

# Pupil premium strategy statement – [SEVA School, Coventry]

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	622
Proportion (%) of pupil premium eligible pupils	13.6% (11.41%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	9 <sup>th</sup> December 2022
Date on which it will be reviewed	30 <sup>th</sup> June 2022
Statement authorised by	S. Sanghera
Pupil premium lead	Anne Clay
Governor / Trustee lead	Noel Melvin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81660
Recovery premium funding allocation this academic year	£12636
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94296

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to provide pupils with a balance of whole school teaching and learning improvements, and personalised provision because every child has a unique set of requirements and needs. As a smaller cohort school we have the facilities to be able to provide a more personalised approach to our support. The strategies employed have been identified using a variety of different professional judgements, parental engagement and colleague expertise. We also strive to ensure that each pupil is treated equitably.

Our primary objectives are:

- 1) Reduce the deficit in achievement of disadvantaged pupils compared to non-disadvantaged pupils, particularly in primary writing.
- 2) Raise the aspirations of disadvantaged pupils.
- 3) Remove barriers for pupils to be able to access learning both curricular and

## Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers of pupils arriving who are new to the country and with limited to no English.
2	Longer travelling distances for some pupils affecting punctuality and attendance
3	Staff absence affects all classes of a subject
4	Inaccessibility of materials and experiences
5	Lack of awareness of opportunities and expectations.
6	Raising numbers of mental health concerns, predominantly among boys

## 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
Reduction in the difference in achievement between disadvantaged and non-disadvantaged pupils at GCSE	<p>GCSE Results: Gap reduced between two groups.</p> <p>2022 Disadv pupils:</p> <ul style="list-style-type: none"> <li>• Att 8 = 43.82</li> <li>• Ave Grade = 4.38</li> <li>• Progress 8 = +0.21</li> </ul> <p>2022 Non-disadv pupils:</p> <ul style="list-style-type: none"> <li>• Att 8 = 49.84</li> <li>• Ave Grade = 4.98</li> <li>• Progress 8 = +0.63</li> </ul> <p>Gap in progress 8 reduced – currently a gap of 0.42 Gap in attainment 8 reduced – currently a gap of 6.02</p> <p>Internal data shows a reduction in the attainment gap between PP and non-PP pupils at KS3.</p> <p>Maintain the performance of PP pupils compared to non-PP at KS1 and KS2.</p>
Increased introduction of pupils to extra-curricular activities	<p>Pupils share experiences which they would otherwise not be able to.</p> <p>Increased engagement in PP pupils with extra-curricular activities shown through responses to pupil voice surveys.</p>
Increased opportunities for personalised interventions within and outside the classroom	<p>Pupils receive share of teaching assistant time and small group tuition through school lead tutoring programme.</p>
Pupil's mental health supported and given opportunities for improvement	<p>Interventions and small group work occurs.</p> <p>Mentoring opportunities undertaken.</p> <p>Reduction in referrals for SEMH needs.</p> <p>Reduction in sanctions of PP pupils.</p>

## 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: £ 0

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

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

Budgeted cost: £64,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant employment and deployment x 2 – 1 secondary and 1 primary	<p>Staff, pupil and parent surveys show how pupils feel they would benefit from an extra person to support them.</p> <p>In class learning walks and book looks show how personalised time and interventions could be delivered both inside and outside the classroom for pupils.</p>	1, 3
Fresh Start Phonics (KS2 + 3)	<p>Difference in achievement between PP pupils at KS2 in Maths and in English.</p> <p>Continuation in strategy from Read-Write-Inc used in EYFS and KS1 to provide consistency in approach.</p> <p>Large numbers of pupils arriving to the school with limited English literacy.</p>	1
School-Led Tutoring	Data showing need for Maths intervention at KS4	1, 3

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

Budgeted cost: £ 29596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Box and Chat	Disproportionate numbers of detentions by males due to SEMH	4, 5, 6
DofE	Requests/uptake from parents previously	4, 5, 6
Spanish Trip travel	Requests/uptake from parents previously	4, 5, 6
Holiday targeted intervention (Feb + Apr)	Pupil and parent feedback following last years sessions	1, 3
School-led tutoring	Evaluation of last years NTP and data-informed conclusions to identify areas in need of development.	1, 3
Branded uniform subsidised	Requests from pupils	4, 6
Free breaktime snacks	Requests from pupils	4, 6
Other extracurricular activity support as and when opportunities arise	Uptake by parents and pupils for funding towards other extra-curricular activities.	4, 5, 6

**Total budgeted cost: £ 94296**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2022 GCSE exam results provide the following data. This is the schools first set of externally validated data so acts as our baseline figure of achievement for pupils premium pupils compared to non-pupil premium pupils.

GCSE Results:

Gap reduced between two groups.

2022 Disadv pupils:

- Att 8 = 43.82
- Ave Grade = 4.38
- Progress 8 = +0.21

2022 Non-disadv pupils:

- Att 8 = 49.84
- Ave Grade = 4.98
- Progress 8 = +0.63

2022 External exam results.

#### KS2 2022 Results

	Reading	Writing	Maths
<b>Pupil premium (5)</b>	Above ARE 40% ARE or above 100% Wts ARE 0% Below 0%	Above ARE 20% ARE or above 80% Wts ARE 0% Below 20%	Above ARE 40% ARE or above 80% Wts ARE 20% Below 0%
<b>Non pupil premium (41)</b>	Above ARE 8% ARE or above 74% Wts ARE 16% Below 10%	Above ARE 5% ARE or above 59% Wts ARE 10% Below 31%	Above ARE 23% ARE or above 77% Wts ARE 15% Below 8%

Preliminary data released for 2022 shows that the achievement of pupil premium pupils at SEVA school, is higher than the city-wide and national average, however this will be reviewed in January when the official national results are released.

When evaluating our previous plan, we spoke to all stakeholders such as pupils, parents and colleagues.

Some intended outcomes were met such as achievement of pupils in their Prince's Trust qualifications, however parents and pupils felt that this had taken away opportunities to complete another GCSE subject, therefore our approach to the delivery and option of the Prince's Trust qualification has changed.

Mid-term evaluation and a transient cohort of pupils, meant that objectives changed in 2022, with greater assistance required for newly arrived pupils and a focus on literacy and mathematics for those pupils. Whilst successful insofar as pupils regularly started

attending school and they were able to focus largely on language acquisition and numeracy support, colleagues often felt concern at how re-integration would occur given the loss of subject time in some areas. Subsequently this is why we have chosen to modify our approach away from separated support to in class support.

Similarly, the national tutoring programme was used widely across all classes (primary and secondary) in both maths and English, focussing on filling gaps in knowledge and understanding as internal data captures had identified. Whilst partly successful, greater time with the tutor and focussing simultaneously on the material being delivered in the classroom with identified gaps being supported, has now been adopted as our approach, with school-led tutoring being the method by which we now feel would logistically work better to deliver this process.

## 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
National Tutoring Programme	Monarch Education and Connex Education
Temporary classroom teacher for newly arrived pupils	Milestone Education

## Service pupil premium funding

*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***

2 pupils – both included in NTP tuition

### **The impact of that spending on service pupil premium eligible pupils**

Increased attainment and confidence in English in particular for one pupil.

Second pupil has far higher engagement in maths.

## Further information

All pupil premium pupils are being surveyed to identify their perceived needs (Dec 2022).

January 2023 – Teaching assistants in place with targeted timetables.

Training to deliver Fresh Start Phonics effectively has occurred.

Pupils identified for first round of 1-1 tutoring (school-led tutoring)

April 2023 – Review current plan to identify areas of impact and engagement.

Revise pupils for school-led tutoring and teaching assistant support.

Re-survey pupils regarding equipment and engagement with extra-curricular activities.

July 2023 - Review current plan to identify areas of impact and engagement.

Modify plan for 2023-2024 as necessary, including review of costings for 2023-2024 following April 2023 census.

Revise pupils for school-led tutoring and teaching assistant support.

Re-survey pupils regarding equipment and engagement with extra-curricular activities.

Pattern of evaluation and improvement to continue through remaining two years of the plan, modifying where necessary.