



## Pegasus Primary School

### Pupil premium strategy statement

This statement details our school's use of pupil 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**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	Year 1 (2025-2028)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Roxanne May
Pupil premium lead	Roxanne May
Governor / Trustee lead	Chris Scrivener

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,210
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year (01.04.25-31.03.26)</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>	£263,210

# Part A: Pupil premium strategy plan

## Statement of intent

At Pegasus Primary School we understand that some of our pupils face additional challenges and we look to use the Pupil Premium Funding to remove the barriers that stand in their way to ensure there is equity in what all of our pupils can and do achieve.

We know that the term 'disadvantaged' encompasses groups of pupils beyond those who are eligible for Free School Meals and we apply our working practices accordingly. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach at Pegasus School. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit children who are not eligible for pupil-premium in our school. We have a clear understanding of how we believe lessons should be taught and we provide a focussed, researched-based CPD offer for all staff to ensure this is achieved. We use diagnostic data analysis to identify where pupils require support and we use research, best practice and our experience to provide this in a targeted manner.

We believe staff and pupil relationships are key to pupil wellbeing, attendance and academic performance. We therefore use research-based approaches to promote positive, restorative, trauma informed, predictable interactions between staff and pupils. We also have a range of nurture, welfare and inclusion resources available to our most vulnerable pupils and families.

Overall we:

- Adopt a whole school approach, where staff/pupils' relationships are at the core of what we do.
- We act early to address pupils educational and social disadvantage at the earliest opportunity.
- We use research and rigorous diagnostic assessment, not assumptions, to identify our pupils' challenges and carefully select a narrow range of activities to address these.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Early language: 2024 GLD data clearly demonstrated that Communication and Language was a barrier to a higher proportion of our pupils achieving GLD by the end of EYFS as Communication and Language elements thread throughout all areas of learning and development. Out of the 39% of pupils who did not achieve GLD, 10 children (18%) did not achieve Early Learning Goals in Speaking, with 11 children (20%) not achieving an Early-Learning goal in Listening and Attention.
2	Reading: Phonics results (Year 1 2025) and Summative reading assessments throughout the year groups indicates a gap between outcomes of those eligible for pupil premium and those who are not. Pupil and Parent Survey outcomes also highlighted the low uptake in reading at home for pleasure and engagement of parents in reading at home.  Writing: 2025 data in EYFS, KS1 and KS2 highlighted discrepancies in outcomes between those eligible for Pupil Premium and those not, especially for those eligible for PP and also on the SEND register.
3	Attendance: our overall attendance in 2024/25 was risen to 92.1% (whole school) and 92.8% (compulsory-aged), both of which are below the national target of 95% and the schools' own target of 95%. Our Pupil Premium attendance in 2024-2025 was 3% below those not eligible for pupil premium for the whole school, and 4% below for compulsory-aged children. Absences were most notable in those eligible for Pupil Premium for illness of the child, sibling and the adults, and adult mental health.  67% of the persistent absentees were eligible for pupil premium funding. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Engagement: to discover the best in everyone we must ensure all pupils are fully engaged in their learning, with lessons adapted to the needs of individuals and/or groups and no learning disrupted by low level behaviour. We must also ensure that our disadvantaged pupils do not suffer an educational deficit by not having the pre-requisite knowledge, skills or experiences to access a lesson or topic. Stakeholder voice and monitoring of learning indicates that a proportion of pupils are not fully engaged in their learning and this can have an impact on outcomes or behaviour.
5	Personal development: we must provide equity in our curriculum and extra-curricular offer to ensure all pupils have the same opportunities, responsibilities and experiences and leave our school with the same cultural capital as 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 and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny, curriculum quality assurance and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>- The overall absence rate for all pupils being no more than 5% and there will be a narrowing gap in attendance for our children eligible for pupil premium, with there being no gap by the end of 2028.</li><li>- The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no lower than their peers.</li></ul>
Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extracurricular opportunities.	Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: <ul style="list-style-type: none"><li>- Qualitative data from student voice, student survey and teacher observations – 100% engagement in learning and no lessons disrupted by low-level behaviour.</li><li>- A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, school trip and sporting event in the academic year</li></ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £153,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be implemented.</p> <p>CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="#">EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a></p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>WELLCOMM is a well-recognised programme to improve children's language</p> <p><a href="https://eprints.whiterose.ac.uk/id/eprint/210814/">https://eprints.whiterose.ac.uk/id/eprint/210814/</a></p>	1, 2

