

Evaluation of the Pupil Premium Strategy
September 2020 – July 2021

Academy: Pegasus Primary School

Total expenditure: £157,295				
Quality of teaching for all				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
Raise the attainment of disadvantaged pupils in reading, writing and mathematics	<ul style="list-style-type: none"> – Staff plan and deliver learning through high quality first teaching – teacher demonstration, guided practice and independent practice. – All staff plan for regular, at least half termly, revision sessions to check that the gaps are closing and to build in further opportunities to close gaps. – New teacher training to embed the Principles of Instruction and whole school training in how to further develop pupils’ metacognitive and cognitive strategies (POI). – As part of the use of the POI, staff plan and timetable opportunities to recall prior knowledge and previous learning so that children make links. – SENDCO to continue to provide class teachers with in class support and 	<ul style="list-style-type: none"> – Staff have been well supported in planning and delivering effective, high quality learning and as a result, teaching is enabling pupils to make progress and gaps are closing. For example, in Year 6, 83% of disadvantaged children achieved ARE in reading, 58% achieved ARE in writing and maths. – Professional Development (PD) has focused the staff on effectively reviewing children’s knowledge and skills, the wider curriculum, metacognition etc. This has ensured learning is personalised to the needs of the children. – New staff received training and support in developing the use of the POI and this is now embedded throughout the school. Children know what the focus of their learning is which helps them to apply the correct skills in order to deepen their knowledge. – Staff use the Principles of Instruction well. This has helped the disadvantaged children in some year groups to be clear and focused on what they are learning and to develop their knowledge and skills. – The SENDCO has supported staff to improve their confidence and raise their understanding of how best to support the children they teach. Small steps of progress are evident in some year groups and this has helped children to become more 	£43,206	<p>Professional development (PD) remains key to raising standards for disadvantaged pupils. Leaders will continue to audit staff needs throughout the next academic year and ensure that PD meets their needs.</p> <p>All staff (teachers and teaching assistants) have had the opportunity to observe practice during learning walks with leaders. This has enabled them to share good practice and use what they have seen to develop their own practice. This had a positive impact on professional practice and will continue in the next academic year.</p> <p>The Principles of Instruction (POI) continue to have a positive impact on pupils’ learning and will continue next year. Provide any new staff with POI support/training</p> <p>The SENDCO has supported teachers in lessons and also providing resources to help teachers better scaffold lessons for children with SEND and those who are disadvantaged. This will continue.</p>

	provide practical resources and strategies for disadvantaged pupils who also have special needs.	confident. The children are able to work more independently and complete a greater number of tasks which is deepening their knowledge and their skills.		
	<ul style="list-style-type: none"> - Embed self and peer to peer assessment for learning. 	<ul style="list-style-type: none"> - Self-assessment strategies have been successfully implemented in most classes. This has allowed the disadvantaged children to receive timely feedback and to help the teacher plan their next steps in learning. - Once restrictions lifted, peer marking and feedback were reintroduced. Disadvantaged children have been more motivated as a result and their learning outcomes was beginning to improve. 	£400	<p>Self-assessment was reintroduced in September and staff continue to work to develop their children's self-assessment skills. This now needs to be embedded due to restrictions being lifted.</p> <p>Peer assessment, marking and feedback now needs to be embedded in all year groups.</p>
	<p>Continue to provide staff with training on the effective delivery of:</p> <ul style="list-style-type: none"> - specific subjects across the wider curriculum - SENCO, and Trust Director of Maths to provide in class support, practical resources and guidance for all staff in reading, writing and maths - Staff positively engage with the Open University Reading for Pleasure project. - The Early Reading Lead and identified staff to continue to work with the English Hub partnership, Little Sutton. - Purchase a selection of 'real' books for all disadvantaged children so that in the events of a pod closing, disadvantaged 	<ul style="list-style-type: none"> - Staff have benefited from professional development (PD) opportunities throughout the year and during the most recent lockdown due to Covid19. Staff reflection shows what actions they will take as a result of the PD and some of this can be seen in their planning. - Once restrictions started to lift, staff have continued to observe each other. This has been successful and has helped to develop their practice. - Staff felt valued through the programme of professional development that has taken place throughout the year. - Tailored professional development has ensured that staff have been well supported to effectively develop their subject knowledge, pedagogy and practice. - The Open University Reading for Pleasure project has been very successful in motivating the children to read more widely and with noticeable improved engagement and enjoyment. The Reading for Pleasure project continues to promote reading for all children. Pupil Voice shows that disadvantaged children talk more positively about reading at home and at school. 	£2,500	<p>Staff will continue to work with leaders across the Trust to further develop effective practice, subject knowledge and pedagogy.</p> <p>The success of the Reading for Pleasure project needs to be built on so that momentum is not lost when further developing the children's love of reading. This will continue next year.</p> <p>Teacher practice in Early Reading continues to be supported by the English Hub. This ensures that the disadvantaged children learn the necessary skills such as decoding and read more fluently. This work will continue in the next academic year.</p> <p>The disadvantaged children in Year 1 who did not achieve a GLD in reception, will receive additional targeted support; the disadvantaged Year 2 children who did not achieve pass the phonics screening check will receive additional targeted support.</p>

