Pupil premium strategy statement – Selwyn Primary school

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	615
Proportion (%) of pupil premium eligible pupils	12.6%
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)**	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Patrick Mbanga
Pupil premium lead	Constance Amankwah
Governor / Trustee lead	Nicola Creary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,380
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*	£139,380

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every pupil at Selwyn Primary school is that regardless of their background or any challenges they face, to make strong progress and achieve high standards across all subjects. The purpose of our pupil premium strategy is to help disadvantaged pupils reach this goal, including those who are already high achievers.

We also take into account the difficulties faced by vulnerable pupils, such as those with social workers, low income families or who act as young carers. The actions outlined in this plan are designed to meet their needs too, whether or not they are classed as disadvantaged.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for PP. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils, the school has identified as being socially disadvantaged.

High-quality teaching is central to our approach, with a focus on areas where disadvantaged pupils need the most support. This approach has been shown to be the most effective way to close the attainment gap, while also benefiting non-disadvantaged pupils. Our intended outcomes also reflect our aim to sustain and improve achievement for all pupils, not just those who are disadvantaged.

Our work funded through the pupil premium will be aimed at accelerating progress move children to be on track with their peers to at least age related expectations and ensuring access to a rich, broad and balanced curriculum.

Pupil Premium resources may also be used to target children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

Our strategy is flexible and based on thorough assessment of individual and shared challenges, rather than assumptions about disadvantage. The approaches we use work together to help pupils succeed. To ensure their effectiveness, we will:

- Ensure disadvantaged children are challenged in the work they are set
- Intervene early when support is needed and resources are used to target children
- Promote a whole-school commitment where every staff member takes responsibility for the success of disadvantaged pupils and maintains high 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	Many disadvantaged pupils exhibit underdeveloped oral language skills and vocabulary gaps, evident from Reception through Key Stage 2. These gaps can limit reading comprehension, communication, and overall academic progress, making targeted support essential to improve attainment and access to the curriculum.
2	Some pupils experience extended periods of absence from school, which can create significant barriers to consistent, high-quality education. These absences can lead to learning gaps, reduced social interaction, and challenges to wellbeing, particularly for disadvantaged pupils.
3	Through a range of assessments, alongside observations and discussions with pupils and families, we have identified that many pupils experience social and emotional difficulties, often linked to social and emotional challenges and limited access to enrichment opportunities. These challenges disproportionately affect disadvantaged pupils and have a negative effect on their academic attainment.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Due to a lower exposure to a wide vocabulary at home, many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than peers. This gap narrows but remains significant to the end of KS2.
5	Higher proportion of SEND pupils particularly those with speech and language needs, also come from disadvantaged backgrounds.
6	Attendance data over recent years indicates that some disadvantaged pupils face greater challenges in maintaining consistent attendance compared with their peers. As a result, a higher proportion of disadvantaged pupils have been identified as persistently absent. The school recognises that reduced attendance can have a detrimental impact on pupils' academic progress and overall wellbeing.
7	Persistent absenteeism remains a significant barrier to achievement for a proportion of our disadvantaged pupils. Despite ongoing efforts, attendance rates for these pupils are consistently lower than those of their peers, limiting their access to the full curriculum and negatively impacting their academic progress and wellbeing. Addressing the underlying causes of persistent absence—including social, emotional, and environmental factors—is essential to closing the attainment gap and ensuring all pupils benefit from consistent, high-quality education.
8	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

