

Seva School



Pupil Premium Statement 2016 -2017

For the financial year 2016-17 the school has been allocated £34,045 Pupil Premium funding. Primary phase receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years while secondary phase receive £935.00. Schools receive £1,900 per child for Children who are Looked After.

Progress of pupils in Primary using Pupil Premium Funding

Pupil	Gender	Year Group	READING			WRITING			MATHS		
			Start of year step	End of year step	Progress	Start of year step	End of year step	Progress	Start of year step	End of year step	Progress
1	F	1	40-60w	1b	4	40-60w	40-60s+	3	40-60w	40-60s+	3
2	F	1	40-60s	1w	4	40-60s	1w	4	40-60s	1w	4
3	M	1	40-60s	1b+	3	40-60s	1b+	3	40-60s	1b+	3
4	M	2	1s+	2s	5	1s+	2s	6	1s	2s+	7
5	F	2	1s+	2s+	6	1s+	2s+	6	1s+	2s+	5
6	F	2	1s	2s	6	1w+	2s	7	1w+	2w+	6
7	M	2	1w+	2w+	6	1b+	2w+	8	1b	2w+	9
8	M	2	1s+	2s+	6	1s+	2s	5	1s	2s+	7
9	F	2	1s+	2s+	6	1s+	2s	6	1s	2s+	7
10	M	3	2s	3s+	6	2s	3w+	5	2s	3w+	5
11	M	3	3b	4b	6	2s	3s	6	2s	3s+	7
12	M	3	2w	3w+	6	2b+	3b+	6	2s	3w+	5
13	M	3	2s	3s+	7	2s	3s	6	2s	3s	6
14	F	3	2s	3b+	3	2w	3b+	4	2b+	3b+	6
15	M	3	2s	3w+	5	2s	3s	6	2s	3s	6
16	F	4	2w+	4s	13	2s+	4w+	10	2w+	4w	11
17	F	4	3w	4b+	5	3w	4b+	5	3b+	4b	5
18	M	4	3s	4s	6	3w	4s	8	3w	4s	8
19	M	4	3s	4s	6	3w+	4w+	6	3s	4s	6
20	M	4	3s	4s+	7	3s	4s	6	4b	4s+	5
21	F	4	3s+	4s+	6	3s	4s	6	3s	4s	6
22	M	5	3b	3s+	4	3b	3s+	5	3w	3s+	3
23	F	5	4s+	5s	5	4s	5w+	5	4s+	5s	5

Note: the number at the beginning of each step indicates which year group that step is associated with i.e. 2w is related to year 2

For each of the steps there are four sub steps including b and b+ (beginning), w and w+ (working towards, s (secure or age related) and s+ (working at greater depth). So, for the end of an academic year step 4s for a year 4 student would be age related expectations.

Other Factors:

There are currently twenty three pupils in Primary that receive Pupil Premium. Nine are in Key Stage 1, five of the pupils are girls and four are boys. In Key Stage 2 there are fourteen pupils receiving funding, of whom nine are boys and five are girls. Summer 2 data has highlighted that 39% of Pupil Premium pupils have made insufficient progress in reading and writing compared to 44% in maths.

Progress of Pupils in English and Maths

Pupil	Gender	ENGLISH			MATHS			
		Year Gr	Start of year step	End of year step	Progress	Start of year step	End of year step	Progress
1	M	7	1D	1D	1	LM	1S	2
2	M	7	1D	1S	1	1D	1D	0
3	M	7	1D	2D	3	LM	1D	1
4	F	7	1D	1D	0	LM	1M	3
5	M	7	1D	1S	1	1D	1M	2
6	F	7	1D	2D	3	1D	2S	4
7	F	7	LM	LM	0	LD	LM	2
8	M	7	1D	1M	2	2S	3S	3
9	F	7	2D	3D	3	2M	3D	1
10	M	7	2D	2D	0	LM	2D	4
11	M	7	2D	2S	1	LM	1D	1
12	M	7	1S	1M	1	LM	1S	2
13	M	8	2M	2M	0	2D	2S	1
14	M	8	2D	2S	1	LM	1S	2
15	F	8	4D	4S	1	1M	1S	1
16	F	8	2D	2S	1	2S	2M	1
17	F	8	3S	4D	2	3D	3S	1
18	M	8	3S	3S	0	2M	3D	1
19	M	8	4M	4M	0	4S	4M	1
20	M	8	2D	4D	6	3D	3M	2
21	M	8	2D	2M	2	2M	3D	1
22	F	8	4S	4S	0	4M	5M	3