	children have at least 3 books of their own to read.	<p>Children have continued to make positive gains with their reading.</p> <ul style="list-style-type: none"> – By working with the English Hub, the Early Reading Lead has been well supported and able to develop her skills and knowledge which, in turn, has enabled her to fulfil her role even more effectively. As a result of her coaching of staff in phonics, practice is further improving, and staff confidence is high. End of year phonics assessment data is high for all groups of children. – A selection of real books has meant that disadvantaged children were able to take books home when the Year 4 bubble closed at the very end of the summer term. Parents reported that they felt supported with the quality of resources sent home. 		
Targeted support				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
Ensure effective deployment of the support staff	<ul style="list-style-type: none"> – SENDCO ensures the provision map is up to date, and enables staff to effectively support the identified children through training/CPD – Provide support staff with the opportunity to observe effective practice across the school/Trust (when safe to do so) – Provide further training around the National Curriculum to develop the subject knowledge of support staff 	<ul style="list-style-type: none"> – The majority of SEND children who are also disadvantaged, have made appropriate steps of progress on their individual continuums. – Monitoring of interventions shows a positive impact on disadvantaged children since the return to school in March 21. For example, it is noticeable that phonics, basic skills in maths and oracy continue to improve. – Early language skills in Reception continue to develop and improve. E.g. children can now answer questions in whole sentences and can respond appropriately in discussions. – Staff have been able to see good practice such as echo reading, my turn/your turn, explicit vocabulary teaching. Staff are implementing these strategies into their own practice. These strategies are impacting positively on disadvantaged children who also have SEND. 	£17,000	<p>Monitoring of interventions has shown which interventions are having an impact which can then be built on to provide further support for individual and groups of children.</p> <p>Establish NELI in the next academic year to further support the development of children's oracy skills.</p> <p>When staff take the opportunity to see good practice across the school there is a positive impact on their own practice. This needs refining and further developing in the next academic year in order to build on its success.</p>

Blended Learning	<ul style="list-style-type: none"> - Ensure that weekly home learning is on the website by the end of each week. (TEAMS) - Where IT is limited for some families, paper based home learning and resources will be provided. - In addition to blended learning, holiday home learning packs are provided to support disadvantaged children during each of the school holidays – activities, resources, games etc. - Well-being activities provided and non-screen activities - Ensure that Staff training in IT enables staff to deliver effective blended learning that is accessible to all children but particularly those who are disadvantaged. 	<ul style="list-style-type: none"> - Where online engagement was lower, paper packs were provided for disadvantaged children and work printed to help disadvantaged families. An average of 25 paper packs were collected each week and discussed with teachers during the check-ins. These paper packs particularly supported the younger disadvantaged children in accessing home learning as some found using technology difficult. - Holiday packs have enabled children to engage with learning at home during the holidays. Parent anxiety has reduced as their children had activities to keep the occupied. - Staff made every effort to ensure that children were not solely sat at a computer all day. Children were encouraged to go out for a walk, play outside (whilst maintaining social distancing rules), take part in Yoga activities and Joe Wickes PE which positively impacted on the children and their parents. Parent feedback suggested they appreciated the time away from online learning and said it not only supported the children’s mental health but also that of their families too. - Through the Trust Ed Tech Network of Excellence, teachers were upskilled in the use of new forms of technology. This enabled staff to teach the pupils using online platforms such as TEAMS and Zoom. 	£4900	<p>Teams will continue to be used by teachers to upload weekly home learning so that families can continue to access work online and children can keep their Teams skills updated.</p> <p>Teachers will also continue to use the Trust blended learning Teams to share resources, planning and good practice.</p> <p>Disadvantaged children will continue to receive holiday packs/food vouchers.</p> <p>Professional development will continue so that staff computing skills are further enhanced to enable them to teach the computing curriculum with confidence.</p>
To improve the language skills of disadvantaged pupils	<ul style="list-style-type: none"> - Speech and language support for identified children in Reception following baseline assessment. - Wellcomm (Inc. in the early years) - Deliver the NELI intervention programme as designed. - Plan opportunities for the development of children’s 	<ul style="list-style-type: none"> - The English Hub recommended that Wellcomm be continued as they deemed it more accurate than NELI. NELI is deferred to Autumn 2021. - At the end of the year, 53% of reception children had the relevant skills and knowledge in Communication and Language. 6 children remain under the support of the Speech and Language Therapist (SALT). - Pupil voice states that teachers directly teach vocabulary which is helping them to understand more across the EYFS curriculum. 	£9,100	<p>Continue to assess and support children with their acquisition of language through programmes such as NELI and WELLCOMM.</p> <p>Continue to work with the SALT to ensure children with diagnosed speech and language concerns receive appropriate support.</p> <p>Continue to explicitly teach vocabulary so that children have a broad knowledge and can use words in the correct context as they progress through school.</p>

	<p>oracy – use baseline information to address gaps and provide targeted support and intervention.</p> <ul style="list-style-type: none"> – Ensure vocabulary is explicitly taught and reviewed. 	<ul style="list-style-type: none"> – Staff explicitly teach vocabulary which is also displayed on working walls. This is helping disadvantaged children to understand word meaning, use words accurately and in context. 		
<p>The reading attainment gap is narrowed between disadvantaged pupils at Pegasus and the National figures.</p>	<ul style="list-style-type: none"> – Ensure that all staff who deliver RWI intervention are fully trained prior to the end of September so that RWI lessons are well planned, well-resourced, and well prepared. – Direct teaching of phonics for younger pupils (EYFS/Y1) – Tiger reading groups target disadvantaged pupils (lowest 20%) – Finalise the resources/set up required to for successful use of Accelerated Reader. – Implement Accelerated Reader for Y2, Y3, Y5 and Y6 to provide targeted academic support. – Invite parents to online reading workshops and reading sessions so that they can support their child with reading at home. Produce ‘how to’ guides for supporting parents in helping their child to read. 	<ul style="list-style-type: none"> – 100% of staff who deliver RWI are trained in the programme and as a consequence, children achieve well with their early reading. – In Reception, the lowest 20% have made 3-4 bands of progress in reading and the majority achieved the expected standard. 22% of Y1 disadvantaged children reached the expected standard in reading. 30% of Y2 disadvantaged children reached the expected standard in reading. 1 child is also SEND. 52% of Y3 disadvantaged children reached the expected standard in reading. 1 child is new to England, 1 child has just become child protection and 1 child is under assessment for SEND. 44% of Y4 disadvantaged children data shows that some disadvantaged children are making the required progress. 1 child has recently been diagnosed with a processing disorder by the Ed.Psych. More work is needed with this year group. 18% of Y5 disadvantaged children reached the expected standard in reading. This data shows that further strategies/intervention are required to help children catch up. Further work on resilience is also in place. 83% of Y6 disadvantaged children reached the expected standard in reading. – Accelerated Reader has been fully introduced in Year 2-6. Training for staff and children on using Accelerated Reader has taken place. This has given leaders a more accurate picture of the impact of this programme on children’s reading. 	<p>£12,030</p>	<p>Having all RWI staff trained to deliver the phonics program has ensured that group lessons have continued. This will continue next year. Under the guidance of the English Hub, all staff will be trained next year as part of the professional learning program.</p> <p>The Tiger strategy has not had the impact it could have had. Next year, all Tiger children will read at the start of the day and leaders will monitor this rigorously. Teachers will update their Raising Achievement Plans with progress of the Tiger children which will form part of the termly pupil progress meeting. The SENDCO will also monitor reading interventions alongside the Early Reading Lead.</p> <p>All year groups will continue with Accelerated Reader and leaders and teachers will use the data provided to ensure that children are reading at the correct level and to ensure an appropriate level of challenge.</p> <p>Continue to support staff in using Accelerated Reader effectively so that children make even greater progress.</p>

