

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 College
Number of pupils in school	1336 (Sept.2025)
Proportion (%) of pupil premium eligible pupils	24% (316) (Sept.2025)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027 <b>(Year 2)</b>
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	B. Rule - Headteacher
Pupil premium lead	E. Goss
Governor / Trustee lead	L. Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,800
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£283,800

# Part A: Pupil premium strategy plan

## Statement of intent

In line with all students at Wyvern, our ambition for disadvantaged students is to provide an education which leads to:

- Academic accomplishment and fulfilment, provoking thought, curiosity and scholarship. Personal accomplishment and fulfilment so they become happy individuals with social maturity and moral purpose.
- Appreciation of their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it.
- Self-discipline based upon the PRIDe values: Prepared, Respectful, Involved and Dedicated.

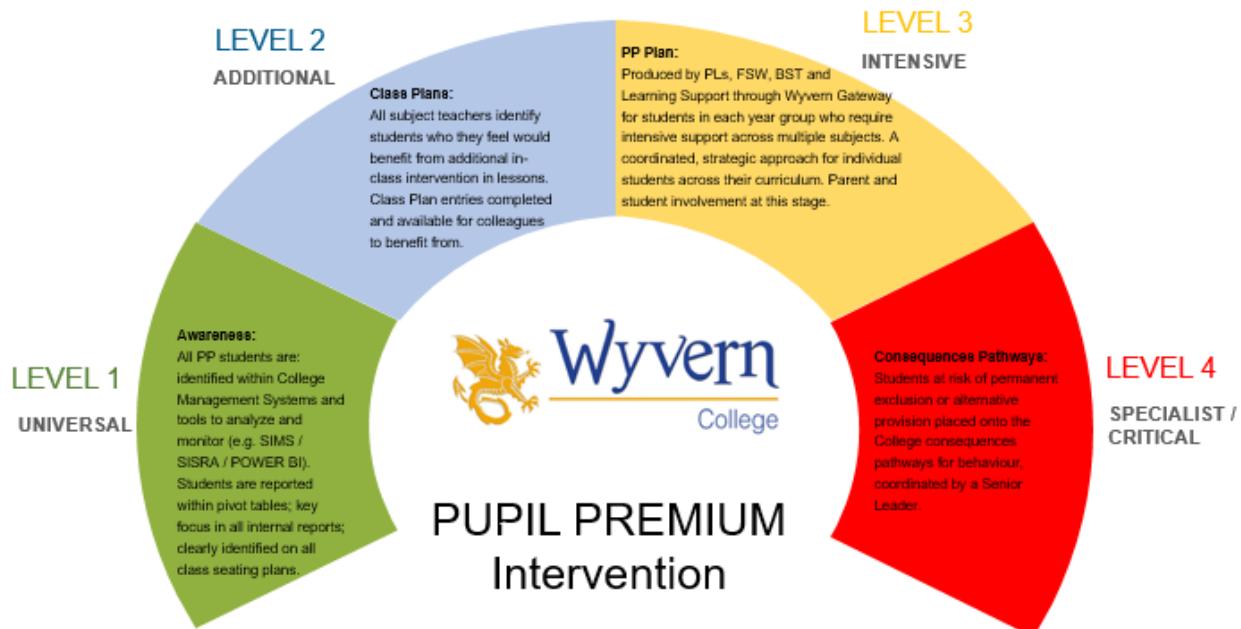
Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high achievement across the curriculum, including the E-Bacc subjects.

Our Pupil Premium strategy aims to ensure that disadvantaged students are well supported to achieve these goals regardless of their starting point on entry and the context of their background.

We will consider the specific challenges and needs of our vulnerable students including those who are not identified as disadvantaged. A significant aspect of our strategy is ensuring we have key pastoral members of staff to provide timely and effective support where required.

As a general principle our key focus is on Quality First Teaching as part of our 'universal' Level 1 intervention. Not only does this impact our disadvantaged students but all students.

As modelled below we have a tiered approach across the College.



The College's key overarching improvement priorities for September 2024 – December 2027 are set out below and many of these directly link to our disadvantaged students and are reflected in this strategy plan:

#### **More students in more lessons**

- Increasing student attendance to college
- Increasing student attendance to lessons
- Improving student punctuality to lessons
- Retaining more students in lessons
- Improving student and parental accountability

#### **Greater consistency in teaching**

- Reducing cover lessons and staff absence;
- Reducing the number of split classes;
- Personalised CPD pathways for teachers based on robust QA of T&L

#### **More challenge and rigour to learning**

- Raising expectations of students work
- Increasing the level of challenge
- Checking learning more rigorously
- Consistent home learning & super-curricular

#### **Greater progress across lessons**

- Students achieving top 25% outcomes
- Students memorising essential knowledge
- Staff using data to track & raise attainment
- Creating KS3 data to track and monitor

#### **Less disruption to lessons and defiance**

- Providing ongoing training and coaching
- Implementing consequences pathway
- Targeting behaviour interventions
- Improving student & parent accountability

Our strategy is based upon research, most notably the EEF Toolkit.

Based on our own analysis and evidence we are aware of the main challenges which exist within our context, and we aspire to:

- Ensure the curriculum students study is as ambitious for disadvantaged students as it is for other students.
- Ensure disadvantaged students are challenged in the work they are set.
- Intervene as early as possible, with learning, attendance and behaviour at the point need is identified.
- Ensure we adopt a collegiate approach in which all staff take responsibility for the progress and outcomes of disadvantaged students and raise expectations of what they can achieve.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Progress 8 performance</b> There is currently a gap, between the progress measure which is achieved by the whole college and that of our disadvantaged students. Although this gap has reduced considerably in recent years, it does still persist. Due to Covid 19 there was no Progress 8 data for two years (2025/2026) which puts greater emphasis on Attainment 8 and other progress measures. Internal progress measures of Minimum Expected Grades (MEG's) are applied fairly to all students.
2	<b>Attainment 8 outcomes</b> Although the attainment gap between disadvantaged students and their peers has also reduced, it also persists.
3	<b>Percentage achieving grade 5+ in English and Maths</b> Although the academic profile of our disadvantaged students is markedly lower than our intake average on entry, we have a significant gap in the percentage of students who achieve a grade 5 or above in English and Maths.
4	<b>Attendance</b> We continue to target attendance as a high priority across the whole college. We also recognise that the challenging attendance figures for our disadvantaged students is a key contributing factor to the performance challenges in no. 1, 2, 3 We have a high number (disproportionate) of Persistent Absentees within our disadvantaged group.
5	<b>Behaviour (including FTEs/suspensions)</b> A disproportionate number of behaviour points and fixed term exclusions are linked to our disadvantaged students, though exclusions for disadvantaged students is below local and national averages. This presents a key challenge which we need to overcome in order to address challenges 1, 2, 3. In later years we have identified students with multiple FTEs/suspensions who have had undiagnosed SEND. As a result, early identification is a target.

## 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
1. To improve the Progress 8 outcomes for disadvantaged students	<p>Reduce the gap for PP students V whole college average to less than 0.5</p> <p>Target -0.25 for PP</p> <p>(2022 Gap = 0.66)</p> <p>(2023 -0.77 Gap = 0.86 )</p> <p>(2024 -0.22 Gap = 0.29)</p> <p>(2025 No data)</p>
2. To improve the Attainment 8 outcomes for disadvantaged students	<p>Target ATT8 of 40+ in current academic year and a Gap of less than 10 points.</p> <p>(2022 ATT8 = 38.9 Gap = 14.3 points)</p> <p>(2023 34.38 Gap = 14.6 points)</p> <p>(2024 ATT8 = 37.49 Gap = 15.38 points)</p> <p>(2025 ATT8 =37.69 Gap = 9.22 points)</p>
3. To Improve the percentage of Grade 5+ in English and Maths for disadvantaged students	<p>Target 35% in current academic year and a gap of less than 10%</p> <p><u>2022</u></p> <p>(2022 Eng. 5+ = 42% / Maths 5+ = 29%)</p> <p>(2022 Prov. Gap = 25%)</p> <p><u>2023</u></p> <p>(2023 Eng. 5+ = 35% / Maths 5+ = 22%)</p> <p>(2023 Prov. Gap = 34%)</p> <p>Wyvern 4+ = 41% PP v 83% Non-PP</p> <p>(2023 Prov. Gap = 34%)</p> <p><u>2024</u></p> <p>(2024 Eng. 5+ = 39% / Maths = 30%)</p> <p>(2024 Gap = 33%)</p> <p>Wyvern 4+ = 39% PP v 78% Non-PP</p> <p><u>2025 Prov.</u></p> <p>(2025 Eng. 5+ = 45.9 % / Maths =34.4 %)</p> <p>(2025 Gap = 20 %)</p> <p>Wyvern 4+ = 49 % PP v 72.4% Non-PP</p>
4. To improve the attendance of disadvantaged students	<ul style="list-style-type: none"> <li>• The attendance rate for disadvantaged students to be at least 92%.</li> <li>• Gap less than 5% between disadvantaged and non-disadvantaged students</li> </ul> <p>88.87% 2024-2025 (94.54% all)</p>

	<p>85.28% 2023 – 2024 (91.95% all)  86.2% 2022 – 2023 (91.6% all)  85.2% 2021 – 2022 (91.4% all)  Reduce the number of PAs within the disadvantaged cohort.</p>
5. Reduce the number of Fixed Term Exclusions / suspensions for disadvantaged students	<ul style="list-style-type: none"> <li>Reduce PP FTEs / Suspensions</li> </ul> <p><u>2024-2025:</u>  192 (412 days lost)  67 Students total  13 Students account for 204 days</p> <p><u>2023-2024:</u>  151 (370 days lost)  57 students total  6 students account for 118 days</p> <p><u>2022-2023:</u>  112 (313 days lost)  46 students total  6 students account for 120.5 days</p> <p><u>2021 – 2022:</u>  63 (135 days lost)  33 students.  School 6.7% V Nat. Av. 7.6%  Disadv. 23.4% V Nat. Av. 18.8%</p>

## 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)

Estimated budget cost: **£85,288.55**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality Assessment of SEN.</b> Purchase of standardised diagnostic assessments to complement KS2 SATs.  Students below age related expectations in SATs to be assessed for reading, writing, spelling age and numeracy during transition. Staff to be provided with guides to ensure assessments are understood and interpreted correctly.  Help to identify underlying SEND needs and assist with target setting or consideration for Yr 7 English only curriculum, 1:1 reading or numeracy transition curriculum.	Standardised tests provide a reliable insight into the specific strengths and weaknesses of each individual student to help ensure they receive the correct additional support through interventions or teacher instruction.  <a href="#"><u>Special Educational Needs in Mainstream Schools   EEF</u></a>	1, 2, 3, 5
<b>Identification of Student Need.</b>  Embed class plans across the college with a focus on disadvantaged learners and those with SEND (especially those who fall into both these groups). Deliver training to ensure plans are high quality and consistent across all subject areas and all year groups. Build in INSET time to allow staff to write and review plans over the course of the year. Undertake monitoring through line management meetings and progress meetings. Monitor through lesson observation, learning walks and quality assurance programme. Link to performance management objectives across all staff. Consolidate IT access using Power Bi and SIMS to enable colleagues to share strategies being deployed for individuals and allow for analysis.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Improving teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Therefore, a focus in improving whole class teaching is recommended.  Our monitoring has shown that a sharper focus on T&L strategies for identified students leads to greater engagement, progress, and we believe outcomes, in due course.  <a href="#"><u>The EEF Guide to the Pupil Premium   EEF</u></a>	1, 2, 3, 4
<b>Raise the Profile of Disadvantaged Students.</b>	A number of our internal case studies have shown that a focus on individual	1, 2, 3, 4

Build on the case studies completed in 2024/2025 by sharing best practice and asking colleagues to complete 1 case study over the course of the 2025-2026 academic year.	has had a positive effect on students' performance and progress.	
<p><b>Secondary Ready Students.</b></p> <p>Development of the Transition Curriculum to support students at an early stage of reading led by specialist teachers; they are assessed thoroughly to identify their needs; They benefit from bespoke reading interventions which are individualised depending on whether the need is related to phonics, decoding, comprehension or fluency.</p> <p>Embed the numeracy transition curriculum piloted in 2024/25. Students benefit from bespoke numeracy curriculum targeted to early identified learning gaps.</p>	<p>In recent years we have had an increasing number of admissions where the student is not 'secondary ready' and is not able to access the curriculum.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p>	1, 2, 4, 5
<p><b>Teaching and Learning</b></p> <p>Implementation of fortnightly Teaching and Learning staff briefings to share and review positive practice across the curriculum as seen in fortnightly Learning walks with rotating foci.</p>	<p>A highly engaging curriculum with quality first teaching supports all students including those disadvantaged and ensures positive behaviour.</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	1, 2, 3, 4, 5

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

Estimated budget cost: £41,511.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Core Subject Academic Support</b></p> <ul style="list-style-type: none"> <li>• Retain and strengthen the Core Premium option, which was introduced in 2020-2021, targeting those who require additional core subject intervention.</li> <li>• Continuation of English + and Maths + and guided study which was introduced in 2024/25, in addition to the Core Premium for students in Year 10 and</li> </ul>	<p>Outcomes and progress for some of our lower ability students on intake in English and Maths has been an issue.</p> <p>By introducing a specific option for a small number of identified students we aim to narrow this attainment and progress gap.</p> <p><a href="#">Small group tuition   EEF</a></p>	1, 2, 3, 4

<p>11.</p> <p>Students are invited in Year 9 following identification in Year 8 by English and Maths PLs and Learning Support Leaders from the Year 8 transition (Iris) curriculum.</p> <ul style="list-style-type: none"> <li>Refine and strengthen the Maths Transition curriculum piloted in 2024/2025.</li> </ul>		
<p><b>Academic Monitoring</b></p> <ul style="list-style-type: none"> <li>Monitoring of Y11 PP students by PL and Senior Deputy Head to oversee progress, attendance and projected outcomes supporting individuals with 1-1 support specifically around revision. Expansion of monitoring to Year 9 and 10 under Raising Achievement and Progress (RAP) reviews.</li> <li>Liaison with parents/carers as appropriate.</li> <li>All identified students in Y11 to receive revision guide and work / equipment packs and free entry to Saturday School Revision Sessions in 2026.</li> <li>In addition, we will aspire to provide a laptop for any disadvantaged Y11 student who does not have sole access to one at home to assist with home learning and exam preparation / revision.</li> </ul>	<p>During PP pastoral meetings students have identified equipment and specifically access to a laptop as a key barrier.</p> <p>In addition, staff flag this as a barrier to class work and home learning. This is particularly an issue in key core subjects of Maths and Science which are heavily invested in online learning platforms.</p> <p><a href="#">Homework   EEF</a></p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	<p>1, 2, 3</p>
<p><b>Revision Preparation</b></p> <ul style="list-style-type: none"> <li>Clear focused accessible revision guides for all subjects including delivery of exam preparation / revision sessions for Y11 students as part of a revised tutor programme in 2025/26 to ensure they are equipped with a range of revision strategies and can construct a revision programme.</li> <li>Parents and students are invited to a revision evening with subject specific sessions run by SLT. Pastoral teams make direct contact with PP families to encourage attendance.</li> <li>Free places are offered for all PP students at charged revision events e.g. Saturday school.</li> </ul>	<p>We are aware that exams represent a source of anxiety for many students which we want to acknowledge and address.</p> <p><a href="#">EEF Parental Engagement Summary of recommendations.pdf</a></p> <p><a href="#">Supporting Revision and the 'Seven-step Model'   EEF</a></p> <p><a href="#">EEF guest blog: Building study habits and revision routines   EEF</a></p> <p><a href="#">Extending school time   EEF</a></p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> <li>Provide disadvantaged students with equipment packs as necessary.</li> </ul>		
<p><b>Pastoral Support</b></p> <ul style="list-style-type: none"> <li>Family Support Worker (increase in roll from 1 to 4 days per week)</li> <li>Deputy Pastoral Leaders</li> <li>Careers Officer</li> <li>Well-Being Assistant</li> <li>Behaviour Support Team</li> <li>Attendance Officer</li> </ul> <p>Supporting individual students with a strong bias towards disadvantaged students.</p>	<p>Feedback from PLs and student surveys show that there is need for enhanced support for disadvantaged students.</p> <p>We ask key support personnel to positively discriminate for these students.</p> <p><a href="#">Advice template</a> Counselling in schools a blue print for the future.</p> <p><a href="#">Why pastoral roles are critical for schools   Teach First</a></p>	1, 2, 3, 4, 5

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

Estimated budget cost: £156, 952.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Challenging Absence</b></p> <ul style="list-style-type: none"> <li>Development of same day phone calls to parents when disadvantaged students are absent from college. DPLs/Admin trained to undertake this.</li> <li>Additionally, we have a safeguarding attendance check containing vulnerable students which is reviewed as a priority each lesson.</li> </ul>	<p>Attendance of disadvantaged students is below that of non-disadvantaged students and proportion of persistent absenteeism is higher in disadvantaged.</p> <p><a href="#">Supporting attendance   EEF</a></p>	4
<p><b>Attendance Officer</b></p> <ul style="list-style-type: none"> <li>Continue fortnightly pastoral attendance briefings, three weekly PL/SLT attendance meetings and continued work of the Attendance Officer.</li> <li>Introduce interventions and actions across the college at SLT, PL and tutor level utilising POWER BI analysis in both SIP and PIR meetings.</li> <li>Ensure training and support given to ensure consistency and good practice across the</li> </ul>	<p>Attendance at the college has been below the standard we expect as a high performing school.</p> <p>Research shows the obvious links between high attendance and stronger outcomes / progress.</p> <p>DfE guidance 'improving school attendance'</p> <p><a href="#">Supporting attendance   EEF</a></p>	4 Impact on all.

college particularly in the use of new platforms such as POWER Bi and Edulink.		
<p><b>Student Behaviour</b></p> <ul style="list-style-type: none"> <li>• Improve the behaviour of disadvantaged students through the College's 4-point plan for disruption free learning. As a result, reduce suspensions and improve the learning experience.</li> <li>• Targeted behaviour interventions, restorative behaviour reflection and support from the Behaviour Support Team through the Wyvern Gateway.</li> <li>• On-call system to remove students who are disrupting the learning of others to be continued and monitored on a weekly basis.</li> <li>• Utilise an intense Rapid Response inclusion-meeting programme for those most at risk of suspension, each week with teachers in response to data trends and staff feedback.</li> <li>• Embed Wyvern Pathways program for students whose behaviour does not meet the PRIDe expectations and are at risk of PEx.</li> <li>• Develop an on-site bespoke alternative provision for students whose behaviour consistently does not meet PRIDe expectations and are at risk of PEx.</li> </ul>	<p>Within college staff identified behaviour as a key contributing factor. Nationally suspension rates have increased.</p> <p>In order to address this the college has been working on behaviour management at all levels across the college.</p> <p>This has already had an impact but there is further work to be done to ensure high standards and consistency across the college as well as reflection and restorative elements of behaviour management.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	1, 2, 3, 4, 5,
<p><b>Reflection and Restoration Work</b></p> <ul style="list-style-type: none"> <li>• Embed bespoke work linked to reducing 75minute detentions, Internal and external exclusion / suspensions.</li> </ul> <p>To include:</p> <ul style="list-style-type: none"> <li>• Improved accommodation in the Internal Exclusion Room (IER) to facilitate 1-1 work</li> <li>• Increased personnel in the IER to work with students and undertake on-call to reduce IER / suspensions.</li> <li>• A restorative element IER</li> <li>• Reflective activities / workbooks as part of suspension work</li> <li>• Purchase of bespoke equipment for IER to support reasonable adjustments including but not limited to headphones, wobble cushions, bounce bands.</li> <li>• Grow resources for 75-minute afterschool detentions reflecting upon the individual incident and focusing on restoring and mitigating in future with guidance from SLT</li> </ul>	<p>We continue to see a higher proportion of disadvantaged students in our detention and suspension data.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Understanding the use of internal alternative provision for...   EEF</a></p>	5

<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• Deliver a Summer Term Transition Event for Year 6 students joining Wyvern in Year 7.</li> <li>• Formalise elements of transition support through the creation of a transition strategy and parental pathway to ensure a transparent offering.</li> <li>• Target those who are in need of additional transition support as identified by feeder schools and from our own New Intake Day.</li> <li>• Positively target PP where appropriate.</li> <li>• Ensure greater familiarity with the campus, staff and older students and rehearse the journey to and from school.</li> </ul>	<p>In previous years we have run a successful transition camp which addressed the concerns raised by Junior Schools relating to vulnerable students who were at risk of not engaging / attending.</p> <p>Feedback from evaluations was overwhelmingly positive.</p> <p>We look to adapt this to use on site resources during the summer term and enable older students to support new Year 6s with transition.</p> <p><a href="#">EEF Blog: Supporting pupils through transitions – a trio of...   EEF</a></p>	<p>4</p>
<p><b>Alternative Provision</b></p> <ul style="list-style-type: none"> <li>• Where appropriate refer students to the Bridge Education Centre for a bespoke alternative provision.</li> <li>• In addition, utilise One Horton Heath and other vocation release programmes e.g. N-Gauge, Future You and AFC Totton to reduce fixed term exclusions and improve engagement thus reducing NEETs.</li> <li>• Create an on site provision for students at risk of PEx to identify and support need, address learning gaps and support SEMH concerns, reducing the need for referrals to external support and allowing for transition to mainstream education at Wyvern.</li> <li>• Senior leaders visit established AP sites to learn from challenges and allow for replication of successful elements to ensure creation of an AP which meets the needs of Wyvern students, staff and parents.</li> </ul>	<p>In recent years we have seen a small number of challenging students have had a significant negative impact on the learners within the college.</p> <p>Where an appropriate alternative provision is implemented at an early stage it has been advantageous for all learners.</p> <p><a href="#">Trauma Informed Short Term Managed Intervention Centres - pilot   EEF</a></p>	<p>1, 2, 3, 4, 5</p>
<p><b>Data Management</b></p> <ul style="list-style-type: none"> <li>• Develop wider training and access to data management tools which have been built to allow a sharper focus on students and enhanced functionality such as graphing and Subject Progress Indices.</li> <li>• Ensure all data analysis has a focus on disadvantaged students using SISRA, Power Bi, SIMS and pivot tables.</li> </ul>	<p>Senior Leaders have been trained and use various tools and found them effective.</p> <p>We now need to ensure all middle leaders and staff are familiar and have a stronger grasp of tracking for their disadvantaged students.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p><b>Family Support Worker</b></p> <ul style="list-style-type: none"> <li>• Family Support Worker to have a primary focus of working and supporting disadvantaged students and their parents / carers.</li> <li>• Intensive support in college and a lead in safeguarding and working with outside agencies.</li> </ul>	<p>CPOMS, and a range of other internal data, show that this role is critical within our context and setting</p>	<p>4, 5</p>
<p><b>Parental Engagement</b></p> <ul style="list-style-type: none"> <li>• Maintain the system whereby disadvantaged students have early access to Parents Evening bookings and chase any who do not make appointments in advance of the evening.</li> </ul>	<p>Attendance figures at Parents evening  <a href="#">Parental engagement   EEF</a>    <a href="#">EEF Parental Engagement Guidance Report.pdf</a></p>	<p>1, 2, 3, 4</p>
<p><b>Extra-Curricular Engagement</b></p> <ul style="list-style-type: none"> <li>• Introduce a system to be able to track and monitor attendance of disadvantaged students at extracurricular clubs.</li> <li>• Use Edulink so that we can ascertain engagement at clubs in comparison to non-disadvantaged students.</li> </ul>	<p>Figures from SIMS / POWER Bi / Edulink    <a href="#">Physical activity   EEF</a>    <a href="#">Arts participation   EEF</a></p>	<p>4</p>
<p><b>Contingency Fund</b></p> <p>Devolve a sum of funds to be allocated at the discretion of Pastoral Leaders and Deputy Pastoral Leaders to support individual students as necessary.</p> <p>Examples of spend include:</p> <ul style="list-style-type: none"> <li>• Uniform</li> <li>• Equipment for learning</li> <li>• Revision materials / guides</li> <li>• Contribution to curriculum linked trips</li> <li>• Ingredients for Food and Nutrition lessons</li> <li>• Music lessons</li> </ul>	<p>Students present at college without the equipment required to access areas of the curriculum.</p> <p>We do not want our disadvantaged students to miss out on learning opportunities which tier peers have access to.</p> <a href="#">Against the odds: better outcomes for disadvantaged pupils - GOV.UK</a>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £283,752.15**

