

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 pupils in school	197
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	
Pupil premium lead	Vanessa Wardle
Governor / Trustee lead	Gemma Kavanagh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,985
Recovery premium funding allocation this academic year	£16,385
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	£168,370

# Part A: Pupil premium strategy plan

## Statement of intent

At Pegasus Primary School, we believe that all pupils 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 pupils. The Pegasus ethos is that in order for pupils 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 pupils to achieve well and become active and socially responsible citizens of the future. Alongside our disadvantaged pupils we have also considered the needs of our vulnerable pupils, as we know these pupils also face their own set of inimitable challenges and may require additional support. 2020-2021 has been an exceptionally challenging year for all of our school community and the money assigned to PPG will be fundamental in supporting this group of pupils.

### **Our objectives**

- Develop pupils' 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 pupils and all pupils nationally
- To provide timely intervention that ensure pupils' gaps continue to close
- Enable pupils to know and understand how to look after their social and emotional well-being and to increase their resilience
- To ensure that all pupils attend school regularly
- To provide increased enrichment opportunities including the arts so that our pupils develop a broader understanding of the world in which they live.

### **Achieving our objectives by**

- Ensuring all pupils receive the very best quality first 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 nurture support to enable pupils 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 pupils have access to trips and visits, first-hand experiences and subject specific workshops as well as extra-curricular activities such 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 4<sup>th</sup> most deprived area in Birmingham (4/69). This places Pegasus in the lowest 10% of most deprived areas nationally. Pre-pandemic, Castle Vale was the 18<sup>th</sup> most deprived area in Birmingham.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oracy and Vocabulary</b> Some pupils 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 pupils is limited in comparison to other pupils nationally.
2	<b>Maths</b> In-Academy maths assessments throughout the school indicate that some disadvantaged pupils do not perform as well as they should. Some pupils require additional support to develop their maths basic skills alongside their confidence and ability to solve more complex problems in maths.
3	<b>Writing</b> As a result of school closures pupils have missed the regular practice of writing. As a result of lockdown, gaps in their knowledge and understanding of grammar, punctuation and spelling have led to a lack of fluency in pupils' written work. Pupils' writing stamina and presentation are also areas of focus.
4	<b>Well-being</b> The adverse affect of lockdown and school closure has impacted on some pupils' well-being and resilience. This has resulted in a noticeable decline in their resilience and confidence.
5	<b>Attendance</b> Last year, attendance of disadvantaged pupils was 94.2% resulting in an attendance gap of 2.1% between the disadvantaged pupils and those who are not disadvantaged (96.3%). 17.7% of disadvantaged pupils 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 pupils.
6	<b>Cultural Capital</b> Pupils at Pegasus have limited life experiences beyond the immediate local community. Covid 19 and school closures have further impacted on the opportunities and life-experiences. Pupils have missed out on opportunities to take part in extracurricular clubs and activities, trips and visits.

## 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 pupils improves.	Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. Pupils 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 pupils improves.	Differences between disadvantaged pupils are reduced in comparison to the attainment of others nationally by the end of KS2.
3.	The attainment in writing for pupils improves.	Differences between disadvantaged pupils are reduced in comparison to the attainment of others nationally by the end of KS2.
4.	The well-being of all pupils in our school is improved, particularly our disadvantaged pupils and parental engagement continues to improve.	Well-being of pupils is improved and sustained as seen in school monitoring: <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 pupils</li> </ul>
5.	The attendance of pupils improves and is inline with national figures for attendance and persistent absence.	The number of persistent absences reduces for disadvantaged pupils. Attendance of disadvantaged pupils improves and is similar to pupils nationally. <ul style="list-style-type: none"> <li>– Attendance analysis</li> <li>– Pupil voice</li> <li>– Educational Welfare Officer reports</li> <li>– CPOMS analysis</li> </ul>
6.	The broader experiences of pupils ensures that pupil's cultural capital increases.	Pupils' knowledge and understanding is enhanced, knowledge gaps close and pupils are fluent in all subjects. <ul style="list-style-type: none"> <li>– Pupils' achievement data</li> <li>– Qualitative data from pupil voice and pupil surveys</li> <li>– Evidence of the impact of visits and experiences and opportunities across the curriculum and pupils know more and remember more</li> <li>– Records of trips and visits</li> </ul>

