



## Pupil Premium Strategy

**Date Reviewed:** September 2018

**Date Ratified by Governors:** October 2018

**Date due for renewal:** September 2019

# Pupil premium strategy statement

1. Summary Information					
School	Wyvern Academy				
Academic Year	2018/2019	Total PP Budget	£240295	Date of most recent PP Review	September 2018
Total number of students	534	Number of students eligible for PP	270	Date for next internal review of this strategy	January 2019

2. DA Attainment	2016			2017			2018		
	Wyvern Academy Eligible for PP	Wyvern Academy Other Students	National Other 2016	Wyvern Academy Eligible for PP	Wyvern Academy Other Students	National Other 2017	Wyvern Academy Eligible for PP*	Wyvern Academy Other Students*	National Other 2018 <i>Not yet available</i>
Attainment in English and Maths	30%	39%	59.3	12.5%	23%	39.1%	35%	36%	
Attainment 8 score	36.33%	42.1%	48.5	27.76	34.94	44.2	29.42	40.11	
Progress 8 score	-1.26	-0.88		-1.15	-0.96		-1.44	-1.24	
Ebacc attainment	11%	22%	23.1%	6.7%	14%	19.5%	6.5%	2.0%	
Attendance	92.62	94.85		90.54%	94.81%		90.95%	94.54%	
Behaviour (fixed-term exclusions)	15	84		9	34		35	73	

\*unvalidated at this point in time

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.	Low profile of PP despite 50.6% pupils being included in this group.
B.	Low literacy and numeracy skills.
C.	Lack of confidence and inappropriate attitude of pupils to being professional learners.
<b>External barriers</b>	
D.	Attendance.

<b>E.</b>	Parental engagement.
<b>F.</b>	Low aspiration for future education and career.

#### 4. Outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Increase the profile of PP across the school. Staff will be confident in identifying PP pupils within their classes, PP will be considered throughout all aspects of school life. Evidence will be through monitoring of T&L, through the department data analysis schedule and meeting action points.	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 and Key Stage 4. 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. Numeracy coordinator to use action plan through tutor groups and peer support.	Use of the 'Catch-Up' programme tracking and information delivered to teaching staff on improvements made. Appointment of Literacy coordinator. Interventions put in place in tutor time and created resources improve literacy rates in identified students.
<b>C.</b>	A scholarly atmosphere in lessons and around the school. Class charts will be used for praise and recording disruption to learning. PP pupils will be monitored and intervention on a personal level will be actioned. Homework is completed. Provide breakfast club facilities for focussed start to the day.	No gap between PP & Non-PP on class chart key measures. Independent learning outside of the classroom resulting in classwork being reflected in assessment tests to show evidence of revision. PP attending magic breakfast will increase.
<b>D.</b>	Increased attendance rates for students eligible for PP. Work with family and pupil to find out their individual circumstances and support as appropriate.	Reduce the number of persistent absentees (PA) among students eligible for PP. Overall attendance among students eligible for PP improves.
<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 previous year. Increased use of social media.
<b>F.</b>	Pupils can talk about their aspirations for their future life and are aware of the link between education and these aspirations. Pupils have selected a pathway for future education or training.	PSHE to provide a structure for careers advice and information. PP pupils to experience a wide range of career opportunities both in school and other academic settings. PP pupils given the opportunity to access enrichment activities beyond the curriculum, including educational visits.

## 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 rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Academic Year	2018/19				
<p><b>A.</b> Increase the profile of PP across the school. Staff will be confident in identifying PP pupils within their classes, PP will be considered throughout all aspects of school life. Evidence will be through monitoring of T&amp;L, through the department data analysis schedule and meeting action points.</p>	<ul style="list-style-type: none"> <li>• A constant &amp; relentless approach to raising aspirations.</li> <li>• Appointment of SLT to drive PP agenda.</li> <li>• Designate PP link Governor.</li> <li>• Merge Pupil Premium Champion and Attendance Champion roles in to Family Welfare Champion to streamline practises.</li> </ul>	<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> <p>In school weekly monitoring that highlighted overlap of roles.</p>	<ul style="list-style-type: none"> <li>• Class charts CPD and subsequent use.</li> <li>• Development of the GROWTH framework across T&amp;L.</li> <li>• T&amp;L groups timetabled to share good practise.</li> <li>• Timetabled GROWTH lesson.</li> <li>• Calendared data collections, analysis &amp; SLT link meetings.</li> <li>• PP briefing rota.</li> <li>• SISRA data</li> </ul>	<p>RHA RJA AOL</p>	<p>Start of October then termly.</p>

