

# Pupil premium strategy statement – Wyvern School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	310 (50 in nursery)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr S Springett-McHugh
Pupil premium lead	Mrs L Macdonald
Governor / Trustee lead	Mr J Yeo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,148
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95,353

# 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	Maths reasoning skills
4	Handwriting and presentation
5	Supporting 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
Increase attainment in writing	75% of pupils will be working at age related expectations by the end of KS1
Increase attainment in reading	85% of pupils will be working at age related expectations by the end of KS1

Increase attainment in greater depth maths	35% of pupils will achieve greater depth in maths by the end of Y2
Increase presentation in pupil work	95% of pupils will use joined handwriting by the end of Y2.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivering training in handwriting to all teaching and support staff.	Practical, fun and robust resources promotes automaticity while supporting physical coordination, rhythm, stamina and posture. We teach resilience, creativity and the ability to interact socially. Raising awareness about the important role handwriting has to play in learning and development. Perfect as a professional development tool kit and for creating home-school links. (Teach Primary, 2021)	1, 5
CPD on writing assessment delivered to all teachers to develop this approach and consistency across the school.	EFF research (2023) shows that improvements in English can be achieved through activities that: - 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' and the assessment within it.	1, 4
CPD on White Rose delivered to all teachers to develop this approach and consistency across the school.	High quality, targeted support can provide effective support for children. Small-group support is more likely to be effective when: Children with the greatest needs are supported by the most experienced staff; training, support and resources are provided for staff	3, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 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)	1, 2, 4
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: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering wrap-around care (breakfast and afterschool clubs) for pupils to encourage	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by	5, 1, 2, 3, 4

engagement with school	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)	
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 (EEF, 2021).	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: £96,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Aim: Increased attainment in reading by the end of Year 2</p> <p>Target: 80% of pupils to be working at age related expectation Year 2</p> <p>Review: The Year 2 results for 2024 show 82% of children reached the expected standard for reading. This is in-line with the 2021-2022 data, but our phonics pass rate has increased in this period.</p> <p>Outcome: Target met (21-24) - This target will be taken to the new strategy and set to 85%.</p>
<p>Aim: Increased attainment in writing by the end of Year 2</p> <p>Target: 70% of pupils to be working at age related expectation Year 2</p> <p>Review: The Year 2 results for 2024 show 71% of children reached the expected standard for writing. This is an increase from the 2021-2022 data.</p> <p>Outcome: Target met (21-24) - This target will be taken to the new strategy and set to 75%.</p>
<p>Aim: Increased attainment in greater depth maths by the end of Year 2</p> <p>Target: 35% of pupils to be working at greater depth by the end of Year 2</p> <p>Review: The Year 2 results for 2024 show 33% of children reached the expected standard for maths. This is an increase from the 2021-2022 data.</p> <p>Outcome: Target met (21-24) - This target will be taken to the new strategy and set at 35%.</p>
<p>Aim: Children to be using the age appropriate formation using our new scheme implementation</p> <p>Target: 90% of pupils to have joined or are using some joined handwriting by the end of Year 2</p> <p>Review: this year, approximately 90% are working towards joining some letters while 30% have consistently joined handwriting.</p> <p>Outcome: Target met (21-24) - This target will be taken to the new strategy and set to 95%.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
The Write Stuff	Jane Considine
Handwriting Scheme	Teach handwriting
White Rose Maths	White Rose Education