		<ul style="list-style-type: none"> Parents who participated in learning online with their children stated that they had become more skilled in supporting their children in reading as they were part of the lessons. 		
The maths attainment gap is narrowed between disadvantaged pupils at Pegasus and the National figures.	<ul style="list-style-type: none"> Continue to use same-day maths interventions to close gaps. Relaunch Times tables Rockstars and provide rewards/certificates for pupils competing – in school and across the Trust. 	<ul style="list-style-type: none"> Teachers identify daily maths gaps, through the use of connect grids and skills sessions. These are used to plug maths gaps and support/prepare effective interventions. This has ensured that the majority of children can continue to access the current learning whilst addressing gaps. 78% of children were engaged on TT Rockstars (2020-21) which has positively impacted the spring term multiplication data. Most year groups have shown an improvement with multiplication and division. To help children secure their understanding of multiplication and division, curriculum overviews have been adjusted to ensure full coverage of the four operations as well as using SODA activities to teach arithmetic skills. 	£400	<p>Continue to build in maths skills sessions into each year group timetable.</p> <p>Continue to use the connect grid in maths to enable children to make connections and links with their previous learning so that they retain their understanding in maths.</p> <p>Provide the children in Year 4 with times table practise sessions to ensure the maximum amount of children pass the multiplication check in summer 22.</p>
Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
Attendance of disadvantaged pupils is raised so that it is at least in line with National figures. Persistent absence of disadvantaged pupils is reduced and is below national figures.	<ul style="list-style-type: none"> Attendance Officer support e.g. 1st day calls, analysis of data/trends, incentives (whole class/individual). EWO services e.g. Fixed Penalty Notices, SARMs, home visits. Communication with parents/carers – newsletters, late letters, certificates. 	<ul style="list-style-type: none"> The impact of lockdown on disadvantaged children can be seen in attendance % data with a drop from 96.1% (Dec 20) to 93.2% (March 21) and a slight increase to 94.2% (July 21). The reduction in persistent absence for Disadvantaged children remains a priority for the next academic year. Despite the work of the Attendance Lead and the EWO, attendance for this group remains too low. Following the re-opening of schools in March 21, parents/carers were regularly communicated with to ensure disadvantaged children returned to school. Some parents were reluctant to send their children back due to Covid concerns. 	£46,000	<p>Continue to reward positive attendance including strategies such as certificates, weekly attendance rewards for classes and the attendance bears for KS1 and KS2 now that restrictions are lifting.</p> <p>Continue to work with families to ensure attendance improves for disadvantaged children.</p> <p>Continue to use the support of the EWO to ensure disadvantaged children are in school and attendance improves. Ensure legal proceedings are followed for pupils who are persistently absent without reason.</p>

<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"> - Purchase the Jigsaw scheme of work and resources to enable staff to deliver high quality PSHE/RHE to all children, particularly those who are disadvantaged and those with SEND. - As a key part of the Recovery Curriculum, staff use the text 'The Boy, The Horse, The Fox and The Mole' - to deliver tailored, high quality, purposeful PSHE at the start of the autumn term to address children's mental health and well-being following school closure. - 'Book as a hook' activities to focus on helping children to talk about their feelings, their sense of loss and what they have gained. - All staff have high expectations of disadvantaged pupils and reinforce the importance of learning through mistakes and remaining resilient. - Behaviour addendum to be completed and reviewed each month. Further amendments made as required. - Restorative care system to support disadvantaged pupils who find it 	<ul style="list-style-type: none"> - Teachers use the Jigsaw scheme to deliver PSHE/RHE effectively. This has further strengthened the schools work in this area and is helping children to regain their confidence and resilience. - 'Look Back' learning opportunities from the previous year have been reviewed. Through 'Book as a Hook' children have been further helped to make links with their learning. - Whole school well-being activities, linked to The Boy, The Horse, The Fox and The Mole have supported children in returning to school, helping them to focus on their mental health and well-being and to talk about anxieties relating to the pandemic. - Creative activities linked to the POI has ensured that the children were able to make links with their learning from the beginning of the year. - The weekly Inclusion meeting held to monitor all groups of disadvantaged children (SEND, PP) has enabled leaders to understand the current issues affecting the community and make appropriate plans to support children and families. - Analysis shows a drop of 31 amber warning cards issued from July 20 to September 21. The number of red cards issued fell by 1 with Years 2 and 5 showing the most significant decrease in both red and amber cards. <u>September 2020 Behaviour Data:</u> Amber warning - 121 Red - 34 <u>July 2021 Behaviour Data:</u> Amber warning - 90 Red - 33 	<p>£15,009</p>	<p>Jigsaw has enabled staff to deliver high quality PSHE lessons across the school. This will continue in the next academic year. RHE is also being delivered, age appropriately, following the consultation with families. The PSHE/RHE leads will continue to monitor the curriculum so that it remains effective and ensures that government guidelines are followed.</p> <p>The use of a book at the start of the year was very successful in refocusing the children back into school. This will be repeated next year using the story 'Me and My Fear'.</p> <p>Continue with the weekly inclusion meeting as this strategy ensures leaders and DSLs are fully informed of all vulnerable children's needs.</p> <p>Continue to monitor behaviour and implement further strategies to ensure the number of amber and red cards continues to decrease. Develop the positive behaviour reward system focusing on pupil voice to identify potential strategies.</p> <p>Organise training for a trained Nurture Assistant to support/develop current restorative care strategies so that the very small number of children who find it difficult to manage their behaviour have even greater support.</p>
--	---	---	-----------------------	---