## 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 2024 to 2025 academic year.

Intended outcome	Success criteria
1. Improve the Progress 8 outcomes for disadvantaged students	<p>Reduce the gap for PP students V whole college average to less than 0.5 Target -0.25 for PP</p> <p>No data for 2025 due to Covid19. (2024 Prov. Gap = 0.29) (PRO8 for PP = - 0.22)</p>
2. Improve the Attainment 8 outcomes for disadvantaged students	<p>Achieve in line with the local authority average attainment (36.8 in 2024) for our PP students Target ATT8 of 40+ in current academic year and a Gap of less than 10 points 2025 Prov. ATT8 = 37.69 2025 Prov. Gap = 9.22 points</p> <p>(2024 Prov. ATT8 = 37.49) (2024 Prov. Gap = 15.38 points)</p>
3. Improve the percentage of Grade 5+ in English and Maths for disadvantaged students	<p>Achieve in line with the county average E/M 5+ (28.4% in 2024) for our PP students Target 35% in current academic year and a gap of less than 10% 2025 Prov. Eng = 45.9 % / Maths = 34.4% (2025 Gap = 20 %) Wyvern 4+ = 49% PP v 72.4% Non-PP</p> <p>(2024 Prov. = 26.1%) Eng = 39% / Maths = 30% (2024 Gap = 33%) Wyvern 4+ = 39% PP v 78% Non-PP</p> <p>(2023 Prov. = 15.91%) Eng = 35% / Maths = 22% (2023 Gap = 34%) Wyvern 4+ = 41% PP v 83% Non-PP</p>

4. Improve the attendance of disadvantaged students	<p>Improve whole college PP attendance rates to 92%</p> <p>Gap less than 5%</p> <p>88.87% 2024-2025 (94.54% all) Gap 5.67%</p> <p>85.28% 2023-2024 (91.95% all) Gap 6.67%</p> <p>86.2% 2022 – 2023 (91.6% all)</p> <p>85.2% 2021 – 2022 (91.4% all)</p> <p>Reduce the number of PAs within the disadvantaged cohort.</p>
5. Reduce the number of Fixed Term Exclusions for disadvantaged students	<p>Reduce PP FTEs / Suspensions from:</p> <p><u>2024-2025:</u></p> <p>192 (412 days lost)</p> <p>67 students total</p> <p>13 students account for 204 days</p> <p>This represents a significant amount of days attributed to a small number of students.</p> <p><u>2023-2024:</u></p> <p>151 (370 days lost)</p> <p>57 students total</p> <p>6 students account for 118 days</p>
6. Increase the E-bacc take up by disadvantaged students during the options process	<p>Seek to better the National Average for E-Bacc entry (40.4% in 2024 and aspire to 50%)</p> <p>E-Bacc uptake:</p> <p>(Class of 2025 – All = 83%, Non-PP = 84%, PP = 77%) - Leavers</p> <p>(Class of 2026 – All = 84%, Non-PP = 85%, PP = 67%) – Y11</p> <p>(Class of 2027- All = 65%, Non-PP = 69%, PP = 47%) - Y10</p> <p>(Class of 2028-All = 58% targeted to take Ebacc -Yr9</p>

#### Previous Evaluation / Review Data

#### **Progress 8:**

Our intended outcome is to reduce the percentage gap between disadvantaged and non-disadvantaged students. The gap in 2024 was 0.29. The college Progress 8 outcomes for disadvantaged students was -0.22, a reduction from 2023 which was -0.77. It is not possible to calculate Progress 8 data for the 2025 cohort as students did not sit SATs due to Covid19.

