

Pupil premium strategy statement

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	192
Proportion (%) of pupil premium eligible learners	61%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023
Statement authorised by	
Pupil premium lead	Vanessa Wardle
Governor / Trustee lead	Dawn Crooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,275
Recovery premium funding allocation this academic year	£21,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

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 (PPG) combined with our in-depth knowledge of our learners. The Pegasus ethos is that for learners to achieve their full potential, there needs to be a holistic approach to teaching and learning. 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 vulnerable learners, as we know these learners also face their own set of inimitable 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.

Achieving our objectives by

- Ensuring all learners receive the very best high quality teaching. All teachers and teaching assistants receive high quality professional development to further develop their teaching skills and pedagogy
- Acting early to quickly address identified gaps in learning including the provision of small group work and 1-1 tuition
- Removing social and emotional barriers to learning through effective pastoral care and providing 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 by engaging 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 and subject specific workshops as well as extra-curricular activities such as after school clubs

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 4th 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>Oracy and Vocabulary</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>Maths</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 alongside their confidence and ability to solve more complex problems in maths. Some learners lack resilience and need support to persevere.</p>
3	<p>Writing</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 areas of focus.</p>
4	<p>Well-being</p> <p>A number of learners' need additional support with their mental health and well-being. Some learners lack confidence resulting in low self-esteem and a lack of resilience. This impacts on their learning as they lack the skills to persevere, learn from their mistakes and have a go.</p>
5	<p>Attendance</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>
6	<p>Cultural Capital</p> <p>Learners at Pegasus have limited life experiences beyond the immediate local community. Disadvantaged learners opportunities and life-experiences are not in line with their peers. Disadvantaged learners benefit from opportunities to take part in extracurricular clubs and activities, trips and visits to 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.	Assessments and observations indicate significantly improved oracy skills among disadvantaged learners. Learners are using technical/higher level vocabulary effectively. This can be seen in lesson visits, book looks and ongoing formative and summative assessments.
2.	The maths attainment for learners improves.	Differences between disadvantaged learners are reduced in comparison to the attainment of others nationally by the end of KS2.
3.	The attainment in writing for learners improves.	Differences between disadvantaged learners are reduced in comparison to the attainment of others nationally by the end of KS2.
4.	The well-being of all learners in our school is improved, particularly our disadvantaged learners and parental engagement continues to improve.	Well-being of learners is improved and sustained as seen in school monitoring: <ul style="list-style-type: none"> – Pupil voice, pupil surveys, teacher voice, parent voice – Data from extra-curricular activities shows higher levels of engagement and participation – Analysis of CPOMS and the support provided to individual learners
5.	The attendance of learners improves and is in line with national figures for attendance and persistent absence.	The number of persistent absences reduces for disadvantaged learners. Attendance of disadvantaged learners improves and is similar to learners nationally. <ul style="list-style-type: none"> – Attendance analysis – Pupil voice – Educational Welfare Officer reports – CPOMS analysis
6.	The broader experiences of learners ensures that pupil's cultural capital increases.	Learners' knowledge and understanding is enhanced, knowledge gaps close and learners are fluent in all subjects. <ul style="list-style-type: none"> – Learners' achievement data – Qualitative data from pupil voice and pupil surveys – Evidence of the impact of visits and experiences and opportunities across the curriculum and learners know more and remember more – Records of trips and visits

Activity in this academic year

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding dialogic activities across the school curriculum. These can support learners to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>We will ensure vocabulary is explicitly taught and reviewed.</p> <ul style="list-style-type: none"> – Tier 2 and Tier 3 vocabulary provision – Echo reading strategies – Voice 21 Oracy training and support for colleagues – Vocabulary resources – Oracy training for colleagues in addition to Voice 21 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact.</p> <p>Oral language interventions EEF</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with learners rather than just talking to learners.</p> <p>https://educationendowmentfoundation.org.uk/literacy-ks-1</p> <p>Extend learners’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for learners to use new words.</p> <p>https://educationendowmentfoundation.org.uk/literacy-ks2</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p>	1
<p><i>Identifying next steps for learners to ensure gaps close quickly.</i></p> <p>We will purchase a suite of standardised diagnostic assessments in reading, grammar, spelling and punctuation and maths</p> <p>Training will be provided for all colleagues to ensure assessments are interpreted and administered correctly.</p> <ul style="list-style-type: none"> – National Test-Style (NTS) standardised assessments in reading, spelling, punctuation and grammar and maths – NTS mark books and gap analysis resources 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress EEF</p> <p>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.</p> <p>https://Diagnostic_Assessment_Tool.pdf</p>	2 3
<p><i>Embedding self and peer to peer assessment for learning</i></p>	<p>Peer interactions can provide motivation and improve learning outcomes</p> <p>https://educationendowmentfoundation.org.uk/feedback</p>	2 3

<p>Peer marking and feedback will be embedded throughout the school using age appropriate methods and practices.</p> <ul style="list-style-type: none"> Resources to support pupil marking and feedback 	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged learners and lower prior attainers than other learners.</p> <p>Feedback appears to have slightly greater effects for primary school age learners (+7 months)</p>	
<p><i>Effectively deploying support staff</i></p> <p>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</p> <p>We will provide support staff with the opportunity to observe effective practice across the school/Trust.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance learners’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/effective-professional-development</p>	<p>1 2 3</p>
<p><i>Enhancing our maths teaching and curriculum planning.</i></p> <p>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.</p> <p>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).</p> <p>We will provide further training for all colleagues in the use of manipulatives and representations to ensure concepts are embedded before learners move on.</p> <ul style="list-style-type: none"> Number Sense professional learning and resources Times Table Rockstars Testbase Gamification Mastering Number 	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/effective-professional-development</p> <p>Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of learner’s mathematical development, and of effective mathematical pedagogy.</p> <p>https://educationendowmentfoundation.org.uk/early-maths</p> <p>Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help learners engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact.</p> <p>https://educationendowmentfoundation.org.uk/maths-ks-2-3</p> <p>Mastery learning approaches aim to ensure that all learners have mastered key concepts before moving on to the next topic</p> <p>https://educationendowmentfoundation.org.uk/mastery-learning</p> <p>The impact of mastery learning approaches is an additional five months of progress, on average, over the course of a year.</p>	<p>2</p>
<p><i>Enhancing our teaching of writing and curriculum planning.</i></p> <p>We will continue to provide staff with professional development to support the effective delivery of writing.</p>	<p>There is growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/effective-professional-development</p>	<p>3</p>

<p>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.</p> <p>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.</p> <p>We will provide learners with appropriate scaffolds to support the lower attaining learners and stretch and challenge the most able.</p> <p>Establishing small group writing support groups to support disadvantaged learners falling behind age related expectations.</p> <p>Establishing enhanced opportunities for Greater depth writing. E.g., create a targeted writing club</p> <ul style="list-style-type: none"> – Pobble platform for the sharing of writing with learners across the country 	<p>Transcription refers to the physical processes of handwriting or typing, and spelling. Learners must develop fluency in these skills to the point that they have become automated. If learners have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.</p> <p>https://educationendowmentfoundation.org.uk/literacy-ks-1</p> <p>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 practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>https://educationendowmentfoundation.org.uk/literacy-ks2</p>	
<p><i>Improving the quality of social and emotional (SEL) learning and develop learners' resilience.</i></p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>School-level approaches will be used to develop a positive school ethos, which also aims to support greater engagement in learning.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</p> <ul style="list-style-type: none"> – TappyTwins counselling services (Autumn 2022) – Thrive Mental Health and Well-Being training for all colleagues – Thrive resources to support programme delivery – Nurture qualification and training for the pastoral lead – Mental health training for leaders and for staff 	<p>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)</p> <p>EEF Social and Emotional Learning.pdf</p> <p>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.</p> <p>Current brain science shows that for many young people in school, their stress management, emotional regulation and seeking/exploring systems are not yet sufficiently developed for them to access learning. 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.</p> <p>https://www.thriveapproach.com/about-thrive/</p>	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged learners who have relatively weak spoken language skills.</p> <ul style="list-style-type: none"> – WELLCOMM EYFS – Helicopter Stories EYFS – Voice 21 – Speech and Language Therapist service 	<p>Oral language interventions can have a positive impact on learners' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/oracy</p> <p>The Voice 21 Oracy Improvement Programme supports schools to develop learners' use of speech to express their thoughts and communicate effectively.</p> <p>https://educationendowmentfoundation.org.uk/voice-21</p>	1
<p><i>Ensuring the effective deployment of support staff</i></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>Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>Additional small group support can be effectively targeted at learners from disadvantaged backgrounds</p> <p>https://educationendowmentfoundation.org.uk/small-group-tuition</p>	1 2 3
<p>Engaging with the National Tutoring Programme (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 proportion of the learners who receive tutoring will be disadvantaged, including those who are high attainers.</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> <p>https://educationendowmentfoundation.org.uk/one-to-one-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/small-group-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	2 3
<p><i>Supporting learners' meta-cognition and self-regulation</i></p> <p>Providing scaffolded tasks, like worked examples that allow learners to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.</p> <p>Staff will demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. E.g., explaining their thinking when interpreting a text or solving a mathematical task, alongside</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p>	2 3