## 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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils 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"> <li>– Tier 2 and Tier 3 vocabulary boxes</li> <li>– Echo reading strategies</li> <li>– Voice 21 Oracy training and support for staff</li> <li>– Vocabulary Ninja resources</li> <li>– Oracy training for staff</li> </ul>	<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><a href="#">Oral language interventions EEF</a></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 children rather than just talking to children.</p> <p><a href="https://educationendowmentfoundation.org.uk/literacy-ks-1">https://educationendowmentfoundation.org.uk/literacy-ks-1</a></p> <p>Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p><a href="https://educationendowmentfoundation.org.uk/literacy-ks2">https://educationendowmentfoundation.org.uk/literacy-ks2</a></p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p>	1
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ A high focus on pre-teaching and reviewing vocabulary is beginning to have a noticeable impact on children across the school. This can be seen when talking to children</li> <li>▪ Support from the English Consultant is having a positive impact and teachers across the school are now more confident in developing tier 2 and 3 vocabulary.</li> <li>▪ Pupil voice indicates that the majority of children are more confident in using vocabulary in context and in recalling prior vocabulary. Most children are also speaking in full sentences in Standard English.</li> <li>▪ Leaders attended Vocabulary Ninja in March 2022. CPD is planned for early summer 2022 so that even more effective use of the resource can be put into place to ensure children continue to make strong gains in their oracy skills and use of tier 2 and tier 3 vocabulary.</li> </ul>		
<p><i>Identifying next steps for pupils 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>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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress EEF</a></p>	2 3

<p>Training will be provided for all staff to ensure assessments are interpreted and administered correctly.</p> <ul style="list-style-type: none"> <li>- National Test-Style (NTS) standardised assessments in reading, spelling, punctuation and grammar and maths</li> <li>- NTS mark books and gap analysis resources</li> </ul>	<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><a href="https://Diagnostic_Assessment_Tool.pdf">https://Diagnostic_Assessment_Tool.pdf</a></p>	
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<p><b>Review:</b></p>																																																			
<ul style="list-style-type: none"> <li>▪ A suite of NTS tests has been purchased for the end of each term to provide teachers with summative assessment data</li> <li>▪ These tests are providing staff with a clear evidence base to plan for the next steps in the children’s learning.</li> <li>▪ As a result of using these tests and from professional learning provided by the SLT, staff are more adept in analysing data, picking up the gaps in children’s knowledge and skills and planning accordingly to address these gaps.</li> <li>▪ Data suggests that <ul style="list-style-type: none"> <li>○ the gap has closed in Year 1 and disadvantaged pupils perform as well as the non-disadvantaged pupils.</li> <li>○ In Year 3, the attainment gap of the disadvantaged pupils in maths is broadly in line with those who are not disadvantaged.</li> <li>○ In Year 4, the disadvantaged gap is closing in both reading and maths and it is on track to be at least in line.</li> <li>○ Year 3 reading and Year 5 reading and maths remain the focus groups for the summer term and beyond to ensure that targeted intervention closes the gaps and raises attainment overall.</li> <li>○ Year 2 remains a focus year group to ensure the gaps close and attainment overall increases. An experienced teacher will be working alongside the Year 2 teacher with the Year 2 class for the summer term to target specific children with intervention and in class support. The Principal will also be providing targeted intervention in Year 2.</li> <li>○ In Year 6, the disadvantaged gap has closed in reading and has reduced in maths from -11.1% to -2.7%.</li> </ul> </li> </ul>																																																			
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">NTS</th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">Maths</th> <th style="width: 15%;"></th> <th style="width: 15%;">SATs</th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td style="color: green;">+1.5%</td> <td style="color: green;">+1.8%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td>Year 2</td> <td>-16.5%</td> <td>-13.2%</td> </tr> <tr> <td>Year 3</td> <td>-7.1%</td> <td style="color: orange;">-1.5%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td style="color: orange;">-1.75%</td> <td style="color: orange;">-2.8%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td>-9.4%</td> <td>-14.5%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td>Year 6</td> <td style="color: green;">+3.8%</td> <td style="color: orange;">-2.7%</td> </tr> </tbody> </table>			NTS	Reading	Maths		SATs	Reading	Maths	Year 1	+1.5%	+1.8%					Year 2				Year 2	-16.5%	-13.2%	Year 3	-7.1%	-1.5%					Year 4	-1.75%	-2.8%					Year 5	-9.4%	-14.5%					Year 6				Year 6	+3.8%	-2.7%
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<ul style="list-style-type: none"> <li>▪ Staff voice states that staff are more confident in using their judgements in their teacher assessments and they effectively use the standardised scores to target individual children.</li> <li>▪ All staff are well supported by the Mark Smith, English Consultant, in moderating their writing data. Staff voice stated that professional dialogue with staff outside of Pegasus reassured them that either their judgements were sound or provided evidence as to what the children needed to do next to ensure they are securely at the expected standard by the end of the academic year. See impact reports.</li> </ul>																																																			

<p><i>Embedding self and peer to peer assessment for learning</i></p> <p>Peer marking and feedback will be embedded throughout the school using age appropriate methods and practices.</p>	<p>Peer interactions can provide motivation and improve learning outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/feedback">https://educationendowmentfoundation.org.uk/feedback</a></p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	<p>2 3</p>
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<p>– Resources to support pupil marking and feedback</p>	<p>Feedback appears to have slightly greater effects for primary school age pupils (+7 months)</p>															
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ Highlighter pens have been purchased to support children in proofreading their own work and that of their peers.</li> <li>▪ Children have been reintroduced to success criteria in Y2 which is providing a scaffold for children to understand what they are looking for when they are proofreading and editing.</li> <li>▪ Following work with the Maths consultant, gamification has been successfully introduced into Year 6 and is now an embedded strategy for helping children to peer assess in maths, reading and writing.</li> <li>▪ Leaders have modelled the process of gamification for teachers and support staff in peer lesson visits and all staff are now beginning to use the strategies to support children in other year groups.</li> <li>▪ The ability to work as a team to ‘check’ each other’s work is well-liked by the children and pupil voice states that they prefer this to previous strategies used to reinforce and check their understanding, knowledge and skills. Children state that it feels safer, they can spot errors more easily and they like the speed of this type of formative assessment. It has also promoted greater opportunities for more dialogic talk between children. Greater collaboration is now taking place.</li> <li>▪ Evidence for these strategies can be found in the classrooms on working walls, on children’s tables and in their books.</li> </ul>																
<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 children’s outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development">https://educationendowmentfoundation.org.uk/effective-professional-development</a></p>	<p>1 2 3</p>														
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ All classes are supported by a teaching assistant each morning. The support staff are directed to work with the lowest 20% of readers at the start of each day.</li> <li>▪ Phonics same day catch-up and daily phonics interventions are delivered by the highly trained support staff. The impact of this is evident in improving phonics data.</li> <li>▪ Phonics same day catch-up and daily phonics interventions are delivered by the highly trained support staff. The impact of this is evident in improving reading data:</li> </ul> <table border="1" data-bbox="603 1348 1008 1697"> <thead> <tr> <th>NTS</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>+1.5%</td> </tr> <tr> <td>Year 2</td> <td>-16.5%</td> </tr> <tr> <td>Year 3</td> <td>-7.1%</td> </tr> <tr> <td>Year 4</td> <td>-1.75%</td> </tr> <tr> <td>Year 5</td> <td>-9.4%</td> </tr> <tr> <td>Year 6</td> <td>+3.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ The SENDCo and Trust Inclusion Director have prepared a suite of professional learning specifically to target support staff in developing their practice. The first two training sessions took place in the spring term. Staff voice will be sought in the summer term to identify the impact and next steps.</li> </ul>			NTS	Reading	Year 1	+1.5%	Year 2	-16.5%	Year 3	-7.1%	Year 4	-1.75%	Year 5	-9.4%	Year 6	+3.8%
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<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>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development">https://educationendowmentfoundation.org.uk/effective-professional-development</a></p>	<p>2</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 fund expert consultant support for teachers and support staff including high quality professional development and coaching for Maths to aid subject knowledge, subject pedagogy and practice across the school, including Early Years.</p> <p>We will provide further training for all staff in the use of manipulatives and representations to ensure concepts are embedded before pupils move on.</p> <ul style="list-style-type: none"> <li>– Number Sense professional learning and resources</li> <li>– Times Table Rockstars</li> <li>– DoodleMaths</li> <li>– Testbase</li> <li>– Gamification</li> </ul>	<p>Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-maths">https://educationendowmentfoundation.org.uk/early-maths</a></p> <p>Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils 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><a href="https://educationendowmentfoundation.org.uk/maths-ks-2-3">https://educationendowmentfoundation.org.uk/maths-ks-2-3</a></p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic</p> <p><a href="https://educationendowmentfoundation.org.uk/mastery-learning">https://educationendowmentfoundation.org.uk/mastery-learning</a></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><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ The TTE Maths consultant has provided 4days of support this academic year</li> <li>▪ We have covered staff to work with the maths consultant totalling 4 days</li> <li>▪ See impact report</li> <li>▪ The Early Years consultant has provided 3 days of support this academic year</li> <li>▪ We have covered staff to work with the consultant for 2.5 days to date</li> <li>▪ See impact report</li> </ul>		
<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>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>There is growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development">https://educationendowmentfoundation.org.uk/effective-professional-development</a></p> <p>Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/literacy-ks-1">https://educationendowmentfoundation.org.uk/literacy-ks-1</a></p> <p>Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive</p>	3



