

# Pupil premium strategy statement Seva School Secondary

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	Seva School
Number of pupils in school	573
Proportion (%) of pupil premium eligible pupils	Secondary 9.08%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J. Donnellan
Pupil premium lead	S. Sanghera
Governor / Trustee lead	N. Melvin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,128
Recovery premium funding allocation this academic year	Overall (£13,755) £7,628
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,756

# 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 the curriculum, particularly in EBacc subjects.

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 our Family Welfare and Attendance Officer, Behaviour Mentor and NTP Schools Led Tutoring.

Our approach will be responsive to common challenges and individual needs 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	Use recovery funding to support identification of gaps and progress for PP students and students of families made vulnerable during pandemic through 1:1 or small group school led tutoring. Raise engagement and opportunities for alternative programmes of study post pandemic including DfoE and Prince's Trust. End KS4 2020-21 TAG showed: Y11 PP students attained close to "others" in terms of progress made, PP students achieved a higher Progress 8 score than "whole cohort". KS4 2020: PP students outperformed "all students" in terms of % achieving Eng and maths grade 5+ (by 6%). They were 8% lower than "all pupils" in terms of % achieving Eng and maths grade 4+ (but above national average 2019).
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
3	Our attendance data over the last 2020-21 year indicates that attendance was 95% for non-disadvantaged pupils and 90% for disadvantaged pupils which shows a gap of 5%.
4	Remove barriers to learning through better access to laptops, uniform and equipment such as stationery. GCSE subject specific equipment provided to PP learners where needed. PP parents are aware that they have access to support to assist with the school providing e.g. ingredients for Food Technology. PP learners access toast during morning breaks. Families provided with support towards transport costs.

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

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) and Teaching (for example, CPD)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. 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:  <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u>            And in small groups:  <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1, 3</p>
<p>Staff training and support to implement the Duke of Edinburgh's Award and Prince's Trust</p>	<p>Nationally accepted and evidenced cultural and social mobility development activity. According to EEF outdoor learning provides opportunities for disadvantaged students that they may not have otherwise been able to access.</p>	<p>1, 2, 3, 4</p>
<p>Developing recall and retention of learning to close gaps            This will involve ongoing teacher training and support and release time.            It will first be rolled out in maths and science followed by other subjects.</p>	<p>Rosenshine's 10 Principles of Instruction research shows an increase in progress through increased recall and building upon prior learning.</p>	<p>1, 3, 4</p>

Total budgeted cost: 24,151

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of talking and art therapy for pupils delivered by staff to students who require support with regulating their behaviour, emotions and return from periods at home during pandemic.	EIF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <u><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></u>	3
Family Welfare & Attendance officer appointed to improve attendance. Given training and release time to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3,4
Ready to Learn and Hardship Fund	Removal of barriers to learning increases life chances.	1, 2, 3

Total budgeted cost: £21,605

# 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.

2020 was the first year our school had a Year 11 that sat their GCSE exams.

Our teacher assessed grades (TAG's) for our GCSE cohort during 2020/21 suggested that the performance of disadvantaged pupils for progress 8 was +1.02. This compared against a score of +0.81 for our non-PP students. National Averages for 2019 were -0.03. Attainment 8 scores for disadvantaged students was 5.1. This compared against a score of 5.5 for our non-PP students. National Averages for 2019 were 5.1 (2019)

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly significant 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 in our new plan.