

Pupil Premium Impact Statement 2017-2018 – actual spend £143,000 allocated to 174 students

Initiative	Actions	Intended Impact	Monitored by	Impact																									
Curriculum support	<p>English catch-up delivered to year 7 students who arrived at Wyvern at below age-related expectations 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.</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>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>May 2018 update: Year 7 literacy intervention ‘reading for pleasure’ scheme (students below ARE on entry):</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #92d050;"> <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>2</td> <td>2</td> </tr> </tbody> </table> <p>May 2018 update: Year 8 literacy intervention ‘reading for pleasure’ scheme (students below ARE on entry):</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #92d050;"> <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>2</td> <td>0</td> </tr> </tbody> </table> <p>GCSE results 2018: % students achieving 5 GCSEs 9-4, including E/M:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #92d050;"> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>35</td> <td>68</td> </tr> <tr> <td>2017</td> <td>54</td> <td>75</td> </tr> </tbody> </table>	Progress (reading age)	0-6 months	7-11 months	12+ months	No of PP students	1	2	2	Progress (reading age)	0-6 months	7-11 months	12+ months	No of PP students	1	2	0		PP	Non-PP	2018	35	68	2017	54	75
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	<p>All year 11 PP students to be provided with revision guides and appropriate revision resources.</p> <p>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>S Foster</p>	<table border="1" data-bbox="1599 137 1998 175"> <tr> <td>2016</td> <td>46</td> <td>69</td> </tr> </table> <p>PP Progress 8 score:</p> <table border="1" data-bbox="1599 245 1998 395"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-0.88</td> <td>-0.03</td> </tr> <tr> <td>2017</td> <td>-0.78</td> <td>-0.06</td> </tr> <tr> <td>2016</td> <td>-0.4</td> <td>+0.12</td> </tr> </tbody> </table> <p><i>30% of PP students achieved a positive progress score</i></p> <p>Attainment 8 score:</p> <table border="1" data-bbox="1599 497 1998 647"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>32.78</td> <td>46.62</td> </tr> <tr> <td>2017</td> <td>33.73</td> <td>48.46</td> </tr> <tr> <td>2016</td> <td>43.00</td> <td>52.93</td> </tr> </tbody> </table> <p>April 2018 - terms 1 & 2 update: Revision guides provided to 52 PP pupils, enabling students to prepare for exams more thoroughly. <i>(Note – revision guides provided for students in KS3 & KS4).</i></p> <p>Financial support provided for Design Technology & PE options for 64 PP students to enable full participation in the curriculum.</p> <p>8 PP students received 100% funding for music lessons.</p> <p>133 PP students were given equipment such as stationery and calculators, enabling them to participate fully in lessons.</p>	2016	46	69		PP	Non-PP	2018	-0.88	-0.03	2017	-0.78	-0.06	2016	-0.4	+0.12		PP	Non-PP	2018	32.78	46.62	2017	33.73	48.46	2016	43.00	52.93
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				<p>92 PP students received resources or curriculum materials to enable them to access the curriculum and make progress.</p> <p>July 2018 – term 3 update: Revision guides provided to 10 PP pupils, enabling students to prepare for exams more thoroughly.</p> <p>59 PP students were given equipment such as stationery and calculators, enabling them to participate fully in lessons.</p> <p>15 PP students received resources or curriculum materials to enable them to access the curriculum and make progress.</p>
Staffing	<p>Employ an ESLA 5 days per week to support PP students who require additional and bespoke support.</p> <p>Employ a full time Family Support & Pupil Premium Worker to support the most vulnerable students.</p>	<p>PP students will feel valued and supported in school which in turn will support their attendance, confidence, self-esteem and average work ethic scores.</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>SENCO</p> <p>J Firth</p>	<p>16 PP students accessed ELSA support within school.</p> <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. These are held confidentially by Wyvern College.</p>