Key for secondary school grading system:

3	- Mastering	3 M
	- Securing	3 S
	- Developing	3 D
2	- Mastering	2 M
	- Securing	2 S
	- Developing	2 D
1	- Mastering	1 M
	- Securing	1 S
	- Developing	1 D
L	- Mastering	L M
	- Securing	L S
	- Developing	L D

Summary of the barriers to learning:

- The level of funding received for Primary pupils this academic year doesn't reflect the true number who are entitled to this funding.
- **Start Points** –Baseline assessments carried out in reception during the first half term show attainment on entry is below developmental milestones. In 2016 baseline to reception showed that 96% of pupils coming in below age related expectations in language and communication.
- **EAL** – Up until Summer II 2017, there haven't been accurate assessments carried out to identify EAL pupils and their level of fluency and understanding
- **Teaching staff** knowing when and how to **differentiate** appropriately, using approaches which enable pupils to be taught effectively
- **Teaching staff** having a secure understanding of how a **range of factors** can **inhibit** pupils' ability to learn, and how best to overcome these
- **Teaching staff** demonstrating an awareness of the **physical, social and intellectual development of children**, and know how to adapt teaching to support pupils' education at different stages of development
- **Teaching staff** having a clear understanding of the **needs of all pupils**, including those with **special educational needs**; those of **high ability**; those with **English as an additional language**; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

How the funding was spent:

1. Expenditure

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?	Expenditure
Children's progress and attainment in reading to be at national at key benchmarks	Appointment of English leader and RWI Manager in March 2017	Progress in reading in the autumn term 2016 was below writing and Maths. Key groups performed significantly below others (Year 2 and 3) Pupil premium pupils are particularly falling behind their counterparts.	Additional Member of staff in place in Year 2 to support the teaching of English. Small group and 1:1 reading programme for all Year 2 pupils and any pupil not hitting national benchmarks in KS 1 and 2. Target support for pupil premium students.	JM, NW and MK	July, Oct and Dec 2017	£1000 RWI training £14,400 Additional teaching support Year 2 RWI Resources
Develop effective Guided Reading	External Guided Reading CPD for Primary and Secondary NW and MK to provide RWI training for named staff to support pupils with Pupil Premium	Autumn II 2016 data highlighted that reading for meaning an issue across Phase phase. Monitoring also raised concerns that few teachers were teaching Guided Reading effectively.	Guided Reading to be monitored during Summer II and throughout autumn term. Class teachers to be supported where necessary. Project X books purchased and necessary inset provided. Regular reading walks across the three phases. Line management meetings with Support staff carrying out interventions. English lead and RWI to provide induction for all new staff 2017/18. Parent workshops to be organised	NW/M K/JM	July, Oct and Dec 2017	Julie Carr Consultant £1500 Guided Reading books & materials £1200
Develop middle leadership within Primary Phase	External CPD for both leaders on issues affecting Pupil Premium pupils	Staff appointed to lead English and Read Write Inc (RWI). Demonstrated necessary leadership skills but hadn't held these positions and required necessary knowledge and skills to carry out roles effectively.	Monitor Subject Leader Action Plans. Monitor impact of middle leaders on raising attainment and progress in reading across Primary Phase to ensure effectively targeting Pupil premium students to remove the barriers	JM	July, Oct and Dec 2017	External CPD and Consultant Liz Mynott £2,300

