

Pupil Premium Impact Statement 2015-2016 – predicted spend £144,925 allocated to 151 students

Initiative	Actions	Intended Impact	Monitored by	Impact																																
<p>Curriculum support</p> <p>£45,792</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 & HH, specialist TAs)</p> <p>Additional English and/or Maths lessons delivered to year 11 students in a small group setting, from January 2016. The lessons will be delivered by subject specialist teachers to students not making expected progress.</p> <p>Effective use of SISRA to enable CLs and teaching staff to track</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.</p> <p>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, in year 11, in the core subjects.</p> <p>Reduced gap in outcomes between PP and non PP students.</p>	<p>CLs Pastoral Leaders SENCO SLT</p>	<p><i>Please note literacy interventions begin in September. Progress is measured from reading age in September.</i></p> <p>April 2016 update: Year 7 literacy intervention ‘reading for pleasure’ scheme (students L2/3 on entry):</p> <table border="1" data-bbox="1581 689 2031 839"> <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>1</td> <td>1</td> <td>7</td> </tr> </tbody> </table> <p>April 2016 update: Year 8 literacy intervention ‘reading for pleasure’ scheme (students L2/3 on entry):</p> <table border="1" data-bbox="1581 1023 2031 1173"> <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>0</td> <td>0</td> <td>5</td> </tr> </tbody> </table> <p>GCSE results 2015-2016:</p> <table border="1" data-bbox="1581 1246 2031 1369"> <thead> <tr> <th></th> <th>A*-A%</th> <th>A*-C%</th> <th>A*-G%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>22.8</td> <td>75.5</td> <td>99.5</td> </tr> <tr> <td>Non-PP</td> <td>23.3</td> <td>77.4</td> <td>99.6</td> </tr> <tr> <td>PP</td> <td>18.6</td> <td>57.3</td> <td>98.7</td> </tr> </tbody> </table>	Progress (reading age)	0-6 months	7-11 months	12+ months	No of PP students	1	1	7	Progress (reading age)	0-6 months	7-11 months	12+ months	No of PP students	0	0	5		A*-A%	A*-C%	A*-G%	All	22.8	75.5	99.5	Non-PP	23.3	77.4	99.6	PP	18.6	57.3	98.7
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and monitor the progress of PP students and non PP students.

GCSE results 2014-2015:

	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

GCSE results 2015-2016:

	PP %	Non-PP %	All
EN: A*/A	14.8	19.2	18.8
EN: A*/C	40.7	71.6	68.4
EN: A*/G	100	100	100
MA: A*/A	18.5	23.4	22.9
MA: A*/C	59.3	79.2	77.1
MA: A*/G	96.3	99.1	98.8

Progress & Achievement (S Stocks)

Initial review of Progress and Attainment scores for PP students shows the following:

- High ability (on entry) PP students outperformed non-PP students (PP +0.41 Non-PP +0.17)
- PP girls showed marked difference to PP boys (girls -0.16 boys -0.69)
- Middle band PP students (on entry) had lowest PRO8 scores

All year 11 PP students to be provided with revision guides.

PP students to be provided with curriculum materials, equipment and resources.

Uniform provided for PP students where appropriate.

Learning at Wyvern is supported at home, leading to improved levels of progress.

PP students have the correct equipment at Wyvern and are able to participate fully in lessons.

- **Overall PRO8 scores for all PP students was -0.4 and non-PP was +0.12**

Note – PP GCSE outcomes were affected by students not being entered for a full set of GCSEs, attending Links courses at college and pastoral issues. Please refer to individual case studies from JF.

Comparison of outcomes at GCSE for PP students from last 3 years:

	2016	2015	2014
PRO8	-0.4	-0.37	-0.54
ATT8	43.00	38.78	41.3
5A*-C (E/M)	46.4%	33%	48%

April 2016 - terms 1 & 2 update:

Revision guides provided to 36 PP pupils, enabling students to prepare for exams more thoroughly.