<p>(funded by schools) and leads training/visit.</p> <p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/ coaching/collaborative planning with teachers</p>	<p>Internal data shows a clear link between low C&amp;L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2.</p>	
<p>Additional training for teaching assistants on supporting our most disadvantaged and vulnerable.</p>	<p>"Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact .." EEF +4 months</p>	<p>1, 2, 3, 4</p>
<p>Reading – whole school approach with a clear framework for teaching Reading through KS1 &amp; 2 developed.</p> <p>This includes staff CPD, class resources and timetabled time for class books being read to pupils at the end of each day.</p> <p>Fluency explicitly taught then assessed and tracked termly.</p> <p>Data used to identify progress of pupils and provide support where required.</p> <p>Parent training being offered to increase reading at home and improve reading for pleasure, particular focus on children who are below expected standard.</p>	<p>Tim Oates CBE (Cambridge University Assessment Research &amp; Development), Making the most of Pupil Premium webinar 07/12/2023, highlighted that tracking reading speed/fluency (based on evidence from Iceland) highlights children falling behind and identifies supports required. Information can also be shared with parents to implement practise at home.</p> <p>"Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content." EEF  <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.</p> <p><a href="#">Gov.uk: The Reading Framework</a></p>	<p>1, 2, 4, 5</p>

<p>Purchase replacement materials and release staff and develop leadership to support the development and embedding of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (RWI) to secure stronger phonics teaching for all pupils.</p> <p>Partially fund a TLR for a senior leader to lead Early Reading and Phonics across the school.</p> <p>Early Reading and Phonics leader / RWInc coordinator provide daily and weekly coaching and training for staff at all levels.</p> <p>Regular External Training led by experienced RWInc consultant at least 3 x a year for staff across the school.</p> <p>Partially fund RWI development days used to support leads, provide training, monitor standards and track data at least 5x a year.</p> <p>Partially fund access to the RWInc Portal and assessment and analysis software</p>	<p>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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Reducing class size   Small Group Tuition Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF  <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p>	<p>1, 2, 4, 5</p>
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Partially fund Oxford Owl to encourage access to reading with others at home.		
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	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.	1, 2, 4
Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning).  Recruiting United teach candidates each year to ensure full training, the best possible CPD to teach our pupils and a developed understanding of our demographic and relational approach to teaching.  Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.  Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>More pay, more time and more support for teachers to increase retention and recruitment. <a href="#">United Learning</a></p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professionaldevelopment/">https://epi.org.uk/publications-and-research/effects-high-quality-professionaldevelopment/</a></p> <p>Rosenshine's Principles <a href="https://www.aft.org/sites/default/files/Rosenshine.pdf">https://www.aft.org/sites/default/files/Rosenshine.pdf</a> indicate the methods used by masterful teachers that have a positive impact on all pupils. These are condensed into the Pegasus structure of a lesson to aid staff in implementing the strategies across all subject areas.</p>	1, 2, 3, 4, 5

<p>Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with all pupils.</p> <p>Partially funding Team Teach Training to ensure staff are confident and effective in de-escalating dysregulation in children.</p> <p>Partially funding De-escalation, Trauma and PACE training to ensure staff are confident and effective when supporting dysregulated pupils.</p>	<p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions will support staff developing positive relationships with all pupils. Partially funding Team Teach Training to ensure staff are confident and effective in de-escalating dysregulation in children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>The EEF recognises the benefits of social and emotional learning, with those universal SEL, such as Conscious Discipline and Team Teach, having the greatest impact on academic progress. For SEL interventions, such as ELSA, the research suggests the impact on academic progress is lower than the universal approaches, but the overall impact is still positive.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3, 4, 5

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

Budgeted cost: £75,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).	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:	1, 2

<p>Additional reading sessions targeted at educationally disadvantaged pupils who require further reading support (1:1 and group sessions).</p> <p>Staff receive training on the use of Read Write Inc and Oxford Owl.</p> <p>Use of Oxford Owl at home for the lowest attaining 20% is monitored.</p> <p>Targeted interventions for bottom 20% of readers and phonics.</p>	<p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a></p>	
<p>Partially fund additional HLTA for Year 5&amp;6 to support pre-teaching, early identification of misconceptions, 1:1 and small group interventions targeting pupil premium children not meeting age related expectations.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a></p> <p>Careful assessment that identifies exact starting points and gaps are key in making sure the balance between challenge and support is right for learners.</p> <p><a href="https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom">https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom</a></p>	2, 4
<p>Partially funding ELSA sessions and ELSA supervision for children who need additional emotional literacy support.</p>		4

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

Budgeted cost: £35,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance.	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	3, 5
Participation in United Learning's Attendance project.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context</a></p>	
Attendance officer to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance.	<p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p>	
Attendance officer to run contract meetings with parents of pupils who are persistently late or absent.		
Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations.	<p>There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.</p> <p>Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p>	4, 5

<p>Partially fund trips and extracurricular activities for all year groups.</p> <p>Ensure equity in disadvantaged pupils' access to the school's wider extracurricular provision.</p> <p>Breakfast club provided for key children.</p> <p>Supporting children emotionally with a quiet place to go, reflect and feel supported.</p>	<p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. (<i>Peps McCREA 2020</i>)</p> <p>Conscious Discipline outlines the importance of routines in the feeling of safety and belonging.  <a href="https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-withsuccess/">https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-withsuccess/</a></p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p>	
<p>Partially funding membership to Cradle to Career to work alongside other professionals in the community to reduce social isolation of families and increase social aspirations for children.</p> <p>Support families' mental health through engagement with MHST using school resources including staff time.</p>	<p>Cradle to Career programmes have improved prospects for individuals within communities. The support of a school as a focal point in the programme is documented as increasing the impact for individuals <a href="https://news.exeter.ac.uk/wp-content/uploads/2025/01/2024EEG235-South-West-Social-Mobility-Commissionc2c-report-v6.pdf">https://news.exeter.ac.uk/wp-content/uploads/2025/01/2024EEG235-South-West-Social-Mobility-Commissionc2c-report-v6.pdf</a></p> <p>Mental Health Support Teams are based in schools and support families in their local community, providing ongoing pathways when required. The accessibility to this level of expertise and the service provided has positive impact on children's development.</p> <p><a href="#">Mental Health NHS site</a></p>	3, 4, 5
<p>Partially fund Safeguarding and welfare co-ordinator role.</p>	<p>Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p>	5

**Total budgeted cost: £ 263,210**

## Part B: Review of the previous academic year 2024/25

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Year group	Reading	Writing	Maths	Combined
	% gap	% gap	% gap	% gap
Year 1	-33%	-20%	-22%	-31%
Year 2	-44%	-31%	-11%	-33%
Year 3	-44%	-27%	-14%	-27%
Year 4	+5%	-7%	-2%	-10%
Year 5	+2%	-20%	+2%	-11%
Year 6	+2%	+5%	-3%	0%

The data shows that there remains a significant gap between PP and non-PP outcomes at Pegasus School. Attainment data also confirms that our PP pupils' outcomes are lower than the average for PP pupils across United Learning. This is also the case for statutory data. The positive is that the disadvantage gap is closing for pupils across their time at Pegasus with significantly smaller gaps, particularly in Reading and Maths, across Key

Stage two meaning that pupil premium children who begin our setting significantly behind their non-pupil premium peers are making accelerated progress and almost in line with peers by the time they reach Key stage three. It is disappointing that a significant attainment gap remains internally and against UL averages, but it is encouraging that the gap is closing in all but one year group as children progress through Pegasus.

