

Pupil Premium Strategy - Wyvern School

Summary information

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| School | Wyvern School | | | | |
| Academic Year | 2020-21 | Total PP budget | £80,430 | Date of most recent PP Review | Feb 21 |
| Total number of pupils | 326 | Number of pupils eligible for PP | 60 | Date for next internal review of this strategy | July 21 |

Current attainment

| Year 2 2019 – 2020 – Teacher Assessment: (Covid-19 Estimate) (24 PP chn in Year 2) | <i>Pupils eligible for PP - Wyvern</i> | | <i>National Average 2019 (non-disadvantaged pupils)</i> |
|---|--|----------------------|---|
| | <i>Standard</i> | <i>Greater Depth</i> | |
| % achieving expected standard or above in reading, writing & maths | (12 chn) 50% | (4 chn) 16% | - |
| % making expected standard in reading | (18 chn) 75% | (7 chn) 29% | 78% |
| % making expected standard in writing | (15 chn) 62% | (5 chn) 21% | 73% |
| % making expected standard in mathematics | (18 chn) 75% | (6 chn) 25% | 79% |

Barriers to future attainment (for pupils eligible for PP)

Academic barriers

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| A. | Vulnerable families and pupils with emotional and social needs |
| B. | Historic low attainment and progress of this group |
| C. | Poor oral language skills |

Additional barriers

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| D. | Tackling persistent absence |
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Intended outcomes

Success criteria

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| A. | PP attainment to be in-line with the rest of the cohort | 75% PP at standard |
| B. | Pupil premium children make accelerated progress | 9pts in year progress target |
| C. | To support the health and welfare of PP children | Increased attendance to 96% |
| D. | To develop the social and emotional skills of PP children | Increased engagement/participation |

Review of expenditure

Previous Academic Year

2019-2020 - £85,781.90

i. Quality of teaching for all

| Action | Intended outcome | Estimated impact: | Lessons learned | Cost |
|---|---|---|--|-------------------|
| Set support teaching | To reduce the pupil teacher ratio in class groups to promote better access to learning. | Based on the Spring Assessment Data, Pupil premium children were performing in line or better than non-pupil premium children with progress in Reading Writing and Maths Y2 – See 2020 Spring Governor Assessment report | To explore the potential for mixed middle set groups to further support lower attaining PP children. | £13,954.50 |
| PE staff to deliver extra PE sessions and clubs afterschool | To increase the amount of physical activity for children to promote the link between health and fitness and concentration. Also, to promote wider club and fixture opportunities. | PE is well established at Wyvern with several afterschool clubs being run each term. PP – Children attendance data at clubs 69% of PP children in KS1 have attended clubs (Spring 2020) 3 of 6 planned fixtures ran across the year with 13% PP participation | To look at ways to widen the club and fixture provision to further encourage / target PP attendance. | £6,909 |
| Breakfast club | To support children's concentration, behaviour and readiness to learn. To help improve pupil attendance in school. | 30 spaces supported for PP children. FS2 strong progress of PP children in most areas Spring 2020 Data | To further promote attendance at Breakfast club – potential to fund further places. Statistically irrelevant group. | £8,550 |

ii. Targeted support

| Action | Intended outcome | Estimated impact: | Lessons learned | Cost |
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| Maintain level 2 support staff | To improve the support / intervention cycle. To allow more intervention groups to be run with a targeted focus for Pupil Premium and SEND children | In Key Stage 1 and Foundation Stage 2 100% of Pupil Premium children were regularly attending academic intervention groups across the school over the year. Additionally, all children benefit from reduced sized phonics groups across the school with Teacher Assessment (Spring Term) showing | To look at the TA provision to provide effective interventions for targeted groups – | £31,321.50 |

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| | | children on track for 77% of PP children in Year 1 to meet the threshold standard in the phonics screening (87% in total cohort) | look at budget capacity to support this. | |
| Individual pupil budget | Pupils will have similar experiences to their peers so that they become more confident, with better self-esteem & attendance | 13 PP children were provided school uniform vouchers School trips were paid for using the Pupil Premium budget for 2 outings. This allows the school to continue to enrich the curriculum and for all children to participate. | Wider promotion of this to further encourage parents to register as PP. | £1,263 |
| Learning Mentor | To work with Pupil Premium children across the school to raise pupil engagement and attainment by supporting their emotional needs and wellbeing. | This was very successful with regard to pastoral support across the school specifically with vulnerable PP families. Key areas of focus have been around settling emotional children as they arrive – relieving the pressure on the class teacher and getting the children ready to learn. In Key Stage 1 40% of PP children have engaged in non-academic interventions during the year. In FS 9% of PP children have been supported by these interventions. Of the (37) children supported by the learning mentor this year 41% are PP. In Key Stage 1 the LM mentor worked extensively with 11 children 100% of these children were PP. The proportion of time the Learning mentor spends supporting PP children is in excess of 80% of her contracted time. | Specific timetabling and targeting of known children to reduce disruption to planned LM sessions. | £14,656.50 |
| iii. Other approaches | | | | |
| Action | Intended outcome | Estimated impact: | Lessons Learned | Cost |
| 1:1 Tuition | To work across year groups and with class teacher to support children with specific gaps in their learning. | This was started with two teachers targeting key groups in the Spring Term along with the HOY devoting some PPA time. | This is an effective intervention strategy that did not reach its potential this year but will be continued for the next academic year. | £1,774.91 |
| Educational Psychologist | Specialist knowledge for children needing support to access education | One pupil seen leading to individualised programme of support and tailored curriculum. | | £800 |

