



Pegasus Primary School

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PUPIL PREMIUM STRATEGY 2018-2019



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Key Features of Pupil Premium Spending 2018-19

Who are our pupil premium children?

- There are 144 pupils on roll who are entitled to receive pupil premium in our school.
- Four children receive looked after funding.
- Three children receive post looked after funding.
- One child receives funding for adoption
- Two children receive funding for special guardianship orders
- 110 children are SEN School Support, 8 children have EHCs. 114 children have E.A.L.

How we intend to spend our pupil premium.

The purpose of the pupil premium spending is to ensure disadvantaged groups have an equal chance of achievement and success in education. When making decisions about pupil premium funding it is important to consider the context of the school and challenges our children face. Common barriers for disadvantaged children are weak language and communication skills, fewer experiences of the world outside of the local area, lack of confidence, frequent behaviour difficulties, attendance and punctuality issues. Our entry to EYFS data indicates that children entitled to Pupil Premium begin Pegasus Nursery at lower starting points.

Review of Strategy:

July 2019

Amount Received:

£214,460





Areas of Spending

Barrier	Area	Description	Education Endowment Foundation Evidence	Lead	Cost
Low Attainment	Additional Teaching Capacity	Additional teachers and teaching assistants are employed to work with targeted children in small groups and support the teacher in ensuring the children 'keep up' with national expectations. They support children in reading, writing and mathematics and reduce class sizes for class teachers.	Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive. The increased teaching capacity provides children with more direct feedback, next steps and a more individualised programme of learning.	Phase Leaders	£96,400
	Small Group & 1:1 Tuition	Children in Y6 are targeted for additional 1:1 and small tuition outside of normal school hours. The aim is to ensure all gaps in learning are addressed and met for SATS. Small group tuition for Y2. The aim to ensure the children receive additional tuition to close the gap and prepare them for the next stage of their education.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Head of Teaching & Learning	15 hours x 40 pupils £15,000
SEMH & Behaviour	Alternative Provision - Workbase	We employ two specialist behaviour support staff to run a work base provision for vulnerable children. The purpose of the provision is to ensure children with social, emotional and mental health have support to enable them to access the curriculum fully. Children continue their learning in the work base but with additional support from the two adults. Work base also provides support for children who find unstructured times challenging (lunch & playtimes).	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.	SEND Co	1 x HLTA 1 Grade 6 Behaviour Support £33,000
	Home School Link Workers	Two home school link workers provide support for vulnerable children to ensure any barriers to learning are reduced. They work with families on pupil punctuality and attendance. They support the most vulnerable children who are also subject to children protection plans or children in need. They work in either in 1:1 or small groups. Their aim is to increase pupil engagement, attendance therefore raising attainment.	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Phase Leaders	2 full time HSLWs £36,000
	Harbour	Our harbour provision aims to reduce the amount of behaviour incidents and exclusions following a disruptive lunchtime. The provision is aimed at vulnerable pupils who also have SEMH on their SEN plan. In general, the pupils also experience anxiety on the playground and this aims to reduce the anxiety.	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.	Phase Leaders	£3,000



	Art Group	The school receives several places via the Art Room Charity. After noticing its impact, we use PP funding to support a second group school for children who experience anxiety, frustration and find understanding their feelings difficult.	We believe a pupil's sense of success is key to the good achievement. Emotional barriers and self-esteem often prevent children engaging fully in their learning. The Art Room charity supports this. Their impact reports demonstrate a positive effect of children's attitudes to self and learning.		£3,000
Lack of Enrichment Experiences	Visits & Specialists	Many of our children From Y3 – Y6 all children are offered the opportunity of a residential visit. In Y3 and Y4 the visits are based around team building, creativity and pupil attitudes. In Y5 and Y6 the residential visits are closely linked to the learning theme (Shakespeare, Plague, World War II). These visits add a wealth of concrete experiences that they can draw upon in the classroom. Disadvantaged pupils will go to places, experience events and engage socially in new ways.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. A further study also indicates that enrichment experiences have a significant impact on children's chances of entering further education.	Head of Teaching & Learning	£6,000
	Forest School Outdoor Learning	Forest School Provision is in place for Reception and Year 3 to support communication skills, increases levels of creativity and imagination, increases levels of motivation and concentration. Allotments: Growing fruit and vegetables on our school grounds develops children's healthy eating understanding and supports the Forest School programme's objectives. The experience outside develops their motivation and enthusiasm for learning.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress	Head of Teaching & Learning	1 and 0.6 support staff £22,000



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Year Group	Entry Data RWM combined	Pupil Premium Spend Area – initial identified needs	Strategy	Intended Outcomes	Monitoring
Y1 25 Pupils	TBC	SEMH	HSLW – support for vulnerable pupils identified with low emotional well being and low attendance Workbase - small group environment for vulnerable to reduce ‘pressure point’ situations.	Improved attitudes to self and learning. To develop relationships with vulnerable families To open up lines of communication To support vulnerable families in supporting their children To secure calmer home environment with more opportunity for supporting child with learning.	<ul style="list-style-type: none"> Tracking of incidents/ TO Tracking of progress in core subjects at each PPM (6x per year) QCA surveys Boxhall assessment Tracking of attendance
		Quality Teaching	Additional Teacher to increase the number of children mastering the curriculum and developing breadth in RWM	Increase the number of children from the disadvantage group achieving the higher attainment and at mastery level	Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
		Enrichment	Owl Visit to School to broaden curricular experience.	To enhance engagement with a rich range of subjects To further embed enquiry based and practical learning To develop general knowledge and linkage across knowledge. To develop resilience to being taught by a wider range of adults.	
Y2 28 Pupils	TBC	Quality Teaching	Additional Teaching to deliver focussed strategies to accelerate progress in RWM	For all six children to make accelerated progress to achieve the NARE in RWM	<ul style="list-style-type: none"> PIRA/PUMA Results Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
			Additional Teaching to increase the number of children mastering the curriculum and developing breadth in RWM	Increase the number of children from the disadvantage group achieving the higher attainment and at mastery level	
		SEMH	HSLW – support for vulnerable pupils identified with low emotional well being and low attendance Workbase - small group environment for vulnerable to reduce ‘pressure point’ situations.	Improved attitudes to self and learning. To develop relationships with vulnerable families To open up lines of communication To support vulnerable families in supporting their children To secure calmer home environment with more opportunity for supporting child with learning.	<ul style="list-style-type: none"> Tracking of incidents/ TO Tracking of progress in core subjects at each PPM (6x per year) QCA surveys Boxhall assessment Tracking of attendance
		Enrichment	Circus Visit to school to broaden curricular experience	To enhance engagement with a rich range of subjects To further embed enquiry based and practical learning	Tracking of progress in core subjects at each PPM (6x per yr) – Target Tracker
Y3 17 Pupils	TBC	Quality Teaching	Additional Teaching to deliver focussed strategies to accelerate progress in RWM		<ul style="list-style-type: none"> PIRA/PUMA Results



			Additional Teacher to increase the number of children mastering the curriculum and developing breadth in RWM	Increase the number of children from the disadvantage group achieving the higher attainment and at mastery level	<ul style="list-style-type: none"> Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monito
		SEMH	HSLW – support for vulnerable pupils identified with low emotional well being and low attendance Workbase - small group environment for vulnerable to reduce ‘pressure point’ situations.	Improved attitudes to self and learning. To develop relationships with vulnerable families To open up lines of communication To support vulnerable families in supporting their children To secure calmer home environment with more opportunity for supporting child with learning.	<ul style="list-style-type: none"> Tracking of incidents/ TO Tracking of progress in core subjects at each PPM (6x per year) QCA surveys Boxhall assessment Tracking of attendance
		Enrichment	Roman Soldier Visit & Pitt Rivers Museum	To enhance engagement with a rich range of subjects To further embed enquiry based and practical learning To develop general knowledge and linkage across knowledge. To develop resilience to being taught by a wider range of adults.	<ul style="list-style-type: none"> PIRA/PUMA Results BPVS and Renshaw tests pre and post activity
		Residential Experience	Hill End – a social/emotional strategy to develop pupil independence and attitudes to self and learning.		<ul style="list-style-type: none"> Trial use of CISS (Coping in Schools survey)
		Forest School	Forest School ½ session attendance per week at Forest School to develop language, communication and social skills, including pupil confidence and independence.	To develop language skills, attitudes to learning, engagement, independence and resilience	Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
Y4 22 Pupils	TBC	Accelerated Learning for LA	Additional Teacher to deliver focussed strategies to accelerate progress in RWM	Increase the number of children from the disadvantage group achieving or exceeding national expectations	<ul style="list-style-type: none"> PIRA/PUMA Results Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
		Higher Attainer Provision	Additional Teacher to increase the number of children mastering the curriculum and developing breadth in RWM		
		SEMH	HSLW – support for vulnerable pupils identified with low emotional well being and low attendance Workbase – small group environment for vulnerable to reduce ‘pressure point’ situations	Improved attitudes to self and learning. To develop relationships with vulnerable families To open up lines of communication To support vulnerable families in supporting their children To secure calmer home environment with more opportunity for supporting child with learning.	<ul style="list-style-type: none"> Tracking of incidents/ TO Tracking of progress in core subjects at each PPM (6x per year) QCA surveys Boxhall assessment Tracking of attendance
		Enrichment	VIP tuition – all pupils receive Voice and Instrumental Tuition to broaden their curricular experiences. Pitt Rivers Visit	To enhance engagement with a rich range of subjects To further embed enquiry based and practical learning To develop general knowledge and linkage across knowledge. To develop resilience to being taught by a wider range of adults.	<ul style="list-style-type: none"> BPVS and Renshaw tests pre and post activity Trial use of CISS (Coping in Schools survey)



