Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wyvern Academy
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	51.43%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 23
Statement authorised by	Owen Inglis, Headteacher
Pupil premium lead	Ruth Hampson, AHT Personal Development
Governor / Trustee lead	Kate Hewson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,55
Recovery premium funding allocation this academic year	£65,136
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£292,671

Part A: Pupil premium strategy plan

Statement of intent

At Wyvern Academy we are absolutely committed to ensuring that any context does not in any way inhibit each child's ability to reach and exceed their potential.

With a large proportion of disadvantaged students, we believe it is imperative we consider their needs within any school wide strategic planning. We are also mindful that this group of children have wide ranging and differing needs and as such we offer support through both curriculum and pastoral pathways at a bespoke level. Through our vision of 'Excellence in all that we do" and our adoption of the Trust wide values of 'Partnership, Opportunity & Integrity'

The academy predominantly serves families from the wards of Brinkburn, Faverdale and Cockerton in Darlington. A high proportion of our students are resident within high deprivation households, as indicated through a deprivation quintile in the highest 40% (0.3) and a lower-layer super output area (LSOA) which is within the bottom 10% of LSOA's nationally on the IDACI 'Index of Multiple Deprivation', placing it amongst the 10% most deprived neighbourhoods in the country (2,804 from 32,844). The community has a range of complex needs, such as crime, domestic violence, substance abuse and low aspiration and social mobility. Our strong relationship with our community means that we are astutely aware of their needs. These needs are an inherent part of our planning in all that we do.

This three-year pupil premium strategy reflects the priorities of the academy as outlined in the Improvement and Development plan (SIDP) and identified through our Opportunity North East (ONE) Vision action plan. It uses evidenced based research predominately structured around the seven key drivers identified in 'High Achievement for All Tackling the long-standing underachievement, and its consequences, for disadvantaged children and young people in the Tees Valley from Tom Grieveson, Maria Cockerill and Stephanie Bingham September 2017' and 'The EEF Guide to Pupil Premium – Autumn 2021'.

Our strategy considers the ongoing needs emerging from the pandemic with emphasis on minimising the impact on our disadvantaged pupils. This began with our evidence based recovery plan (including the distribution of laptops) and has progressed to the next stage with the resource of academic mentors, providing targeted support through the National Tutoring Programme.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading age and literacy development. On average, PP 6 months lower chronological reading than NPP.
2	Curriculum knowledge and skills gaps. Teacher Assessed grades from leavers 2021 cohort showed an increase in attainment and progress with NPP showing more of an increase than PP but below any available comparisons. Tracking over the remote learning time showed that PP was not the major contributing factor for non-engagement. Early interventions for pastoral support, paper based work and then DfE laptop distribution
3	Low-level disruption and inappropriate attitude to being a professional learner. Figures from class charts highlight a difference between the ratio of praise points to concern points as being 98% NPP to 94% PP. Escalation to internal and fixed term exclusion data mirrors this trend.
4	Low attendance and high persistence absenteeism. YTD Attendance 93.05% NPP, 90.12% PP. PA 22 NPP 65 PP (20/21). Lates 1.75% NPP 3.42% PP
5	Low aspirations. Destination data suggesting PP pupils are more likely to go to a vocational college, less likely to find an apprenticeship and more likely to become NEET. {table below}
6	Parental Engagement. Virtual Parents evenings reduced the numbers attending with PP falling more than NPP families.

Table for challenge 5:

		Whole cohort	PP	Non PP
Continuing in formal education in UK	Vocational College	64	37	3
		60%	63%	13%
	Sixth Form College	32	16	16
		30%	27%	70%
	Training provider	1	1	0
		1%	2%	0%
Other destinations	Apprenticeship	4	1	3
		4%	2%	13%
	Moved abroad	1	0	1
		1%	0%	4%
	Work (without training)	2	2	0
		2%	3%	0%
	NEET	2	2	0
		2%	3%	0%
	Total	106	59	23

Year 9	%	
Overall Attendance	31.8	
NPP	63.0	Overall
PP	17.2	
NPP	63.0	On evening
PP	37.0	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve reading ages of disadvantaged students who have reading ages below their chronological age.	Engagement of all students with Accelerated Reader at KS3 identified through analytical data that demonstrates a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. All students improve their reading age by a minimum of an extra 6 months in relation to their starting points and chronological progression.
Reduction in low level disruption	Class charts ratio of positives to negatives shows gap reducing for NPP v PP. Reflection Room & Eden data shows reduction in PP pupils accessing the provision on long term basis. Exclusion data shows reduction in gap between NPP (21.1%) & PP (78.9%)
A scholarly atmosphere in lessons and around the school.	Evidence of Growth Mindset, SOLAR, PROUD and 'being a Professional Learner' evident during QA monitoring activities. Mobile phones (not being seen) policy adhered to.
Alignment of curriculum intent across departments	Curriculum plans show clear vision, sequencing, retrieval opportunities and

	planning for SOLAR. Monitored through DDR process and book samples.
Continually improve the progress and attainment of disadvantaged students over time.	Internal processes for the improvements in T&L such as learning walks, work scrutinises, pupil voice and curriculum reviews (DDRs) identify positives and areas of strength for disadvantaged students. Identified students working with academic mentor to improve their progress will achieve target grades. Using model of 1 tutor to 3 students for 1 hour per week over 15weeks.
Pupils not to have barriers with access to their independent learning.	Distribution of laptops as identified through pupil voice for all pupils without PC access at home. Increased completion of homework and independent learning shown by progress reports (third category), department data and Y11 revision scheme.
Improve attendance of disadvantaged pupils.	Sustained high-attendance from 2024/ 2025 demonstrated by: - Overall attendance returns to or higher than pre-pandemic levels. - Figures are in line with national averages. - Number of PA reduces. Gaps between NPP & PP reduce for key attendance, PA and punctuality data. (18/19) Attendance 95.10% NPP, 90.87% PP. PA 21 NPP 93 PP Lates 2.31% NPP 4.16% PP
Reintroduce Breakfast Club	Attendance at Breakfast Club returns to pre-pandemic levels of 12.5% Secure funding through National Schools Breakfast Programme.
Reduce number of NEETS. Increase PP taking up Level 3 post-16 courses.	Data to show reduction in destination types for NPP & PP students.
Increased engagement with parents of disadvantaged pupils.	Parents evening data shows increase in participation to pre-covid levels of over 70%.

	Attendance Team & Pastoral Leaders logs for CPOMS & Edukey.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve • the quality of teaching with SOLAR being introduced for lesson planning and delivery. • the explicit teaching of cognitive and metacognitive strategies . • growth mindset and positive language • quality of feedback that pupils receive and how it can be acted upon to ensure gaps in knowledge are filled. • curriculum alignment and sequencing	High-quality teaching	EEF (educationendowmentfoundation.org.uk) High Achievement for All: Tackling the long-standing underachievement, and its consequences, for disadvantaged children and young people in the Tees Valley — Queen's University Belfast (qub.ac.uk) Teacher Feedback to Improve Pupil Learning	EEF (educationendowmentfoundation.org.uk) Curriculum sequencing for primary and secondary - Case study - GOV.UK (www.gov.uk)	2, 3, 5
Development of whole school literacy policy (separate document) that features improving literacy in all subject areas. This also aligns with OneVision project.	Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk) Accelerated Reader	EEF (educationendowmentfoundation.org.uk) Literacy	EEF (educationendowmentfoundation.org.uk)	1 & 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching developed as key driver for raising achievement within disadvantaged students as outlined through school development plan (including mentors, Y11 intervention programme, introduction and embedding of SOLAR and SUN).	1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £146,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education was most impacted by the pandemic and who have underperformed in the period since schools reopened following the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers. These will be identified from the Horsforth Quadrant of low progress, high engagement. Additionally, students from years 7-10 will be identified using GL assessment data and trust wide assessment data.	One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2

Employment of learning mentors	Mentoring	EEF (educationendowmentfoundation.org.uk)	2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £87,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experience Passport, D of E & House System tied to developing transferable skills for employability.	An_Unequal_Playing_Field_report.pdf (publishing.service.gov.uk) Why do the DofE? - The Duke of Edinburgh's Award	5
Pastoral Team Restructure to provide more time allocation for supporting students. Including employment of Listening Post (2 days) SEMH provision.	Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk) About - Listening Post	3, 4 & 6
Increase Attendance Team capacity (home visits & parental engagement) through tracking of data, targeting of key groups and actions from Trust Attendance Review.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	4, 6

Total budgeted cost: £292,671

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Literacy Focus

Year 7	SS (Scaled score)	Reading age	ZPD
November test	574	10:05	3.6-5.6
May test	638	11:00	4.0-6.1
Change	+64	+7 Months	

Year 8	SS (Scaled score)	Reading age	ZPD
November test	623	10:10	3.9-5.9
May test	741	11:10	4.2-6.7
Change	+118	+1 Year	

Year 9	SS (Scaled score)	Reading age	ZPD
November test	716	11:07	4.2-6.6
May test	810	12:05	4.4-7.3
Change	+94	+10 Months	

Outcomes

Pupil Premium				
	2019 Attainment	2019 Progress	2022 Attainment	2022 Progress*
Pupil Premium	30.76	-1.01	37.16	-0.58
Non-Pupil Premium	42.1	-0.83	49.7	0.14
Gap	-11.34	-0.18	-12.54	-0.72

Professional Learners

For 2021-2022 academic year, class chart data shows the ratio of praise points to concern points as being
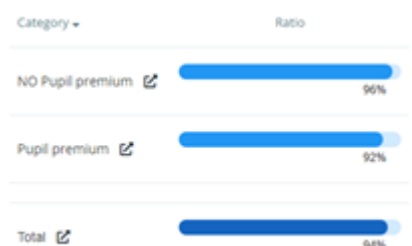
Attendance Data

For 21/22 Above Trust & National Average. YTD Attendance 93.29% NPP, 89.37% PP. PA 25 NPP 71 PP (21/22). Lates 1.87% NPP 3.96% PP.

Destination Data

Data for Class of 2022 PP only (from Results Day)

Level	No. of students
Level 1	6
Level 2	23
Level 3	26

Provision	No. of students
Apprenticeships	2
Employment	1

Parental Engagement

Year 7 23.3.22	%	
Overall Engagement	68.2	
NPP	70.7	
PP	66.0	Overall
NSEND	65.4	
SEND	75.0	
NPP	48.3	
PP	51.7	On evening
NSEND	85.0	
SEND	15.0	

Year 8	%	
Overall Engagement	52.4	
NPP	73.7	
PP	26.1	Overall
NSEND	55.7	
SEND	33.3	
NPP	77.8	
PP	22.2	On evening
NSEND	90.7	
SEND	9.3	

Year 9 4.5.22	%	
Overall Engagement	54.3	
NPP	70.2	
PP	37.8	Overall
NSEND	53.6	
SEND	62.5	
NPP	66.0	
PP	34.0	On evening
NSEND	90.0	
SEND	10.0	

Year 9 Options Eve	%	
Overall Attendance	76.9	
NPP	85.7	
PP	69.4	Overall
NSEND	80.0	
SEND	54.5	
NPP	51.4	
PP	48.6	On evening
NSEND	91.4	
SEND	8.6	

Year 10	%	
Overall Engagement	52.6	
NPP	90.5	Overall
PP	38.2	
NSEND	55.2	
SEND	20.0	
NPP	47.5	On evening
PP	52.5	
NSEND	92.5	
SEND	7.5	

Year 11	%	
Overall Engagement	50.9	
NPP	79.5	Overall
PP	30.6	
NSEND	55.9	
SEND	15.4	
NPP	64.8	On evening
PP	35.2	
NSEND	96.3	
SEND	3.7	

<u>Breakfast Club</u>

Average attendance (including Y11) 7%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)