

Pupil Premium Strategy Statement

1. Summary information					
School	Seva School (Secondary)				
Academic Year	20 / 21	Total PP budget	£26,740	Date of most recent PP Review	
Total number of pupils	259	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Summer 2021

2. Current KS2 Data (2020)			
	Disadvantaged at Seva	All pupils Seva	National figures
Progress 8 score (average)	+1.02	+0.81	-0.03 (2019)
Attainment 8 score (average)	5.1	5.5	5.1 (2019)
% achieving English and maths grade 4+	71%	79%	65% (2019)
% achieving English and maths grade 5+	71%	65%	43% (2019)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Stuck / regressed attainment and progress as a result of lockdown.
B.	English language acquisition for those new to English (NTE).
C.	Girls' participation in class.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance for an identified group.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Covid recovery plan closes gaps in attainment and progress.	Pupils are on track to reach their target grades.
B.	All NTE students receive a month of English immersion before joining regular lessons.	Ready to join classes a month after joining the school (with no English).
C.	Marginal gap between the attainment / progress of both genders.	End of year data shows marginal gaps.

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D.	Whole school attendance is above 96% and PA is 7%.	Robust application of school attendance policy shows gains in figures.
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5. Planned expenditure

Academic year	2020 / 2021
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Remote learning is the highest possible quality	Laptops for all PP students.	No ability to learn remotely unless this is in place. School only received 20 devices from the DfE.	Paperwork signed by parents/carers.	HB	First week of January lockdown 2021
	Enhanced IT support to enable issues (with remote learning at home) to be addressed rapidly.	Essential to be able to log into live lessons to ensure good progress is maintained.	Monitoring of tickets that come into helpdesk. Parent and student voice.	HB	Ongoing during lockdown (reduced to reflect the 30 PP students).
	Online learning software purchased to support live lessons (GCSE pod, ...)	Support needed for students when they cannot see their teacher at breaks / lunch / after school (in ...)	Statistics of use (staff and students).	JD	Ongoing during lockdown (reduced to reflect the 30 PP ...)
Catch up provision following lockdown	Catch up tuition provided to all PP students upon return to school twice a week	Even high-quality “live” remote learning is no substitute for face to face teaching. Factor in issues with IT, possible poor attendance to live lessons, possible lack of 100% focus.	Drop in observations Pupil voice Parent voice Teacher voice Summative assessments Pupil books	CH	Every week (to incorporate costs not covered by government catch up funding)
	Homework support offered 3 x week upon	Many pupils do not have an appropriate study space at home and / or adult support and	Drop in observations Pupil voice Parent voice	CH	Every week

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	return to school targeted at PP students		Teacher voice Summative assessments Pupil books		
Total budgeted cost					£10,217
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SEND and EAL PP pupils continue to make good progress in lockdowns / times when their bubble is	Small group / 1 to 1 remote support for SEND PP students with an EHCP not learning in school	To replicate best practice when regular school is in session. To ensure all agreed actions on	Daily feedback from staff Parent voice Student voice Assessment data	NR	Each week during remote learning.
	Weekly check in with families with children who are PP and SEND – follow	Emotional impact of lockdown on families highly publicised in media.	Weekly meetings with BS and SS.	BS	Each week during remote learning.
EAL learners (new to English) are supported to be able to access the curriculum	Bespoke English immersion programme launched for learners who have no very little English (reading, writing, speaking listening).	Best practice sought from other local schools with high % of EAL students (Sidney Stringer). Must have a working knowledge of English in order to access the curriculum.	Progress assessed in the 4 skills. Able to re-integrate into regular classes.	NM	Each half term.
Total budgeted cost					£10,698
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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At least 97% attendance to school / remote live lessons	Home visits to pupils not engaging.	Attainment will regress if they are not engaging in live lessons.	Monitoring live lessons with team of support staff.	BS	Ongoing
	Attendance in school compulsory for students persistently not engaging.	Attainment will regress if they are not engaging in live lessons.	Drive to collect students from their home if necessary.	BS	Ongoing
Total budgeted cost					£5825

