

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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 School
Number of pupils in school	319 (50 in Nursery)
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Mr S Springett-McHugh
Pupil premium lead	Mrs L Macdonald
Governor / Trustee lead	Mrs A Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,811
Recovery premium funding allocation this academic year	£3,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,406

Part A: Pupil premium strategy plan

Statement of intent

Wyvern School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment
2	Reading attainment
3	Reasoning skills in maths
4	Handwriting across the school
5	Support vulnerable families and pupils with emotional and social needs

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
Increased attainment in reading by the end of Year 2	80% of pupils to be working at age related expectation Year 2 (2023)
Increased attainment in writing by the end of Year 2	70% of pupils to be working at age related expectation Year 2 (2024)
Increased attainment in greater depth maths by the end of Year 2	35% of pupils to be working at age related expectation Year 2 (2023)

Children to be using the age appropriate formation using our new scheme implementation	90% of pupils to have joined and legible handwriting by the end of Year 2 (2024)
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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)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivering training in handwriting to all teaching and support staff.	<p>Practical, fun and robust resources</p> <p>Promotes automaticity</p> <p>4 Supports physical coordination, rhythm, stamina and posture</p> <p>Teaches resilience, creativity and the ability to interact socially</p> <p>Raises awareness about the important role handwriting has to play in learning and development</p> <p>Perfect as a professional development tool kit and for creating home-school links. (Teach Primary, 2021)</p>	1,5
To consolidate specific reasoning lessons/activities to the curriculum and build small group interventions for reasoning skills	<p>High quality, targeted support can provide effective support for children. Small-group support is more likely to be effective when:</p> <p>Children with the greatest needs are supported by the most experienced staff; training, support and resources are provided for staff using targeted activities; sessions are brief and regular and explicit connections are made between targeted support and everyday teaching activities. (Improving Mathematics in the Early Years and Key Stage 1, EEF, 2021)</p>	3,5
Handwriting whole school approach, learned habits that need adjusting.	Children must develop fluency in these skills [handwriting] to the point that they have become automated. If children have to concentrate to	1, 4,5

Vocabulary expansion to build understanding of tasks.	ensure their transcription is accurate, they will be less able to think about the content of their writing. (Improving Literacy in Key Stage 1, EEF, 2021)	
CPD on 'The Write Stuff' delivered to all teachers to develop this approach and consistency across the school.	<p>EFF research (2021) shows that improvements in English can be achieved through activities that:</p> <ul style="list-style-type: none"> - extend pupils expressive and receptive vocabulary - collaborative learning activities where pupils can share their thought processes - teachers modelling by thinking aloud - pupils articulating ideas verbally before starting to write which is actively promoted by 'The Write Stuff' 	1, 4

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set teacher in Year 2 for core subjects to improve progress and attainment.	Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. (EEF, 2021)	1, 2, 3, 4
Phonics groups, stream vertically by ability to match the needs of each group of pupils.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support	1, 2, 4

	children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). (EEF, 2021)	
Tutoring for pupils in core subjects to raise attainment.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF, 2021)	1, 2, 3, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering wrap-around care (breakfast and afterschool clubs) for pupils to encourage engagement with school	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation. (EEF, 2021)	5, 1, 2, 3, 4
Develop social and language skills – using a Learning Mentor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2, 3, 4
Improve attendance and so access to learning – sharing the cost of a School Attendance Office with a partner school	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 2, 3, 4, 5

Total budgeted cost: £58,500

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim: Increased attainment in reading by the end of Year 2

Target: 75% of pupils to be working at age related expectation Year 2 (2023)

Review:

The Year 2 results for 2022 show 83% of children reached the expected standard for reading. This is a 6% increase from the last published 2019 data. This target will be adapted to 80% for this year's data.

Aim: Increased attainment in writing by the end of Year 2

Target: 70% of pupils to be working at age related expectation Year 2 (2024)

Review:

The Year 2 results for 2022 show 54% of children reached the expected standard for reading. This is a 18% decrease from the last published 2019 data. Although this is a drop in data, we are still building our approach using 'The Write Stuff'. We also recognised that sustained writing was impacted the most during Covid.

Aim: Increased attainment in greater depth maths by the end of Year 2

Target: 35% of pupils to be working at age related expectation Year 2 (2023)

Review:

The Year 2 results for 2022 show 32% of children reached the expected standard for reading. This is an 11% increase from the last published 2019 data. This target is well on track to be achieved by 2023.

Aim: Children to be using the age appropriate formation using our new scheme implementation

Target: 90% of pupils to have joined and legible handwriting by the end of Year 2 (2024)

Review:

Analysis of Year 2 handwriting at the end of 21/22 show 32% of children are using joined and legible handwriting following the new scheme. This target is well on track to be achieved by 2023.

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
Handwriting scheme	Teach handwriting
Doodle Maths	Doodle Learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils