

## Pupil premium strategy statement – 2023-24

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This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged learners.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Pegasus Primary School
Number of learners in school	201
Proportion (%) of pupil premium eligible learners	58%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published.	November 2023
The date on which it will be reviewed	March 2024
Statement authorised by	Kevin Lacey - Interim Principal
Pupil premium lead	Principal
Governor / Trustee lead	Dawn Crooks
Evaluation of 2022-23	Kevin Lacey - Interim Principal

### Funding overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£164,415
Recovery premium funding allocation this academic year	£16,385 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£180,800

# Part A: Pupil premium strategy plan for 2023-24

## Statement of intent

At Pegasus Primary School, we believe that all learners can achieve well, regardless of their background or the challenges they face. We use research-led approaches to plan the allocation of our Pupil Premium Grant combined with our in-depth knowledge of our learners. Every child is a unique individual, and we are fully committed to ensuring they have every opportunity to thrive and succeed. We want our learners to achieve well and become active and socially responsible citizens of the future. Alongside our disadvantaged learners we have also considered the needs of our other vulnerable learners, as we know these learners also face their own set of challenges and may require additional support.

### **Our objectives**

- Continue to develop learners' oracy skills so that they understand and use an ever-broadening vocabulary whilst developing confidence in their ability to communicate effectively in a wide range of contexts
- To narrow the attainment gap, particularly in maths and writing between disadvantaged learners and all learners nationally
- To provide timely intervention that ensure learners' gaps continue to close
- Enable learners to know and understand how to look after their social and emotional well-being and to increase their resilience
- To ensure that all learners attend school regularly
- To provide increased enrichment opportunities, including the arts so that our learners develop a broader understanding of the world in which they live.

### **We will achieve our objectives by**

- Ensuring all learners receive the very best high quality teaching. All teachers and teaching assistants will receive high quality professional development to further develop their teaching skills and pedagogy
- Acting early in order to quickly address and identified gaps in learning. This will include the provision of small group work and 1-1 tuition
- Removing social and emotional barriers to learning through effective pastoral care. We will provide appropriate social, emotional and mental health support to enable learners to access learning within and beyond the classroom
- Ensuring that absence and persistent absence are tackled quickly and effectively. We will engage with families to encourage and support good attendance at school
- Targeting funding to ensure all learners have access to trips and visits, first-hand experiences, subject specific workshops, and extra-curricular activities after school

### **Our context**

Pegasus is a one form entry primary school in the Birmingham ward of Castle Vale. The most recent data from the Office for National Statistics ranks Castle Vale as the 4<sup>th</sup> most deprived area in Birmingham (4/69). This places Pegasus in the lowest 10% of most deprived areas nationally.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oracy and Vocabulary</b></p> <p>Some learners enter Pegasus Primary with very poor oral skills and low language acquisition. This can also be seen in Key Stage Two. Technical and higher level vocabulary of learners is limited in comparison to other learners nationally.</p>
2	<p><b>Writing</b></p> <p>In-Academy maths assessments throughout the school indicate that some disadvantaged learners do not perform as well as they should. Gaps in their knowledge and understanding of grammar, punctuation and spelling have led to a lack of fluency in learners' written work. Learners' writing stamina and presentation are also an areas of focus.</p>
3	<p><b>Maths</b></p> <p>In-academy maths assessments throughout the school indicate that some disadvantaged learners do not perform as well as they should. Some learners require additional support to develop their maths basic skills. They also need to develop their confidence with solving more complex problems in maths.</p>
4	<p><b>Attendance</b></p> <p>Last year, attendance of disadvantaged learners was 94.2% resulting in an attendance gap of 2.1% between the disadvantaged learners and those who are not disadvantaged (96.3%). 17.7% of disadvantaged learners have been 'persistently absent' compared to 10.7% of their peers. Our assessments and observations support our findings that absenteeism negatively impacts the achievement of disadvantaged learners.</p>
5	<p><b>Well-being</b></p> <p>Some learners need additional support with their mental health and well-being. A small number of learners lack confidence resulting in low self-esteem. This impacts on their learning as they lack the skills to persevere, learn from their mistakes and have a go.</p>
6	<p><b>Cultural Capital</b></p> <p>Learners at Pegasus have limited life experiences beyond the immediate local community. Disadvantaged learners' opportunities and life-experiences are not similar to their peers. Disadvantaged learners at Pegasus benefit from opportunities to take part in extracurricular clubs and activities, trips and visits. These help them to see how they fit into the wider world.</p>