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| Resources | To promote academic achievement in all areas of the curriculum, to close the attainment gap between PP and non PP learners. | Reading materials to encourage greater engagement in reading at home IT equipment | | £1,620 |
| Non-Academic Interventions | To help engage and promote children's self-esteem in order to help improve behaviour and focus in class sessions. | Learning Mentor worked with key children to help provide additional pastoral support throughout the year but additional interventions planned for the Spring Term onwards did not take place due to Covid-19 / lockdown. Forest School Provision | To look at the potential to start some of these interventions earlier than Spring – potentially in Autumn 2. | £1200 |
| Lunchtime Provision | To help PP children engage with playground games and enhance opportunities for fostering positive peer relationships. | Resources for promoting positive playtime experiences. 1:1 MDS School Pets – guinea pigs | | £4,828 |

| Planned expenditure | | | | | |
|---|---|--|---|-------------------------|-------------------------|
| Academic year | 2020 -2021 | | | | |
| i. Quality of teaching for all | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | Interim review (Feb 21) | Staff lead | When will you review |
| Set support teaching | To reduce the pupil teacher ratio in class groups to promote better access to learning. Looking for additional set teaching in Y1 along with Y2 | Last year, following the introduction of set teachers we saw a huge rise in PP attainment. | Employed set teacher resigned. Additional TA employed to provide intervention support in Y1 Additional hour given to existing TA to provide additional intervention support. | EHT, HTA, AHT, DHT, HOY | July 21 (c. £30,000) |
| PE staff to deliver extra PE sessions and clubs afterschool | To increase the amount of physical activity for children to promote the link between health and fitness and concentration. Also, to promote wider club and fixture opportunities. | To give the children a broader curriculum where they can build skills away from the core subjects to build their mental wellbeing. | Clubs unable to run due to Covid. PE staff remain delivering PE curriculum, | EHT, HOY | July 21 (c. £15,000) |
| Breakfast club | To support children's concentration, behaviour and readiness to learn. To help improve pupil attendance in school. | To ensure that children are fed and ready to learn. To help manage lateness and encourage attendance back to the target of 96% | Due to Covid Breakfast club unable to run. Staff hours adapted to provide additional support in school. | DHT | July 21 (c. £11,500) |
| Total budgeted cost | | | | | £56,000 |
| ii. Targeted support | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | Interim review (Feb 21) | Staff lead | When will you review |
| Maintain level 2 support staff | To improve the support / intervention cycle. To allow more intervention groups to be run with a targeted focus for Pupil Premium and SEND children | To provide focus groups to raise the attainment and progress of PP children. | Limited interventions took place within the bubbles structure of the school. | HOY | July 21 (c. £6,000) |

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| Individual pupil budget | Pupils will have similar experiences to their peers so that they become more confident, with better self-esteem & attendance. | To ensure that all children have the opportunity to attend trips and have the same uniform as their peers based on the needs of the families. | Uniform support still available. No trips of visitors in taking place due to Covid | SBM | July 21 (c. £2,000) |
| Online Maths learning | To look at improving pupil reasoning and familiarity with maths problems. To increase pupil engagement through online learning. To provide additional intervention capacity. | SDP highlights the need to improve HA attainment at Greater Depth – whole school based approach. Rehearsal and retention intervention to be targeted at PP children Greater scope for subject analysis to further improve teaching outcomes. | Doodle Maths purchased to help boost children’s engagement with maths. Formed part of the online learning during the national lockdown. | AHT, Maths Lead | July 21 (c. £2000) |
| Learning Mentor | To work with Pupil Premium children across the school to raise pupil engagement and attainment by supporting their emotional needs and wellbeing. | To allow children who are vulnerable and struggling to access the curriculum further and access support both in lessons and out of lessons. | Learning mentor actively supporting groups of children. Online support sessions during national lockdown | Inclusion Manager Learning Mentor | July 21 (c. £12,500) |

Total budgeted cost £20,500

iii. Other approaches

| Action | Intended outcome | What is the evidence and rationale for this choice? | Interim review (Feb 21) | Staff lead | When will you review |
|----------------------------|---|---|--|---------------|------------------------|
| 1:1 Tuition | To work across year groups and with class teacher to support children with specific gaps in their learning. | Using data to ensure that tuition is targeted to support those most in need. | Interrupted due to national lockdown – but remote small group tuition is still continuing | EHT, AHT, DHT | July 21 (c. £1,750) |
| Educational Psychologist | Specialist knowledge for children needing support to access education | To allow quick access to PP children through a private EP to break down barriers to learning. | Currently 1 x child accessed this. | EHT, AHT, DHT | July 21 (c. £1000) |
| Non-Academic Interventions | To help engage and promote children's self-esteem in order to help improve behaviour and focus in class sessions. | To remove barriers to learning that will help children to access core lessons. | Growth Mindsets and mindfulness sessions being implemented – resources purchases for its delivery. | DHT | July 21 (c. £750) |

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| Total budgeted cost | £3,500 |
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Additional detail

Wyvern School actively promotes equality of opportunity for all pupils, parents, staff and, governors, creating a learning community where everyone is 'Successful', 'Learning together' and 'Belonging' allowing us all to 'Be the Best You Can Be'!

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Context

Wyvern School is a large 4-form entry infant school currently with 312 pupils. Almost two thirds of pupils at the school are from White British backgrounds. Approximately one fifth of pupils are of Pakistani heritage. The proportion of students who speak English as an additional language is above that found nationally. Currently, the percentage of pupils eligible for Pupil Premium funding is 18%.

Rationale

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.