	challenging to maintain expected behaviours.			
Disadvantaged pupil's aspirations are raised and life experiences are broadened through enriching opportunities within the school curriculum.	<ul style="list-style-type: none"> - Educational visitors in all year groups – subsidised (DfE Guidance permitting) - Breakfast Club subsidised for disadvantaged pupils. - Partnership with Magic Breakfast to continue into the new year (January 2021 onwards) - After school club/extra-curricular activities target the disadvantaged pupils. 	<ul style="list-style-type: none"> - Two history workshops went ahead in the Autumn 2020 and three history workshops took place in Summer 21. These workshops continue to provide our children with a broad range of life experiences and were particularly valuable when restrictions did not permit external visits. As a result of these workshops disadvantaged children's cultural capital is developing. - Extracurricular opportunities such as Remembrance Poppies that were displayed in homes, Sir Captain Tom medals, Jaguar Land Rover design a car competition. Santander - heart designs for kindness (Birmingham City Centre) help children to make a positive contribution in their own community/society. - Non-screen activities during lockdown ensured that the children were exposed to wider curriculum activities such as nature walks, planting seeds. - The re-establishment of pupil leadership roles has ensured that some of the disadvantaged children have the opportunity to contribute to the development of the school. - Pupil leadership opportunities include: <ul style="list-style-type: none"> o School Councillors, o Curriculum, Maths, Reading o Environmental o Kitchen Ambassadors o Library Leaders and o Head boy and Head Girl Roles - Autumn 2020 data – PP children targeted and offered places before the non-PP children. Covid restrictions made a number of disadvantaged families reluctant to have their children stay in school. 	£5,000	<p>Workshops were subsidised and this strategy will continue next year to further support families experiencing financial hardship.</p> <p>Opportunities will be provided to visit places of worship to further enhance children's cultural capital.</p> <p>Continue to provide whole school extra curricular activities to support the local community and to help the children understand how they fit into their community and the wider world.</p> <p>Continue to encourage children to take part in non-screen activities and promote health and well-being through spending time outdoors. Develop the garden areas for each class at the back of the school and in the courtyard garden.</p> <p>Continue to develop pupil leadership across the school so that Pupil Voice continues to have a positive impact on the direction of the school within the community. Ensure all groups of children are included in these leadership groups.</p> <p>Continue to offer first places at after school clubs for the most disadvantaged children and subsidise these to enable them to attend. Continue to seek Pupil Voice to decide the type of clubs that are offered by the two providers.</p>
		<ul style="list-style-type: none"> - <u>September</u> - Dance/Gym 35% (Y3) 		

		<ul style="list-style-type: none"> - Multi-skills 49% (Y4) <u>November</u> - Dance/Gym 57% (Y5) - Multi skills 27% (Y1) - Dodgeball 30% (Y6) 		
<p>Participation is high at online parental events.</p> <p>Parents are able to support their children's learning at home.</p>	<ul style="list-style-type: none"> - Invite parents to online workshops, e.g. reading, phonics - All stakeholders work together to achieve the Leading Parental Engagement Award during 2020-2022 with a focus on hard to reach/ disadvantaged parents/families. - Encourage parental engagement in weekly home learning/home learning projects/online-blended learning. - Invite parents to open morning (restrictions permitting). 	<p>Parents, particularly in the lower years, indicated that they found learning online with their children very beneficial as it helped them to understand how they can support their children with phonics and reading at home.</p> <p>Parent feedback suggests that the online 'how to' videos made by staff were useful and provided parents with ideas as to how to support their children at home during the year, not only in the lockdown but also once children returned to school.</p>	£1750	<p>Face to face workshops will be planned for the next academic year to build on the interactions with online videos/meetings. Parent feedback suggests that more families are engaged with school which should now be developed further to maximise impact.</p>

**Evaluation of the Catch-Up Strategy
September 2020 – July 2021**

Total expenditure: £16,184 (£4,580 carry forward)				
Quality of teaching for all				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
Raise the attainment of disadvantaged pupils in reading, writing and mathematics	Purchase additional concrete manipulatives across the school to ensure pupils have access to these to support their maths skills and knowledge.	<p>Manipulatives and representations have helped children engage well with mathematical ideas which has supported them in gaining greater understanding of mathematical concepts before they are introduced to abstract mathematical concepts.</p> <p>More maths manipulatives have been purchased which has meant that more children can be appropriately scaffolded before working independently. As a result, their confidence is greater and they are more able to have a go without giving up.</p> <p>Children have gained greater independence through the use of manipulatives and they know they can come back to using a scaffold to ensure that their skills are further developed if they need to.</p>	<p>Cost £1000</p> <p>Spent £300</p>	<p>Continue to monitor the use of concrete manipulatives to ensure that children have a good understanding of the concept before moving onto the abstract.</p> <p>Continue to update resources and ensure all classes have an adequate supply of manipulatives to support effective scaffolding.</p> <p>Ensure children use manipulatives as a scaffold when they are needed and that the children do not become over-reliant on their use.</p>
	<p>Introduce whole class feedback – engage with other schools, including Cockshutt Hill/Billesley, to support with staff development.</p> <p>Time for whole class feedback lead teacher to support staff in developing the strategy.</p>	<p>The impact of whole class feedback has been limited so far. Teachers have returned to live marking and peer and self-assessments as strategies to ensure that children receive timely feedback which is relevant to helping the children improve and is generally high quality. This is having a positive impact on the children and they can talk about what they need to do to improve their work/deepen their understanding.</p> <p>The Lead teacher worked with Billesley to deliver CPD to all staff. Due to Lockdown, this had limited impact as Covid bubble closures affected Billesley staff. As a result of this, the Lead teacher was unable to visit to see good practice which has hindered progress in this area for school staff.</p>	<p>Cost £2756</p> <p>Spent £1956</p>	<p>Continue to develop strategies to ensure that children are provided with effective feedback that closes gaps and deepens their understanding in all subjects.</p> <p>Continue to support staff with live marking and feedback strategies so that children make strong gains and gaps close quickly.</p>