<p><b>C.</b> A scholarly atmosphere in lessons and around the school. Class charts will be used for praise and recording disruption to learning. PP pupils will be monitored and intervention on a personal level will be actioned. Homework is completed. Provide breakfast club facilities for focussed start to the day.</p>	<ul style="list-style-type: none"> <li>• Consistent application of the 'Climate for Learning Policy'.</li> <li>• Year Leaders for each year group.</li> <li>• New homework policy launched.</li> <li>• ARK &amp; homework clubs to support.</li> <li>• Breakfast provision following application to join Magic Breakfast scheme.</li> <li>• Planners</li> <li>• PP element in department budgets.</li> </ul>	<p>Online 'Magic Breakfast' research and Government release supporting the scheme (March 2018)</p>	<ul style="list-style-type: none"> <li>• Weekly behaviour reports generated by Class Charts used by the Pastoral Team to action plan for improvements</li> <li>• Weekly intervention progress reports from the Pastoral Team</li> <li>• Homework to be monitored by classroom teachers, overseen by Curriculum Leads,</li> <li>• Registers from Breakfast Club.</li> <li>• Pupil Voice</li> <li>• CPD specifically aimed at PP both in general and also classroom based e.g. metacognition via booklets produced in collaboration at Trust level.</li> </ul>	<p>KPH RHA ZGR All curriculum leads</p>	<p>Fortnightly through Pastoral Team meetings</p>
<p><b>F.</b> Pupils can talk about their aspirations for their future life and are aware of the link between education and these aspirations. Pupils have selected a pathway for future education or training.</p>	<ul style="list-style-type: none"> <li>• Through PSHE programme.</li> <li>• Appointment of suitably qualified Careers Advisor (minimum Level 6)</li> <li>• Enrichment Activities</li> <li>• Educational Visits</li> <li>• Revised House System</li> <li>• Student Council</li> </ul>	<p>Sutton Trust &amp; Education Endowment Foundation. 'Education Begins at Home' website.</p>	<ul style="list-style-type: none"> <li>• Weekly reports to Head.</li> <li>• New educational trips procedure.</li> <li>• Monitoring of PP involvement in extra-curricular activities then follow-up with invitations to attend if needed.</li> </ul>	<p>RHA KPH (careers)</p>	

	<ul style="list-style-type: none"> <li>• Martin Grey Football</li> <li>• Music programmes</li> <li>• Duke of Edinburgh</li> </ul>				
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**Total budgeted cost** £157,225

**ii. Quality of teaching for all**

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?
<p><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. Numeracy coordinator to use action plan through tutor groups and peer support.</p>	<ul style="list-style-type: none"> <li>• To continue with the scheme developed through the SEND department during the previous academic year.</li> <li>• Appointment of Literacy Coordinator.</li> <li>• Actions listed in numeracy policy.</li> <li>• HTLA Maths for Intervention groups and support with Lesson 6.</li> </ul>	<p>Question analysis from previous year highlights worded questions are a stumbling block to exam success.</p>	<ul style="list-style-type: none"> <li>• Through continued question analysis at a classroom level, moderation and CPD.</li> <li>• Calendared data collections with Middle Leader monitoring.</li> <li>• SEND catch-up programme.</li> </ul>	<p>KMA LDS Literacy coordinator</p>	<p>Ongoing through whole school QA process.</p>
<b>Total budgeted cost</b>					£37,386

**iii. Targeted support**

<p><b>D.</b> Increased attendance rates for students eligible for PP. Work with family and pupil to find out their individual circumstances and support as appropriate.</p>	<ul style="list-style-type: none"> <li>• Appointment and training given to new role Family Welfare Champion.</li> <li>• Weekly attendance report.</li> <li>• PP given priority on first day calls.</li> <li>• Family meetings for bespoke interventions (may include incentives or punishments as appropriate). SEMH referral or ARK support as required.</li> <li>• Pastoral initiatives around promoting good and improving attendance.</li> <li>• Passport to the Prom (Y11)</li> </ul>	<p>Research undertaken by NfER has identified 7 building blocks which are more successful in raising disadvantaged pupil's attainment; addressing attendance is the 2<sup>nd</sup> highest building block.</p>	<ul style="list-style-type: none"> <li>• Hardship fund application process in place</li> <li>• Regular reporting by SLT to link PP Governor</li> </ul>	<p>KPH ZGR</p>	<p>Weekly Termly</p>
<p><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</p>	<ul style="list-style-type: none"> <li>• Robust communication with Parents including letters, social media, website &amp; phone calls home.</li> <li>• Parental Communication App to be launched.</li> </ul>	<p>Research Report DFE-RR156 'Parental engagement has a large and positive impact on children's learning'. Sutton Trust &amp; Education Endowment Foundation. 'Education Begins at Home' website.</p>	<ul style="list-style-type: none"> <li>• Continue with successful social media campaign.</li> <li>• Family Welfare Champion, Form Tutors and Pastoral leads to contact 'hard to reach' parents more regularly and</li> </ul>	<p>KPH RHA ZGR</p>	<p>Pastoral meetings &amp; weekly reports.</p>

