

**Pupil Premium Impact Statement 2014-2015 - £153,544 allocated to 163 students**

Initiative	Actions	Intended Impact	Monitored by	Impact																																																																			
<p>Curriculum support</p> <p><b>£40,949</b></p>	<p>English and Maths catch-up delivered to year 7 students who arrived at Wyvern at level 3 in core subjects.</p> <p>English and Maths intervention offered to PP students who are not making expected progress, in a small group setting in the LS department. (MM &amp; HH, specialist TAs)</p> <p>1-1 tuition delivered by a qualified English or Maths teacher.</p> <p>Effective use of SISRA to enable CLs and teaching staff to track and monitor the progress of PP students and non PP students.</p> <p>Bespoke package of resources purchased to deliver intervention</p>	<p>In the core subjects, PP students making expected progress in line with non PP students. Reduced gap in outcomes between PP and non PP students. Improved levels of progress in En/Ma. Students improved literacy levels ensure they are able to access more areas of the curriculum.</p> <p>Improved levels of progress, at both key stages, in the core subjects.</p> <p>Reduced gap in outcomes between PP and non PP students.</p> <p>Students are able to access all subjects in the curriculum. Increased engagement and motivation to learning.</p>	<p>CLs Pastoral Leaders SENCO SLT</p>	<p><b>GCSE results 2014-2015:</b></p> <table border="1"> <thead> <tr> <th></th> <th>PP %</th> <th>Non-PP %</th> <th>2015 gap %</th> <th>2014 gap %</th> </tr> </thead> <tbody> <tr> <td>EN: 3+ LOP</td> <td>41.7</td> <td>70.0</td> <td>28.3</td> <td>18.7</td> </tr> <tr> <td>EN: 4+ LOP</td> <td>13.9</td> <td>33.0</td> <td>19.1</td> <td>9.5</td> </tr> <tr> <td>EN: 5+ LOP</td> <td>0.0</td> <td>4.0</td> <td>4.0</td> <td>1.5</td> </tr> <tr> <td>MA: 3+ LOP</td> <td>51.4</td> <td>78.2</td> <td>26.8</td> <td>17.3</td> </tr> <tr> <td>MA: 4+ LOP</td> <td>16.2</td> <td>35.6</td> <td>19.4</td> <td>19.1</td> </tr> <tr> <td>MA: 5+ LOP</td> <td>5.4</td> <td>10.2</td> <td>4.8</td> <td>5.2</td> </tr> </tbody> </table> <p><b>GCSE results 2014-2015:</b></p> <table border="1"> <thead> <tr> <th></th> <th>A*-A%</th> <th>A*-C%</th> <th>A*-G%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>21.3</td> <td>73.1</td> <td>99.1</td> </tr> <tr> <td>Non-PP</td> <td>23.6</td> <td>76.9</td> <td>99.4</td> </tr> <tr> <td>PP</td> <td>5.8</td> <td>47.1</td> <td>96.7</td> </tr> </tbody> </table> <p><b>GCSE results 2013-2014:</b></p> <table border="1"> <thead> <tr> <th></th> <th>A*-A%</th> <th>A*-C%</th> <th>A*-G%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>30.3</td> <td>81.3</td> <td>98.9</td> </tr> <tr> <td>Non-PP</td> <td>31.7</td> <td>83.8</td> <td>99.5</td> </tr> <tr> <td>PP</td> <td>21.2</td> <td>65.2</td> <td>95.0</td> </tr> </tbody> </table>		PP %	Non-PP %	2015 gap %	2014 gap %	EN: 3+ LOP	41.7	70.0	28.3	18.7	EN: 4+ LOP	13.9	33.0	19.1	9.5	EN: 5+ LOP	0.0	4.0	4.0	1.5	MA: 3+ LOP	51.4	78.2	26.8	17.3	MA: 4+ LOP	16.2	35.6	19.4	19.1	MA: 5+ LOP	5.4	10.2	4.8	5.2		A*-A%	A*-C%	A*-G%	All	21.3	73.1	99.1	Non-PP	23.6	76.9	99.4	PP	5.8	47.1	96.7		A*-A%	A*-C%	A*-G%	All	30.3	81.3	98.9	Non-PP	31.7	83.8	99.5	PP	21.2	65.2	95.0
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	<p>to level 2/3 students in En/Ma in year 7.</p> <p>Year 11 PP students to be provided with revision guides. PP students to be provided with curriculum materials, equipment and resources.</p> <p>Uniform provided for PP students where appropriate.</p>	<p>Learning at Wyvern is supported at home, leading to improved levels of progress.</p> <p>PP students have the correct equipment at Wyvern and are able to participate fully in lessons.</p>	<p><b>Year 11 1-1 Maths tuition – 50% of PP students achieved grade C or above versus 81% of non-PP students.