

Selby Abbey CE (VC) Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and 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	Selby Abbey
Number of pupils in school	346 plus pre-school
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	23 November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	Jo Jennings
Governor / Trustee lead	John Weetman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,040
Recovery premium funding allocation this academic year	£15,515
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	£159,555

Part A: Pupil premium strategy plan

Statement of intent

At Selby Abbey School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and wellbeing.

Our ultimate objectives

- Remove all barriers to learning created by poverty, family circumstance and background
- 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

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group and individual work
- Target funding to ensure that all pupils have access to visits, residentials, first-hand learning experiences
- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that effective teaching, learning and assessment meets the needs of pupils. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from our SEMH lead.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance
5	Parental engagement
6	Access to wider opportunities

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
Reading, Writing and Maths	Achieve outcomes in line with, or above, national average by the end of key stage 2
Phonics	Achieve at least 90% of pupils in year 1 pass the phonic screening check
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: **£46,500**

Activity	Evidence that supports this approach	Challenge(s) addressed
Closing the phonics gap – supporting the bottom 20% CPD and Read Write Inc. Fasttrack Tutoring	Fasttrack Tutoring breaks our Read Write Inc. Phonics teaching into smaller steps to accelerate children's reading progress. It provides intensive targeted support to address specific gaps in a child's reading.	2
Use parts of the Nuffield Early Language Intervention programme within daily provision and interventions	An evidence-based oral language intervention to improve pupils' expressive language skills, including the use of vocabulary and grammar	2, 3
Developing Communication in the Early Years and The Use of the Outdoor Environment CPD	Recommended by the external NHS Speech and Language Therapist. Outdoor Environment Course, led by an Early Years specialist, will support practitioners in how to make the best use of their outdoor environment to enhance the learning opportunities for children.	2, 3
Embedding Reasoning Routines in Maths	Maths Hub CPD explained that research by Nunes (2009) identified the ability to reason mathematically as the most important factor in a pupil's success in maths. This should support teachers to integrate maths reasoning skills fully into the curriculum.	2
Further develop the WALKTHRU system focusing on Rosenshine's Principles and signposting Hinterland.	Our CPD sessions are based on Instructional Coaching from the WALKTHRU's book which help practitioners to harness the ideas from cognitive science and other areas of research.	2, 4, 6
CPD on high quality daily teaching: the 'five-a-day' approach – explicit instruction, cognition and metacognitive strategies, scaffolding, flexible grouping and using technology	EEF's Moving forwards, making a difference planning guide explains evidence-based 'best bets' which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND.	2
Supporting learning and staff knowledge in aspects of SEND and adaptive practice and developing use of the Cherry Garden Branch Maps for children operating at pre-key stage standard	EEF Special Educational Needs in Mainstream School Guidance Report stresses the need to remove barriers to learning and participation. By using Adaptive Teaching Methods where needed, children should be able to access learning in all subjects in their particular year group.	1,4

Targeted academic support (for example interventions, tutoring)

Budgeted cost: **£50,200**

Activity	Evidence that supports this approach	Challenge(s) addressed
Prioritising pupil premium pupils for speech and language support	Speech, language and communication skills are crucial to young children's overall development. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development.	3
Prioritising pupil premium pupils for surgery-style input in reading, writing and maths	Accelerated progress with this activity pre-pandemic	2
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	3
Specific learning difficulties lead running regular small groups to improve fluency, inference and vocabulary knowledge	Accelerated progress and increased pupil confidence with this activity pre-pandemic	2, 6

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

Budgeted cost: **£63,000**

Activity	Evidence that supports this approach	Challenge(s) addressed
Emotionally Based School Avoidance CPD	Upskilling of staff across school and potential difficulties pre-empted and tackled early on	1, 4, 5
Working with young people who have anxiety-based difficulties and Trauma-related play coaching support for staff	Upskilling of staff across school and potential difficulties pre-empted and tackled early on	1, 4, 5
SEMH Lead unpicks specific needs and provides bespoke input to pupils and their families	Boxall Profile and the Pearson Sensory Profile system are proven diagnostic tool. Pupils who have additional needs associated with SEMH need extra support to help manage their feelings and access learning.	1, 3, 5
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.	1, 3, 5

Home School Support Worker in regular dialogue with target families providing advice and support	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	4, 5
Funding places at breakfast and after-school club	Pupils who are hungry do not perform as well. Child-care supports parents to work.	4
Subsidised visits and special events	Pupils from lower income families may not be able to attend school visits which will disadvantage their access to a broad and balanced curriculum	4, 6
Parent workshops, stay and play, etc.	Positive parental engagement can support pupil progress and attendance	1, 2, 3, 4, 5, 6

Total budgeted cost: £159,700

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.

Year	Subject	Expected standard+ non-disadvantaged cohort	Expected standard+ disadvantaged cohort	Notes
Reception	Reading	80%	40%	<u>GLD</u> Whole cohort 55.6% Pupil Premium cohort 10%
	Writing	63%	10%	
	Maths	76%	60%	
Year 1	Reading	53%	33%	<u>Phonic screening check</u> 57% of whole cohort passed 40% of Pupil Premium cohort passed
	Writing	41%	22%	
	Maths	50%	44%	
Year 2	Reading	75%	53%	
	Writing	53%	35%	
	Maths	71%	41%	
Year 3	Reading	69%	61%	
	Writing	61%	50%	
	Maths	86%	61%	
Year 4	Reading	83%	55%	
	Writing	83%	55%	
	Maths	87%	70%	
Year 5	Reading	80%	50%	
	Writing	83%	50%	
	Maths	92%	72%	
Year 6	Reading	98%	93%	
	Writing	79%	73%	
	Maths	90%	87%	

Attendance Headlines (360 Attendance Report FFT Attendance Tracker)			
All	National	FSM6	National
93.6%	93.1%	92.9%	90.9%

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
Focus English	Focus Education
Times Tables Rock Stars	Maths Circle Ltd