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
Disadvantaged pupils make accelerated progress in oral language and vocabulary development across all year groups. Pupils demonstrate improved communication skills, supporting engagement with reading, writing, and broader curriculum learning. Gaps between disadvantaged pupils and their peers in language proficiency are reduced, contributing to higher overall attainment and confidence in learning.	Observed improvements in pupil communication skills during lessons and structured activities. Access to high quality phonics teaching and phonics screening data for disadvantage is 97% or above. Reduction in the attainment gap in reading and writing between disadvantaged pupils and their peers. Positive feedback from teachers and teaching assistants on pupils' participation, confidence, and application of new vocabulary in classroom activities.
Pupils maintain engagement with a broad and balanced curriculum despite periods of absence. Learning gaps are identified and addressed promptly, ensuring pupils make expected or accelerated progress. Pupils develop social and emotional skills through structured opportunities for interaction and support. Disadvantaged pupils access tailored resources and pastoral support to ensure equity of opportunity.	Evidence of consistent progress in curriculum assessments for pupils experiencing absence. Reduction in gaps between these pupils and their peers in key areas of learning. Positive feedback from pupils, parents, and staff regarding engagement, wellbeing, and reintegration support. Documented use of adapted learning resources and interventions to meet individual needs.
Pupils' social and emotional needs are identified early and addressed through targeted support. Disadvantaged pupils demonstrate improved wellbeing, resilience, and engagement in learning. Opportunities for participation in enrichment activities are increased, supporting both personal and academic development.	Improvement in pupils' wellbeing survey scores and self-reported confidence or resilience. Increased participation of disadvantaged pupils in enrichment and extracurricular activities. Data collection shows progress in disadvantage pupils attaining greater depth by the end of KS1 and KS2

Incidents of bullying are reduced, and pupils feel safe and supported within the school environment.	Reduction in behaviour incidents or reported bullying cases affecting disadvantaged pupils. Evidence of improved engagement and attainment for pupils receiving targeted social and emotional support.
Disadvantaged pupils demonstrate improved and sustained attendance across all year groups. Early identification and intervention reduce the number of pupils who become persistently absent. Pupils and families receive targeted, individualised support to overcome barriers to regular attendance. Attendance improvements contribute to enhanced academic progress, wellbeing, and engagement in learning.	Increased overall attendance rates for disadvantaged pupils to achieve 98% attendance. Reduction in the proportion of disadvantaged pupils classified as persistently absent. Evidence of timely interventions and support provided to pupils and families to address attendance barriers. Improved academic outcomes and engagement among pupils whose attendance has increased. Positive feedback from pupils, parents, and staff regarding the effectiveness of attendance support strategies.
Pupils receive personalised support to address social, emotional, and environmental barriers to attendance.	Documented interventions and support plans addressing barriers to attendance.

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: £89,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching across the school to support all groups of	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil	1, 3, 4, 8

children but particularly those disadvantaged, SEN and more Able. Training to develop teacher knowledge of the most effective ways to ensure children know more and remember more and make good or better progress from starting points	attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments. Teaching and Learning Toolkit Cognitive science approaches Evidence Based Education's Great Teaching Toolkit When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	
Release time for middle leaders to provide additional coaching / mentor-ing support for early years practitioners including supervi-sion Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Leadership coach-ing sessions for all leaders, develop and empower lead-ers to drive and im-prove achievement and attainment Actions research groups including all staff (TA, EYP,	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,3,4,5

teachers, leaders, SEND support staff)		
Training for Teaching Assistants, SEND staff and EYFS support staff to enable targeted interventions and follow up within the class- room to ensure effective challenge from starting points and the lowest 20% catch up quickly.

Teaching Assistant/ SEN support staff les- son studies ensure good practice is shared.
Outside agencies provide training sessions for staff. | Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more in- formal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021.
Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.

Making the best of our Teaching Assistants | 1, 2, 3, 4, 5, 6,7, 8 |
| Home reading books and shared reading books, resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity. | Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure.

Working with Parents to Support Children's Learning guidance report offers practical approaches to communicating effectively with, and supporting, parents.
Within the school context, reading and vocabulary are a priority in all lessons | 2, 3, 4, 5, 7 |
| Improve the quality of social and emotional (SEL) learning.

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. The recovery curriculum focuses on the social emotional and | 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):
Improving Social and Emotional Learning in Primary Schools | EEF | 5, 6, 7 |

wellbeing aspects of learning and includes, reflective journal, well- being sessions, mind-fulness, anxiety workshops (NHS led), hygiene and safety.	

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

Budgeted cost: £35,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specific teaching assistant to lead 1:1 and small group reading sessions with a focus on communication and language	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction. Teaching and Learning Toolkit strand on teaching assistant interventions.

Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and | 1, 2, 3, 5, 8 |

	rapid progress for pupils identified with need. 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: [Oral language interventions | Teaching and Learning Toolkit | EEF](#)	
Online programmes including: Google Classroom, Bug Club and Mathletics	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 3, 4
Additional phonics follow up sessions targeted at disadvantaged pupils who re-quire further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: [Phonics | Teaching and Learning Toolkit | EEF](#)	1, 3, 4
Research Table and follow up sessions	The reduction in the ratio of pupils to teacher compared to a regular class- room setting also allows for closer interaction between educa-tors and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established Tuition targeted at specific needs and knowledge gaps can be an ef-fective method to support low attain-ing pupils or those falling behind, both one-to- one. One to one tuition | EEF (educationendow-	1, 3, 4, 8

	mentfoundation.org.uk) And in small groups	

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

Budgeted cost: £18,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised peripatetic music lessons and subsidised residential visit for children in receipt of the EYPP fund	The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged back-grounds, de- serve a well-rounded, culturally rich, education. Within the school context, systems of evalua-tion, analysis and forward planning to ensure an effective spending model. Extracurricular activities are an im-portant part of education in their own right. These approaches may in-crease engagement in learning but it is important to consider how in-creased engagement will be trans-lated into improved outcomes. Teaching and Learning Toolkit strands on arts participation and physical activity.	1, 2, 3, 4, 5, 6
Subsidised extended day including wrap around and after school club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor at-tendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well- qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	2, 6, 7
Ensure students catch up on gaps found in	Tuition targeted at specific needs and knowledge gaps can be an	1, 2, 3, 4

assessments through boosters/intervention, additional homework.	effective method to support low attaining pupils or those falling behind: One to one tuition	Teaching and Learning Toolkit	EEF Small group tuition	Teaching and Learning Toolkit	EEF	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and ensuring behaviour is seen as communication.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	2, 8
Leadership of coffee mornings (including additional EYFS specific coffee mornings)	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	1, 2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.	2, 6, 7

Total budgeted cost: £143,962

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Progress and Attainment Overview

Through regular monitoring and termly screening checks, Pupil Premium (PP) children have made good progress.

Phonics Screening

Phonics screening	National	All%	PP%
Year 1	80%	92%	90%
Year 2	89%	98%	100%

Early Years (Reception)

Pupils in Reception were closely monitored to ensure that the majority were on track. Where necessary, targeted interventions were implemented to address emerging gaps. Some Pupil Premium pupils had additional needs, presenting further barriers to achieving a Good Level of Development (GLD).

GLD	National	All%	PP%
GLD	68%(2024)	94%	100%

Y4Multiplica-tioncheck	National	All%	PP%
Percentage	34%	54%	%
Average	20.6	21%	%

Key Stage 2

Although the number of pupils achieving greater depth has increased, this remains a continued focus for the school.

KEYSTAGE2	National	All%	PP%
Numeracy			
EXS	74%	91%	95%
GDS	26%	44%	44%
Reading			
EXS	75%	91%	90%
GDS	33%	51%	44%
Writing			
EXS	72%	93%	92%
GDS	13%	56%	48%
Combined			
EXS	62%	87%	90%
GDS	8%	44%	44%

Teaching and Learning

Through ongoing CPD, staff have developed a deeper understanding of how children learn and how best to support vulnerable pupils with additional challenges.

All classes begin the day with focused number work, allowing pupils to review and practise key skills using manipulatives to strengthen conceptual understanding. Numeracy lessons start with revisiting prior learning, enabling teachers to identify gaps and provide targeted support. Choral practice of times tables has further supported pupils in developing automaticity and improving progress.

Attendance

The number of pupils who are persistently absent has steadily decreased.

2024.2025	National%	All pupils %	PP %
Attendance	93.1.%	94.2%	92.3%
Persistent Absence	17.6%	18.4%	25.3%

The school works closely with the Attendance Welfare Officer and the in-school Attendance Officer to strengthen engagement with families and improve attendance. Both overall attendance and persistent absence rates have improved compared to the previous year.
However, attendance remains a barrier for some pupils, affecting progress and outcomes. Early intervention continues to guide how families are supported to improve attendance.

Good attendance is promoted through weekly assemblies, termly rewards, and end-of-year recognition. Attendance remains a standing agenda item in Inclusion meetings, and the collaborative relationship with the Attendance Welfare Officer has led to further improvements across targeted families.