		Residential Experience	Youlbury Visit- a social/emotional strategy to develop pupil independence and attitudes to self and learning. Focus on physical development and confidence.		Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
Y5 22 Pupils	TBC	Quality Teaching	Additional Teacher to deliver focussed strategies to accelerate progress in RWM Additional Teacher to increase the number of children mastering the curriculum and developing breadth in RWM	Increase the number of children from the disadvantage group achieving or exceeding national expectations	<ul style="list-style-type: none"> PIRA/PUMA Results Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
		SEMH	HSLW – support for vulnerable pupils identified with low emotional well being and low attendance Workbase - small group environment for vulnerable to reduce ‘pressure point’ situations.	Improved attitudes to self and learning. To develop relationships with vulnerable families To open up lines of communication To support vulnerable families in supporting their children To secure calmer home environment with more opportunity for supporting child with learning.	<ul style="list-style-type: none"> Tracking of incidents/ TO Tracking of progress in core subjects at each PPM (6x per year) QCA surveys Boxhall assessment Tracking of attendance
		Enrichment	Actor: an actor to work with Y5 to develop speech and language, enrich the English curriculum and increase motivation for writing. Garlic Farm: to develop pupil leadership and voice, maths and English, as well as speech and language.	To enhance engagement with a rich range of subjects To further embed enquiry based and practical learning To develop general knowledge and linkage across knowledge. To develop resilience to being taught by a wider range of adults.	<ul style="list-style-type: none"> PASS Survey BPVS and Renshaw tests pre and post activity Trial use of CISS (Coping in Schools survey)
		Residential Experience	Eyam Visit: a four day residential visit subsidised for PP to broaden their curricular experiences, develop pupil independence and social skills.		Tracking of progress in core subjects at each PPM (6x per yr) – Classroom Monitor
Y6 30 pupils		Accelerated Learning for LA	Additional Teachers (x2) to deliver focussed strategies to accelerate progress in RWM 1:1 Tuition after school at 15 weeks x 1 hour.	Increase the number of children from the disadvantage group achieving or exceeding national expectations	Tracking of progress in core subjects at each PPM (6x per yr) – Target Tracker



	TBC	Higher Attainer Provision	<p>Additional Teacher to increase the number of children mastering the curriculum and developing breadth in RWM</p> <p>1:1 Tuition after school at 15 weeks x 1 hour.</p>	Increase the number of children from the disadvantage group achieving or exceeding national expectations	
		SEMH	<p>HSLW – support for vulnerable pupils identified with low emotional well being and low attendance</p> <p>Workbase - small group environment for vulnerable to reduce ‘pressure point’ situations.</p>	<p>Improved attitudes to self and learning.</p> <p>To develop relationships with vulnerable families</p> <p>To open up lines of communication</p> <p>To support vulnerable families in supporting their children</p> <p>To secure calmer home environment with more opportunity for supporting child with learning.</p>	<ul style="list-style-type: none"> • Tracking of incidents/ TO • Tracking of progress in core subjects at each PPM (6x per year) • QCA surveys • Boxhall assessment • Tracking of attendance
		Enrichment	<p>Shakespeare Visit to Stratford and Globe Theatre.</p> <p>1 day visit to Globe Theatre, London to initiate the expectations for Y6 and enthuse and develop</p> <p>WWI Hill End Evacuation Visit to broaden curricular experiences and motivation for writing</p>	<p>To enhance engagement with a rich range of subjects</p> <p>To further embed enquiry based and practical learning</p> <p>To develop general knowledge and linkage across knowledge.</p> <p>To develop resilience to being taught by a wider range of adults.</p>	<ul style="list-style-type: none"> • PASS Survey • BPVS and Renshaw tests pre and post activity
		Residential Experience	<p>Snowdonia 5 day visit to broaden curricular experience, develop pupil independence and humanities education.</p>		<p>Tracking of progress in core subjects at each PPM (6x per yr)</p>