

Pupil premium strategy 2019-2020

1: Summary information						
School:	Pegasus Primary School					
Academic Year	2019-20	Total PP budget	£140,560	Date of most recent PP Review	20.09.18	
Total number of pupils	201	Number of pupils eligible for PP	103 (%)	Date for next internal review of this strategy	Jan 2019	

2: Current attainment							
	National 2019		School 2019				
	National all	National other	School all	School other	School disadvantaged	Gap (Schools dis and Nat. other 2018 / 2019)	
EYFS (GLD)	72%	TBC (published Nov)	70%	83%	50%	-5 (2018)	-33 (2019)
Phonics	82%	84%	80%	81%	78%	-35	-6
Key Stage 1							
Reading	75%	78%	61%	75%	47%	-11	-31
GD	25%	28%	0	0	0	-18	-28
Writing	69%	73%	54%	77%	33%	-21	-40
GD	15%	17%	0	0	0	-7	-17
Maths	67%	79%	61%	85%	40%	-22	-39
GD	22	24%	4%	0	0	-20	-24
Key Stage 2							
Combined	65%	71%	25%	33%	0	-17	-71
Reading	73%	78%	43%	48%	29%	-15	-51
HS	27%	31%	7%	10%	0	-33	-31
Writing	79%	83%	82%	91%	57%	-7	-26
GD	20%	24%	11%	14%	0	-24	-24
Maths	79%	84%	54%	67%	14%	-16	-70
HS	27%	31%	11%	14%	0	-28	-31
Progress							
Reading	0	0.3	-7	-6.2	-8	-3.0	-11
Writing	0	0.2	-1.2	0.1	-2.9	-0.44	-3.1
Maths	0	0.3	-5.7	-4.3	-7.5	-2.12	-7.8

3. Attendance Information				
	Overall Absence		Persistent Absence	
	School:	National 2019	School:	National 2019 (Autumn/Spring)
Disadvantaged	6.0%	5.9%	10.6% / 10 pupils	17.6%
Other	4%	3.5%	1.1% / 1 pupils	6.3%
Overall	4.5%	3.9%	5.4%/11 pupils	8.4%

4. Barriers to future attainment (for pupils eligible for PP)		
In-School barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some pupils enter Pegasus Primary with poor oral skills and low language acquisition. Disadvantaged pupils are typically below their peers. Technical and higher level vocabulary of pupils is limited in comparison to other pupils nationally (see section 6.2)	
B.	Some pupils do not have the basic skills in reading, writing and mathematics (section 6.2)	
C.	Some pupils have a limited general knowledge due to the lack of wider experiences outside of school (see section 6.3)	
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
A.	Attendance and persistent absence figures does not meet National expectations (See section 6.3)	
B.	The school serves an area of high deprivation (quintile 5, most deprived of all schools). This has an impact on pupil punctuality and attendance, behaviour, physical, emotional and social wellbeing at school (see section 6.3)	
5: Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reduce the difference in attainment for reading, writing and maths between disadvantaged pupils in the school and pupils nationally.	Disadvantaged pupils make accelerated progress so that they meet age related expectations. (<i>See pupil target information in school for further details</i>) Differences between those disadvantaged pupils in EYFS, Key stage 1 and Key stage 2 are reduced in comparison to the attainment of others nationally. (<i>National data and school data</i>)
B.	Continue to improve attendance and punctuality of our disadvantaged pupils.	The number of persistent absences reduces for disadvantaged pupils Attendance of disadvantaged pupils improves and is similar to pupils nationally. (<i>See target information In school for further information</i>)
C.	Raise aspirations, broaden horizons and enhance the disadvantaged pupils' knowledge, skills and understanding of the wider world.	Disadvantaged pupils' knowledge of the wider world improves. This has a positive impact on their educational outcomes, personal development and behaviour.

6: Planned expenditure

6.1: Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raise the attainment of disadvantaged pupils in reading, writing and mathematics</p>	<ul style="list-style-type: none"> • Staff training and additional support with the implementation of the Principles of Instruction and how to develop pupils' metacognitive skills. • Staff to read research into Metacognition and memory recall and how it impacts on learning • The teachers explicitly teach strategies to ensure pupils understand the process of effective learning and take ownership of this (Learning to learn). • SENDCO's to provide class teachers and in class support with practical resources and strategies for disadvantaged pupils who also have special needs. • Reduce class size in Year 6 	<p>EEF research shows that metacognition and self-regulation processes (through Principals of Instruction) help pupils think about their own learning explicitly and enhances outcome for pupils. Mastery approach is effective leading to an additional 5 months progress.</p>	<ul style="list-style-type: none"> • CPD & training for all class teachers and support staff • Coaching • Review of termly data to identify strengths and where improvements are required <p>Monitoring by leaders will include:</p> <ul style="list-style-type: none"> • lesson visits • book looks • pupil voice • discussion with teachers, including during pupil progress meetings 	Principal	Half termly
	<ul style="list-style-type: none"> • Introduce whole class feedback • Embed effective teacher live marking • Embed self and peer to peer assessment for learning 	<p>Research indicates that pupil outcomes improve when feedback is timely, relevant and of a consistently high quality</p>	<ul style="list-style-type: none"> • Model whole class marking for staff • Share best practice through CPD opportunities <p>Monitoring will include:</p> <ul style="list-style-type: none"> • Lesson visits 	SLT	Half termly

			<ul style="list-style-type: none"> • Pupil voice • Discussion with teachers 		
	<p>Continue to provide staff with training on the effective delivery of:</p> <ul style="list-style-type: none"> • Writing • Reading • Mathematics, and • specific subjects across the wider curriculum 	<p>EEF attainment gap report research states that high quality staff CPD has the biggest impact on pupil outcomes.</p> <p>Excellence in teaching model (Barak Rosenshine) Pupil Premium is not working (Prof. Rebecca Allen) Teach everyone better (Tom Sherrington)</p>	<ul style="list-style-type: none"> • CPD • Trust guest speakers (conferences) • Collaboration with secondary colleagues across the Trust • Data analysis (termly assessments) • Pupils progress meetings (RAP) 	Principal	Termly
Ensure effective deployment of the support staff	<ul style="list-style-type: none"> • SENDCo to provide support staff with training • Provide support staff with the opportunity to observe effective practice across the Trust • Provide further training around the National Curriculum to develop the subject knowledge of support staff • Ensure that support staff deployment is targeted and interventions are effective 	Research shows that targeted, strategic support is most effective for pupil outcomes, rather than general classroom support.	<ul style="list-style-type: none"> • CPD opportunities • Trust support • Lesson visits • Teacher planning 	SENDCo	Termly

Total budgeted cost £70,000

6.2: Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the language skills of disadvantaged pupils	<ul style="list-style-type: none"> • Speech and language support (inc. EYFS) • Singing to support pupils' 	EEF research shows that oral language interventions support learners articulation of ideas and spoken expression.	<ul style="list-style-type: none"> • Baseline and exit data to evaluate the impact of each intervention. • Interventions are 	SENDCo	Termly

	<p>language development</p> <ul style="list-style-type: none"> Wellcomm (Inc. in the early years) 		<p>timetabled and carried out effectively.</p> <ul style="list-style-type: none"> SENDCo monitors impact logs for each intervention. PIRA outcomes Pupil voice 		
<p>The reading attainment gap is narrowed between disadvantaged pupils at Pegasus and the National figures.</p>	<ul style="list-style-type: none"> Direct teaching of phonics for younger pupils (EYFS) Tiger reading groups target disadvantaged pupils (lowest 20%) Purchase resources required to for Accelerated Reader. Implement Accelerated Reader in KS2 Invite parents to reading workshops and reading sessions so that they can support their child with reading at home 	<p>EEF research shows that:</p> <ul style="list-style-type: none"> phonics approaches enable younger pupils to master the basic skills of reading. computer based tutoring approaches can be successful in improving reading comprehension. 	<ul style="list-style-type: none"> Baseline and exit data for each intervention. Ensure interventions are timetabled and carried out effectively. SENDCo to monitor impact logs for phonics interventions. Class teachers to monitor impact of Accelerated Reader. Use PIRA outcomes to evaluate impact Pupil voice 	English lead	Termly
<p>The maths attainment gap is narrowed between disadvantaged pupils at Pegasus and the National figures.</p>	<ul style="list-style-type: none"> Introduce Mathematics interventions, and support implementation during clubs and at home 	<p>EEF research shows that computer based tutoring approaches improve academic outcomes.</p>	<ul style="list-style-type: none"> Baseline and exit data for each intervention. Interventions are timetabled and carried out effectively. Use PUMA outcomes to evaluate impact Pupil voice 	Principal	Termly