**Our evaluation of the approaches delivered last academic year is here:**

**Using previous challenges:**

**Challenge: underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils**

Staff training on WELLCOMM (in EYFS) and oracy techniques such as exploratory talk led to these approaches being used across continuous provision (in EYFS) and a variety of subject areas in KS1 and KS2. Across school, more opportunities were raised to practise oracy techniques, such as drama, Performance Assemblies, enrichment programmes and assemblies to parents.

At Pegasus throughout 2023/24 and 24/25 staff received training on cooperative learning in the classroom through Kagan structures designed to develop collaboration, team work, communication and presenting skills. This training has supported pupils through structured discussions, games and techniques to develop oracy in the classroom, provide rehearsal time prior to sharing and give opportunities to share ideas both individually and as part of a group. Pegasus will continue to develop its use of these structures across the school setting to develop and improve oracy through cooperative learning.

**Challenge: disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This includes pupils in KS2**

In the phonics screening check in Summer 2025 Pegasus achieved 85% of pupils passing, the gap between those eligible for Pupil Premium and those not eligible for Pupil Premium was 23%, with those who are not PP achieving higher. This indicates that the gap is closing in Phonics. Pegasus invested in RWInc development and coaching last academic year which has had a positive impact on the delivery of phonics teaching. Overall reading data (word reading and comprehension) in Year 1 was still higher for those not eligible for PP. A focus on fluency of reading is now in place to increase comprehension.

**Challenge: 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.**

See data above. By the end of KS2, in Reading, Writing and Maths there was no gap between those eligible for PP and those not eligible.

**Challenge:** 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.

By the end of 2024-2025, 67% of persistent absentees were eligible for pupil premium funding. Not only is this higher than we set out in our challenge last year but also proportionally higher than those who are not eligible for pupil premium funding. An attendance lead was skilled up to support with the analysis of data, establishing parent contracts, building relationships with key families and multi-agency professionals to develop and support the line management of the attendance lead. This has impacted positively on children and parent engagement and is something we are still working on in the next academic year.

**Challenge:** Our internal monitoring indicates that disadvantaged children with SEND are underachieving (compared to the rest of the cohort) in all core subject areas.

Data analysis indicates there is still a significant gap between children who are eligible to PP and who have SEND and the rest of the cohort, however in some classes this is not statistically significant because of the number of children. This will continue to be a focus for 2025- 2026 and strategic initiatives such as interventions, 1:1 pre-teaching, number skills are being implemented to support core learning skills in the hope that it will greater support children to access the curriculum.

**Challenge:** 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.

Over the past three years Pegasus have developed an exciting and diverse enrichment programme that has been embedded into the curriculum. Through a partnership with a local independent secondary school and the wide ranging expertise of our staff team we are able to provide all pupils with new skills, enrichment opportunities, exposure to people and activities previously inaccessible. The every growing enrichment offer at Pegasus provides exposure to cultural capital and opportunities to develop links outside of a pupils' own environment to support social links and social mobility in the future and it is an area we will continue to develop over the next three years.

**Challenge:** 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.

Monitoring of parents' evenings across Reception –Year 6 in 2024-2025 indicated an decrease of engagement across all year groups. Through parental engagement and feedback we have ascertained that this was due to the timing of meetings and a reduction in face to face meetings being swapped for written reports. For 2025-26 we have already increased the number of face to face meetings and developed a better booking system to engage parents of pupil premium children.

## Externally provided programmes

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

Programme	Provider
1. Times Table Rock Stars 2. Wellcomm 3. CPOMs 4. RWInc 5. Arbor 6. White Rose Maths 7. Testbase	1. Maths Circle Ltd 2. GL Assessment 3. Raptor Technologies 4. RWInc 5. Arbor 6. White Rose 7. Testbase

## Further information (optional)

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.