Pupil premium strategy statement – Selly Oak Trust School

This statement details our school's use of pupil premium (and recovery 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	404
Proportion (%) of pupil premium eligible pupils	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)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026 (Midpoint Review Spring 26)
Statement authorised by	Rachel Stopher-Murray (Headteacher)
Pupil Premium Lead	Martin Gore (Deputy Head Teacher)
Governor / Trustee Lead	Nazia Hussian

Funding overview:

Detail	Amount
Pupil Premium funding allocation this academic year	£203,175
Recovery premium funding allocation this academic year	£36,283
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£239,548

Part A: Pupil Premium Strategy Plan

Statement of Intent:

All Selly Oak students have additional social, communication and learning needs. However, for our Pupil Premium students' additional barriers exist. This Pupil Premium Strategy aims to reduce any gaps in attendance, progress, and attainment for our pupil premium students, ensuring they have the skills and qualifications required as they prepare for adulthood. To do this we will continue to strategically focus on:

- Developing student's literacy and reading skills
- Developing student's speech, language, and communication skills
- Removing barriers to learning through improving our SEND classroom practice through a focus on students EHCPs.
- Removing barriers preventing students attending school as frequently as possible

Support for students will be delivered at three different levels depending on the individual needs of each student. All students will be part of the school's Universal offer. Graduated support will then be provided at a Targeted level and, for a small number of students at a Specialised level. Although the strategy focuses on pupil premium students all learners will benefit from how the funding is spent on universal developments.

Providing young disadvantaged young people, where possible, the skills they need to access independent living through, preparation for adulthood EHCP target setting, high quality work experience and careers guidance to reduce the risk of our young people becoming NEET.

Challenges:

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

Challenge number	Detail of challenge
1	End of Year 11 results for Mathematics and English in 2024 and 2025 showed a small difference in outcome between pupil premium and non-pupil premium students. Over the last 3 years this gap has reduced. In 2022 there was an 11% difference in Maths and a 23% difference in English. 2025 results show a 0% difference in Maths and a 5% (2 students) difference in English.

2	Analysis of the Dyslexia Screener shows that 46% of current Year 8 students have a literacy difficulty. 35% pupil premium students show signs of dyslexia compared to 22% for non-pupil premium students. 43% of students in Year 7 have a reading age below 6, and 55% of these students have a reading age below 3. The average reading age for pupil premium students is below that of non-pupil premium students. The difference ranges from 6 months behind in Year 8 to 14 months in Years 7 and 11. However, Year 8 pupil premium students have an average reading age 6 months higher than non-pupil premium students.
3	2024-25 attendance data shows that pupil premium student attendance was 6.4% lower than non-pupil premium student attendance.
4	Baseline assessments on Year 8 students show 95% hold communication skills below their chronological age. 66% of pupil premium students have communication skills of 10 years or below, compared to 15% of non-pupil premium students. This Year 8 data provides a snapshot of the whole school trend, which will be monitored over time.
5	Engagement data shows that pupil premium students are more likely to require support from the Engagement team to access their learning or resolve an incident they have been involved in. Data shows that 79% of 707 calls and 75% of IRFs were for pupil premium students.

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 maintain the attainment of disadvantaged students. Continue to ensure there is no gap in attainment between pupil premium and non-pupil premium students in Maths and English, so both groups of students equally make the best levels of progress.	To maintain the trend of pupil premium students achieving attainment in line with non-pupil premium students.

To raise awareness of pupil premium students and the challenges they face across the staff team, based on a holistic understanding of all data collected on students, linking the individual challenges students face to their EHCPs.	Staff at all levels and in all roles will have a greater awareness of pupil premium students, their barriers to success and how to support them via Section F of their EHCPs. This will be explored through data
	by the Engagement and Teaching teams and will be evidenced in meeting notes.
To enhance pupil premium student's access to the curriculum, through the development of their literacy and speech, language and communication skills. Delivered through phonics, precision teaching and speech and language provision at a universal and targeted level.	For pupil premium students to make accelerated progress in English, so their attainment is in line with expected targets. For pupil premium students to accelerate progress in their reading age. For students' speech and language development to show an increased development of key skills at screening.
To improve pupil premium students' engagement in learning, as recorded through engagement data.	Engagement data will show pupil premium students will require less input from the engagement team as classroom staff improve their understanding and support of their needs.
To increase the attendance of pupil premium students, so that pupil premium attendance is in line with the attendance of non-pupil premium students.	To address barriers to attendance so that the attendance gap between pupil premium and non-pupil premium students reduces. Currently the difference between pupil premium and non-pupil premium is 6.4%.

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: £50,181

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding Allocated

Provide classroom staff with Aspire sessions focusing on the identified needs of our pupil premium students as identified	The pupil premium review identified the data held on students as a strength; a recommended next step was to use data from across the school to improve quality first teaching through the	1, 2, 4 & 5	£8,400
though student data and their EHCPs.	CPD Aspire session held for teaching staff on Wednesday mornings.		
To provide staff with CPD on how to apply strategies to engage learners based on the screening data collected on students and the provision outlined in their EHCPs.	Staff will have the tools they need to break down the barrier's students have to curriculum access.	1, 2, 4 & 5	£640
Provide classroom staff with training on the whole school literacy and communication strategy. Including how to effectively implement the strategy to improve students written and verbal communication.	As recommended in the commissioned pupil premium review, further development of the early reading across the wider school will improve all curriculum access.	1 & 2	In house
School Speech and Language Team to provide communications for learning training, building strategies and information from EHCPs for staff to use in rotation and class-based classrooms.	Data from the Speech and Language Team shows that students make accelerated progress with the support they are receiving within school.	1 & 4	£22,954
To provide training in phonics and precision teaching for identified staff.	Phonics and precision teaching approaches for reading are both well researched and recommended.	1, 2, & 5	£4,800
Therapists to work alongside staff to develop and model appropriate strategies to communicate curriculum content accessibly. (Universal)	Speech and language data shows that with the universal support provided across school; students are making accelerated progression between Year 7 to Year 10.	1, 2, 4, & 5	£11,587

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

Budgeted cost: £94,529

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Continue to screen Year 7 students for their reading levels upon entry to the school, using the NGRT and GL Dyslexia Screening Tool (Universal). Students who score below 7 years on the assessment receive a reading intervention with a specific focus on increasing their phonological knowledge and using blending strategies (Targeted and Specialised). Data to be evaluated to ensure pupil premium students make the best possible progression.	Screening the needs of students on entry to school provides both a baseline of their individual needs and highlights students requiring higher levels of intervention. Data collected helps the school strategically plan the support students require alongside the CPD needs of the staff team. Data will show accelerated progress in students reading. Evidencing the impact of using strategies to develop students reading skills.	1, 2, 4, & 5	£2,500

All students screened for communication need on entry to the school (Universal). Identified Speech, Language and Communication needs compared to the identified needs within students EHCPs. Interventions then allocated for identified	Screening highlights students requiring higher levels of intervention. Data collected helps the school strategically plan the support students require alongside the CPD needs of the staff team. Students EHCP documentation will more accurately reflect the students' needs and provision required.	1, 2, 4, & 5	£11,587
students and details included in their EHCPs (Targeted and Specialised).			
For leaders to create a system of holistically overviewing all data held and collected on students to identify clear plans of action based for students as required.	All screeners and data provide an accurate overview of each student. All screeners are evidence based and well researched.	1, 2, 3, 4, & 5	No cost
Retain Maths and English Tutors who provide focused tutoring in English and Maths for identified students	During 2024-25 pupil premium students achieved qualifications in line with their non pupil premium peers. Therefore, the Pupil Led Tutors are proven to have impact.	1 & 2	£58,920
To retain the schools Literacy Intervention Assistant who provides intervention for identified students.	The Literacy Intervention Assistant uses programmes with students to help them develop their literacy skills.	1 & 2	£21,522

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

Budgeted cost: £108,192

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Retention of an Occupational Therapist (OT) to: 1. Support and improve attendance for groups of students holding significant barriers to attending school well. 2. To improve staff's understanding of students	Historic evidence has shown strong impact of OT intervention.	1,2 & 3	£22,147
needs to increase progression and engagement in learning.			
Continue the implementation of the Support First process, while providing greater early help to improve attendance.	The Support First attendance process is in line with national and local government policy.	3	No cost as yet
Employment of mentors and members of the engagement team who provide pastoral support. Data shows that more than 63% of engagement support is directed towards pupil premium students.	Students report they feel supported in school and have strong relationships with staff, helping them engage in learning. More pupil premium students access support from the engagement team.	4 & 5	£54,144
To employ a Trauma, Bereavement Specialist Mentor to support students with their emotional wellbeing as required.	Specialist Mentor is a qualified practitioner with a proven track record.	5	£15,010

Continue the employment of Deputy Head of School (focus on Year 7) to ensure a smooth transition and support and coordinate the screening of new students.	Screening the needs of students on entry to school provides both a baseline of their individual needs and highlights students requiring higher levels of intervention.	2, 3, 4, & 5	£3,391
Thrive mentors will profile students on entry to school (Universal). Students identified as requiring additional support will be provided with Targeted and Specialised interventions.	Thrive is an evidence-based programme used by school. Screening the needs of students on entry to school provides both a baseline of their individual needs and highlights students requiring higher levels of intervention.	5	£13,500

Total budgeted cost: £239,548

Part B: Review of the previous academic year:

Outcomes for disadvantaged pupils:

Challenge 1 Attainment of pupil premium students

Challenge achieved, as the attainment difference between pupil premium and non-pupil premium students reduced under this strategy. In 2022 there was an 11% difference in Maths and a 23% difference in English. 2025 results show a 0% difference in Maths and a 5% (2 students) difference in English. As a result, work in this area needs to be maintained to ensure pupil premium students achieve well.

Challenge 2 Development of literacy skills (Dyslexia)

Data shows that students reading ages increase while at school. Pupil premium students on average have a lower reading age in Year 7 (7 years and 9 months), compared to their non pupil premium peers (8 year 9 months). Data taken between Year 7 and Year 9 shows that on average students make 1 yr progress between these year groups. Pupil Premium students on average make 11 months progress, whereas non pupil premium students on average make 1 year 3 months progress. Therefore, further work developing the reading strategy in school is required.

Data for years 8-11 shows that 56.2% of student show signs of dyslexia. 56.1% of pupil premium students showing signs of dyslexia. Data shows that dyslexia as a need remains consistent between years 8 – 10 with about 30 students within each year group showing signs of dyslexia.

Challenge 3 Improve the attendance of pupil premium students

Further development required. During the first and second year of the strategy pupil premium attendance started to increase. As a result, the difference in attendance fell from 2.7% to 1.3%. However, during 2024-25 the gap between pupil premium and non-pupil premium students' attendance increased to 6.4%

Challenge 4 Develop the communication skills of pupil premium students

Further development required. Due to the indicative needs of the students, communication and interaction needs are still present. Initial data showed accelerated development of communication skills; however, the 2024 -25 data showed a slowing in this progress due to additional needs of students. Next steps, to develop classroom staff's knowledge and understanding of student's communication needs. Drawing a higher focus onto students EHCPs.

Challenge 5 Improve the engagement in learning of pupil premium students

During 2022-23 69% of 707 calls made by classroom staff reporting student disengagement were for pupil premium students. Furthermore, 63% of IRF's reported by staff were for pupil premium students. However, during this year 56.5% of the students were pupil premium compared to 63% this year.

Further development is required as in 2024-25, 79% of 707 calls and 75% of IRF's were generated for pupil premium students. This continues to show that pupil premium students are more likely to be disengaged in their learning than their non pupil premium peers. Next steps: to further develop classroom staff to better support the needs of pupil premium students.

Externally provided programmes:

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

Programme	Provider

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional):