



## **Pupil Premium Strategy**

**Date Reviewed:** October 2017

**Date Ratified by Governors:**

**Date due for renewal:** September 2018

# Pupil premium strategy statement

1. Summary Information					
School	Wyvern Academy				
Academic Year	2017/18	Total PP Budget	£237,958	Date of most recent PP Review	November 2017
Total number of students	544	Number of students eligible for PP	292	Date for next internal review of this strategy	November 2018

2. DA Attainment	2016			2017		
	<i>Wyvern Academy Disadvantaged student</i>	<i>Wyvern Academy Other Students</i>	<i>National Other 2016</i>	<i>Wyvern Academy Disadvantaged student</i>	<i>Wyvern Academy Other Students</i>	<i>National Other 2017</i>
Attainment in English and Maths	30%	39%	59.3	12.5%	23%	39.1%
Attainment 8 score	36.33%	42.1%	48.5	27.76	35.2	44.2
Progress 8 score	-1.26	-0.88		-1.15	-0.96	
Ebacc attainment	11%	22%	23.1%	6.7%	14%	19.5%
Attendance	92.62	94.85		90.54%	94.81%	
Behaviour (fixed-term exclusions)	15	84		9	34	

3. Barriers to future attainment (for students eligible for PP including more able) the school is tackling (in some, not all cases)	
<b>In-school barriers</b>	
A.	The ability profile on entry of disadvantaged students is lower than that of non-disadvantaged students
B.	Literacy skills entering Year 7 are lower for some students eligible for PP than for other students, which prevents them from making good progress in Year 7/Year 8 and subsequently in future years.
C.	Lower expectations and aspirations of both students and parents/carers
<b>External barriers</b>	
D.	Attendance rates for students eligible for PP are 90.54% in November 2017 (below the non-pupil premium students and our school target of 95% in line with the national average).

<b>E.</b>	Parental engagement with the school is lower for Pupil Premium Cohort (as evidenced by parent evening analysis) impacting on home/school links and detailed feedback.
<b>F.</b>	Mental Health and Self Esteem Issues

#### 4. Outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Improved rates of progress across KS3 for all students, including more able eligible for PP and tracking in place to help identifications of gaps in knowledge, skills and understanding via 'Continuous Assessment'. Where information shows students are not making expected progress against peers, departments are putting in place wave 1 interventions, monitored by curriculum leaders.	Students eligible for PP identified from KS2 levels / raw scores make as much progress as 'other' students identified as middle/high attaining, across Key Stage 3. Use of Continuous Assessment and SISRA. Senior team monitoring subject areas via SLT link meetings.
<b>B.</b>	High levels of progress in literacy for Year 7/8 students eligible for PP/Catch-Up Premium. Utilising the 'Catch-Up' Lexia literacy scheme, the PiXL Code Phonics Intervention and Secondary Language Link teaching assistants run tutor sessions to improve literacy (including handwriting). Testing is in place around reading ages to inform identification of students in need of support with a rolling programme of students. There is an expectation of 4 months progress.	Use of the 'Catch-Up' programme tracking and information delivered to teaching staff on improvements made. Literacy Summer School, interventions put in place in tutor time and created resources improve literacy rates in identified students.
<b>C.</b>	Students can talk about their aspirations for their future life and are aware of the link between education and these aspirations. Students have selected a pathway for future education or training.	All Y9 students and KS4 students have an opportunity for careers advice. The NEET figure of the school continues to be low.
<b>D.</b>	Increased attendance rates for students eligible for PP. Higher emphasis within whole school attendance strategy of Pupil Premium students with additional rewards and incentives.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 90.54% to 95% in line with 'national other' students.
<b>E.</b>	PP parents see the school as approachable and supportive in their Children's education. School gives advice and guidance to PP parents to support educational decisions and support gaps. Parents are happy to come to school to support their son/daughter in events and parents evenings. 'Hard to reach' parents begin to engage in the education process.	Measured using Parent Evening data against 2015/2016 baseline figures as good measure of engagement. To increase the average of PP engagement from 40% to 60%.
<b>F.</b>	Mental Health and Self Esteem issues are a key area for the school. Previous PP achievement has often been limited to poor attendance at school with a high proportion of this linked to Mental Health and Self Esteem. The school would like to reduce this pressure on students, however is aware that when these issues do influence a clear support	Linked to attendance measure in majority of cases however, in most complex cases the school will need to measure its approach against past cases and outcomes at an individual level.

mechanism needs to be in place. School has introduced The Ark to help with these issues and is now building key working relationships with external agencies.
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### 5. Planned expenditure

The three headings below demonstrate how Pupil Premium will be used to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Leadership and culture