promoting and developing metacognitive talk related to lesson outcomes.		
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. https://educationendowmentfoundation.org.uk/reducing-class-size Reducing class size has a small positive impact of +2 months, on average.	2 3 4

Wider strategies (attendance, behaviour, well-being)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding principles of good practice set out in the DfE's attendance advice.</i></p> <p>Staff will be supported to develop and implement new procedures which will further assist the attendance officer to improve attendance.</p> <p>Fund the time and support of the Educational Welfare Office (EWO).</p> <p>Implementing attendance support through the attendance HERO (Here, Every day, Ready, On time) plan for rewarding good attendance and developing skills for life.</p> <p>Attendance officer to offer support package and work closely with families to improve attendance. Bespoke approach for those families not engaging with school wide approach.</p> <p>Providing prizes and rewards for learners with good attendance including those who have perfect attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Sensitive and supportive actions taken to ensure disadvantaged learners attend school. Learners who attend school regularly achieve positive outcomes</p>	5
<p><i>Providing additional teaching time</i></p> <p>We will adjust the time in the school day to provide additional teaching time before lunchtime.</p> <p>After school workshops will be provided for Year 6 learners.</p> <p>Targeted learners will attend 1-1 sessions to boost their confidence and develop their knowledge and skills.</p>	<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. https://educationendowmentfoundation.org.uk/extending-school-time</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p>	2 3 5

<p><i>Improving attainment outcomes by increasing the number of learners who eat breakfast.</i></p> <p>We will continue to provide breakfast for all learners through our partnership with Magic Breakfast</p>	<p>https://educationendowmentfoundation.org.uk/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>4</p>
<p><i>Increasing disadvantaged learners' life experiences</i></p> <p>Creating subsidised experiences to enhance academic learning, create aspirations and give learners opportunities to excel in areas they might not otherwise have access to.</p> <p>Trips and experiences subsidised to give opportunities for learners to excel, engage and aspire.</p> <p>Subsidising after school club/extra-curricular activities that target the disadvantaged learners.</p> <ul style="list-style-type: none"> – Hippodrome Education Network – The Past Presents history workshops – Visits to places of worship – LYFTA global citizenship 	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>2 3 6</p>
<p><i>Working with parents to increase engagement and well-being</i></p> <p>Providing workshops to further engage parents in their learner's learning.</p> <ul style="list-style-type: none"> – Inspire workshops e.g., Read, Write Inc, early reading, reading, maths basic skills – Parent education workshops and courses (through Birmingham Adult Education Services) – Family Thrive parent courses – Nurture training for pastoral lead <p>Offering monthly open mornings to engage prospective parents in the life of the school</p> <p>Providing open afternoons to showcase the work of the learners. This includes half termly exhibitions.</p>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>4</p>
<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 small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on learners in the 2021 to 2022 academic year.

<u>Challenge 1: Oracy and Vocabulary</u> -
<u>Challenge 2: Maths</u> -
<u>Challenge 3: Writing</u> -
<u>Challenge 4: Well-Being</u> –
<u>Challenge 5: Attendance</u> –
<u>Challenge 6: Cultural Capital</u> -

Percentage (Number of learners in brackets)			
	All Learners	Disadvantaged	In School Gap
EYFS – GLD			
Phonics Year 1			
Phonics Year 2 (December)			
Phonics Year 2 (re-sit)			
Key Stage 1			
Combined			
Reading			
Writing			
Maths			
Y4 Multiplication (25 marks)			
Key Stage 2			
Combined			
Reading			
Writing			
Maths			

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