

Pegasus Primary Pupil Premium Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	465 (inc Nur and 2by2) 391 Rec-6
Proportion (%) of pupil premium eligible pupils	181 pupils (39%)
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 2023
Date on which it will be reviewed	July 2024
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	£253,865.00
Recovery premium funding allocation this academic year	£26,245.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£280,110.00

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.

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*)

In writing 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 e.g. targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.
- **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 under-developed 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	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.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils in Key Stage 2 have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>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.</p>
5	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.
6	<p>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.</p> <p>Disadvantaged pupils have been 'persistently absent' compared to their peers during that period (2022/23). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

7.	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.
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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 literacy attainment among disadvantaged pupils.	KS1/2 literacy outcomes in 2024/5 show that disadvantaged pupils are in line with their non-PP peers. All literacy outcomes to show significant improvements on 2023 Summer internal assessment.
Improved writing attainment for disadvantaged pupils at the end of KS1/2.	KS1/2 writing outcomes in 2024/25 show that disadvantaged pupils are in line with their non-PP peers. All writing outcomes to show significant improvements on 2023 Summer internal assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents of bullying and unkind behaviour • a significant reduction in dysregulated behaviours • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2% difference, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by >2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Improved participation in enrichment activities by children who are disadvantaged.	All disadvantaged children will have the opportunity to engage in enrichment activities which develop their character and ensure access to cultural capital.

	Monitoring processes will evidence an improved uptake and greater engagement, impacting on improved outcomes across the curriculum.
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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£90,000.00**

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
<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.</p> <p>Accelerated Reader</p> <p>Kagan Structures</p> <p>Bedrock Vocabulary</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
<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>	1,2,3,7

<p>Enhancement of our writing teaching and curriculum planning.</p> <p>We will fund teacher release time to embed assessment knowledge and use of gap analysis.</p> <p>Training of less experienced staff through the use of instructional coaching.</p> <p>Leadership and CPD allocation</p>	<p>Instructional coaching through the teaching and learning structures for Pegasus School.</p> <p>https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/</p> <p>Assessment training for all staff to develop a strong understanding of gap analysis in order to close the gap for the most disadvantaged children.</p>	1,2,3,4
<p>Enhancement of our maths teaching and curriculum 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 and CPD (including Teaching for Mastery training).</p> <p>Leadership and CPD allocation (coaching and mentoring)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine 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): Conscious Discipline, PACE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	5,6,7
<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>	4,5,6

Staff all to be trained on collaborative learning approaches. Kagan Structures – collaborative learning	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 the effective management of collaborative learning activities.	1,2,3,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£165,550.00**

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. Speech and Language interventions to be completed with disadvantaged pupils in EYFS and KS1	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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Including Fresh Start Interventions KS2	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	1,2,3,7

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4
Enrichment Activities for raising Cultural Capital and aspirations	Weekly enrichment activities, after school clubs targeted for disadvantaged pupils.	5
Therapeutic Mentors Nurturing	2 x Therapeutic mentors working in small groups or 1:1 support	4,5,6,7

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

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.	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.	The DfE guidance has been informed by engagement with schools that have significantly	6

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.	reduced levels of absence and persistent absence.	
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
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	4,5,7
Digital Resources to ensure disadvantage pupils have access to remote and on-line learning Packages for on-line learning to improve vocabulary, reading fluency, and reading comprehension Packages for on-line learning to improve mathematical fluency and knowledge and vocabulary	To ensure disadvantage pupils have a chromebook each and internet access for remote learning at home.	All

Total budgeted cost: £24,560.00

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 2022 to 2023 academic year.

Summary: July 2023

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 the phonics screening – 6 children didn't pass, 4 of these children had SEND. 6 of these children were PP. 2 children were PA attendance.
- Wellcomm assessments completed on 60 PP children.
- 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 modelling has been a foci for this academic year.
- Residential for Year 6 took place at Osmington Bay PGL and subsidised PP access to the residential enables more children to attend.
- 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)

- Scaffolding training to be completed and support in class to continue for PP children particularly in writing.
- Monitoring of PP books to be more regular to compare PP and non PP gaps.
- Pupil conferences linked to monitoring to be prioritised for next year and 50% of the group be PP.

- Promote and ensure use of on-line platforms to be accessed by all with a focus on PP children.
- Parent communication of children's attainment – Parents to attend 3x meetings throughout the year. If parents of PP children do not attend, teachers to contact parent by phone to discuss the child's learning.
- 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.

Externally provided programmes - £4000

Programme	Provider
Play therapy	Play2Be
Readers 1:1	Arch
Behaviour Support	Point5Ltd