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Academic Year	2017/18				

<p>Culture &amp; Ethos of aspiration &amp; challenge improves.</p>	<p>A constant &amp; relentless approach to raising aspirations</p>	<p>Research undertaken by NfER has identified 7 building blocks which are more successful in raising disadvantaged pupil's attainment; Whole School ethos &amp; culture is the highest building block.</p>	<ul style="list-style-type: none"> <li>• Displays; whole school, staff &amp; classroom</li> <li>• Constant awareness raising around the moral imperative</li> <li>• Curriculum Leaders to appoint Pupil Premium Champions</li> <li>• Regular reporting by SLT to PP Governor</li> <li>• Frequent learning walks to review a relentless approach to stretch &amp; challenge</li> <li>• Review assembly programme to heighten expectations</li> <li>• Review the tutorial programme to heighten expectations</li> </ul>	<p>ARO</p> <p>SLT</p> <p>CLs</p> <p>SLT</p> <p>RJA/NBR</p> <p>KPH</p> <p>KPH</p>	<p>Termly</p>
<p>F. The behaviour of disadvantaged students improves significantly.</p>	<p>Refresh of Behaviour Policy</p> <p>Improved 'Graduated Response' to interventions</p>	<p>Research undertaken by NfER has identified 7 building blocks which are more successful in raising disadvantaged pupil's attainment; addressing behaviour &amp; attendance is the 2<sup>nd</sup> highest building block.</p>	<p><u>Behaviour Reports</u></p> <p>Weekly behaviour reports generated by Class Charts used by the Pastoral Team to action plan for improvements</p> <ul style="list-style-type: none"> <li>• Weekly intervention progress reports from the Pastoral Team</li> </ul>	<p>KPH/PWA</p> <p>KPH</p>	<p>Termly through Pastoral Team meetings</p>



A. Data is immediately available outlining achievement and progress of disadvantaged learners	Use of SISRA and FFT Aspire	Researched by PMC as being the most useful data tool for our school to use to assist with tracking achievement and progress.	Regular reporting by SLT to PP Governor Group	PMC	Termly through Progress and Learning reviews
<b>Total budgeted cost</b>					£55,465
<b>iii. Targeted support</b>					
F. To provide discretionary financial assistance to students in receipt of FSM  All PP students in uniform & accessing curriculum without prejudice	Hardship fund	Research undertaken by NfER has identified 7 building blocks which are more successful in raising disadvantaged pupil's attainment; meeting individual learning needs is the 4 <sup>th</sup> highest building block.	<ul style="list-style-type: none"> <li>• Only available to those currently on FSM</li> <li>• Sample reviews to be discussed at SLT for fairness</li> <li>• Hardship fund application process in place</li> <li>• Regular reporting by SLT to PP Governor Group</li> </ul>	ARO	Termly through cost reporting process
C. Zero NEET from PP cohort Aspirations improved  All PP students attend all public exams  All underachieving PP students to have a mentor in y11 & most vulnerable in y10	Learning Mentors work with all underachieving PP students in year 11 to develop aspirational maturity  <u>The ARK</u> Alternative provision within school	Research undertaken by NfER has identified 7 building blocks which are more successful in raising disadvantaged pupil's attainment; Whole School ethos & culture is the highest building block and meeting individual learning needs is the 4 <sup>th</sup> highest building block.	<ul style="list-style-type: none"> <li>• Fortnightly mentoring progress reports from Learning Mentors</li> </ul> <p>Regular reporting by SLT to PP Governor Group</p>	ARO/SGR PWA Pastoral Team	Termly through Progress and Learning reviews

Evidence of PP progress improves towards being in line with their non-PP peers	<u>Lesson 6</u> intervention for pp students falling behind	Research undertaken by NfER has identified 7 building blocks which are more successful in raising disadvantaged pupil's attainment; meeting individual learning needs is the 4 <sup>th</sup> highest building block.	Curriculum Leaders monitor quality of teaching & the impact of interventions	PMC	Termly through Progress and Learning reviews
B. There are high levels of progress in literacy for Year 7/8 students eligible for PP/Catch-Up Premium.	<u>Lexia</u> PIXL CODE phonics programme Secondary language Link	EEF Lexia: A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report. EEF Phonics: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	<ul style="list-style-type: none"> <li>Students eligible for Catch-up funding will be split into two groups . One group doing Lexia (3x weekly for 20 minutes) and the other PIXL Code 4x weekly for 1 hour). They will then rotate.</li> <li>Those students assessed to have SLCN will have 1 hour weekly intervention</li> <li>RJA and NBR to embed a system where interventions can be measured within the classroom.</li> </ul>	RJA NBR	Half termly meetings between RJA and NBR to assess progress
E. PP parents see the school as approachable and supportive in their children's education.	Robust communication with Parents EPRA Evenings	Research Report DFE-RR156 'Parental engagement has a large and positive impact on children's learning'.	<ul style="list-style-type: none"> <li>Review and refresh of how parents are communicated with e.g. Website, Text, Facebook, Twitter, newsletter</li> </ul>	KPH ARO KBA	Termly SLT meetings

			<ul style="list-style-type: none"> <li>Form Tutors and Pastoral leads to contact 'hard to reach' parents more regularly and update them on up coming events</li> <li>Information evenings to raise awareness of specific issues or interventions that can also be used at home.</li> </ul>		
F. Student wellbeing, enables students to thrive and achieve their full potential.	<ul style="list-style-type: none"> <li>Anna Freud Wellbeing Schools project</li> <li>KS4 Healthy Lifestyles Survey</li> </ul>	Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges 'With half of all diagnosable mental health disorders established by the age of 14, there is a strong case to promote children and young people's mental health.' Public Health England and Anna Freud Centre for Children and Families	<ul style="list-style-type: none"> <li>BWA has been assigned Wellbeing Project manager (focus on Y7 and Y9)</li> <li>Form Tutors are responsible for student completion of the KS4 Healthy Lifestyles survey, timetabled by KPH</li> <li>BWA is responsible for implementing a Wellbeing Survey for Y8s so there is a whole school overview by summer 2018.</li> </ul>	NBR/BWA/KPH	Half Termly and July 2018
<b>Total budgeted cost</b>					£41,250.25
<p>OTHER budgeted costs</p> <ul style="list-style-type: none"> <li>Books and Equipment</li> <li>SENDCO and AssHT Oversight</li> <li>Behaviour Support (ELSA)</li> </ul>					

- Martin Grey Football Academy
- CPD

**Total budgeted cost** £48,574.95

## Review of Expenditure 2016/17

### Previous Academic Year

#### i. Quality Teaching for all

Desired Outcome	Chosen Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)	Cost
To improve the levels of attainment and progress of all PP students	<ul style="list-style-type: none"> <li>• Employ a SENCO on the leadership scale</li> <li>• Curriculum review.</li> <li>• Staff training and development</li> </ul>	A SENCo is now in position and sits on the SLT. The curriculum has been reviewed and is now fit for purpose. There is a school CPD brochure that is line with the School Improvement Plan (SIP)	The SEND Department continues to develop systems that will aid the progression of students of SEND and those that are students of SEND and PP. PP and SEND are incorporated into the CPD brochure and will be evaluated for impact. The curriculum is under constant review to ensure that it meets the needs of all students.	<b>£49,000</b>

#### ii. Targeted Support

To improve the levels of attainment and progress of all PP students	<ul style="list-style-type: none"> <li>• Staff use Lucid Exact, CAT4 and data collections to identify and track targeted</li> </ul>	<ul style="list-style-type: none"> <li>• Lucid Exact results are available to all staff as of January 2017. Y7 pupils will be retested in Y9</li> </ul>	<ul style="list-style-type: none"> <li>• Staff need greater awareness and CPD on how to</li> </ul>	<b>£60,717.89</b>
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	<p>students' progress and deliver targeted intervention 1:1 or in small groups</p> <ul style="list-style-type: none"> <li>• Peripatetic lessons</li> <li>School Trips, Careers advice and guidance, VIVO rewards</li> </ul>	<p>to ascertain progress. Results inform the SEND Department of students that might require further testing and intervention.</p> <ul style="list-style-type: none"> <li>• Current Year 7 and Cat4 results are available to staff to help them inform setting and planning for individual needs</li> </ul>	<p>interpret and use CAT4 results</p> <ul style="list-style-type: none"> <li>• There needs to be a more rigorous promotion of music lessons for students and parents and tracking of those receiving peripatetic music lessons</li> <li>• Vivo reward are discontinuing and have been replaced by Class Charts, with the Pastoral team reviewing and embedding new reward systems</li> <li>• A member of the Pastoral Team is undergoing training to ensure a robust approach and delivery of career pathways.</li> </ul>	
<p>Levels of basic literacy and numeracy are developed across KS3</p>	<ul style="list-style-type: none"> <li>• Maths HLTA take a non-teaching role and focus on 1:1 and group work</li> </ul>	<p>Levels of literacy and numeracy increase with clear impact of TA intervention.</p>	<p>Evidence to date shows that TAs are having a positive impact on progression through interventions.</p>	

	<ul style="list-style-type: none"> <li>• 5 TAs employed to aid the progression of students of SEN and PP.</li> <li>• Lexia Intervention PIXl (including PIXL Code phonics programme &amp; Literature Circle. Re-opening of the library</li> </ul>		Maximising the use of TAs in the classroom is still being embedded	
<b>iii. Other approaches</b>				
To Increase attendance rates of PP students	Attendance Officer employed to monitor student's attendance, contact parents/carers and conduct home visits when necessary	Attendance increases with less persistent absentees	The attendance policy is to be revised with new protocols and with a more active role for Pastoral Leads. Further and more consistent use of rewards and incentives and 1:1 interviews with students.	<b>£119,744.66</b>
Alternative provision	Pastoral Year Leaders to work closely with alternative provision providers	Alternative provision has a positive impact on results and student re-integration where applicable	There has been little impact with significant cost. The school is to set up a base within the school to help vulnerable learners.	