diagnosis of gaps in learning will be used to identify small groups of pupils for extra support. This will take place in both Maths and English.</p> <p>EEF (+4)</p> <p>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>	1
Literacy tuition		2
		3
		4
Elsa staff to support children who are having	Pay for staff and updated training for more staff to become ELSA practitioners.	4 5

difficulty accessing learning through behavioural issues, using the Elsa approach to support their management of their own behaviour.	<p>EEF (+4)</p> <p>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>Think of yourself: self regulation and meta-cognition 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
<i>Teaching equipment and materials</i>	<p>Provision of additional materials to support access to curriculum and enrichment. Including:</p> <ul style="list-style-type: none"> • Food and DT resources • Art provision • School Uniform • Music tuition • Reading Books 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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

Budgeted cost: £ 108,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing</i>	Forest School and additional training for staff as required to support transition of year 5 pupils and SEMH. Forest school interventions also take place for identified pupils.	5
Year 5, 8 and SEND 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 https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months/	5

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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.

Teaching impact:

We have used our Pupil Premium money effectively to reduce class sizes and provide targeted academic support and support a small cohort of pupils for in school tutoring. 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 starting position of these pupils. All pupils who took part in the phonics scheme completed all phases by the end of year 5.

Over the last few years our SATs outcomes have been extremely positive particularly on our disadvantaged and SEND.

2023-2024 data

Reading 74% PP 57% (national PP- 62%)

Writing 86% (above national) PP 77% (National PP- 58%)

Maths 82% (highest in school's history) PP 71% (National PP- 59%)

Combined 69% (above national) PP 49% (National PP- 45%)

The trend has continued for another year where our PP are still above national and closing the gap on non-PP nationally.

2024-2025 data

Reading 76% PP 65% (national PP- 63%)

Writing 86% (above national) PP 74% (National PP- 59%)

Maths 87% (highest in school's history) PP 75% (National PP- 61%)

Combined 71% (above national) PP 54% (National PP- 47%)

This set of data is the best results in the school's history and we are slowly closing the gap between our disadvantaged pupils and our non-disadvantage.

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

Pastoral and behavioural support

Over the last few years our 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 2024 – 2025	T1	T2	T3	T4	T5	T6	Cumulative
Number of days in Term	39	35	30	30	23	38	195
Pupils on roll	602	604	601	601	596	599	
Total number of isolations	156	139	131	158	109	171	864
Average number of isolations per day	4.2	4.0	4.4	5.3	4.7	4.5	4.5
Average number of isolations per day as a % of whole school	0.70	0.66	0.73	0.88	0.80	0.75	

Suspensions have also fallen over the last academic year.

Attendance:

Attendance DATA 2024 – 2025				
	21-22 (%)	22-23 (%)	23-24 (%)	24-25 (%)
Whole school	92.25	92.66	92.35	93.52
PP	89.86	89.16	88.29	88.92
SEN	89.36	89.90	87	87.81
National Average - Primary	93.7	94.1	92.8	94.8
National Average – Secondary	91	91	86.2	91.4
All Schools Average	92.4	92.6	92.8	93.1

Attendance Vulnerable Groups 2024 – 2025							
	Term 1 (%)	Term 2 (%)	Term 3 (%)	Term 4 (%)	Term 5 (%)	Term 6 (%)	Cumulative (%)
PP	90.61	88.85	88.82	89.7	88.06	88.68	88.92
SEND	89.25	91.45	88.54	89.07	85.86	83.09	87.81

Our attendance figures are above national statistics for secondary school and we are a middle deemed secondary.

Interventions:

During the last academic year, we used some PP funding to provide in school tutoring to a selection of pupils. We used in school tutoring to support 50 different pupils in either maths or English. We tracked the progress of pupils who had tutoring to those who didn't receive tutoring and on average marks increased by 2 Marks compared to peers on their reading paper between each assessment window and 5 marks on maths papers between each assessment window.

SEND Engagement with learning:

We have significantly changed the culture of SEND provision at school. All SEND pupils now attend lessons and all access the curriculum alongside their peers. We had an external school improvement visit looking at how the school supports pupils with SEND.

David Bartram SEND review:

Ambitious and empathetic leadership from the headteacher and his senior team ensures SEND has a high profile at Selwood Academy. There is a clear commitment by senior leaders to deliver high quality SEND provision and the quality of support for pupils with learning difference has improved markedly in the last 2 years.

Staff know their pupils well and have been provided with a wide range of CPD to support effective teaching and learning in the classroom. This includes a focus on equipping and empowering teachers to maintain and build on these gains, providing all pupils with the structured, high-quality teaching experiences necessary for their continued academic success. Parents and pupils were overwhelmingly positive about the support provided.

Parent feedback

My daughter, *****, has experienced very unexpected health challenges this week with the onset of anxiety (not school related as she still loves coming to school). Your team have responded exceptionally quickly to ***** needs and implemented excellent processes to support ***** in school.

Opportunities

Parent feedback on the impact of our trips is very positive:

Thank you so much to you and your colleagues for organising this trip.

***** had an amazing time and came back with lots to tell us.

I think it's unlikely that we would have visited as a family due to the total cost for the whole family so it's fantastic for him to have had the opportunity to go. He loved it!

Thank you!