



Pupil Premium Strategy

Three Year Plan

Date Reviewed: 31st October 2020

Date Ratified by Governors: TBA

Date due for renewal: October 2023

Pupil premium strategy statement – 3 year plan

1. Summary Information					
School	Wyvern Academy				
Academic Year	2020/2021	Total PP Budget (first year)	£254030	Date of most recent PP Review	October 2020
Total number of students	488	Number of students eligible for PP	269 (55.12%)	Date for next internal review of this strategy	October 2021

2. DA Attainment	2018			2019			2020 *SISRA (TBC by Trust)		
	<i>Wyvern Academy Eligible for PP</i>	<i>Wyvern Academy Other Students</i>		<i>Wyvern Academy Eligible for PP</i>	<i>Wyvern Academy Other Students</i>		<i>Wyvern Academy Eligible for PP</i>	<i>Wyvern Academy Other Students</i>	
Attainment in English and Maths	45%	48%		35.2%	49.1%		41.1%	53.2%	
Attainment 8 score	28.3	40.11		30.61	36.44		36.00	41.95	
Progress 8 score	-1.28	-0.98		-1.12	-0.95		-1.20	-1.01	
Ebacc attainment	8%	19%		7.4%	7.3%		5.4%	4.6%	
Attendance	90.95%	94.54%		90.92%	95.18%		Unavailable	Unavailable	
Behaviour (fixed-term exclusions)	73	35		77	12		Unavailable	Unavailable	

3. Barriers to future attainment (for students eligible for PP including more able) the school is tackling (in some, not all cases)	
In-school barriers	
A.	Disruption to learning.
B.	Low literacy skills.
C.	Lack of confidence and inappropriate attitude of pupils to being professional learners.
External barriers	
D.	Attendance.
E.	Parental engagement.
F.	Low aspiration for future education and career.

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	High quality teaching with disruption free learning to be measured through lesson observations, class charts, learning walks, QA calendar and work scrutiny. Embed new 'Climate for Learning' Policy (launched November 2019) with focus on praise and 'Chance, choice, consequence'.	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, RAG & PASS meetings. Pupil Voice states that disruption in lessons has reduced.
B.	Deliver the outcomes from the Literacy Development Plan with the aims of <ul style="list-style-type: none"> Identify the strengths and weaknesses in pupils' work from across the school. Identify key pupils to include in the intervention programme in terms of reading and writing ability. Allocate pupils to intervention groups with strategic staff allocation from across the year groups. Promote literacy in school by a united approach to exam questions. Use literacy to increase revision strategies in order to impact on exam success. Conduct tests to ascertain the reading ages of our pupils at Key Stage 3 and Key Stage 4, to enable the charting of progress, and share this information with colleagues, ensuring that it is reviewed and updated regularly. Encourage reading for pleasure. 	All pupils will have completed NGRT Standardised scores will be generated and shared with class teachers. Pupils will feel more confident in their abilities. Teaching staff will see an improvement through assessment points. Pupil reading ages to increase by an average of 4 months per semi-annual cycle in reading tests. CPD delivered to staff and observed in classrooms.
C.	A scholarly atmosphere in lessons and around the school. Evidence of GROWTH and PROUD whole school initiatives for PP work. 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. House System developed further to encourage healthy competition and a sense of team spirit. 'Experience Passport' established, for Y11 increase academic focus of 'Passport to the Prom and the introduction of 'Assertive Mentoring'.	Reduced 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. GROFAR tracks experiences and transferrable skills. Experience Passport journey begins for Y7 to Y10. Passport to Prom and Assertive Mentoring launched and pupils engaged with the process.
D.	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.
E.	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 & analysis from platforms.
F.	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. PP to be priorities for careers interventions and support.	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. These are to be recorded on GROFAR for individual records of life skills.

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. Teaching & Learning

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?
A. High quality teaching with disruption free learning to be measured through lesson observations, class charts, learning walks, QA calendar and work scrutiny. Embed 'Climate for Learning' Policy with focus on praise and 'Chance, choice, consequence'.	<ul style="list-style-type: none">• A constant & relentless approach to raising aspirations.• QA calendar.• 'Climate for Learning' policy from working party & pupil voice facilitated.• Use CPD & department audits to develop further strategies.	<p>'Transforming Tees: High Achievement for All' major research-based project.</p> <p>Policy Paper - Pupil Premium 30/01/20</p> <p>EEF Guide to the Pupil Premium.</p> <p>EEF Improving behaviour in Schools.</p>	<ul style="list-style-type: none">• Class charts CPD and subsequent use.• Continued development of the GROWTH framework across T&L.• CPD and departmental time to include sharing of good practise.• EBRP including cognitive load theory.• Calendared data collections, analysis & SLT link meetings.• PP prioritised.• SISRA & Internal data.	All staff lead by KPH / RJA	Re-established at start of each term.
C A scholarly atmosphere in lessons and around the school. Evidence of GROWTH and PROUD whole school initiatives for PP work. PP pupils will be monitored and intervention on a personal level will be actioned. Homework is completed.	<ul style="list-style-type: none">• Whole school GROWTH & PROUD evident in books.• Interventions to prioritise PP.	<p>'Transforming Tees: High Achievement for All' major research-based project.</p> <p>Policy Paper - Pupil Premium 30/01/20</p> <p>EEF Guide to the Pupil Premium.</p>	<ul style="list-style-type: none">• Departmental Monitoring.• Monitoring of PP involvement in extra-curricular activities on GROFAR.• Use of updated format planners.	RHA CGI (CEIAG)	<p>Ongoing through whole school QA cycle.</p> <p>Engagement in House system and Experience Passport monitored through participation on individual events.</p>

Provide breakfast club facilities for focussed start to the day.	Magic Breakfast available from 8am until the start of the day. Promoted at regular intervals and attendance initiatives weekly.	Magic Breakfast information & case studies.	<ul style="list-style-type: none"> Log of breakfast club participants and continue to work with Magic Breakfast team. Secure £500 sustainability grant. 	ZGR	
Development of the House System to encourage healthy competition and a sense of team spirit.	All pupils to be given house badge, AHT to lead a house, predominant noticeboard, published competition schedule across all curriculum areas.		<ul style="list-style-type: none"> House points displayed in quad and posted on social media at least once per half term. Linked to rewards. 	MHI	
'Experience Passport' established, for Y11 increase academic focus of 'Passport to the Prom.	All pupils to examine opportunities and decide which ones should be part of their school experience. Both compulsory and optional units need to be planned by curriculum areas.		<ul style="list-style-type: none"> 'Experience Passport' to launch to pupils when social distances rules permit extra-curricular activities to restart. Passport to the Prom to launch virtually as part of the 'Strategy for Success' event. 	OIN	

Total budgeted cost £180586

ii. Academic Support

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?
B Deliver the outcomes from the Literacy	<ul style="list-style-type: none"> Follow Literacy Development Plan. 	Question analysis from previous year highlights worded questions are a	<ul style="list-style-type: none"> Through continued question analysis at a 	JMA RJA	Ongoing through whole school QA process.

<p>Development Plan with the aims of</p> <ul style="list-style-type: none"> • Identify the strengths and weaknesses in pupils' work from across the school. • Identify key pupils to include in the intervention programme in terms of reading and writing ability. • Allocate pupils to intervention groups with strategic staff allocation from across the year groups. • Promote literacy in school by a united approach to exam questions. • Use literacy to increase revision strategies in order to impact on exam success. • Conduct tests to ascertain the reading ages of our pupils at Key Stage 3 and Key Stage 4, to enable the charting of progress, and share this information with colleagues, ensuring that it is reviewed and updated regularly. • Encourage reading for pleasure. 		<p>stumbling block to exam success.</p>	<p>classroom level, moderation and CPD.</p> <ul style="list-style-type: none"> • Calendared data collections with Middle Leader monitoring. • RAG rating of Literacy Development Plan. 		
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Total budgeted cost					£1500

iii. Wider approaches

<p>D 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"> • Create capacity within the attendance team. • Weekly attendance report. • PP given priority on first day calls. • Family meetings for bespoke interventions (may include incentives or punishments as appropriate). SEMH referral or pastoral support as required. • Pastoral initiatives around promoting good and improving attendance. • Passport to the Prom (Y11) • Girls attendance raised. 	<p>‘Transforming Tees: High Achievement for All’ major research-based project.</p> <p>Policy Paper - Pupil Premium 30/01/20</p> <p>EEF Guide to the Pupil Premium.</p>	<ul style="list-style-type: none"> • Promote through social media. • Sign up to projects promoting improvements in attendance e.g. Big Red Box Project and weekly tutor prize. • ‘War board’ and attendance tracker updated and shared weekly. • Planners to log attendance to give pupils ownership. • Text messaging service. 	<p>RHA ZGR</p>	<p>Weekly Half Termly</p>
<p>E 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</p>	<ul style="list-style-type: none"> • Robust communication with Parents including letters, social media, website & phone calls home. • Parental Communication to 	<p>‘Transforming Tees: High Achievement for All’ major research-based project.</p> <p>Research Report DFE-RR156</p>	<ul style="list-style-type: none"> • Continue with successful social media campaign & APP service. • Increase phone call follow up of events. • Information evenings to raise awareness of 	<p>KPH RHA ZGR All year leaders</p>	<p>Pastoral meetings & weekly reports. Analysis following EPRA event. PASS meetings.</p>

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.	<ul style="list-style-type: none"> move in line with Trust. Parent evenings, written reports and specifically targeted EPRA Evenings calendared to reflect feedback from previous year, to move to virtual as required. PTA events. 	'Parental engagement has a large and positive impact on children's learning'. Sutton Trust & Education Endowment Foundation. 'Education Begins at Home' website.	specific issues or interventions that can also be used at home.		
F 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. PP to be priorities for careers interventions and support.	<ul style="list-style-type: none"> Through PSHE programme. CEIAG lead to source extra funding through different agencies. Enrichment Activities Educational Visits House System Student Council Martin Grey Football Music programmes Duke of Edinburgh GROWTH Targets set and reviewed termly. 	<p>'Transforming Tees: High Achievement for All' major research-based project.</p> <p>Policy Paper - Pupil Premium 30/01/20</p> <p>EEF Guide to the Pupil Premium.</p>	<ul style="list-style-type: none"> CEIAG lead to monitor attendance & interactions at careers events. Fair access to educational trips for all pupils. PTA to support where appropriate. GROFAR (input information, monitor and share for pupil access). PTA events to continue and recruitment push at each event. NEET figures. 	CGI JWI RHA	
Total budgeted cost					£71944
Overall budgeted cost					£254030

6. Reviews

	i) Teaching & Learning	ii) Academic Support	iii) Wider Approaches
Previous academic Year (19/20)	<p>From September 19 to March 20 rapid measures were put in place to reflect the new Headteachers vision of 'Excellence & Opportunity'. Along with a bespoke CPD plan, priority was the introduction of the 'Disruption free learning' procedures that support the Climate for Learning policy. The view of making pupils understand and be responsible for being a Professional Learner with steps built in to reflect and correct any behaviour that did reflect that expectation.</p> <p>Departmental deep dives and other middle leader strategies allowed for the cycle of do and review to be at the forefront of development. Pupil groups, including those identified as disadvantaged, were monitored through each data collection phase.</p> <p>In March 20, the unprecedented closure of schools due to the Government response to Covid-19 meant the switch to remote learning and the now documented impact on all pupils but especially those disadvantaged pupils. Focus from March through the rest of the academic year focussed on accessibility, engagement and pastoral care. Details can be referenced in the CCP documentation.</p>	<p>Review of Pastoral team to move to new structure delayed due to lockdown.</p> <p>Staged approach for climate for learning with category 5 pupils having reasonable adjustments made.</p> <p>During the lockdown academic support focused initially on practicalities of pupils accessing remote learning. Paper packs were issued as need arose (DfE laptops applied for but delay in arrival and limited numbers meant little impact).</p> <p>Careers continued as planned up to March 20 at which point Y11 were prioritised with phone calls from CEIAG lead. Social distancing measures were in place to allow Y11 on to site to collect results and receive guidance as needed.</p>	<p>Passport to the Prom relaunched (not finished due to lockdown)</p> <p>House system reviewed and relaunched.</p> <p>Successful completion of Magic Breakfast subsidised period with costing and view to continue with that provision (in house). Breakfast parcels were distributed to the most in need families overlock down and summer holidays.</p> <p>FSM voucher scheme / food parcel delivery.</p> <p>Rewards system 'Wyvern Wonders' with bronze, silver and gold categories within the criteria of Endurance, Knowledge and Inspiration</p> <p>Attendance initiatives (up to March 20) from House rewards, tutor group prizes and individual benefits. Weekly meetings and dedicated SLT time. Informative communication with parents / carers.</p> <p>Funding allocated to enrichment activities and uniform support will be carried through to next academic year due to COVID-19 school closure.</p>
Interim Review Feb 21	<p>PRSP document and EBRP provide detailed documentation of T&L provision as school came back following closure due to COVID-19.</p> <p>The school development plan features disadvantaged pupils within Priority 1.3 and this was subject to a pre-meet and agenda item at the most recent LAB meeting. Main point to establish with new LAB members is that all strategic decisions are made having considered our disadvantaged pupils as per the 'High Achievement for All' key driver model.</p>	<p>CPD EEF and other evidence based research focused on impact on disadvantaged pupils over the first lockdown and how to best support these pupils with remote learning.</p> <p>Strengthening of procedures around RAG meetings.</p> <p>Creation of PASS meetings.</p> <p>DfE Laptops & Dongles and current second school lockdown. Refer to Remote Learning Overview document.</p>	<p>Secured internal appointment for attendance admin team member for Key Driver 7 boost. Key elements of role to support hard to reach families by building relationships and supporting them beyond the needs of the curriculum.</p> <p>Virtual Events replacing face to face events. Review of this leans to continuing this level of access at extended times as it suits shift worker families and those with younger siblings.</p> <p>Passport to the Prom and Assertive Mentoring programme for Y11, unsuccessful due to second lockdown. However,</p>

		Plans for World Book day and other literacy focussed days and assemblies..	<p>Strategy for Success' was launched as a virtual event and all Y11 issued with revision guides (some subjects with differentiated versions for PP).</p> <p>Breakfast Club unable to run due to social distancing bubbles but plan still in place for when restrictions are lifted.</p> <p>Community Voice day initiated by Trust.</p> <p>CEIAG virtual events and online meetings have taken place as restrictions have allowed. Plans for after 21st June include college and university site visits.</p> <p>Careers section of the website has been maintained with links to virtual events hosted by post-16 provisions.</p> <p>ONE VISION pilot continues.</p>
Annual Review Oct 21			
Interim Review Feb 22			
Annual Review Oct 22			
Interim Review Feb 23			
Final review of 3 year plan			