Total budgeted cost £18,500

6.3: Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attendance of disadvantaged pupils is raised so that it is at least in line with National figures. Persistent absence of</p>	<ul style="list-style-type: none"> Attendance Officer support e.g. 1st day calls, analysis of data/trends, incentives (whole 	<ul style="list-style-type: none"> Children who attend school regularly achieve positive outcomes 	<ul style="list-style-type: none"> Through weekly Inclusion Meetings Monitoring and analysis of attendance data 	Attendance lead	<p>Weekly attendance analysis</p> <p>Half termly attendance analysis</p>

<p>disadvantaged pupils is reduced and is below national figures for all groups of learners.</p> <p>Reduction of the number of disadvantaged pupils who are late to school.</p>	<p>class/individual).</p> <ul style="list-style-type: none"> EWO services e.g. Fixed Penalty Notices, SARMS, home visits. Communication with parents/carers – newsletters, late letters, certificates. 		<ul style="list-style-type: none"> Regular meetings with the EWO Meetings with families 		
<p>Disadvantaged pupil's emotional resilience continues to improve. They demonstrate positive attitudes to learning in different situations.</p>	<ul style="list-style-type: none"> All staff have high expectations of disadvantaged pupils and reinforce the importance of learning through mistakes and remaining resilient. Restorative care system to support disadvantaged pupils who find it challenging to maintain expected behaviours. Praise and rewards systems to celebrate positive behaviours and positive attitudes to learning. 	<ul style="list-style-type: none"> Previous analysis shows that these strategies have a positive impact on pupils and will therefore continue. EEF –Research shows that strategies which promotes social and emotional learning have a positive impact on the self-management of emotions 	<ul style="list-style-type: none"> Support staff with the implementation of strategies that encourage pupils to approach challenges with confidence Through lesson visits to ascertain pupils' ability to show resilience Behaviour analysis – rewards, incentives and sanctions Seek feedback from families 	<p>Assistant Principal</p>	<p>Weekly behaviour analysis (Good to be Green)</p> <p>Half termly</p>
<p>Disadvantaged pupil's aspirations are raised and life experiences are broadened through enriching opportunities within the school curriculum.</p>	<ul style="list-style-type: none"> Educational visits/visitors in – subsidised. Breakfast Club subsidised for disadvantaged pupils. Assembly program PSHE curriculum After school club/extra-curricular activities target the disadvantaged pupils. 	<ul style="list-style-type: none"> Disadvantaged pupils who engage in outdoor adventure learning, arts participation and sports participation increases pupils learning and their self-confidence (EEF). Physical activity supports pupils' academic focus in lessons. 	<ul style="list-style-type: none"> Monitor the take up of clubs and Seek pupil voice to check the impact of the enrichment activities 	<p>Sports leader</p>	<p>Half termly review of before/after school clubs and enrichment activities</p>
<p>Attendance at parental events is high.</p> <p>Parents are able to support their children's learning at home.</p>	<ul style="list-style-type: none"> Invite parents to workshops, e.g. reading, maths Encourage parental involvement in home learning projects 	<ul style="list-style-type: none"> EEF research show that effective parental has a positive impact pupils' academic outcomes 	<ul style="list-style-type: none"> Seek feedback from parents who are less involved and provide / signpost them to appropriate support Monitor parental 	<p>Parent and community lead</p>	<p>Termly</p>

	<ul style="list-style-type: none"> • Invite parents to story sessions • Invite parents to open 		<ul style="list-style-type: none"> • participation in events • Seek parental feedback on the activities on offer 		
Total budgeted cost					£52,060