## 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
1.	The oracy skills and vocabulary among disadvantaged learners improves.	<ul style="list-style-type: none"> <li>– Assessments and observations indicate significantly improved oracy skills among disadvantaged learners.</li> <li>– Learners use technical/higher level vocabulary correctly and in context.</li> </ul>
2.	The maths attainment for learners improves.	<ul style="list-style-type: none"> <li>– Differences between disadvantaged learners are reduced in comparison to the attainment of others nationally by the end of KS2.</li> <li>– Monitoring shows pupils tackle complex problems with confidence.</li> </ul>
3.	The attainment in writing for learners improves.	<ul style="list-style-type: none"> <li>– Differences between disadvantaged learners are reduced in comparison to the attainment of others nationally by the end of KS2.</li> <li>– Pupils are able to write at length. Their writing is grammatically accurate.</li> </ul>
4.	The well-being of all learners in our school is improved, particularly our disadvantaged learners and parental engagement continues to improve.	<p>Well-being of learners is improved and sustained as seen in school monitoring:</p> <ul style="list-style-type: none"> <li>– Pupil voice, pupil surveys, teacher voice, parent voice</li> <li>– Data from extra-curricular activities shows higher levels of engagement and participation</li> <li>– Analysis of CPOMS and the support provided to individual learners</li> </ul>
5.	The attendance of learners improves and is in line with national figures for attendance and persistent absence.	<ul style="list-style-type: none"> <li>– The number of disadvantaged pupils persistently absent reduces. It is in line with or below national figures.</li> <li>– Attendance of disadvantaged learners improves and is similar to learners nationally. It is similar to or in line with national figures.</li> <li>–</li> </ul>
6.	The broader experiences of learners ensures that pupil's cultural capital increases.	<ul style="list-style-type: none"> <li>– Learners' knowledge and understanding is enhanced, knowledge gaps close and learners are fluent in all subjects.</li> <li>– Learners know more and remember more, and as a result outcomes improve. Outcomes are at least in line with national figures.</li> </ul>

## Activity in this academic year – 2023/24

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

### Teaching and Learning (Professional Learning, recruitment and retention)

Budgeted cost: £ 60,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Embedding dialogic activities across the school curriculum. These can support learners to articulate key ideas, consolidate understanding and extend vocabulary.</i></b></p> <ul style="list-style-type: none"> <li>• We will purchase resources and fund ongoing teacher training and release time.</li> <li>• We will ensure vocabulary is explicitly taught and reviewed.               <ul style="list-style-type: none"> <li>– Tier 2 and Tier 3 vocabulary provision</li> <li>– Echo reading strategies</li> <li>– Voice 21 Oracy training and support for colleagues</li> <li>– Vocabulary resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Oral language interventions, including dialogic activities such as high-quality classroom discussion .....inexpensive to implement with high impact. <a href="#">Oral language interventions EEF</a></li> <li>• High quality adult-child interactions are important and sometimes described as talking <b>with</b> learners <a href="https://educationendowmentfoundation.org.uk/literacy-ks-1">https://educationendowmentfoundation.org.uk/literacy-ks-1</a></li> <li>• Extend learners’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for learners to use new words. <a href="https://educationendowmentfoundation.org.uk/literacy-ks2">https://educationendowmentfoundation.org.uk/literacy-ks2</a></li> <li>• Oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</li> </ul>	1
<p><b><i>Identifying next steps for learners to ensure gaps close quickly.</i></b></p> <ul style="list-style-type: none"> <li>• Training will be provided for all colleagues to ensure assessments are interpreted and administered correctly.               <ul style="list-style-type: none"> <li>– National Test-Style (NTS) standardised assessments in reading, spelling, punctuation and grammar and maths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. <a href="https://Diagnostic_Assessment_Tool.pdf">https://Diagnostic_Assessment_Tool.pdf</a></li> </ul>	2 3
<p><b><i>Embedding self and peer to peer assessment for learning</i></b></p> <ul style="list-style-type: none"> <li>• Peer marking and feedback will be embedded throughout the school using age appropriate methods and practices.</li> <li>• Resources to support pupil marking and feedback will be purchased</li> </ul>	<p>Peer interactions can provide motivation and improve learning outcomes <a href="https://educationendowmentfoundation.org.uk/feedback">https://educationendowmentfoundation.org.uk/feedback</a></p>	2 3

<p><b>Effectively deploying support staff</b></p> <ul style="list-style-type: none"> <li>• Providing in class support, practical resources and guidance for support staff in writing and maths, utilising the skills and expertise of consultants, Lead Practitioners and the SENDCO</li> <li>• We will provide support staff with the opportunity to observe effective practice across the school/Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance learners' outcomes in the classroom. <a href="https://educationendowmentfoundation.org.uk/effective-professional-development">https://educationendowmentfoundation.org.uk/effective-professional-development</a></li> </ul>	<p>1 2 3</p>
<p><b>Enhancing our maths teaching and curriculum planning.</b></p> <ul style="list-style-type: none"> <li>• We will continue to provide staff with professional development to support the effective delivery of maths. This will include teacher demonstration, guided and independent practice.</li> <li>• We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</li> <li>• We will provide further training for all colleagues in the use of manipulatives and representations to ensure concepts are embedded before learners move on. <ul style="list-style-type: none"> <li>– Number Sense professional learning and resources</li> <li>– Times Table Rockstars</li> <li>– Testbase</li> <li>– Gamification</li> <li>– Mastering Number</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance learner's outcomes in the classroom. <a href="https://educationendowmentfoundation.org.uk/effective-professional-development">https://educationendowmentfoundation.org.uk/effective-professional-development</a></li> <li>• Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of learner's mathematical development, and of effective mathematical pedagogy. <a href="https://educationendowmentfoundation.org.uk/early-maths">https://educationendowmentfoundation.org.uk/early-maths</a></li> <li>• Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help learners engage with mathematical ideas. <a href="https://educationendowmentfoundation.org.uk/maths-ks-2-3">https://educationendowmentfoundation.org.uk/maths-ks-2-3</a></li> <li>• Mastery learning approaches aim to ensure that all learners have mastered key concepts before moving on to the next topic <a href="https://educationendowmentfoundation.org.uk/mastery-learning">https://educationendowmentfoundation.org.uk/mastery-learning</a></li> </ul>	<p>2</p>
<ul style="list-style-type: none"> <li>• <b>Enhancing our teaching of writing and curriculum planning.</b></li> <li>• We will continue to provide staff with professional development to support the effective delivery of writing.</li> <li>• We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and professional development. The Early Reading lead will continue to work with the English Hub to develop effective practice.</li> <li>• We will fund expert consultant support for teachers and support staff including high quality professional development and coaching for writing to aid subject knowledge, subject pedagogy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. <a href="https://educationendowmentfoundation.org.uk/effective-professional-development">https://educationendowmentfoundation.org.uk/effective-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/literacy-ks-1">https://educationendowmentfoundation.org.uk/literacy-ks-1</a></li> <li>• Fluent writing supports composition because learners' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive</li> </ul>	<p>3</p>

