

Selby Community Primary 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	Selby Community Primary
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	42.07
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Ian Clennan
Pupil premium lead	Vicky Burdett
Governor / Trustee lead	Peter Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,990
Recovery premium funding allocation this academic year	£18,415
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	£209,405

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 a social worker and young carers. The activity we have outlined in this statement is also 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils /staff indicate that pupils including disadvantaged pupils that there is an area of need to use effective feedback strategies through which pupils can address their own areas for learning. This will help to address areas such as fluency and stamina
4	<p>Wellbeing and mental health -Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Levels of deprivation and a lack of enrichment opportunities during school closure are some of the challenges faced. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for THRIVE support sessions have markedly increased during the pandemic. 13 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 35 (24 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower and has dropped compared to non-disadvantaged pupils.</p> <p>The number of disadvantaged pupils that have been 'persistently absent' has risen by 8.27% during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that more than 85% of disadvantaged pupils met the expected standard.

Improved phonics screening score for disadvantaged pupils at the end of KS1	Higher % of disadvantaged pupils in 2021/22 reach the phonics screening threshold.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in In House mental Health RAG rated • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • absence rates for all pupils to rise to above 95% • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

<table border="1"> <tr> <td>2021</td> <td>Pupil Premium</td> <td>93.08</td> <td>Not Pupil Premium</td> <td>94.38</td> </tr> <tr> <td>2020</td> <td>Pupil Premium</td> <td>95.62</td> <td>Not Pupil Premium</td> <td>97.40</td> </tr> <tr> <td>2019</td> <td>Pupil Premium</td> <td>94.11</td> <td>Not Pupil Premium</td> <td>96.17</td> </tr> </table>					2021	Pupil Premium	93.08	Not Pupil Premium	94.38	2020	Pupil Premium	95.62	Not Pupil Premium	97.40	2019	Pupil Premium	94.11	Not Pupil Premium	96.17	<p style="text-align: center;">Persistent Absence 90%</p> <table border="1"> <tr> <td>2021</td> <td>Pupil Premium</td> <td>26.85</td> <td>Not Pupil Premium</td> <td>22.07</td> </tr> <tr> <td>2020</td> <td>Pupil Premium</td> <td>14.97</td> <td>Not Pupil Premium</td> <td>8.81</td> </tr> <tr> <td>2019</td> <td>Pupil Premium</td> <td>18.58</td> <td>Not Pupil Premium</td> <td>14.44</td> </tr> </table>					2021	Pupil Premium	26.85	Not Pupil Premium	22.07	2020	Pupil Premium	14.97	Not Pupil Premium	8.81	2019	Pupil Premium	18.58	Not Pupil Premium	14.44
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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: £65416

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of new Rising Stars standardised diagnostic assessments.</p> <p>No More Marking-Comparative writing Judgements</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Training to be given to Reading/ Writing/ Maths lead to ensure data is interpreted to look at level of in-house intervention.</p>	<p>1</p>
<p>Teacher check children's prior knowledge before and during teaching units</p>	<p>Diagnostic Assessment Evidence Insights</p> <p>Teacher are regularly using quizzes within lessons and units of work to test prior knowledge and new learning Quizzes can take many forms: short-answer written tasks, retrieval activities, or targeted verbal questions. Teachers can use the information from quizzes to fill gaps in understanding which are likely to hold pupils back when attempting more complex tasks. Whole staff training in what subject knowledge banks are and examples created for each subject.</p> <p>Follow up staff meetings for staff to share their subject knowledge banks and discuss how they have been used.</p> <p>Training on how to recap on learning through mini-quizzes and other methods</p> <p>Improvements seen in evidence recall over time.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1,3</p>
<p>Specific training on Teaching Methodology</p>	<p>Doug Lemov Teaching like A champion 3.0, Training through Selby Educational trust.</p> <p>Elements to be embedded through daily classroom practice.</p>	<p>1,3</p>
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of Selby Educational Trust and joint training has been planned throughout 21-22 academic year.</p> <p>All staff to lead effectively are released once a term relating to their subject area</p>	<p>1,2,3,4,5</p>

<p>As a Sounds-Write Training school embed a structured whole school approach to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF DfE validated Systematic Synthetic Phonics programme</p>	<p>2</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Embed Effective Feedback strategies into classroom practice.</p>	<p>EEF states that effective feedback strategies give an average impact of 6 months educational gain. We will across the trust to work on strategies to embed into our Wave One teaching/ learning to ensure pupils are given effective strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Our Research network will investigate the evidence of effective feedback strategies across SET trust and implement on a termly basis/ reflection meetings.</p>	<p>1,3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Purchase of PSHE structured scheme.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Jigsaw scheme of work to be embedded into the curriculum with a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.</p>	<p>4</p>

	Lessons to also include structured mindfulness sessions allowing children to advance their emotional awareness, concentration and focus.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £89000 NTP 12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech language provision/ in house targeted approach to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Trained TA provision to develop Language Intervention through Early Years</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention (NELI) The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	1, 4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained HLTA.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted</p>	2

	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Support Worker will work with vulnerable families to support school attendance	<p>Attendance and Persistent Absence Attendance figures need to be addressed for some Pupil Premium pupils. A higher percentage of PP pupils do not attend regularly compared to non-Pupil Premium pupils</p> <p>Attendance Support plan to be written and follow up to support absence school attendance.</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<p>Training of THRIVE champion to create a whole-setting approach to mental wellbeing.</p> <p>Wellbeing Champion appointed within school</p>	<p>https://www.thriveapproach.com/</p> <p>Access to up to £1200 DFE linked funding- Emotional Coaching training to support the role of Wellbeing Champion</p>	4
Music (music tuition across SET)	Access to, Young Voices choir and singing event at Sheffield Arena- access to other opportunities post restrictions through joint events	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding	ALL

	aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ £209,405

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils needs to be continued to be monitored in key areas of the curriculum. The Covid-19 impact, disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our absence figures show a dip in attendance. This is why attendance is a focus of our current plan. We wish to see absence rates for all pupils to rise to above 95% the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Following the children's return to school after lockdown teachers have been continually monitoring and assessing the children in terms of gaps in academic learning and impact on children's mental health. Any areas of concern or gaps within the curriculum have been quickly addressed through research led interventions.

When looking at the wider curriculum teacher's assessments indicate that children including the most disadvantaged were able to get back on track and meet the year group expectations in different subjects. This shows that the curriculum and funding that is in place allows children to know and remember more as they were quickly able to get back to where they were. However, this does not consider the significant gaps in the content of the curriculum that was unable to be taught due to restrictions as detailed below.

PE is an area of the curriculum that has been impacted by covid restrictions. As a result, more PE sessions in each year group are taking place and specialist coaches from the local high school and other outside agencies have been employed using the sports premium funding as well as each Year group having the opportunity of at least half a term of swimming.

Music has also been greatly impacted so a specialist music instructor has been employed to give children a rich musical curriculum.

A comprehensive programme of educational visits has been designed to ensure that all the children are able to participate in a variety of experiences that they otherwise would not have the opportunity. Likewise, life skills are taught and funded as a routine part of the curriculum.

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
National Tutoring Programme	TLC Live

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.