# Pupil premium strategy statement 2020-2021

## School overview

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| **Metric** | **Data** |
| School name | Wyvern College |
| Pupils in school | 1344 |
| Proportion of disadvantaged pupils | 158 students |
| Pupil premium allocation this academic year | £167,125 |
| Academic year or years covered by statement | 2020-2021, 2021-2022 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Mr Ben Rule – Headteacher |
| Pupil premium lead | Mr Simon Stocks – Deputy Headteacher |
| Governor lead | Mrs Lynda Smith – Chair of trustees |

## Disadvantaged pupil performance overview for last academic year

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| Progress 8 | N/A (-0.44 in 2019, -0.67 in 2018, -0.83 in 2017) |
| Ebacc entry | 19% for 2020 |
| Attainment 8 | 39.9 for 2020 (36.5 in 2019, 32.8 in 2018, 31.8 in 2017) |
| Percentage of Grade 5+ in English and maths | 30.6% for 2020 (19% in 2019, 17.5% in 2018) |

## Strategy aims for disadvantaged pupils

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| **Aim** | **Target** | **Target date** |
| Progress 8 | Reduce the gap for PP students V whole college average to less than 0.5  Target -0.25 for PP | September 2021 |
| Attainment 8 | Achieve national average attainment (47.5 in 2019) for our PP students  Target 40+ in current academic year. | September 2022  (September 2021) |
| Percentage of Grade 5+ in English and maths | Achieve national average E/M 5+ (43% in 2019) for our PP students  Target 35% in current academic year | September 2022  (September 2021) |
| Attendance | Improve whole college PP attendance rates to 92% (90% in 2019 – 2020, 89% in 2018-2019) | September 2021 |
| Reduce FTE's for PP students | Reduce PP FTEs from 39 (107 days lost in 2018) by 50%  **2019-2020 was strong up to March 2020 with only 10 FTEs and 16.5 days lost. However, difficult to compare as not a full year.** | September 2021 |
| Ebacc entry | Better the National Average for E-Bacc entry (40% in 2019) and aspire to 50% | September 2023 |

# Teaching priorities for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Embed class plans across the college with a focus on disadvantaged learners in Y10 and Y11 in the first instance.  Deliver adequate 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 review plans over the course of the year.  Undertake monitoring through line management meetings and progress meetings.  Monitor through lesson observation and quality assurance programme.  Aim to introduce an IT solution / platform to enable colleagues to share strategies being deployed for individuals. |
| Priority 2 | Improve the behaviour of disadvantaged students through the College's 4-point plan for disruption free learning. As a result, reduce FTEs and improve the learning experience.  On-call system to remove students who are disrupting the learning of others to be continued and monitored on a weekly basis.  Utilise an intense inclusion meeting programme for those most at risk of FTE holding meetings with teachers every 3 weeks.  Utilise an Internal Exclusion Room and Restorative Behaviour Programme for students whose behaviour does not meet the PRIDe expectations to avoid FTE.  Refer students at risk of multiple FTE or PEx to more bespoke alternative provision. |
| Barriers to learning these priorities address | High proportion of FTEs for disadvantaged students  Disruption in the classroom affecting the progress and outcomes of disadvantaged students. |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Introduce a Core Premium option into the options for 2020-2021 targeting those who require additional core subject intervention. |
| Priority 2 | Monitor Y11 PP students to oversee progress, attendance and projected outcomes supporting individuals with 1-1 support specifically around revision. Liaison with parents/carers as appropriate.  All identified students in Y11 to receive revision guide pack and free entry to Saturday School Revision Sessions. |
| Priority 3 | Family Support Worker, Pastoral Assistant, Careers Officer, Well-Being Assistant and Attendance officer supporting individual students with a strong bias towards disadvantaged students. |
| Barriers to learning these priorities address | Progress 8 score below the national average and outcomes not as strong as peers.  Ensuring that enhanced pastoral support is provided to maintain strong attendance. |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Improved attendance rates for disadvantaged students through weekly pastoral attendance briefings, fortnightly PL attendance meetings and continued work of the Attendance Officer.  Introduce interventions and actions across the college at SLT, PL and tutor level. |
| Priority 2 | In order to improve aspirations and access to E-Bacc:  Enhanced careers advice and guidance for disadvantaged students via the deployment of Careers Officer with a focus on provision for this group.  To include; early intervention careers meetings, priority on trips / events, additional bespoke support during the options process. |
| Priority 3 | Family Support Worker to have a primary focus of working and supporting disadvantaged students and their parents / carers.  Intensive support in college and a lead in safeguarding and working with outside agencies. |
| Priority 4 | Deliver wider training and access to data management tools which have been built to allow a sharper focus on target groups such as disadvantaged students and enhanced functionality such as graphing and Subject Progress Indexes. |
| Barriers to learning these priorities address | 1. Attendance which is not at the same level as peers.  2. Lack of aspiration Post 16, Higher Education and into employment.  3. Significant pastoral issues which can have a serious impact on wellbeing as well as learning and progress. |

## Monitoring and implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring staff have enough time to complete tasks such as class plans.  Ensuring staff receive adequate training on for example data tools. | Ensure INSET time has a focus on key strategies.  Ensure Dept meetings build in time to complete tasks.  Ensure line managers regularly visit strategies during line management meeting and hold colleagues to account.  Build time into the college day to allow colleagues to meet and receive direction and guidance through briefings in directed time. |
| Targeted support | Build capacity for key personnel to undertake their roles with a focus on disadvantaged students. | Ensure job descriptions and key responsibilities reflect the focus of roles, and ensure line managers hold regular review meetings to monitor progress. |
| Wider strategies | Staff require time and training to be able to analyse attendance figures and undertake some actions to negate the poor attendance figures of PP students in particular.  Ensuring PP students are able to access key trips and events. | Build in directed time for colleagues to ensure this is completed.  When any trip or visit is presented to the senior leaders diary consultation meeting, engagement and positive discrimination of disadvantaged students is considered and actively promoted. |