

Selby Abbey CE(VC) Primary School – Pupil Premium Strategy Statement – 2024/2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	30.63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Rachel Ray
Pupil premium lead	Mrs Rachel Ray
Governor / Trustee lead	Mr John Weetman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£160,065

Part A: Pupil premium strategy plan

Statement of intent

At Selby Abbey Primary School, our intention is that all pupils, irrespective of their background, needs or challenges, are supported to make good progress across the curriculum. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and wellbeing and are committed to ensuring that these barriers are identified, addressed, and overcome. Through dedicated support, high-quality teaching, tailored interventions, and a nurturing environment, we aim to empower every pupil to flourish academically, emotionally, and socially.

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 aim at Selby Abbey Primary School is that all pupils, irrespective of background and barriers to learning, experience an inclusive and supportive educational journey that enables them to reach their full potential. Our approach will be responsive to common challenges and individual needs, based on formal and informal assessments, not assumptions or labels. It is hoped that these approaches will help to ensure that all of our pupils leave our school as fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life.

Our ultimate objectives are:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Raise attendance levels and improve punctuality across school

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance and Punctuality</u> Over the past three years, our attendance records highlight a consistent pattern of lower attendance rates among disadvantaged pupils, and notably, a decline in attendance compared to their non-disadvantaged counterparts. Furthermore, the data indicates a rise in the number of students arriving late to school. Throughout the previous academic year, a total of 58 students were recognised as persistent absentees, meaning they missed more than 10% of scheduled sessions. Whilst the data for disadvantaged pupils has improved from the previous year, 34%, of pupils with under 90% attendance are classed as disadvantaged.
2	<u>Social, Emotional and Mental Health</u> Our observations and discussions with pupils and their families continue to identify social and emotional issues for many of our pupils. Levels of deprivation feed some of the challenges faced. These challenges particularly affect disadvantaged pupils, including their attainment.
3	<u>Speech, Language and Communication</u> Assessment and observations of pupils indicate lower starting points on entry to EYFS, particularly in communication and spoken language.
4	<u>Cultural Capital</u> Through observations and conversations with pupils and their families, we found that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	<u>Attainment</u> Assessment data from Summer 2024 shows that a significant proportion (44%) of PP pupils did not meet expected standards at the end of Key Stage 2. Writing generally together with vocabulary acquisition and application are key areas impacting pupil progress across the curriculum in EYFS, KS1 and KS2.

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
To raise the attendance levels of disadvantaged pupils to 96% To Increase levels of punctuality for all pupils, with close liaison disadvantaged families.	Sustained high attendance by 2025/26 demonstrated by: The overall unauthorised absence rate for all pupils being no more than 96%.

	• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced with the aim of being broadly in-line with their peers. • The percentage of all pupils who are persistently absent being below 10% Action plans in place for all pupils who are regularly late.
To establish Sky Class within school to support pupils with SEMH needs	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice and teacher observations • SEMH lead will have strong relationships with a range of pupils and families across school. • Plans in place to incorporate the Wellbeing in Mind team into school from september 2025
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.
To broaden pupils' life experiences and ensure all children are provided with the tools to support them in school whether physically, mentally or emotionally..	Pupils are exposed to a wide range of visits, visitors and enrichment activities across the curriculum. Pupils are aware of opportunities in the local community that are accessible for them during holidays. Children eligible, receive free milk via the Kool Milk scheme to be introduced in January 2025
To improve attainment for all pupils across school, but particularly those who are disadvantaged.	EOY data for disadvantaged pupils meeting age related expectations demonstrates a positive rising trend.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,032.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting learning and staff knowledge in aspects of SEMH both in Sky class and in individual classrooms.	Pupils are increasingly settled and therefore more able to access learning and be successful SEMH lead to participate in training to become a Senior mental health lead. Work alongside the Wellbeing in Mind team to prepare for their role within Selby Abbey from September 2025	2
Annual subscription renewed to TES Learn for staff to partake in high quality CPD	The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first-tier approach. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5,
CPD provided for all teachers linked to priorities in the School Development Plan.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	5