<p>Teaching, marking and Feedback to be consistently good or better across Primary</p>	<p>External consultants used to support leadership move all teaching to good and support with monitoring process. External consultants to work with middle leaders to develop Monitoring skills</p>	<p>Review carried out in January 2017 highlighted that over 50% of teaching in the Primary phase was inadequate. Books scrutinies in spring term demonstrated inconsistencies across primary phase</p>	<p>Weekly Learning walks to ensure that quality teaching and learning is taking place across phase and strategies and necessary steps are in place to move all lessons to good incorporating differentiated activities to remove barriers to learning</p> <p>Lesson observations carried out as part of Performance Management in June/July Liz Mynott to work in class with RI teachers x 2 days</p>	<p>JM/L M</p>	<p>Summer Term 2017</p>	<p>Consultant Liz Mynott £1000 Moderation £500 EYFS and Key Stage 1</p>
<p>All pupils with speech and languages difficulties to demonstrate significant improvement by the end of the academic year</p>	<p>Talk Therapy delivered twice weekly</p>	<p>Termly assessments show that pupil receiving Talk Therapy are making significant progress from their starting point</p>	<p>Therapist attends school twice a week to deliver programme through teaching assistants to support students with pupil premium</p>		<p>Autumn Term 2016 – Summer term 2017</p>	<p>£2760.00</p>
<p>All identified pupils to receive one to one support for literacy development</p>	<p>Y7-8 Structured literacy programme</p>	<p>Termly assessments, to see the progress each individual makes</p>	<p>A designated TA was deployed to provide support, structured literacy programme.</p>	<p>SB/SK</p>	<p>Summer 2017</p>	<p>£3960.00</p>

One to one support for developing students' numeracy skills and completing their home work	Y7-8 Enrichment Time table for support	Half-termly assessment in maths and weekly monitoring of Home work	A designated TA to provide one to one support on daily basis. Completing homework and structured numeracy work	NM	Summer 2017	£3960.00
In class support for English and Maths lessons	Y7-8 Differentiated curriculum delivery	Teachers' (2X1) and TAs (1 planning + 4 delivery) planning and delivering differentiated curriculum to meet students' needs	Differentiated curriculum delivered On daily basis	SG/PP	Summer 2017	£2184.00 £3510.00
Supporting students to attend outdoor residential events	Y7-8 Residential trips for educational opportunities	10 students supported for taking part in a range of educational activities at residential trips.	Raising self-esteem and confidence	PP/SG	Summer 2017	£1500.00

Expenditure 2016/17

Description of Support	Amount
Additional Staffing Year 2	£5,354.00
CPD/Coaching/S2S support/Moderation	£6,180.00
Talk Therapy	£2,760.00
Resources - Guided Reading/RWI	£4,466.00
Literacy Support for Secondary phase	£3,960.00
Numeracy and Homework support	£3,960.00
Differentiated Curriculum planning and Delivery with TAs support	£2,184.00
	£3,510.00
Secondary resources	£700.00
Support for attending outdoor events	£1,500.00
Total	£34,574

Impact of interventions using Pupil Premium in Primary:

Reading

- 22% of students made less than expected progress.
- 17% of students are working towards expected progress
- 61% of students made expected progress or above

Writing

- 17% of students made less than expected progress
- 22% of students are working towards expected progress
- 61% of students made expected progress or above

Maths

- 17% of students made less than expected progress.
- 26% of students are working towards expected progress
- 57% of students made expected progress or above

For all subject areas where students made less than expected progress, all students made at least three steps progress which shows that all students have moved forward. Students working towards expected progress made five steps progress and were only one step of progress away from meeting expected progress.

Impact of interventions using Pupil Premium in Secondary Phase:

English

- 32% of students made less than expected progress.
- 36% of students are working towards expected progress
- 32% of students made expected or above expected progress

Maths

- 5% of students made less than expected progress.
- 46% of students are working towards expected progress
- 50% of students made expected or above expected progress