	<p>Continue to provide staff with training on the effective delivery of:</p> <ul style="list-style-type: none"> – Writing – Reading – Mathematics, – Expert consultants, Lead Practitioners, practitioners within and external to the Trust 	<p>Expert consultant support for teachers through CPD and coaching for both English and Maths to aid subject knowledge, subject pedagogy and practice has been a successful strategy. The work with the English consultant has been very successful and as a result of this, teachers have developed their practice and are further skilled in delivering effective reading lessons.</p>	<p>Cost £1006</p> <p>Spent £906</p>	<p>The support from the English consultant will continue next year as this is having a positive impact on teachers and children in ensuring that any gaps in children’s knowledge and skills can be identified quickly and teachers pedagogy ensures these gaps close.</p>
<p>Ensure effective deployment of the support staff</p>	<p>Engage with 1-1/small group tuition for the disadvantaged children Read Write Inc (RWI) Fast Track</p> <p>Use the staggered start and finish of the school day for focussed intervention</p>	<p>RWI Fast Track intervention has provided children with targeted, strategic support which has been effective in improving outcomes for children. 90% of Y2 and 86% of Y1 children are on track to pass the phonics screening check next academic year.</p> <p>The staggered start has ensured that teachers and support staff have been able to support identified children with specifically focused interventions. Upper Key Stage 2 have gained 2 hours of learning time per week which has been used to target the lowest 20% of readers. For example, in Year 6, this has ensured that the identified children reached age related expectations at the end of the academic year.</p>	<p>Cost £1200</p> <p>Spent £1200</p>	<p>RWI Fast Track will continue as a strategy to close gaps in children’s phonics knowledge and to ensure all children have good phonological awareness as they become confident readers.</p> <p>The staggered start has allowed for targeted support to be provided for children at the beginning of the day will be continued next year so that staff can continue to support the lowest 20%.</p>
<p>Blended Learning</p>	<p>Use the additional laptops from secondary schools/DfE to support pupils who do not have access to appropriate tech at home</p> <p>Use Computer Assisted Learning for disadvantaged pupils</p> <p>Support from Ed Tech Lead Practitioner with CPD.</p>	<p>47 additional laptops were provided to children to ensure engagement in blended learning/home learning both during the lockdowns and whilst in school. This ensured that learning continued and ensured they had equality of opportunity. At the beginning of the last lockdown, 28% (56 children) were not engaged in online/blended learning but by targeting them with resources including laptops and paper packs, this reduced to 4.5% (9 children) across the school.</p>	<p>Cost £3500</p> <p>Spent £3500</p>	<p>Continue to ensure blended learning is utilised fully to support home learning for all children.</p> <p>In the event of a future bubble closure if directed by Public Health England and/or the Local Authority, ensure all children who are impacted have access to the appropriate technology and staff continue to support children and families in accessing and completing learning on teams.</p>

		<p>Average online engagement on Teams for children during lockdown:</p> <p>Rec 67% engaged on Teams Y1 65% engaged on Teams Y2 69% engaged on Teams Y3 75% engaged on Teams Y4 85% engaged on Teams Y5 80% engaged on Teams Y6 78% engaged on Teams</p> <p>Support and training from the Ed. Tech Lead has ensured that teachers and support staff received appropriate training to enable them to deliver online lessons. This ensured that the engagement of children in online learning increased and staff had the necessary skills to continue to teach effectively. This CPD program continued throughout lockdown and into the summer term to continue to upskill the staff.</p> <p>Parents who participated in learning online with their children stated that they had become more skilled in supporting their children in reading as they were part of the lessons.</p> <p>Computer assisted learning was in the process of being introduced as lockdown ended. This will now be developed by teachers during computing lessons.</p>		<p>Continue to develop the professional learning program in the use of technology for all members of staff to build on the success of online learning this year.</p> <p>Continue to provide support for the Ed Tech lead through the Ed Tech Network of Excellence in the next academic year.</p> <p>Revisit Computer Assisted Learning for all children during computing lessons to increase independence in completing work online.</p>
--	--	--	--	---

Targeted support				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
To improve the language skills of disadvantaged pupils	Ensure appropriate resources are available to support children in developing their language and vocabulary skills. Purchase age appropriate dictionaries and thesauruses.	<p>As a result of purchasing age appropriate dictionaries and thesauruses, more children are able to explore language in more detail and work independently to extend their vocabulary.</p> <p>Word meaning is explicitly taught in all year groups, ensuring that children are exposed to subject specific vocabulary and tier 2 and tier 3 language which they use in their own written work.</p>	<p>Cost £500</p> <p>Spent £200</p>	<p>Continue to monitor the stock of dictionaries and thesauruses so that they are up to date. Ensure teachers build in opportunities for children to practice the skills of using dictionaries/ thesauruses so that they become more proficient.</p> <p>Continue to explicitly teach word meaning and vocabulary so that children develop greater</p>

				confidence in using more subject specific/technical language in their written work and in their conversations about their learning.
The reading attainment gap is narrowed between disadvantaged pupils at Pegasus and the National figures.	<p>RWI Fast Track program enables pupil's in YrR-Y4 to close their phonics gaps</p> <p>Extend the use of Accelerated Reader to those children in Y4 who have the largest gap to close.</p> <p>RWI Fresh Start Catch-Up and Resource Pack enables pupils in Years 5 and 6 to close their phonics gaps.</p>	<p>RWI Fast Track has enabled more children to master the basic skills of reading.</p> <p>In Reception, 83% of children achieved the phonics element of the ELGs. In Year 1, 86% of children passed the Phonics Screening Check in June 2021. In Year 2, 85% of children passed the phonics screening Check in December 2020.</p> <p>Accelerated Reader has been fully introduced in Year 2-6. Training for staff and children on using Accelerated Reader has taken place. This has given leaders a more accurate picture of the impact of this programme on children's reading. Engagement is higher using online books for some children. Staff use the data from Accelerated Reader to ensure books are suitably challenging for all children so that they make progress.</p> <p>This program is yet to be purchased as support staff utilised the existing Fast Track phonics program to assess and support the children with appropriate intervention.</p>	<p>Cost £5222</p> <p>Spent £1450</p>	<p>Continue to embed RWI phonics program in Reception, Year 1 and Year 2.</p> <p>Continue to provide same day catch-up intervention to close on the day gaps in children's phonological awareness.</p> <p>Continue with the half termly assessments to ensure children are in the correct RWI group to maximise progress and ensure there are no gaps.</p> <p>Continue to support children in Years 3 and 4 with Fast Track interventions so that gaps close quickly enabling children to read fluently and confidently.</p> <p>Continue to use Accelerated Reader to equip teachers with the tools to ensure all children are appropriately challenged and reading at an appropriate level so that they continue to make progress and read fluently and confidently with good understanding.</p> <p>Purchase Fresh Start for upper KS2 and ensure staff are trained to deliver the intervention. Use the assessments to identify those children who need targeting so that they become fluent, confident readers.</p>
The maths attainment gap is narrowed between disadvantaged pupils	<p>Doodle Maths used for targeted academic support.</p> <p>Doodle maths used to support pupils learning at home in the</p>	Doodle Maths has been used successfully across the school. Parent feedback is positive and engagement was particularly high during the lockdown. Pupil voice states that they enjoy Doodle Maths and they enjoy	<p>Cost £700</p> <p>Spent £700</p>	Continue to use Doodle Maths as part of weekly home learning to practice and embed maths skills.

at Pegasus and the National figures.	event of pupils being in self - isolation due to Covid19. Oak National Academy used to support blended learning	challenging themselves when practicing their mathematical skills. Teachers have been able to use the information from Doodle Maths to identify gaps and plan activities to support children.		Continue with the in-academy Doodle Maths competitions to boost engagement and encourage maths practice at home.
Targeted support				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
Participation is high at online parental events. Parents are able to support their children's learning at home.	Support from the Ed Tech Lead Practitioner to support parents in access blended learning and helping pupils at home.	As a result of the support from the Ed. Tech Lead, parents have been able to contact him and receive 1-1 support in accessing Teams, accessing home learning, getting online, using laptops and downloading and uploading home learning with their children. The support from the Ed. Tech Lead has also positively impacted on parent well-being. Parents know what to do and how to do it which has reduced their levels of anxiety. Parent feedback regarding home learning was positive and engagement figures increased during the term.	Cost £1000 Spent £1000	Build on the positive parental feedback with in person workshops and training as required in the next academic year.

Catch up funding (individual academy)			
	Action	Cost	Actual spend
Quality first teaching	Concrete manipulatives for maths skills and knowledge development/reading books	£1000	£500
	Reading Lead/Ed Tech Lead support for staff development	£3500	£3500
	Time for a class teacher to lead on whole class feedback	£2400	£1600
	Reading Fluency training for 2 teachers	£592	£592
Targeted academic support	Doodle Maths	£700	£700
	Additional Accelerated Reader log ins	£250	£250
	Read, Write, Inc Fast Track Phonics catch up and resource packs x 2	£1200	£1200
	Read, Write, Inc Fresh Start Fast Track catch up and resource packs	£3772	£0
Other approaches	Cover for ED tech Lead Practitioner support for parents	£1000	£1000
A) Total:		£14,414	£9342
Catch up funding: pooled element			
Quality first teaching	English consultant from Wolverhampton local authority	£306	£306
	Maths consultant from ECM	£700	£600
	Whole class feedback training from Billesley EEF Research School	£356	£356
	Time for the Primary ED tech Lead to support colleagues	£1,000	£1000
B) Total:		£2,362	£2262
Total catch-up (A and B):		£16,184	£11,604
Carry forward:			£4580