#### **Attainment 8: 37.69**

Department for Education figures show that disadvantaged children in Eastleigh received an average score of 47.6 in regard to Attainment 8. Contextually, this shows that our disadvantaged performance is below average for the local schools at 37.69.

The gap between disadvantaged and non-disadvantaged students has decreased 9.22 points from 15.38 in 2024. We are passionate as a college that all young people should have the same opportunities for success regardless of their background and will continue to identify strategies to support this.

### **5+ E/M – 20% (Eng 46% / Maths 34%)**

Our intended outcome is to enhance the outcomes of all students in English and Maths, whilst reducing the gap between disadvantaged and non-disadvantaged students.

In 2024 this was 26% (Eng 39% / Maths 30%).

### **E-Bacc entered 23% with standard pass at 15% and strong pass at 7%**

In 2024 this was 22% with standard pass 11% and strong pass 4%

Our intended outcome was to increase the number of students entered for E-Bacc, while we have improved the number of those achieving the E-Bacc with both a strong and standard pass the government has reformed the curriculum requirements and the Ebacc has been removed. We will continue to encourage all students to study a broad and balanced curriculum and direct options support through the tutor, careers and RPS curriculum to our disadvantaged students.

### **Attendance**

We aspire to high attendance for all students, with a college target of 93% and 88% for disadvantaged students. Pastoral Leaders, Deputy Pastoral Leaders, and the Attendance officer work hard to build and develop the strongest possible relationships with parents to ensure their support. Fortnightly attendance meetings and tutor briefings highlight the importance of attendance and students failing to meet our target are identified to allow for timely interventions. Regular communications in the week at Wyvern highlight the importance of attendance and the impact of low attendance on students themselves and their attainment. Termly attendance review reports are issued to highlight attendance data to parents.

<b>Year</b>	<b>PP Attendance</b>	<b>All</b>
2024-2025	88.87%	94.54%
2023-2024	85.28%	91.95%
2022-2023	86.2%	91.6%
2021-2022	85.2%	91.4%

## Externally provided programmes

Programme	Provider
Core Assessments in Year 7	GL Assessment
Dyslexia Screener	GL Assessment
Unifrog Subscription	Unifrog

## Service pupil premium funding

Measure	Details
Service Students	<p>Pastoral teams including Pastoral Leaders, Deputy Pastoral Leaders and Tutors have responsibility for pastoral support of service children. This is overseen by a member of the Senior Leadership Team.</p> <p>We invite parents to share with us deployment information to ensure we can support students during this time. Support available includes parental contact especially around deployment; accessing pastoral support; offers of quiet spaces if needed and provision of materials for letter writing and card making to ensure family contact.</p>

## Further information (optional)

In planning this new pupil premium strategy, we have looked more closely at the EEF toolkit in the last 6 months. Within this task we identified that we address several strategies elsewhere in the college supplementing the strategies listed within this strategy document.

Furthermore, we reviewed a number of PP strategy statements from high performing schools across the country.

We have allocated a significant amount of INSET time, directed time through Department and other meetings to ensure staff have time receive training and complete tasks linked to this PP strategy.

We continue to reflect and evaluate agendas for both Subject Improvement Records and Pastoral Improvement Records to ensure senior and middle leaders are contributing to the PP strategies on a regular basis and all members of staff are now accountable for performance measures relating to PP students.

In addition, accountability and links to PP are now integrated into job descriptions and key responsibilities.

As is the case every year we always retain a portion of our budget (Approx. £15,000) which can be used flexibly by our pastoral teams. Typically, this is to fund or subsidise trips, equipment, uniform, activities, music lessons or other reasonable requests linked to individual students.

In addition, the budget is used for events such as the exam preparation / revision day, staff training and INSET time which is not accounted for separately within the strategy as the hours (cost) far exceed the funding.