

Pegasus Primary Pupil Premium Statement 2024-2025

This statement details our school's use of pupil premium for the 2024 to 2025 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	Pegasus Primary School
Number of pupils in school	471 (inc Nur and 2by2) 393 Rec-6
Proportion (%) of pupil premium eligible pupils	184 pupils (47%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 to 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ruth Akrigg, Headteacher
Pupil premium lead	Ruth Akrigg, Headteacher
Governor / Trustee lead	Jane Watret

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,670.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£269,670.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve high attainment across all their subject areas. Pegasus Primary Schools pupil premium strategy is to ensure, through support, that our disadvantaged and vulnerable pupils achieve that goal, including progress for those who are already high attainers.

This strategy will run for three years and will be reviewed to ensure validity of the strategy and impact on pupil progress. The strategy will outline activities that will benefit and support the needs of pupils regardless of disadvantage defined by PPG or not (*e.g., carers/children with social care involvement*)

We have regarded the EEF research to ensure our practice is evidence based:

- **High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- **Targeted academic support:** our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils and incorporates a focus on intervention and well-being as well.
- **Wider Strategies** such as Therapeutic Mentoring, Attendance Work and Enrichment

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Number and scribing skills for children in Nursery and Reception are lower for disadvantaged children than for other children. This slows progress in subsequent years.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This includes pupils in KS2.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the core curriculum of Reading, Writing and Maths; with children not achieving national expectations by the end of KS2.
5	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has not been consistent and at times has been lower than for non-disadvantaged pupils. 53% of the persistent absentees were eligible for pupil premium funding. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our internal monitoring indicates that disadvantaged children with SEND are underachieving (compared to the rest of the cohort) in all core subject areas.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and lack of exposure to cultural capital.
8.	Our monitoring of family engagement and participation indicates that the families of disadvantaged children do not engage as well in supporting their children's learning, in comparison to their peers.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved knowledge and understanding of number and early writing skills in children in Nursery and Reception who are disadvantaged achieve their GLD at the end of Reception.	Assessments, observations and moderation (internal and external) indicate that the number of children who are eligible for pupil premium funding achieving their GLD at the end of Reception is in line with the rest of the cohort.
Improved engagement, knowledge, and application in the use of phonics across the curriculum among disadvantaged children.	Assessments, observations, monitoring and feedback indicate significantly improved phonological awareness among disadvantaged children. This is evident in their engagement and application of their learning across the curriculum, linked to reading and impacts upon statutory assessments (e.g. GLD, Year 1 and 2 phonics screening, Year 2 SATs).
Improved Reading, Writing and Maths attainment among disadvantaged pupils and those impacted by partial closures.	KS2 Reading, Writing and Maths outcomes in 2024/2025 show that more than 80% of disadvantaged pupils and those impacted by partial closures meet the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance of disadvantaged children will be in line with National statistics. The number of disadvantaged children who are persistent absentees will be in line with the rest of the cohort.
Improved outcomes for children who are disadvantaged and have SEND.	Evidence (internal and external assessments, internal monitoring procedures) will show that children who are disadvantaged and have SEND will have made accelerated progress towards their targeted outcomes.
Improved participation in enrichment activities	All disadvantaged children will have the opportunity to engage in enrichment activities which develop their character and ensure access to cultural capital.

by children who are disadvantaged.	<p>Monitoring processes will evidence an improved uptake and greater engagement, impacting on improved outcomes across the curriculum.</p> <p>Sustained high levels of well-being from 2024/2025 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>
Improved engagement and participation of the families of children who are eligible for pupil premium in their children's learning.	<p>All parents/carers of disadvantaged children will be invited and actively supported to attend events, workshops and activities linked to their child's learning.</p> <p>Attendance at parents'/carers' evenings and other events will improve year on year to be at least in line with the rest of the cohort.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £157,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1, 2, 3, 4,6
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time plus leadership time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,6
<p>Purchase replacement materials and release staff and develop leadership to support the development and embedding of Read, Write, Inc to secure stronger phonics teaching for all pupils.</p> <p>Including CPD and training days / Consultations</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,6,8
<p>Enhancement of our Maths and English teaching, leadership and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	2,3,4,6

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources, ULT Maths and English training sessions and CPD.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Maths guidance KS1 and 2 pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics KS2 and 3</p> <p>The latest research regarding the teaching of Writing linked to staff CPD:</p> <p>EEF Writing practice review</p>	
<p>Continue to lead and develop and embed high quality social and emotional learning using SCARF and Zones of Regulation schemes alongside Pegasus Values, Education with Character and elements of Conscious Discipline.</p> <p>The SLT will lead the embedding of social and emotional learning approaches into routine and educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	4,5,7,8
<p>Continuous Professional Development – Quality First Teaching</p> <p>Instructional Coaching</p>	<p>Weekly CPD/staff meeting and on-going coaching and mentoring training to support QFT</p>	2,4,6,7,8
<p>Continued training for all staff to be trained on collaborative learning approaches.</p> <p>Kagan Structures – collaborative learning</p>	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment +5months Pupils need support and practice to work together; it does not happen automatically. Professional development can support</p>	1,2,3,4,6,7

	the effective management of collaborative learning activities.	
Continual enhanced provision of ELSA to further develop the pastoral support available to both children with SEND and those with disadvantaged backgrounds.	There is evidence to show that where ELSA staff are appropriately trained and prepared for their roles, they can have a big impact on supporting with SEL needs.	6,7,8