	Careers Co-ordinator to provide bespoke guidance and support to Pupil premium students to minimise the risk of them becoming a NEET at the end of Year 11 (NEET - 'Not in education, employment or training').	PP students will feel valued and supported in school which will lead to improved outcomes for Year 11 leavers and engagement in post-16 provision.	J Firth S Stocks	PP students are supported by the Careers Co-ordinator. Monitoring systems are in place and careers records have been produced for all PP students in year 11, identifying support offered and post-16 pathways.
Alternative provision	<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>To deliver a re-vamped behaviour intervention programme at Wyvern (SSR) 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>Reduction in number of FTEs for students. Decline in the number of behaviour points received by students.</p>	J Firth	<p>4 year 11 PP students attended alternative provision for the academic year.</p> <p>Two students went on to achieve</p> <ul style="list-style-type: none"> • 7 GCSE passes at grades 9-1 • 6 GCSE passes at grades 9-1 <p>Over time, data shows that PP students who attend the Pavilion programme, are less likely to go on and receive a FTE.</p> <p>PP students who have already received at least 1 FTE, show an overall reduction in the subsequent number of FTEs.</p> <p>A small number of PP students may be referred for alternative educational provision, to better meet their learning & social and emotional health needs.</p>
LINKS courses	To deliver a work-related learning curriculum for targeted PP students through a 1-day vocational day release course at a local post-16 college or Riverside Gardens.	<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>	Pastoral Leaders Y10/11 K Bruce SLT	<p>1 year 11 PP student attended a vocational day release course.</p> <p>Qualifications achieved were:</p> <ul style="list-style-type: none"> • Entry level team building • Level 1 horticulture and construction

		PP students have clear post-16 pathways and do not become NEETs.		1 year 10 PP student attended a vocational day release course and is aiming for a Level 1 VTCT Hair and Beauty qualification at the end of Year 11.
Triple S revision programme	Saturday morning revision programme for year 11 students approaching GCSEs to prepare them for the summer examinations. PP students will receive a free place.	Target of 10% increase in year 11 PP students attending Saturday morning revision programme, compared to 2017 attendance. Improved outcomes at GCSE for PP students therefore reducing the gap between PP and non PP students.	Pastoral Leader J Firth S Stocks	<p>Year 11 students were invited to a series of Saturday School revision sessions in the summer term, which were free of charge.</p> <p>19/42 PP students attended - 45% of the total (an increase from 28% last year) as follows:</p> <ul style="list-style-type: none"> • 6 students attended 1-3 revision sessions • 11 students attended 4-6 revision sessions • 2 students attended 7+ revision sessions <p><i>Last summer only 2 PP students attended more than 1 revision session.</i></p>
Enrichment experiences	<p>Funding available for PP students to access up to 50% funding towards curriculum and extra-curricular day trips throughout the academic year.</p> <p>To plan, manage and deliver a PP residential trip to Dorset for PP</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>J Firth S Foster</p> <p>M Kerlake S Foster</p>	<p><u>April 2018 – terms 1 & 2 update:</u></p> <p>49 PP students received a financial contribution which enabled them to attend a school enrichment trip.</p> <p><u>July 2018 – term 3 update:</u></p> <p>68 PP students received a financial contribution which enabled them to attend or participate in a school enrichment trip or activity.</p> <p>19 students attended the Harbour Challenge residential trip.</p>

	<p>students in years 8 & 9 in the autumn term.</p> <p>To fund the National Citizenship Service programme for year 11 PP students at the end of year 11 (after GCSE exams).</p>		K Bruce S Foster	7 year 11 PP students were funded for NSC.			
KS2/3 transition programme	<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>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.</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>PP families to be informed about the support available at Wyvern and to be able to access this if they need to.</p>	J Firth S Foster	<p><u>Autumn 1 update:</u> 12 PP students attended summer transition camp (30% of the total figure). Autumn 1 attendance figures for these students show:</p> <ul style="list-style-type: none"> - 10 students have 95%+ attendance - 2 students have below 95% attendance 			
Pastoral Assistant for each year group	<p>Pastoral Assistant for each year group to interview PP students termly and provide 1-1 support where necessary.</p> <p>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>	Pastoral Leaders J Firth	PP impact statements and monitoring systems have been introduced with the Pastoral Assistants and individual case studies have been produced. These are held confidentially by Wyvern College.			
In Touch	<p>Improved home-school communication, using 'In Touch', to monitor daily attendance.</p>	<p>Improved attendance for PP students.</p> <p>Narrow the gap between PP and non-PP students.</p> <p>Reduction in the persistent absence rate for PP students.</p>	J Firth Pastoral Leaders	<p>Whole school 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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #92d050;">2017-18</td> <td style="background-color: #92d050;">% abs</td> <td style="background-color: #92d050;">% PA</td> </tr> </table>	2017-18	% abs	% PA
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