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6. Review of expenditure				
Previous Academic Year		2019 / 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching meets the need of all pupils	<p>Quality First teaching strategies to be shared with all staff on Inset days, staff meetings and on a termly basis.</p> <p>Pupil pen portraits with a list of strategies to be shared with staff, following pupil and parent questionnaires; 'Pupil Provision Maps' to be</p>	End KS4 outcomes: Y11 PP students attained more or less in line with "others". In terms of progress made, PP achieved a higher Progress 8 score than "whole cohort".	PP Pen Portraits helped keep the vulnerable students in the forefront of teachers' minds when planning / supporting – to repeat.	£3450
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children not making progress quickly identified and targeted supported provided to fill gaps in learning.	<p>Tailored programme of intervention provided by class teachers and TAs to be monitored by PP coordinator.</p> <p>Discussions with SENDCo, class teachers</p>	<p>KS4 2020: PP outperformed "all pupils" 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).</p> <p>The interventions were based on core</p>	Working closely with the SENDCo to review provision for SEND disadvantaged pupils essential; these pupils are more at risk than "just" PP.	£8170

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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil premium children to have the same or better attendance than other children	Attendance of pupil premium children will be monitored and Office Manager will send a letter to parents if attendance drops below 96%.	A lot of the work done by the attendance team was spent on families of our disadvantaged students. Without the phone calls, letters, home visits, we do feel their attendance	Attendance Officer essential to carry out home visits – recruit permanent for 2020 / 2021.	£5,400
Improved communication between parents and the school	Parents are invited to coffee mornings to find out more about Pupil Premium. Students underperforming are to have meetings to discuss their child's progress. Go4schools to enable messages regarding homework, detentions etc. to get to parents quickly. Parents should be able to respond to staff. Text messages to be sent	Low – poor attendance. Location of school (far away from student homes) identified as the main reason for poor attendance. One parent gave very positive feedback, but not economically viable to continue with poor uptake despite robust marketing of provision.	Poor attendance at coffee mornings (before lockdown / before Covid 19 known) – not to repeat. Go 4 Schools unreliable – too many issues – do not renew SLA summer 2021. Eduspot used for text messaging (will continue) and new website to be launched with better communication streams. School social media used more widely to communicate too.	£320

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<p>PP students will be provided with a wider range of educational opportunities than they might otherwise not be able to afford.</p>	<p>Subsidies will be provided to enable PP children to participate in educational activities/visits/clubs/music tuition/ sports clubs.</p>	<p>Sports related breakfast club started autumn term 2019 – 16 of the 30 PP secondary students attended (14 of these on track before lockdown in 2020). Other children benefitted who were not PP.</p> <p>After school intervention classes KS4 (core subjects) autumn 2019 – 25 of the PP students attended and 20 were on track by lockdown 2020. Other children benefitted who were not PP.</p> <p>After school homework support weekly – all year groups (before Covid 19). 12 of the PP students attended regularly (many had to travel home on coach at end of school day). 11 of the 12 were all on track before lockdown 2020. Other children benefitted who were not PP.</p> <p>Trips funded for English, RE and science autumn term 2019.</p> <p>Music tuition funded for 2 pupils.</p>	<p>Only possible autumn 2019 and spring 1 2020 due to Covid 19 and lockdown.</p> <p>All highly effective – to repeat when safe to do so.</p>	<p>£7,300</p>
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<p>PP pupils will be given opportunities to have resources that they might not be able to afford.</p>	<p>Support for SEND pupils with specific resources. Purchase resources to support needs led teaching in classrooms.</p>	<p>Revision and workbooks purchased for all year 10 and 11 in core and option subjects.</p> <p>Materials bought for those studying food technology and / or textiles.</p> <p>Age appropriate reading books purchased for students reading below their chronological age. Book club at lunchtimes bi-weekly to close reading gaps using student newspapers and magazines. Other children benefitted who were not PP.</p>	<p>All highly effective – to repeat when safe to do so.</p>	<p>£3410</p>
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