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

Budgeted cost: **£96,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,6
Enrichment Activities for raising Cultural Capital and aspirations	Weekly enrichment activities, after school clubs targeted for disadvantaged pupils.	5,7,8
Therapeutic Mentors Nurturing	2 x Therapeutic mentors working in small groups or 1:1 support	4,5,7,8

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

Budgeted cost: **£16,170.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue whole staff training on behaviour management and anti-bullying approaches with the aim of developing and embedding our school ethos and high quality social and emotional learning using SCARF and Zones of Regulation schemes alongside Pegasus Values, Education with Character and elements of Conscious Discipline.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Conscious Discipline, PACE, ASD and Trauma informed Therapeutic Mentors	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for senior leaders, welfare team members and pastoral staff to strengthen procedures, engage with the county attendance team and improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5,8
Engagement in residential visit, trips and wider curricular activities to be subsidised for all to ensure inclusion and promote and develop cultural capital.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationship with peers) EEF social and emotional learning	1,7,8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £269,670.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Summary: September 2024 - What is working?

- RWInc scheme has had a positive impact on pupils' outcomes and confidence in reading. Year 1 phonics screening indicates the positive impact of RWInc approach with 84% of year 1 children 'working at' in the phonics screening – 8 children didn't pass, 7 of these children had SEND. 4 of these children were PP. 4 children were PA attendance.
- Literacy outcomes show that there is a 10% difference between disadvantaged pupils and their non-PP peers.
- Wellcomm continues to impact positively on oral language development when used at the right point of a child's development as seen in baseline- pupil observations and final scores.
- Attendance systems and analysis including parent contracts, daily phone calls, regular contact with families of persistent absentees, and issuing of penalty notices has continued. Staff have up-to-date training on attendance concerns through United Learning training and County training.
- Staff assessments and feedback is having a positive impact on children's progress and attainment. Teachers are identifying individual barriers and gaps in learning and planning their teaching accordingly.
- Conscious Discipline approach, PACE and zones of regulation alongside the behaviour policy had a significant impact on PP children wellbeing and reduced involvement in incidents.
- CPD focus on scaffolding to meet the needs of individual pupils and pupil groups following detailed gap analysis has been a foci for this academic year.
- KS2 results 54% PP in Year 6

Targets – R: 61%, W: 66%, M: 66%, Combined: 54%

Actual - R: 63%, W: 70%, M: 65%, Combined: 54%

Year 6 met or exceeded progress targets in all 3 subjects. 70% achieved ARE in writing which was in line with National and Year 6 was externally moderated. PP children are out performing non PP children in Maths.

- 67% met GLD in Reception. Of the children eligible for PP, 57% met GLD.
- Residential for Year 6 took place at Osmington Bay PGL and subsidised PP access to the residential enables more children to attend.
- All PP funded pupils attended the trips offered to them in all school years.

- Enrichment activities – PP children targeted for places and impact has been improvement in wellbeing and school attendance.
- PP children selected through the year to attend 1:1 reading sessions. Impact has been PP children more confident to read and developing their skills of reading for pleasure.
- Kagan training completed by staff and implemented in classrooms to develop oral language and collaborative learning.

What needs subtle re-direction of resources (why)

- Pupil conferencing to continue to be a focus within and across Writing lessons with those eligible for PP funding receiving more regular conferencing from the class teacher.
- Monitoring of PP books to continue to be more regular and more often compared to the rest of the class.
- Parent communication of children's attainment – Parents to attend 3x meetings throughout the year. Communication of curriculum expectations to be sent to parents each term in the form of a swag. Parents are invited to more events within school to develop relationships and their knowledge around school-based learning.

What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

- Children who are both eligible for PP funding and have SEND are not making accelerated progress despite quality first teaching and targeted interventions.
- Attendance data for children eligible for PP has been low with high levels of persistent absence.

Thus, funding re-directed to:

- Attendance data for children eligible for PP was low (with high levels of PA). Strategic meetings with attendance officer and county team to ensure improved data for all children (especially those eligible for PP). Clear processes in place for attendance officer and welfare team to ensure triangulation of attendance information.
- All teachers and TA's to be skilled and appropriately trained to support PP children to minimise the gap and make accelerated progress.
- Strategic meetings with the County Attendance Lead are timetabled to ensure improved data for all children (especially those eligible for PP). To include pupil voice to engage and motivate persistent absentees. Relook at rewards for positive and improved attendance for children, classes and families.
- Intervention provision to be available in all classes and match to the children's needs with a focus on PP children.