<ul style="list-style-type: none"> <li>• Provide learners with appropriate scaffolds to support the lower attaining learners and stretch and challenge the most able.</li> <li>• Establishing small group writing support groups to support disadvantaged learners falling behind age related expectations.</li> <li>• Establish enhanced opportunities for Greater depth writing. E.g., create a targeted writing club,</li> </ul>	<p>practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/literacy-ks2">https://educationendowmentfoundation.org.uk/literacy-ks2</a></p>	
<p><b>Improving the quality of social and emotional (SEL) learning and develop learners’ resilience.</b></p> <ul style="list-style-type: none"> <li>• SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</li> <li>• School-level approaches to develop a positive school ethos, which also aims to support greater engagement in learning.</li> <li>• Make use of more specialised programmes which use elements of Social, Emotion Learning and are targeted at students with particular social or emotional needs. E.g.</li> <li>• TappyTwins counselling services (Autumn 2023)</li> <li>• Thrive Mental Health and Well-Being training for all colleagues</li> <li>• Thrive resources to support programme delivery</li> <li>• Mental health training for leaders and for staff</li> </ul>	<ul style="list-style-type: none"> <li>• There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</li> </ul> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p> <ul style="list-style-type: none"> <li>• Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</li> <li>• The Thrive Approach equips staff to see and understand behaviour as communication and it gives them the tools and techniques to support the emotional and social development needed to access learning.</li> </ul> <p><a href="https://www.thriveapproach.com/about-thrive/">https://www.thriveapproach.com/about-thrive/</a></p>	4

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensuring the effective deployment of teaching and support staff</b></p> <p>We will provide high quality interventions using the following programmes and resources: Fast Track, Precision Teaching, WELLCOMM, Ninja Maths, Ninja Vocabulary and CGP workbooks.</p>	<p>Additional small group support can be effectively targeted at learners from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">https://educationendowmentfoundation.org.uk/small-group-tuition</a></p>	1 2 3
<p>We will engage with the National Tutoring Pro-gramme (NTP) to provide a blend of tuition, mentoring and school-led tutoring for learners whose education has been most impacted by the pandemic. A significant</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining learners or those falling behind, both one-to-one and in small groups.</p>	2 3



proportion of the learners who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">https://educationendowmentfoundation.org.uk/one-to-one-tuition</a> Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">https://educationendowmentfoundation.org.uk/small-group-tuition</a>	
<b>Supporting learners' meta-cognition and self-regulation</b> <ul style="list-style-type: none"> <li>We will provide scaffolded tasks, like worked examples that allow learners to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.</li> <li>Staff will demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</li> </ul>	<ul style="list-style-type: none"> <li>Metacognition and self-regulation approaches to teaching support learners to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <ul style="list-style-type: none"> <li>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</li> </ul>	2 3
The Year 6 class will be split into 2 smaller groups to enable teachers to teach groups with greater adult interaction and to focus on metacognition.	Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently. <a href="https://educationendowmentfoundation.org.uk/reducing-class-size">https://educationendowmentfoundation.org.uk/reducing-class-size</a> Reducing class size has a small positive impact of +2 months, on average.	2 3 4

### Wider strategies (attendance, behaviour, well-being)

Budgeted cost: 50,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li><b>Embedding principles of good practice set out in the DfE's attendance advice.</b></li> <li>Staff will be supported to develop and implement new procedures which will further assist the attendance officer to improve attendance.</li> <li>We will fund the time and support of the Educational Welfare Office (EWO).</li> <li>We will implement attendance support through the attendance HERO (Here, Every day, Ready, On time) plan for rewarding good attendance and developing skills for life.</li> <li>The attendance officer will offer a support package and work closely with families to improve attendance. Bespoke approach for</li> </ul>	<ul style="list-style-type: none"> <li>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> </li> <li>Sensitive and supportive actions taken to ensure disadvantaged learners attend school.</li> <li>Learners who attend school regularly achieve positive outcomes</li> </ul>	5



<p>those families not engaging with school wide approach.</p> <ul style="list-style-type: none"> <li>Prizes and rewards for learners with good attendance, including those who have perfect attendance will be purchased.</li> </ul>		
<p><b>Providing additional teaching time</b></p> <ul style="list-style-type: none"> <li>After school workshops will be provided for Year 6 learners.</li> <li>Targeted learners will attend 1-1 sessions to boost their confidence and develop their knowledge and skills.</li> </ul>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/extending-school-time">https://educationendowmentfoundation.org.uk/extending-school-time</a></p>	2 3 5
<p><b>Improving attainment outcomes by increasing the number of learners who eat breakfast.</b></p> <p>We will continue to provide breakfast for all learners through our partnership with Magic Breakfast</p>	<p>Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/magic-breakfast">https://educationendowmentfoundation.org.uk/magic-breakfast</a></p>	4
<p><b>Increasing disadvantaged learners' life experiences</b></p> <ul style="list-style-type: none"> <li>Creating subsidised experiences to enhance academic learning, create aspirations and give learners opportunities to excel in areas they might not otherwise have access to.</li> <li>Trips and experiences will be subsidised to give opportunities for learners to excel.</li> <li>After school club/extra-curricular activities that target the disadvantaged learners will be established. E.g <ul style="list-style-type: none"> <li>Hippodrome Education Network</li> <li>The Past Presents history workshops</li> <li>Visits to places of worship</li> <li>LYFTA global citizenship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The EEF suggest that enriching education has intrinsic benefits and that all learners, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <ul style="list-style-type: none"> <li>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2 3 6
<p><b>Working with parents to increase engagement and well-being</b></p> <ul style="list-style-type: none"> <li>Provide workshops to further engage parents in their learner's learning. <ul style="list-style-type: none"> <li>Inspire workshops e.g., Read, Write Inc, early reading, reading, maths basic skills</li> <li>Parent education workshops and courses (through Birmingham Adult Education Services)</li> <li>Family Thrive parent courses</li> <li>Nurture training for pastoral lead</li> </ul> </li> <li>Open-mornings to engage prospective parents in the life of the school will be offered.</li> <li>Providing open afternoons to showcase the work of the learners. This includes half termly exhibitions.</li> </ul>	<ul style="list-style-type: none"> <li>There is an established link between the home learning environment at all ages and learner's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their learners.</li> <li>Support parents to create a regular routine and encourage good homework habits. Parents can support their learners by encouraging them to set goals, plan and manage their time and emotions. To help learners to regulate their own learning.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a</p>	All

	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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## Part B: Review of outcomes in the previous academic year (2022-23)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on learners in the 2022 to 2023 academic year.

**Challenge 1: Oracy and Vocabulary** - As a result of our initial work with Voice 21, the oracy skills of disadvantaged pupils are improving. Pupils are now more confident in using speech to express their thoughts and to communicate effectively. Pupils can speak in full sentences using Standard English. The use of vocabulary boxes has started to have an impact on what the pupils are able to remember and recall. This is evident when talking to them about their learning, and also in their use of Tier 2 and Tier 3 vocabulary in their speech and written work. Echo reading across the school is a powerful strategy that we employ at Pegasus to develop pupils' vocabulary and to enable them to make more effective word choices when speaking and in their writing. Teachers use their knowledge of the pupils they teach to target the disadvantaged to ensure they can access the texts and increase their understanding of word meaning. This is having a positive impact and pupils state that they both enjoy and value the strategy. Staff have been well-supported by our English Consultant. Professional development has helped to upskill staff in their development of word meaning and the teaching of tier 2 and tier 3 vocabulary.

**Challenge 2: Maths** – See data table below.

Since the 2019 KS2 statutory tests, the disadvantaged gap in maths has continued to narrow compared with all pupils – from -20% in 2022 to -9% in 2023. This trend is also reflected in Year 2 where the gap is now -7%, compared to -24% the previous year. In Early Years the GLD gap between all pupils and the disadvantaged is now -4%, compared to -10 the previous year.

The Year 4 multiplication check shows a gap of -19% in 2022 to plus of 4% over all pupils in 2023.

Professional development and resourcing for all staff in the use of concrete resources will continue so that pupils are secure in the concepts being taught. This will improve pupils' confidence and success.

**Challenge 3: Writing** – See data table below

Since the 2019 KS2 statutory tests, the disadvantaged gap in writing has narrowed again compared with all pupils – from -22% in 2022 to -10% in 2023. This trend is also reflected in Year 2 where the gap is now -5%, compared to -20% the previous year. In Early Years the GLD gap between all pupils and the disadvantaged is now -4%, compared to -10 the previous year.