support their son/daughter in events and parent's evenings. 'Hard to reach' parents begin to engage in the education process.	<ul style="list-style-type: none"> <li>Parent evenings, written reports and specifically targeted EPRA Evenings calendared to reflect feedback from previous year.</li> <li>PTA events.</li> </ul>		update them on upcoming events <ul style="list-style-type: none"> <li>Information evenings to raise awareness of specific issues or interventions that can also be used at home.</li> </ul>		
<b>Total budgeted cost</b>					£45684
<b>Overall budgeted cost</b>					£240295

## Review of Expenditure 2017/18

### Previous Academic Year

#### i. Leadership and culture

Desired Outcome	Chosen Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)	Cost
Culture and ethos of aspiration and challenge improves.	A constant and relentless approach to raising aspirations.	<ul style="list-style-type: none"> <li>Displays and classrooms have improved displays.</li> <li>Increase in % of good or better lessons observed by AHT for Teaching &amp; Learning.</li> <li>Pupil Premium Champion &amp; Attendance Champion appointed. Weekly reports introduced. Analysis of these reports shows that there is a significant overlap</li> </ul>	<ul style="list-style-type: none"> <li>Better monitoring and swifter intervention as a result of this monitoring is needed. Will continue and monitor.</li> <li>CEIAG responsibilities reassigned.</li> <li>Assemblies programme to</li> </ul>	<b>£101,604</b>



The behaviour of disadvantaged pupils improves significantly.

Refresh of Behaviour Policy

Improve 'Graduated Response' to interventions.

of pupils will attendance issues & PP.

- Tutor time has weekly schedule. Including 'Thought of the Week' and 'PAUSE'.
- Class Charts data is monitored daily, weekly, half termly and annually. Actions taken where intervention is needed on one-to-one level.
- Weekly behaviour reports have tracked key pupils across year groups and information shared through pastoral briefings and calendared Pastoral (year group) meetings.
- Year leaders know their year group.
- Climate for learning policy adapted.
- Y11 case conferences.

continue with upper and lower school split when appropriate.

- Improve QA of tutor time through Year Leaders.
- Focus on praise CPD delivered by ZGR.
- Year Leaders (with QTS) for each year group separately rather than 3 non-teaching staff across year groups to be continued.
- Interventions, although happening were uncoordinated and were monitored on attendance in

<p>The number of disadvantaged students with persistent absence reduces by 25% from 60% in 16/17 to 45% 17/18</p>	<ul style="list-style-type: none"> <li>• Accurate use of registers.</li> <li>• Consistent, assertive approach to absence.</li> <li>• Daily late door.</li> <li>• Effective use of CPOMS reporting.</li> <li>• Half termly targets for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly attendance reports shared with AHT Pastoral and one-to-one interviews conducted. Year Leaders providing pupils with late and attendance reports.</li> </ul>	<p>general rather than academic need. Fortnightly RAG rating to be introduced to provide whole school overview of all pupils requiring intervention. ZGR to intervene with PP swiftly where they need pastoral support.</p> <ul style="list-style-type: none"> <li>• Continue with more assertive and personalised approach.</li> <li>• Merge Pupil Premium Champion &amp; Attendance Champion role as cross over of pupils significant.</li> </ul>	
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**ii. Quality of teaching for all**