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

Budgeted cost: £ 40,016.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising pupil premium pupils for surgery-style input in all subjects with a particular focus on writing.	As a school, we have historically had accelerated progress with this activity in other subjects. The EEF research findings show that where teaching assistants are carefully deployed to deliver targeted interventions it has a positive impact of 4 months + progress over the course of a year. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Buying in specialist speech and language therapy and senior learning mentor guiding speech and language assistant and other relevant staff	Pupils better able to communicate and access classroom learning as well as upskilling of staff in terms of their knowledge in this area https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,5
Specific learning difficulties lead running regular small groups to improve fluency, inference and vocabulary knowledge	According to Gov.uk, steps must be taken to provide improved identification and support of SpLDs within schools to effectively meet learner needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,5

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

Budgeted cost: £ 40,016.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home/school worker to monitor attendance and liaise with families to improved attendance as required	EEF evidence that parental engagement has a positive impact on average of 4 months additional progress over a year. Being readily available to listen and offer advice has historically resulted in better outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
Procured weekly services of a specialist, trained Play Therapist	Collaboration with SEMH lead enables Play Therapist to target needs without delay and help pupils explore emotions and deal with unresolved trauma, learn new coping mechanisms and how to redirect inappropriate behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3
SEMH Lead unpicks specific needs and provides bespoke input to pupils and their families. Works with pupils on meta-cognition and self-regulation.	Boxall Profile and the Pearson Sensory Profile system are proven diagnostic tools. School also to start using the SDQ assessments from January 2025. Based on extensive evidence by the EEF, the use of these strategies can lead to an additional 7 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,3
To raise attainment through providing enriching experiences across the curriculum (visits and visitors, subsidised trips, extra-curricular clubs)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Embedding principles of good practice set out in the DfE's Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,
Funded places at Holiday Club to provide wider opportunities and experiences and broaden pupil vistas.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,3

Total budgeted cost: £ 160,065

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/2024 – Intended Outcome 1

Improve Attendance and Punctuality for Disadvantaged pupils

This focus did see an improvement with less than 40% of disadvantaged pupils being classed as being in school less than 90% of the time. However, this will continue to remain an area of focus for the next cycle, especially when encouraging punctuality.

2023/2024 – Intended Outcome 2

To develop whole school strategies to effectively support pupils with SEMH needs

The SEMH lead has worked closely with pupils in all classes requiring additional SEMH support. Effective use of assessment strategies such as the Boxall Profile, has ensured needs are actioned according to clear evidenced based needs. As the role of the SEMH lead will develop further across school, as the newly introduced 'Sky Class' is embedded, this remains a focus for the next cycle.

2023/2024 – Intended Outcome 3

To Improve Speech and Language across school but particularly for our youngest pupils.

Talk Boost was effectively delivered in both pre school and EYFS. Children and parents were involved, leading to effective communication between home and school, for disadvantaged pupils who were especially targeted to partake in this program.

2023/2024 – Intended Outcome 4

To develop opportunities to provide opportunities to widen and enrich cultural capital

Last year, all children across school attended at least one extra curricular trip outside of school. This was a new initiative from the previous year. Likewise, the Year Six residential to Peat Rigg was introduced and all children attended this, with those from disadvantaged backgrounds, supported to do so.

2023/2024 – Intended Outcome 5

To increase attainment in writing especially for disadvantaged pupils

Pupils writing attainment increased from the previous year to 56% pupils achieving the expected standard. This was done using the following strategies.

- Bespoke surgery style interventions, including precision teaching
- Focus English texts to promote literature at the heart of the curriculum
- Full range of reading strategies displayed in classrooms for children to refer to
- Reading Explorers used to teach specific reading skills and complemented with additional resources to develop stamina, vocabulary and comprehension skills, e.g. CPG comprehension resources
- Spelling taught discretely
- Explicit teaching of vocabulary incorporated into reading and writing sessions
- Teacher support used flexibly with a focus on 'in the moment' feedback
- SPaG skills incorporated in text based learning

2023/2024 – Intended Outcome 6

To increase parental engagement

Feedback from parents and carers has been overwhelmingly positive regarding increased communication with families. The school has introduced parents joining celebration assemblies, parents workshops e.g. for phonics and the multiplication check and also meet the teacher events. The Headteacher and pastoral lead meet regularly with families and provide signposting information regarding access to external agencies where necessary.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd