

### 1. Summary information 2020-2021

<b>School</b>	Seva School (Primary)				
<b>Academic Year</b>	2020 - 21	<b>Total PP budget</b>	£22,865	<b>Date of most recent PP Review</b>	Jul 20
<b>Total number of pupils</b>	527	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this strategy</b>	Jul 21

### 2. Attainment & Progress 2019 Data

Phase of school	Pupils eligible for PP		All Pupils	
	Seva	National 2019	Seva	National 2019
Year R % Good level of Development	None	56%	77%	72%
Year 1 Phonics Screening Check	0.0	70.7	85%	82%
Year 2 Reading (ARE)	100%	61.8	79%	75%
Year 2 Writing (ARE)	50%	54.7	70%	69%
Year 2 Maths (ARE)	100%	62.2	81%	76%
% Achieving ARE standard or above in RWM KS1	50%	49.8	67%	65%
KS1 to KS2 Progress score: Reading	+1.8	-0.6	+1.5	0
KS1 to KS2 Progress score: Writing	+0.4	-0.5	+0.3	0
KS1 to KS2 Progress score: Maths	+4.4	-0.7	+1.6	0
Year 6 Reading ARE standard	80%	62%	83%	73%
Year 6 Writing ARE standard	80%	68%	80%	79%
Year 6 Maths ARE standard	100%	67%	89%	79%
% Achieving ARE standard or above in RWM KS2	80%	51%	76%	65%

### 3. Attainment & Progress 2020 Data

Phase of school	Pupils eligible for PP	All Pupils
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	Seva	National 2019	Seva	National 2019
Year R % Good level of Development	NA	56%	71%	72%
Year 1 Phonics Screening Check	NA	70.7	90% <small>DEC 2020</small>	82%
Year 2 Reading (ARE)	0%	61.8	89%	75%
Year 2 Writing (ARE)	0%	54.7	82%	69%
Year 2 Maths (ARE)	0%	62.2	89%	76%
% Achieving ARE standard or above in RWM KS1	0%	49.8	82%	65%
KS1 to KS2 Progress score: Reading	NA	-0.6	NA	0
KS1 to KS2 Progress score: Writing	NA	-0.5	NA	0
KS1 to KS2 Progress score: Maths	NA	-0.7	NA	0
Year 6 Reading ARE standard	100%	62%	90%	73%
Year 6 Writing ARE standard	83%	68%	85%	79%
Year 6 Maths ARE standard	83%	67%	90%	79%
% Achieving ARE standard or above in RWM KS2	83%	51%	82%	65%

### Barriers to future attainment (for pupils eligible for PP including high ability and part of Covid-19 Recovery)

#### In-school barriers

<b>A.</b>	<b>Vocabulary, language &amp; literacy skills:</b> On entry to school 2020, post Covid-19 lockdown, 70% are below age expectation in language and literacy skills and 30% of children are on track to achieve GLD based on baseline assessments.
<b>B.</b>	<b>Attainment gaps of pupils in receipt of PP and Non-PP pupils:</b> Even high-quality “live” remote learning is no substitute for face to face teaching. This is evident across RWM at End of KS2. Internal data, post Covid-19 lockdowns, shows gaps and priority intervention needed for, in particular, for those with PP & SEN needs
<b>C.</b>	<b>Cultural capital and Social &amp; Emotional needs:</b> many pupils with limited cultural capital limits their educational experience, vocabulary and understanding, which has been exasperated by restrictions imposed by lockdown 2020-21

<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>D.</b>	<b>Pupil engagement with online home learning:</b> lack of access to digital and online resources causes poor engagement with home-learning, online maths and reading homework. This has a detrimental effect on pupil's academic progress compared to that of their peers. PP pupil attendance for online learning at 51% at end of Spr 1 2021 compared to their non-PP peers who were at 70%
<b>E.</b>	<b>PP children have attendance in line with peers:</b> PP attendance was at 79% compared to 91% for non-PP pupils at end of July 2020. Autumn term 2020 PP attendance was at 94 % compared to 96% for non PP pupils.

Improvement Focus		
	Desired Outcome	Success criteria
A.	Covid-19 recovery planning ensures children make better than expected progress in vocabulary, language and literacy skills	Early language, literacy and vocabulary development assessed and shows that progress is rapid, sustained and embedded.
B.	All PP children make accelerated progress resulting in the % of children achieving AE standards across school being in line with their non-PP peers in Reading, Writing and Maths addressed via QFT and targeted intervention groups including Covid-19 recovery planning	Pupil Progress meetings reflect PP children have priority and intervention planning helping them to make accelerated progress and achieve in line with their peers at both ARE and GDS milestones
C	Pupils' cultural capital is improved by exposing them to a wide range of experiences so that they are fully included in school life post Covid-19 lockdown restrictions, which supports their long term social & emotional wellbeing.	All PP pupils feel confident to attend trips, residential, clubs and workshops to gain a wide variety of enrichment experiences to improve their cultural capital knowledge and language skills.
D.	PP are not disadvantaged from their peers in their access to digital and online learning access. Families feel empowered to support their children in achieving their aspirations. Children feel confident while being supported by the adults at home.	Families receive digital devices and online access to secure a higher percentage of children attending home learning lessons and resources. All abilities of children feel confident and motivated to share and apply their experiences. They aspire to reach their full potential.
E.	PP children have attendance in line with peers during periods of home learning. Targeted intervention with families identified with persistent absence supported by the Family Support and Welfare Officer.	Attendance of PP children is in line with non-PP peers and comparable when monitoring engagement with live lessons during the partial lockdown of schools. Actions taken have a positive impact over time.

Planned Expenditure 2020-2021					
Quality of Teaching targeted support					
Foci	Objectives	Actions	Staff	Progress	Cost
A	Children make better than expected progress in vocabulary, language & literacy from baseline post Covid-19 lockdowns	<ul style="list-style-type: none"> <li>• Covid-19 recovery EEF funded Baseline Feb 2021 NELI Tests (Nuffield Early Language)</li> <li>• Baseline WellComm SP&amp;L</li> <li>• Teaching assistant level 3 to work in EYFS and Year 1</li> <li>• Develop a 'language rich' curriculum and learning environment that is properly resourced to nurture pupils' vocabulary and language development.</li> <li>• In EYFS and KS1 the enrichment of language and vocabulary will mean that for most PP the progress will be in-line or better than non-PP at the end of the year.</li> <li>• PP and SEN needs are identified early and in collaboration with SENDCo. Interventions are prioritised</li> <li>• Staff training on the use of Learning Village to develop vocabulary and language acquisition and communication skills</li> </ul>	MD AC	<ul style="list-style-type: none"> <li>• Evidence from NELI, Wellcomm, Target Tracker, books, audio/visual records reflects positive gains</li> <li>• Pupils' language is assessed during and post COVID-19 partial school lockdown and they are supported to make rapid progress through timely intervention</li> <li>• Teaching staff model extensive and age appropriate vocabulary and language during teaching times and when talking to and with children on site and during remote teaching.</li> <li>• Pupils are supported with digital devices and access to online learning during partial school lockdowns.</li> <li>• Reports show that the SENDCo liaises closely with teaching staff and parents to evidence progress</li> <li>• Pupils access learning and are confident to communicate their language and vocabulary skills</li> </ul>	£3,910

## Planned Expenditure 2020-2021

### Quality of Teaching targeted support

B	<p>Incorporated Covid-19 recovery planning to ensure all PP children make accelerated progress resulting in the % of children achieving AE standards across school being in line with their non-PP peers in Reading, Writing and Maths addressed via QFT and targeted intervention groups</p>	<ul style="list-style-type: none"> <li>• Revision and workbooks CGP purchased for all years 1 to 6 in core subjects.</li> <li>• Gaps analysis from Cornerstones assessments, evidence in books and teacher assessment on Target Tracker is used to monitor progress and set targets during termly pupil progress meetings.</li> <li>• QFT strategies staff training is monitored for impact in lesson observations</li> <li>• Professional dialogue during PM reviews reflects needs of PP children</li> <li>• Moderation in and across phases secure teacher judgements</li> <li>• All class teachers trained to use the VIPERS reading approach and Talk for Writing strategy.</li> <li>• Lexia Core 5 to be used to accelerate progress in reading for targeted groups.</li> <li>• Accelerated Reader interventions for years 5 and 6.</li> <li>• Academic mentors to support maths and English skills</li> </ul>	<p>AC GS SS LH</p>	<ul style="list-style-type: none"> <li>• CGP weekly tests reflect progress</li> <li>• Cornerstones GAPS analysis informs next steps in planning. Data on TT is quality assured and used to inform targets set at PP meetings and positive progress is made to at least meet or excel expectations</li> <li>• SENDCo and subject leads evidence QFT in lesson observations and data</li> <li>• Termly performance management identifies interventions and agreed next steps. Targets are met or exceeded</li> <li>• Teachers moderate their pupil assessments with colleagues in school and across other schools and this shows favourable progress with pupils on track to meet or exceed targets</li> <li>• End of Key Stage 2 data evidences a narrowing or closing of the gap between PP children and Non-PP pupils.</li> <li>• Reading and Writing data shows that interventions through Lexia Core 5 and Accelerated Reader have made positive impact</li> <li>• Pre-teach and post teach catch up sessions to address GAPS in PP pupils' knowledge and skills in daily lessons.</li> </ul>	<p>£6,855 (to incorporate costs not covered by government catch up funding)</p>
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Planned Expenditure 2020-2021					
Quality of Teaching targeted support					
C	PP pupils make gains in Cultural Capital through quality experiences and the removal of barriers to their social and emotional needs	Subsidies for: <ul style="list-style-type: none"> <li>• Residential</li> <li>• Trips</li> <li>• Visits and workshops</li> <li>• Before and after school clubs</li> <li>• Uniform</li> <li>• Transport e.g. taxi fares or coach/ bus passes</li> <li>• Forest School, Gardening</li> </ul>	SA HB	<ul style="list-style-type: none"> <li>• Meetings between Principal, Finance, Data Lead. Family Welfare Officer and Head of Primary ensure subsidies for PP pupils are calculated for their needs.</li> <li>• Experiences of PP pupils reflects those of Non-PP pupils</li> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Improved attendance</li> </ul>	£3,645
D	PP children have high aspirations for their future. PP are not disadvantaged from their peers in their access to digital and online learning. Families feel empowered to support their children in achieving their aspirations. Children feel confident while being supported by the adults at home.	<ul style="list-style-type: none"> <li>• Core subject leads to run parent workshops in RWM, Phonics and SATs.</li> <li>• Family Attendance and Welfare Officer to be in close communication with parents as regards to attendance and social, emotional needs – Tea &amp; Biscuits mornings</li> <li>• Links with EMAS for language support – interpretation. Duo-lingo apps</li> <li>• School communication to parents is offered in languages other than English as per need</li> <li>• Triple P Parenting courses</li> <li>• SENDCo to run parent support groups, Pupil Nurture, counselling</li> <li>• Stay and Play sessions in Reception</li> <li>• Pastoral lead - Transition support for Year 6 into 7</li> </ul>	SS LH MD SA GS AC BS	<ul style="list-style-type: none"> <li>• Parents are more aware of teaching &amp; learning strategies and curriculum to feel enabled to help their child(ren) to achieve.</li> <li>• Parent voice feedback reflects confidence and identifies next steps for implementation</li> <li>• Parent attendance at workshops and reports from home learning monitoring systems reflect greater engagement</li> <li>• Pupil voice reflects confidence in the support offered by adults and home and aspiration to achieve from a foundation of experience and knowledge</li> <li>• Parental engagement results in increased ambition and improved outcomes.</li> </ul>	£4,960

E	PP children have attendance in line with peers in periods of full opening and lockdown	<ul style="list-style-type: none"> <li>• Digital devices and online access</li> <li>• Daily reports by Attendance and Family Welfare Officer track attendance and identifies areas for intervention</li> <li>• Phone calls, Parent/child meetings, Letters, Home visits, CME, procedures are followed to</li> <li>• Timely communication with, for example, teaching, pastoral, DSL, SENDCo and SLT staff in made to secure appropriate and well-informed intervention</li> <li>• Curriculum, timetabling and relationship building interventions ensure engagement and motivation to attend is sustained</li> <li>• External agencies and services are deployed in cases of persistent absentees</li> </ul>	HB BS SA PP AC	<ul style="list-style-type: none"> <li>• 95 digital devices given out to pupils in Primary. 11 of these to PP children</li> <li>• Attendance data for PP pupils is in line or better than those in the Non-PP group</li> <li>• Timely interventions secure improvements</li> <li>• Interventions undertaken have a positive impact over time.</li> <li>• Data for monitoring home learning through live lessons evidences high levels of engagement.</li> </ul>	£3,675 (to incorporate costs not covered by government issues of digital devices)
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**Review of Expenditure Previous Academic 2019 / 2020****Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Teaching meets the need of all pupils	Quality First teaching strategies to be shared with all staff on Inset days, staff meetings and on a termly basis. Pupil pen portraits with a list of strategies to be shared with staff, following pupil and parent questionnaires; 'Class Provision Maps' to be completed and updated by teachers termly	End KS2 outcomes: Y6 PP students made exceptional progress and attainment in reading, writing and maths. They were above national for all core subjects and in combined RWM.	Family Welfare Officer to work with Class teachers and SENDCo as appropriate to continue to create PP Pen Portraits. They helped keep the vulnerable students in the forefront of teachers' minds when planning / supporting with sound outcomes.	£3450

**Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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Children not making progress quickly identified and targeted supported provided to fill gaps in learning.	Tailored programme of intervention provided by class teachers and TAs to be monitored by PP coordinator. Discussions with SENDCo, class teachers and parents to ensure targeted provision.	KS2 2020: PP outperformed “all pupils” nationally in terms of attainment % in reading, writing and maths. They were 21% higher than “all pupils” nationally in terms of attainment in reading. 7% higher in writing and 5% in maths and 13% higher in Combined RWM. Intervention groups in KS1 and KS2 from January used to close gaps and lead by class teachers in reading and maths. Writing “figurative writing” group supported GD writers to bring reading into writing and create a larger evidence base.	Working closely with the Attendance and Family Welfare Officer and SENDCo to review provision for SEND disadvantaged pupils essential; these pupils are more at risk than “just” PP and at higher risk due to two periods of prolonged time away from school due to lockdowns	£8170
Students who are struggling emotionally are quickly identified and encouraged to attend a Nurture Group.	Pupils will receive one session a week in which they can share any concerns that they may have and receive support in working out their problems.	Target groups in Years 2, 4 and Year 5 attended Nurture group. Pupil voice feedback that this support was invaluable. The all reported that they felt more confident with this intervention in place.	Rainbow Room set up to house Nurture Group. Work happening to create a Peace Garden and introduce Forest school. Decision made to appoint full time Family Welfare officer and an additional teacher to the pastoral team for next academic year. This supported PP families immensely and evident in feedback.	

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%. Termly attendance awards to praise those who have 100% attendance.	Without the phone calls, letters, home visits, attendance would have been significantly lower. Home visits by AHT/DSL were particularly effective. 2.7% PP children achieved 100% attendance award compared to 86.4% Non-PP children for period from Sept to Dec 2019. 2.1% PP Children received a letter signalling a drop of attendance below 96% compared to 34.3% of Non-PP children for the same period.	Attendance Officer, DSL essential to carry out home visits – recruit permanent Attendance Officer for 2020 / 2021.	£5,400
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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, to get to parents quickly. Parents should be able to respond to staff. Text messages to be sent about missed homework and to warn parents about upcoming tests.	Feedback suggested letters and resources explaining strategies like reading could be shared in languages other than English for parents who were new to country. Physical attendance on-site diminished due to lockdown and was generally low due to distance to travel to get to school during school hours. Live Q&A sessions introduced as a remote method of communicating	Communication being offered in other languages to support engagement. To look into buying a language converter application for use with all letters. Go 4 Schools unreliable as does not feed into SIMS in a timely manner and therefore will not be renewed. Attendance Officer to be given SIMS Training. Family Welfare Officer and SENDCo to raise confidence in parents through marketing Tea and Biscuit mornings for targeted groups. Previous attendance at these meetings has been low. Eduspot used for text messaging (will continue) and new website to be launched with better communication streams. School social media (Twitter, Instagram and Facebook) used more widely to communicate too.	£320
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PP students will be provided with a wider range of educational opportunities than they might otherwise not be able to afford.	Subsidies will be provided to enable PP children to participate in educational activities/visits/clubs/music tuition/ sports clubs.	<p>After school intervention classes KS2 (core subjects) autumn 2019 - 6 of the 15 students who attended were on track by lockdown 2020. Other children benefitted who were not PP.</p> <p>Booster lessons during lunch times supported Years 2 and 6 groups (before Covid 19). 6 of the PP students attended regularly. Other children benefitted who were not PP.</p> <p>Trips funded for included:  2019 Residential - Kingswood  2019 Shakespeare - Workshop  2020 Brandon Marsh</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>	£7,290
PP pupils will be given opportunities to have resources that they might not be able to afford.	Support for SEND pupils with specific resources. Purchase resources to support needs led teaching in classrooms.	<p>CGP revision and workbooks purchased for all year 2 and 6 in core subjects.</p> <p>Reading books purchased to support application of phonics and early reading skills.</p> <p>2020 set of age appropriate reading books for Year 6</p>	<p>Order for age appropriate AR books for years 5 and 6 made 2020.</p> <p>Lexia Core 5 intervention to be used to support PP and SEND students Spr 2020</p> <p>To purchase CGP revision and workbooks purchased for years 3, 4 &amp; 5 in core subjects. Highly effective as part of recovery programme. Aim to mitigate high levels of time spent online and not enough practise of work on paper.</p>	£4410