(Note – revision guides provided for year 7, 9, 10 & 11 PP students).

70 PP students were given equipment such as stationary and calculators, enabling them to participate fully in lessons.

29 PP students received resources or curriculum materials to enable them to access the curriculum and make progress.

				<p>July 2016 – term 3 update: Revision guides provided to 6 PP pupils, enabling students to prepare for exams more thoroughly.</p> <p>16 PP Revision guides provided to 36 PP pupils, enabling students to prepare for exams more thoroughly.</p> <p>76 PP students received resources or curriculum materials to enable them to access the curriculum and make progress. <i>(Note – a large proportion of this figure is accounted for by Design Technology payments).</i></p>						
Staffing £58,926	Employ an ESLA 5 days per week to support PP students who require additional and bespoke support.	PP students will feel valued and supported in school which in turn will support their attendance, confidence, self-esteem and average work ethic scores.	SENCO	<p>8 PP students accessed ELSA support within school (8/32), 1 student now dual-registered at alternative provision:</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Work Ethic score</th> </tr> </thead> <tbody> <tr> <td>ELSA intervention (PP) 2015/16</td> <td>86% had 90%+ attendance</td> <td>43% had score of 2.0 or lower</td> </tr> </tbody> </table> <p>100% of students with work ethic score above 2.0 have shown an improvement in work ethic scores this academic year.</p>		Attendance	Work Ethic score	ELSA intervention (PP) 2015/16	86% had 90%+ attendance	43% had score of 2.0 or lower
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	<p>The Student Support Worker will deliver the Forest School 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>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>N Clayton/J Firth</p>	<table border="1"> <tr> <td data-bbox="1576 193 1733 312">ELSA intervention (PP) 2014/15</td> <td data-bbox="1733 193 1883 312">83% had 90%+ attendance</td> <td data-bbox="1883 193 2029 312">50% had score of 2.0 or lower</td> </tr> </table> <p>10 year 8 PP students participated in Forest School in 2015-16 (100% of students were PP) and 18 year 7 PP students participated in 2015-16 (39% of students were PP).</p> <table border="1"> <thead> <tr> <th data-bbox="1576 531 1733 592"></th> <th data-bbox="1733 531 1883 592">Attendance</th> <th data-bbox="1883 531 2029 592">Work Ethic score</th> </tr> </thead> <tbody> <tr> <td data-bbox="1576 592 1733 740">Year 8 Forest School (PP)</td> <td data-bbox="1733 592 1883 740">9/10 students had 90%+ attendance (8 - 95%+)</td> <td data-bbox="1883 592 2029 740">6/10 students score of 2.0 or lower (60%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="1576 778 1733 839"></th> <th data-bbox="1733 778 1883 839">Attendance</th> <th data-bbox="1883 778 2029 839">Work Ethic score</th> </tr> </thead> <tbody> <tr> <td data-bbox="1576 839 1733 987">Year 7 Forest School (PP)</td> <td data-bbox="1733 839 1883 987">14/18 students had 90%+ attendance (11 - 95%+)</td> <td data-bbox="1883 839 2029 987">13/18 students score of 2.0 or lower (72%)</td> </tr> </tbody> </table> <p>PP students and their families are supported by the Family Support & Pupil Premium Worker. PP impact statements and monitoring systems have been introduced with the Pastoral Assistants and individual case studies have been produced.</p>	ELSA intervention (PP) 2014/15	83% had 90%+ attendance	50% had score of 2.0 or lower		Attendance	Work Ethic score	Year 8 Forest School (PP)	9/10 students had 90%+ attendance (8 - 95%+)	6/10 students score of 2.0 or lower (60%)		Attendance	Work Ethic score	Year 7 Forest School (PP)	14/18 students had 90%+ attendance (11 - 95%+)	13/18 students score of 2.0 or lower (72%)
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	<p>Employ a full time Family Support & Pupil Premium Worker to support the most vulnerable students.</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>	<p>J Firth</p>																

<p>Alternative provision</p> <p>£11,244</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>	<p>N Clayton/J Firth</p>	<p>1 year 11 PP student attended alternative provision. This student was reported as CMiE in year 11 and therefore achieved no GCSE qualifications.</p> <p>9 PP students attended the Pavilion programme in 2014/15. 3/9 did not receive a FTE. Of the remaining 6: 1 had FTEs from 2013/14 and 2014/15; 2 were year 7; 3 received 1st FTE in 2015/16 after attending the Pavilion programme.</p>
<p>LINKS courses</p> <p>£2049</p>	<p>To deliver a work-related learning curriculum for targeted PP students through a 1 day vocational day release course at Eastleigh, Sparsholt or Fareham College.</p>	<p>PP Students achieve a vocational qualification.</p> <p>PP students have access to the work-related curriculum, leading to improved motivation and positive attitude to learning at Wyvern.</p> <p>PP students have clear post-16 pathways and do not become NEETs.</p>	<p>Pastoral Leaders Y10/11 K Bruce SLT</p>	<p>3 year 11 PP students attended a vocational day release course. Qualifications achieved were:</p> <ul style="list-style-type: none"> • CAST qualification from national Governing Body of Angling • City & Guilds Level 1 Hair & Beauty • ABC Awards Entry Level Award in Motor Vehicles Studies <p>3/3 have continued with a post-16 course: Level 1 Diploma in Light Vehicle maintenance, Level 1 Game & Countryside Course, Beauty Therapy Level 2.</p>

<p>Easter revision camp £3000</p>	<p>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.</p>	<p>Target of 80% of year 11 PP students to attend Easter revision camp. Improved outcomes at GCSE for PP students therefore reducing the gap between PP and non PP students.</p>	<p>Pastoral Leader J Firth SLT</p>	<p>69% of PP students in year 11 attended ERC; an increase on 64% from the previous year.</p>
<p>Enrichment experiences, including Kingswood residential visit £7,500</p>	<p>Funding available for PP students to access 50% funding towards curriculum and extra-curricular trips throughout the academic year.</p> <p>To plan, manage and deliver a PP residential visit to the Kingswood centre for students in years 8-11.</p> <p>To plan, manage and deliver a PP day trip to Calshot Activity Centre for students in years 7-10.</p> <p>To fund the National Citizenship Service programme for year 11 PP students at the end of year 11 (after GCSE exams).</p>	<p>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).</p>		<p><u>April 2016 – terms 1 & 2 update:</u> 70 PP students received a financial contribution which enabled them to attend a school enrichment trip.</p> <p>24 PP students attended the Kingswood residential trip in September 2015.</p> <p>20 PP students attended the Calshot day trip in March 2016.</p> <p><u>July 2016 – term 3 update:</u> 25 PP students received a financial contribution which enabled them to attend a school enrichment trip.</p>
<p>KS2/3 transition programme £1400</p>	<p>Pastoral Leader/J Firth to lead the transition programme with main feeder schools to ensure PP students make a successful transition to Wyvern.</p>	<p>PP students make a smooth transition to Wyvern. Improved attendance for year 7 PP students. Reduction in the number of school refusers (Autumn term) in Y7 from the transition group.</p>	<p>J Firth C Gamble S foster</p>	<p>Autumn 1 update: 5 PP students attended summer transition camp. Autumn 1 attendance figures for these students show:</p> <ul style="list-style-type: none"> • 3 – 100% attendance

	S Foster to ensure early transition meetings with PP parents/carers in feeder schools to enable a smooth transition and good links to be formed.	PP families to be informed about the support available at Wyvern and to be able to access this if they need to.		<ul style="list-style-type: none"> • 1 – 90%+ attendance • 1 – 89.71% attendance (M codes) 																														
Pastoral Assistant for each year group £13,519	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. 1-1 support for LAC students.	Motivated and engaged PP students aiming high at Wyvern. Increased attendance and punctuality levels. PP students able to access emotional support. Engagement with families to support PP students.	Pastoral Leaders N Clayton/J Firth	<p>2015-16 attendance figures:</p> <p><i>Please note – PA is persistent absence (below 90% attendance)</i></p> <p>Autumn 1 to Summer 1</p> <table border="1"> <thead> <tr> <th></th> <th>% abs</th> <th>% PA</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.12</td> <td>11.06</td> </tr> <tr> <td>PP</td> <td>10.22</td> <td>24.67</td> </tr> <tr> <td>Non-PP</td> <td>4.4</td> <td>9.14</td> </tr> </tbody> </table> <p>Note – PA measure is now below 90%, 2014/15 was measured below 85%.</p> <table border="1"> <thead> <tr> <th>PA National (all)</th> <th>PA Hants (all)</th> <th>PA Wyvern (all)</th> </tr> </thead> <tbody> <tr> <td>13.6%</td> <td>13.7%</td> <td>11.07%</td> </tr> </tbody> </table> <p>2014-15 attendance figures:</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>		% abs	% PA	All	5.12	11.06	PP	10.22	24.67	Non-PP	4.4	9.14	PA National (all)	PA Hants (all)	PA Wyvern (all)	13.6%	13.7%	11.07%		% abs	% PA	All	5.9	7.4	PP	10.2	17.4	Non-PP	5.2	5.9
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Young Carers £250	Pastoral Assistant, V Wiggans, to plan, organise and deliver a Young Carers group at Wyvern (to meet weekly).	Young carers feel valued and supported during their time at Wyvern.	SLT	13/27 young carers were also PP (48% of total):																														

		Motivated and engaged students with high aspirations leading to improved progress and attendance.		<table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Work Ethic score</th> </tr> </thead> <tbody> <tr> <td>Young carers 2015/16</td> <td>84% had 90%+ attendance (54% 95%+ attendance)</td> <td>54% had score of 2.0 or lower</td> </tr> <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	Work Ethic score	Young carers 2015/16	84% had 90%+ attendance (54% 95%+ attendance)	54% had score of 2.0 or lower	Young carers 2014/15	64% had 90%+ attendance	55% had score of 2.0 or lower															
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Pink Club £250	Pastoral Assistant, A Freer, to plan, organise and deliver a weekly group at Wyvern for students requiring additional pastoral support.	Motivated and engaged students with high aspirations leading to improved progress and attendance.	N Cleaver A Freer S Foster	<p>5/35 students were PP:</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Work Ethic score</th> </tr> </thead> <tbody> <tr> <td>Year 7 Pink Club (PP)</td> <td>80% had 95%+ attendance</td> <td>80% had score of 2.0 or lower</td> </tr> </tbody> </table> <p><i>Note: all 5 students improved their work ethic score in year 7.</i></p>		Attendance	Work Ethic score	Year 7 Pink Club (PP)	80% had 95%+ attendance	80% had score of 2.0 or lower																		
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In Touch £995	Improved home-school communication, using 'In Touch', to monitor daily attendance.	Improved attendance for PP students. Narrow the gap between PP and non-PP students. Reduction in the persistent absence rate for PP students.	J Firth	<p>2015-16 attendance figures:</p> <table border="1"> <thead> <tr> <th></th> <th>% abs</th> <th>% PA</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.12</td> <td>11.06</td> </tr> <tr> <td>PP</td> <td>10.22</td> <td>24.67</td> </tr> <tr> <td>Non-PP</td> <td>4.4</td> <td>9.14</td> </tr> </tbody> </table> <p>2014-15 attendance figures:</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>		% abs	% PA	All	5.12	11.06	PP	10.22	24.67	Non-PP	4.4	9.14		% abs	% PA	All	5.9	7.4	PP	10.2	17.4	Non-PP	5.2	5.9
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