</b></p> <p><b>Year 7 literacy intervention ‘reading for pleasure’ scheme (students L2/3 on entry):</b></p> <table border="1" data-bbox="1581 483 2031 633"> <thead> <tr> <th>Progress (reading age)</th> <th>0-6 months</th> <th>7-11 months</th> <th>12+ months</th> </tr> </thead> <tbody> <tr> <td>No of PP students</td> <td>3</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p><b>Year 7 (termly) literacy intervention (students L2/3 on entry):</b></p> <table border="1" data-bbox="1581 742 2031 831"> <thead> <tr> <th>Progress</th> <th>0-1SLOP</th> <th>2 SLOP</th> <th>3+ SLOP</th> </tr> </thead> <tbody> <tr> <td>No of PP students</td> <td>2</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p><b>Revision guides provided to 8 PP pupils, enabling students to prepare for exams more thoroughly. (Note – 21 year 10 PP students were given revision guides).</b></p> <p><b>47 PP students were given equipment such as stationary and calculators, enabling them to participate fully in lessons.</b></p> <p><b>115 PP students received resources or curriculum materials to enable</b></p>	Progress (reading age)	0-6 months	7-11 months	12+ months	No of PP students	3	3	4	Progress	0-1SLOP	2 SLOP	3+ SLOP	No of PP students	2	3	1
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				<b>them to access the curriculum and make progress.</b>						
Staffing  <b>£61,756</b>	<p>Employ an additional TA to support the learning of PP/LAC students who are not making expected progress.</p> <p>Employ an ESLA 2 days per week to support PP students who require additional and bespoke support.</p> <p>The Student Support Worker will deliver the Forest Schools programme, self-esteem groups and ABL programme to year 7 students. He will also contribute to the Pavilion programme and provide 1-1 mentoring.</p> <p>The Student Support Worker to undertake the training programme to successfully deliver the Forest Schools programme on the Wyvern school site.</p>	<p>Improved engagement of PP students in lessons and improved performance therefore a reduced gap between PP and non PP students.</p> <p>PP students will feel valued and supported in school which in turn will help with their confidence and self-esteem.</p> <p>Motivated, engaged students with aspirations to achieve well at Wyvern. Students gain confidence and greater self-esteem. Reduction in the number of FTEs of students attending the Pavilion programme.</p> <p>Students will be more engaged in school and this will help to raise their confidence, emotional resilience and self-esteem.</p>	<p>CLs SENCO</p> <p>SENCO</p> <p>SLT</p> <p>SLT</p>	<p><b>24 PP students (years 7-11) received 1-1 Maths intervention in LS. Outcomes were broadly in line with non-PP students.</b></p> <p><b>6 PP students accessed ELSA support within school:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Av. Att. score</th> </tr> </thead> <tbody> <tr> <td>ELSA intervention (PP)</td> <td>83% had 90%+ attendance</td> <td>50% had score of 2.0 or lower</td> </tr> </tbody> </table> <p><b>1 year 8 PP student participated in Forest Schools in 2014-15 and 17 year 7 PP students participated in 2014-15 (37% of students involved in programme).</b></p>		Attendance	Av. Att. score	ELSA intervention (PP)	83% had 90%+ attendance	50% had score of 2.0 or lower
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	<p>Employ a Counsellor 1 day per week to work with most vulnerable students. PP students 'fast tracked' as required.</p> <p>Employ a Parent Support Worker 4 hours week to support most vulnerable students. PP students 'fast tracked' as required.</p>	<p>To improve attendance of emotionally vulnerable students. Early intervention work to avoid crisis. Improved emotional well-being of students to ensure they are able to achieve and succeed at Wyvern.</p> <p>Improved circumstances for families in crisis and swift referral to external agencies where appropriate. Removal of barriers to education and learning within the home and greater levels of parental engagement.</p>	SLT	<p><b>8 PP students accessed counselling support within school. 5/8 students (63%) with attendance of 90% + for the academic year.</b></p> <p><b>30 PP students were supported by the Parent Support Worker between April to July 2015 (full time appointment).</b></p>
<p>Alternative provision</p> <p><b>£22,800</b></p>	<p>Full time placement at the Bridge for students at risk of PEX and students not engaging in mainstream education.</p> <p>To deliver a behaviour intervention programme (Pavilion) for students at risk of FTEs.</p>	<p>Reduction in PEX rate at both key stages. Students referred to the Bridge achieve GCSE qualifications (or equivalent). Raised aspirations and re-engagement in learning.</p> <p>Reduction in number of FTEs for students attending the Pavilion programme.</p>	S Stocks SLT	<p><b>3 year 11 PP students attended alternative provision:</b></p> <ul style="list-style-type: none"> <li>• <b>1 student achieved no qualifications</b></li> <li>• <b>1 achieved 5 GCSEs D-G (En - 1 LOP, Ma – 2 LOP)</b></li> <li>• <b>1 student achieved 8 GCSEs B-C (En – 3 LOP, Ma – 4 LOP)</b></li> </ul> <p><b>10 PP students attended the Pavilion programme in 2014/15. 50% did not receive a FTE.</b></p>
<p>LINKS courses</p> <p><b>£3423</b></p>	To deliver a work-related learning curriculum for targeted PP students through a 1 day	PP Students achieve a vocational qualification.	Pastoral Leaders Y10/11 SLT	<b>3 year 11 PP students attended a vocational day release course (3/16). All achieved an introductory NVQ</b>

	vocational day release course at Eastleigh, Sparsholt or Fareham College.	PP students have access to the work-related curriculum, leading to improved motivation and positive attitude to learning at Wyvern. PP students have clear post-16 pathways.		<b>qualification. 2/3 have continued with an NVQ post-16 course and 1 is in full-time employment.</b>
Easter revision camp  <b>£5000</b>	3 day Easter revision camp programme for year 11 students approaching GCSEs to prepare them for the summer examinations. PP students will receive a free place.	Improved outcomes at GCSE for PP students therefore reducing the gap between PP and non PP students.	Pastoral Leader A Carr	<b>27 year 11 PP students attended Easter revision camp (64% of total number of year 11 PP).</b>
Enrichment experiences (including Forest School, and trip support)  <b>£3200</b>	Funding available for PP students to access 50% funding towards curriculum and extra-curricular trips throughout the academic year.  Student Support Worker to deliver termly Forest Schools programme to years 7 and 8.	PP students feel part of the Wyvern school community and are able to access extra-curricular and enrichment activities in line with their peers (non PP).		<b>71 PP students received a financial contribution which enabled them to attend a school enrichment trip (including residential trip).</b>  <b>1 year 8 PP student participated in Forest Schools in 2014-15 and 17 year 7 PP students participated in 2014-15 (37% of students involved in programme).</b>
KS2/3 transition programme  <b>£4000</b>	Pastoral Leader/E Stangroom to lead the transition programme with main feeder schools to ensure PP students make a successful transition to Wyvern.	PP students make a smooth transition to Wyvern. Improved attendance for year 7 PP students. Reduction in the number of school refusers in Y7 from the transition group.	A Carr	<b>10 PP students attended transition camp in July 2015. Autumn 1 attendance figures for these students show:</b> <ul style="list-style-type: none"> <li>• 7 – 100% attendance</li> <li>• 2 – 90%+ attendance</li> <li>• 1 – 70.3% attendance (G code)</li> </ul>

				<p><b>Year 7 attendance Autumn 1:</b></p> <table border="1"> <thead> <tr> <th></th> <th>% abs</th> <th>% PA</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>2.82</td> <td>8.26</td> </tr> <tr> <td>PP</td> <td>5.77</td> <td>16.66</td> </tr> <tr> <td>Non-PP</td> <td>2.41</td> <td>7.07</td> </tr> </tbody> </table> <p><i>(Please note – PA is now measured at below 90%, compared to previous measure of below 85% for 2014/15)</i></p>		% abs	% PA	All	2.82	8.26	PP	5.77	16.66	Non-PP	2.41	7.07																					
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<p>Pastoral support</p> <p>Pastoral Assistant targeted budget</p> <p><b>£15,450</b></p>	<p>Pastoral Assistant for each year group to interview PP students termly and provide 1-1 support where necessary. Monitoring and tracking of PP students' attendance and academic progress through a central pastoral year file.</p> <p>1-1 support for LAC students.</p>	<p>Motivated and engaged PP students aiming high at Wyvern. Increased attendance and punctuality levels.</p> <p>PP students able to access emotional support.</p> <p>Engagement with families to support PP students.</p>	<p>Pastoral Leaders</p> <p>S Stocks</p>	<p><b>2014-15 attendance figures:</b></p> <table border="1"> <thead> <tr> <th></th> <th>% abs</th> <th>% PA</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.9</td> <td>7.4</td> </tr> <tr> <td>PP</td> <td>10.2</td> <td>17.4</td> </tr> <tr> <td>Non-PP</td> <td>5.2</td> <td>5.9</td> </tr> </tbody> </table> <p><b>Attendance comparison :</b></p> <table border="1"> <thead> <tr> <th>PP</th> <th>2013/14</th> <th>2014/15</th> </tr> </thead> <tbody> <tr> <td>% abs</td> <td>11.6 (NA – 7.3)</td> <td>10.2 (NA – 7.5)</td> </tr> <tr> <td>% PA</td> <td>20.1 (NA – 11.5)</td> <td>17.4 (NA – 10.9)</td> </tr> </tbody> </table> <p><b>19% of the students (5/26) were PP:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Av. Att. score</th> </tr> </thead> <tbody> <tr> <td>Year 8 self-esteem groups (PP)</td> <td>2 students had 90%+ attendance</td> <td>1 student score of 2.0 or lower</td> </tr> </tbody> </table> <p><b>22% of the students (5/23) were PP:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Av. Att. score</th> </tr> </thead> <tbody> <tr> <td>Year 7 self-esteem groups (PP)</td> <td>4 students had 90%+ attendance</td> <td>2 students score of 2.0 or lower</td> </tr> </tbody> </table>		% abs	% PA	All	5.9	7.4	PP	10.2	17.4	Non-PP	5.2	5.9	PP	2013/14	2014/15	% abs	11.6 (NA – 7.3)	10.2 (NA – 7.5)	% PA	20.1 (NA – 11.5)	17.4 (NA – 10.9)		Attendance	Av. Att. score	Year 8 self-esteem groups (PP)	2 students had 90%+ attendance	1 student score of 2.0 or lower		Attendance	Av. Att. score	Year 7 self-esteem groups (PP)	4 students had 90%+ attendance	2 students score of 2.0 or lower
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<p>Action research</p> <p><b>£1000</b></p>	<p>T Weaver to lead action research project with LAC student to include interviews, lesson observations and planned interventions.</p>	<p>LAC students are engaging in their learning and display good B4L. Successful teaching strategies will be shared with relevant members of staff and will contribute to effective PEP outcomes. Improved use of the PEP Toolkit with year 7 LAC students.</p>	<p>S Stocks</p>	<p><b>4 LAC students across 4 year groups participated in the action research project.</b></p> <p><b>Attendance and average attitude scores were positive for all 4 students.</b></p> <p><b>Evidence of positive B4L in lessons. Teaching strategies shared with staff to improve outcomes and engagement.</b></p>						
<p>Young Carers</p> <p><b>£500</b></p>	<p>Pastoral Assistant, V Wiggans, to plan, organise and deliver a Young Carers group at Wyvern (to meet weekly).</p>	<p>Young carers feel valued and supported during their time at Wyvern.</p> <p>Motivated and engaged students with high aspirations leading to improved progress and attendance.</p>	<p>SLT</p>	<p><b>11/32 young carers were also PP (34% of total):</b></p> <table border="1" data-bbox="1581 663 2029 815"> <thead> <tr> <th></th> <th>Attendance</th> <th>Av. Att. score</th> </tr> </thead> <tbody> <tr> <td>Young carers 2014/15</td> <td>64% had 90%+ attendance</td> <td>55% had score of 2.0 or lower</td> </tr> </tbody> </table>		Attendance	Av. Att. score	Young carers 2014/15	64% had 90%+ attendance	55% had score of 2.0 or lower
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<p>Pink Club</p> <p><b>£700</b></p>	<p>Pastoral Assistant, A Freer, to plan, organise and deliver a weekly group at Wyvern for students requiring additional pastoral support.</p>	<p>Motivated and engaged students with high aspirations leading to improved progress and attendance.</p>	<p>Pastoral Leader Pastoral Assistant</p>	<p><b>50% of the students (8/16) were PP:</b></p> <table border="1" data-bbox="1581 956 2029 1107"> <thead> <tr> <th></th> <th>Attendance</th> <th>Av. Att. score</th> </tr> </thead> <tbody> <tr> <td>Year 11 Pink Club (PP)</td> <td>38% had 90%+ attendance</td> <td>63% had score of 2.0 or lower</td> </tr> </tbody> </table>		Attendance	Av. Att. score	Year 11 Pink Club (PP)	38% had 90%+ attendance	63% had score of 2.0 or lower
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