

# Pupil premium strategy statement – Wyvern Academy

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  | 89                                    |
| Proportion (%) of pupil premium eligible pupils                         | 39%                                   |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023 to 2023/2024                |
| Date this statement was published                                       | December 2023                         |
| Date on which it will be reviewed                                       | June 2024                             |
| Statement authorised by   | <i>Katherine Seymour, Headteacher</i> |
| Pupil premium lead  | <i>Katherine Seymour, Headteacher</i> |
| Governor / Trustee lead   | <i>Helen Hunt, Chair of Trustees</i>  |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                              | £44,205        |
| Recovery premium funding allocation this academic year                           | £29,432        |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0             |
| <b>Total budget for this academic year</b>                                       | <b>£73,637</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Access to Education
- Mental health and Wellbeing
- Social opportunities

At the heart of our approach is high-quality family support that provides the scaffolding to education.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Access to the curriculum. Through observations and conversations with pupils and their families, we find families struggle to gain access to the support needed to successfully engage and attend school.  |
| 2                | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have significant needs regarding Mental Health and wellbeing. This is not only for pupils but also for wider family members.  |
| 3                | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.   |
| 4                | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.   |
| 5                | Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop sensory and emotional regulation skills.  |
| 6                | Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies. |

## 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  |
|---|---|
| Improved attainment for disadvantaged pupils in all areas of the EHCP.            | Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy.<br><br>An increase in the percentage of disadvantaged pupils achieving their IEP targets and accessing ASDAN qualifications at key stage 4 and 5. |
| Improved language comprehension for disadvantaged pupils to support independence. | Pupils make good progress in their communication targets. Families feel more confident to use communication   |

|  |  |
|--|--|
|  | tools and methods to support our pupils in all settings.   |
| Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.                 | Through achievement of EHC plan termly outcomes.   |
| Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. | Through observations and discussions with pupils and their families.   |
| Disadvantaged pupils attend school regularly and engage with learning.   | Through observations and discussions with pupils and their families. Through attendance data and an improvement in behaviour/regulation across school and home settings. |

## 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: **£1,205**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of Speech and Language Therapist (SALT) time £600<br><br>Purchase of Occupational Therapist (SALT) time £605 | The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.<br><a href="http://ican.org.uk">What works database (ican.org.uk)</a><br><br>This is endorsed by the Royal College of Speech and Language Therapists.<br><br>Royal College of Occupational Therapists.<br><a href="https://www.rcot.co.uk/">https://www.rcot.co.uk/</a> | 1,3,5                         |

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

Budgeted cost: **£3,025**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional tutoring support (1:1) for SPLG and Sensory regulation. £3,025 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> | 1,3,5                         |

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

Budgeted cost: **£69,407**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Programme working with parents and carers to develop skills in communication support, sensory and emotional regulation, toileting, sleep, mental health, and working with Social Care (CWAD) services. £56,879 | The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:<br><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a><br><br><a href="#">EEF Parental Engagement</a> | 1,2,4,6                       |
| Pupil based interventions regarding welfare and specific needs (e.g. uniform/access to assistive technology) £12,528   | Through observations and discussions with pupils and their families. This is also based on the parent questionnaire.   | 1,2,4,6                       |

**Total budgeted cost: £73,637**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education outcomes for pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using IEP progress data.

#### Pupil progress data update

##### **IEP targets progress.**

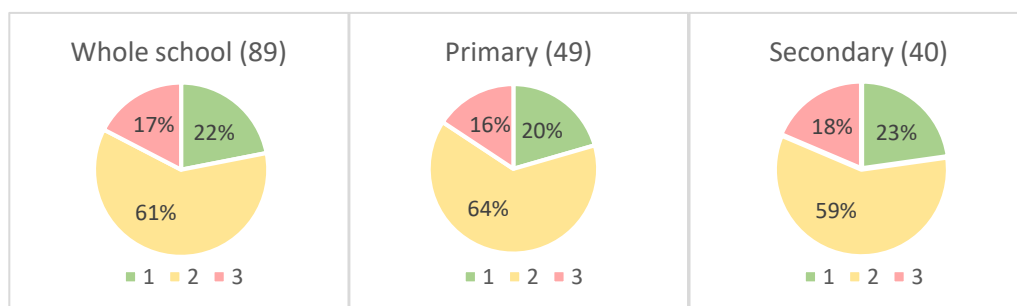
Pie charts show the proportion of IEP targets in relation:

Green – Above expected progress – target met or exceeded.

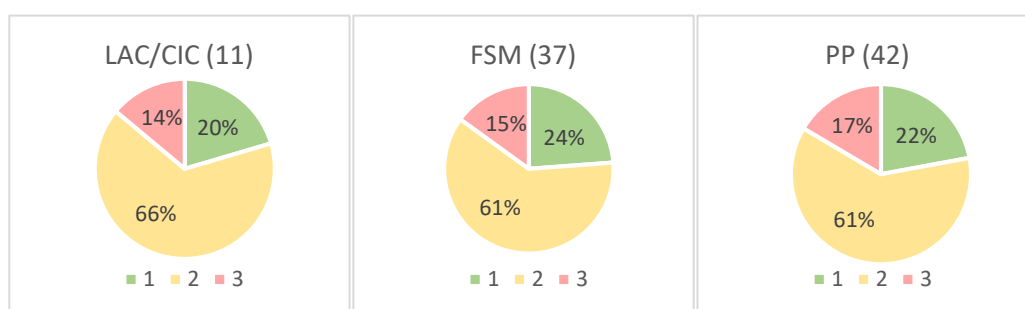
Orange – Expected progress

Red – Below expected progress

**Whole year proportions of target progress** – primary and secondary remain broadly in line, greater proportions making above than below expected.

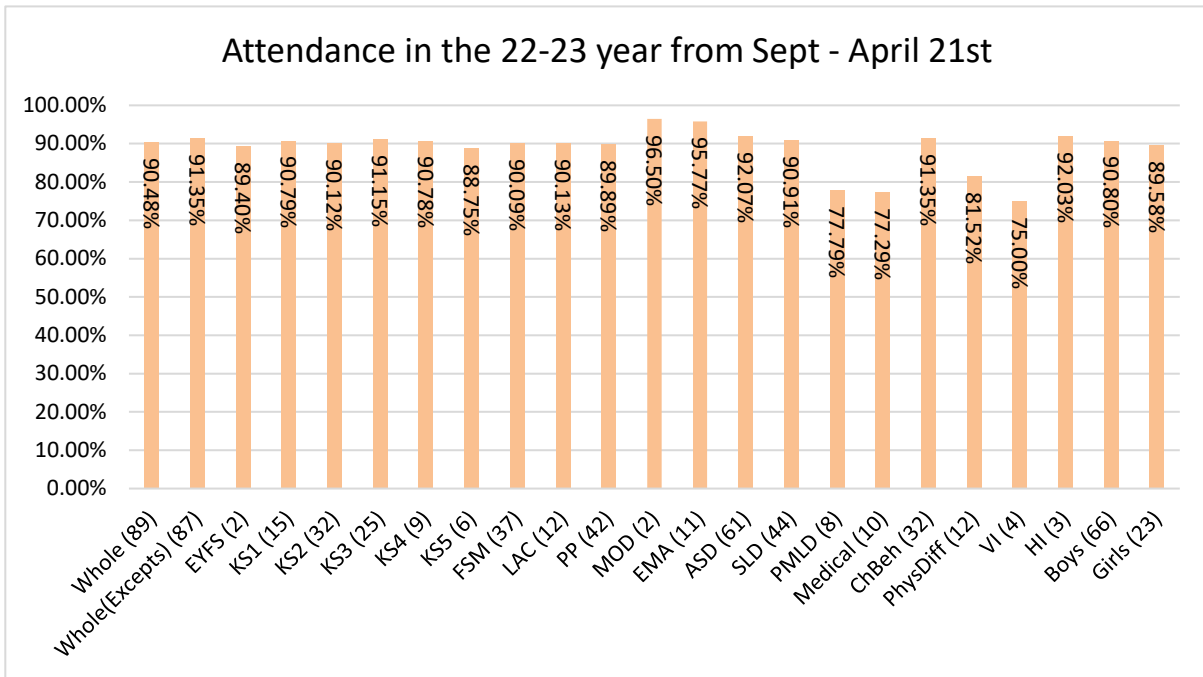


#### **Whole year proportions of target progress** by groups



Looked after children/Children in care, free school meals and pupil premium pupil groups are broadly in line with the whole school group.

Wider outcomes, for primary and secondary pupils:



Our assessments and observations during 2021/22 show that disadvantaged pupils were able to attend and engage with school, the support provided for families and carers enabled us to put in more bespoke support and to engage families more with the school.

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| n/a       |          |
|           |          |

## Service pupil premium funding (optional)

| How our service pupil premium allocation was spent last academic year  |
|--|
| The social and emotional needs of our service children’s families were such that we initiated a weekly coffee morning for their parents with our Parent support advisors and we also started a training programme for parents after a questionnaire on support and |

welfare.

**The impact of that spending on service pupil premium eligible pupils**

This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.