<p>Evidence of PP progress improves towards being in line with non-PP peers.</p>	<p>Staff to complete Middle Leaders course and those not participating to complete the 'Every Lesson Outstanding'</p>	<ul style="list-style-type: none"> <li>• There is evidence to show that the gaps have narrowed (ref. Head teachers report to</li> </ul>	<ul style="list-style-type: none"> <li>• GROWTH strategy developed for whole school</li> </ul>	<p><b>£55,465</b></p>
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<p>Data is immediately available outlining achievement and progress of disadvantaged learners.</p>	<p>programme to help teachers improve their practice.</p> <p>Consilium support for the English, maths and humanities departments</p> <p>Use of SISRA and FFT Aspire</p>	<p>Governors Sept 18). However, since attainment and progress remain low, although attainment is improving in some areas, this is still a significant area of concern.</p> <ul style="list-style-type: none"> <li>• 18 staff completed the Middle Leaders course through Carmel Teaching College.</li> <li>• Consilium have stated in their 'Initial Attainment Report 2018' that there was a significant increase in attainment in schools where subject consultants were in place.</li> <li>• In house system was developed with report cards shared following each data collection.</li> </ul>	<p>launch September 2018.</p> <ul style="list-style-type: none"> <li>• Schedule for monitoring, developing and sharing good practise will continue and evolve across the next academic year.</li> <li>• QA was sporadic and data unreliable from the tracking system. New AHT with data responsibilities in place from Sept 18. SISRA &amp; FFT</li> </ul>	
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			will be used with CPD provided.	
<b>iii. Targeted approaches</b>				
<p>To provide discretionary financial assistance to pupils in receipt of FSM.</p> <p>All PP pupils in uniform, with correct equipment and accessing the curriculum without prejudice.</p> <p>Zero NEET from PP cohort, aspirations improved.</p> <p>All PP pupils attend public exams.</p>	<p>Hardship fund.</p> <p>LEXIA PIXL code phonics programme. Secondary language link.</p> <p>Mentoring coordination by AHT Curriculum</p>	<p>Allocated by Year Leaders as need arose. Included payment for trips and uniform. Records kept through general finance office.</p> <p>Timetabled lessons, with individual tracking by TA's.</p> <p>Significant improvement in attendance at public exams with only 1 pupil ailing to attend frequently.</p> <p>Low impact due to inconsistencies across staff and ultimate</p>	<ul style="list-style-type: none"> <li>Allocation &amp; tracking to be done via one point (ZGR) to streamline support. Assistance will be extended to transport where this is identified in attendance meetings.</li> <li>To continue under the direction of AHT SEND.</li> <li>Continue with assemblies, communication around exams and developed through timetabled GROWTH lessons.</li> <li>Start earlier with mentors,</li> </ul>	<p><b>£41,250</b></p>

<p>All underachieving PP pupils to have a mentor in Y11 and most vulnerable in Y10.</p>	<p>Lesson 6 Intervention</p>	<p>withdrawal of the scheme. Subject intervention through case studies was implemented instead.</p> <p>CPD by AHT Curriculum showed those pupils who attended benefitted.</p> <p>The ARK provision developed through pastoral need.</p>	<p>distribute pupils across staff in a more manageable way to encourage success. QA via RAG rating sheet (AHT Curriculum. Case Conferences calendared again (for all Y11 staff rather than just Curriculum Leads.</p> <ul style="list-style-type: none"> <li>• Lesson 6 timetabled to continue along with ARK resource. Registers on SIMS.</li> <li>• ARK provision to be led by academic need.</li> </ul>	
<p>There are high levels of progress in literacy for Y7/8 pupils eligible for PP/ Catch up premium.</p>	<p>Y7 Catch-up programme to run through SEND department.</p>	<p>Monitored through SEND department.</p>	<ul style="list-style-type: none"> <li>• Continue with plan for SEND provision &amp; catch-up programmes.</li> </ul>	

<p>PP parents see the school as approachable and supportive in their children's education</p>	<p>Robust communication with Parents EPRA evenings.</p>	<p>Attendance at parent's evenings and EPRA events monitored and showed either an increase or stable attendance. Feedback forms were used and actioned.</p> <p>AHT Community &amp; Ethos set up social media accounts. Positive interactions and reach monitored.</p>	<ul style="list-style-type: none"> <li>• Improvements from feedback sheets have been calendared. Communication of events will improve with parent app (Dec 18).</li> <li>• Continue to promote the school, share successes and provide supportive informative to parents and the wider community via social media.</li> </ul>	
<p>Student wellbeing, enables pupils to thrive and achieve their full potential.</p>	<p>Anna Freud Wellbeing Schools project. KS4 Healthy lifestyles survey.</p>	<p>Pupil voice &amp; wellbeing survey.</p>	<ul style="list-style-type: none"> <li>• AHT Pastoral addressing issue picked up from the KS4 Healthy lifestyles survey in pastoral briefings, assemblies and PSHCE programme.</li> </ul>	