

Pupil premium strategy statement Seva School Primary

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	Primary 1.75 %
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	£16,140
Recovery premium funding allocation this academic year	Overall (£13,755) £6,124
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	£22,264

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 all subject areas. 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, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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	Our internal assessment during 2020/21 suggested that the performance of disadvantaged pupils was relatively similar compared to the previous two years in key areas of the curriculum. For RWM attainment combined, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was also 83% for 2019/20 and 80% for 2018/19. Looking at reading, writing and maths as separate subjects however, there are some more significant differences. For reading, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was 100% for 2018/19 and 80% for 2019/20. For writing, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was 83% for 2019/20 and 80% for 2018/19. For maths, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was 83% in 2019/20 and 100% for 2018/19.
2	Our wellbeing survey indicates that there has been a clear increase in social and emotional issues due to the pandemic for some of our disadvantaged students.
3	Our attendance data over the last year indicates that attendance among disadvantaged pupils is 5% lower than for non-disadvantaged pupils. Attendance for disadvantaged pupils in 2020/21 was 90% and 95% for non-disadvantaged pupils.
4	Remove barriers to learning through better access to laptops, uniform and equipment such as stationery. 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.

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
Improve reading, writing and maths progress among disadvantaged pupils.	Assessments indicate significantly improved progress among disadvantaged pupils. Pupils should make at least 6 steps of progress in line with the internal school data system, bridging the gaps between progress of disadvantaged pupils compared to non-disadvantaged pupils. This can also be evidenced through other sources of evidence such as lesson observations, book trawls and discussion with pupils.
Improve reading, writing and maths attainment among disadvantaged pupils.	Assessments indicate significantly improved attainment among disadvantaged pupils. All larger proportion of disadvantaged pupils should be working to at least the expected standard. This can also be evidenced through other sources of evidence such as lesson observations, book trawls and discussion with pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Data from pupil surveys to show positive results. Training and development of lunchtime supervisors to develop behaviour management skills. A significant reduction in bullying.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in line with national average of 96% and the attendance gap between disadvantaged pupils and non-disadvantaged being reduced by 5%.

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
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	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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.	Rosenshine's 10 Principles of Instruction research shows an increase in progress through increased recall and building upon prior learning.	1, 2, 4

Budgeted cost: £10,159

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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1, 2, 3, 4
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, 4

Budgeted cost: £12,105

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.

Our internal assessment during 2020/21 suggested that the performance of disadvantaged pupils was relatively similar compared to the previous two years in key areas of the curriculum. For RWM attainment combined, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was also 83% for 2019/20 and 80% for 2018/19. Looking at reading, writing and maths as separate subjects however, there are some more significant differences. For reading, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was 100% for 2018/19 and 80% for 2019/20. For writing, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was 83% for 2019/20 and 80% for 2018/19. For maths, 83% of disadvantaged pupils achieved at least the expected standard in 2020/21. This was 83% in 2019/20 and 100% for 2018/19. The fact that there is not a significant negative impact based on these outcomes points primarily to the excellent provision that was put into place during the pandemic, where our disadvantaged pupils were closely monitored and catered for. Although most schools across the country evidenced a detrimental impact due to Covid-19, we worked creatively and innovatively to continue our pupil premium funded improvements to teaching and targeted interventions using a combination of online and in school interventions. The whole school undertook online lessons using MS Teams, and completed the same lessons they would have done if attending in school. As such, we were able to maintain a high-quality curriculum, where the parents of disadvantaged pupils were also given the option to attend school alongside the children of keyworker parents, where further support was given.

Disadvantaged pupils also had the option to use a school laptop so that they could access the online learning throughout the pandemic. Through the use of 'breakout rooms' during online lessons, teachers were able to deliver high quality interventions across all key subjects to all disadvantaged pupils. Additionally, paper copies of learning content were printed and sent to parents of disadvantaged pupils if they were unable to print themselves or when their child required these physical resources due to additional needs. Overall attendance was 95% for non-disadvantaged pupils and 90% for disadvantaged pupils which shows a gap of 5%. Attendance was heavily impacted due to Covid-19, making the gap bigger than in previous years. Also, attendance for some disadvantaged pupils was lower during online learning due to a lack of parental engagement. Our assessments and observations, including pupil surveys, indicated that pupil well-being and mental health were significantly impacted last year, largely due to the pandemic. This had affected disadvantaged pupils more than non-disadvantaged. Pupil premium funding was used to provide wellbeing support for pupils as well as a recovery curriculum to transition pupils back into school routines.