See the table below for further information

2022-23	All Pupils	Disadvantaged	In School Gap 2022-23	(In school gaps the previous year)
<b>EYFS – GLD</b>	71% (17/24)	67% (12/18)	-4	-10
<b>Phonics Year 1</b>	80% (20/25)	100% (9/9)	20	- 10
<b>Phonics Year 2 (December)</b>	.....			-14
<b>Phonics Year 2 (re-sit)</b>	56% (5/9)	57% (4/7)	1	No gap
<b>Key Stage 1</b>				
Combined	43% (13/30)	38% (6/16)	-5	-22
Reading	60% (18/30)	50% (8/16)	-10	-26
Writing	43% (13/30)	38% (6/16)	-5	-20
Maths	57% (17/30)	50% (8/16)	-7	-24
<b>Y4 Multiplication (25 marks)</b>	66% (20/30)	70% (9/16)	4	-19 (8/13)
<b>Key Stage 2</b>				
Combined	43%	33%	-10	-18
Reading	57%	50%	-7	-3
Writing	60%	50%	-10	-22
Maths	53%	44%	-9	-20

**Challenge 4: Well-Being** – We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A member of staff trained as a Nurture Assistant. She supported the mental health and well-being of pupils, with a particular focus on those who are disadvantaged. Additionally, Senior Leaders benefitted from initial Thrive training which has enabled them to better support the mental health and well-being of pupils so that they are in school and engaging in learning.

12 disadvantaged pupils have benefitted from the support of a counsellor during the year. Support has been provided for 15 identified pupils who have had to deal with adverse childhood experiences e.g., bereavement, domestic violence and support for pupils with a family member in prison. In Year 6, as a result of this support, ten pupils made secure progress from the start of year 6 and two more pupils achieved the combined.

**Challenge 5: Attendance** - The Pastoral Lead and the Educational Welfare Officer have supported 14 families in improving the attendance of identified pupils. Our overall attendance in 2021/22 was 1.5% lower than in the preceding year at 93.5%. This was slightly lower than the school target of 96%. Absence among disadvantaged pupils was 1.9% higher than their peers and persistent absence 7.1% higher. This gap remains the same as the previous year. The gaps in persistent absence are slightly larger than in previous years; persistent absence is a focus of our 2022-2023 plan with increased opportunities for awards for good attendance and punctuality.

**Challenge 6: Cultural Capital** - All pupils at Pegasus have benefitted from workshops to support the wider curriculum. Pupil voice indicates that these workshops have helped the pupils to remember more and to be able to recall more key facts about the areas they have studied. This links with the use of vocabulary boxes in developing pupil's oracy skills. Pupil Premium funding has been used to support

those who are disadvantaged so everyone can attend our programme of educational visits. Educational visits have ensured that all our pupils receive a well-rounded, culturally rich education. The positive impact on pupils' attitudes to learning, their recall of knowledge and their ability to make links in their education is evident through pupil voice and their work in books. The support provided this year to improve pupils' cultural capital will remain next year to ensure that they continue to learn and experience more about the world beyond our immediate community. The pupils have benefitted from working with LYFTA to enhance their knowledge of the world around them. Although the use of LYFTA is in its infancy, the pupils speak positively about the insights they have had so far into the world beyond the local community.

We will continue with:

- The development of oracy and vocabulary through our work with Voice21
- The support from the English Consultant to address gaps in writing attainment
- The support from the EYFS Consultant to develop outdoor provision in the Early Years and to ensure standards continue to rise for our disadvantaged pupils so that the gaps close
- Our work with Thrive to ensure our pupil's social, emotional, and mental health needs are adequately met
- The development of our pupil's cultural capital through workshops, educational visits and through our interactions with LYFTA
- The support from the Educational Welfare Officer to continue to improve attendance with a particular focus on those at risk of persistent absence
- The breakfast provision from Magic Breakfast to provide bagels for pupils every day

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
WELLCOMM	GL Assessments
NTS Tests	Rising Stars
Accelerated Reader and Myon	Renaissance
Breakfast	Magic Breakfast
Times table Rockstars	Maths Circle Ltd.
After school Sport clubs	Kickstart
Voice 21	Voice 21
Thrive	Thrive