<p>We will provide pupils with appropriate scaffolds to support the lower attaining pupils and stretch and challenge the most able.</p> <p>Establishing small group writing support groups to support disadvantaged pupils falling behind age related expectations.</p> <p>Establishing enhanced opportunities for Greater depth writing. E.g., create a targeted writing club</p> <p>– Pobble platform for the sharing of writing with pupils across the country</p>	<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>	
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**Review:**

- The English Consultant has provided 5 days of support this academic year.
- Teacher release time to work with the consultant has been provided equating to 5 days of cover.
- As a result of professional learning, staff are effectively using the writing framework and toolkits to ensure they plan and deliver effective writing lessons that allow the children to develop their writing skills across a range of genres.
- Planning support has been provided by the consultant to ensure the sequence of learning is appropriate and challenging.
- Scaffolds are in place for those children who require additional support – evidence of these can be found in the children’s writing books.
- Moderation support has also been provided by the English consultant which staff positively engaged with. Professional dialogue with colleagues has taken place and spring term judgments made. These moderations/professional conversations have enabled the staff to agree their assessments and to identify what the children need to do next to achieve the expected standard at the end of the summer term 2022 (See reading data above).
- Lesson visits and learning walks led by SLT/ English Lead evidence the above. Teacher practice is improving, particularly for those who are in the early stages of their careers. Staff voice states they are more confident in their delivery, planning and assessment in reading and writing.
- Data analysis shows that for the majority of year groups, the gap between those who are disadvantaged and those who are not is closing. There is more work to be done to ensure that the gap continues to close in the summer term, particularly in Year 5.

Teacher assessment	Writing Baseline 2021	Writing Spring 2022
Year 1	-8%	+5.5%
Year 2	-33%	-13.2%
Year 3	-9.2%	-4.3%
Year 4	+1.6%	-1.7%
Year 5	-2.3%	-13.7%
Year 6	-7.1%	-6.0%

<p><i>Improving the quality of social and emotional (SEL) learning and develop pupils’ 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>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><a href="#">EEF Social and Emotional Learning.pdf</a></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</p>	4
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<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"> <li>– TappyTwins counselling services</li> <li>– Thrive Mental Health and Well-Being training for all staff</li> <li>– Thrive resources to support programme delivery</li> <li>– <i>Nurture qualification and training for the pastoral lead</i></li> <li>– <i>Mental health training for leaders and for staff</i></li> </ul>	<p>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><a href="https://www.thriveapproach.com/about-thrive/">https://www.thriveapproach.com/about-thrive/</a></p>	
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ 10 disadvantaged children have been identified and funded to receive support from TappyTwins counselling.</li> <li>▪ 10 disadvantaged children have received 1 hour of counselling for a block of ten weeks.</li> <li>▪ The Pastoral Lead is now qualified as a Nurture lead to lead nurture group sessions that focus on how early childhood experiences impact on the learning, development and well-being of children. Children are assessed using a profiling tool which is used to create individual plans to support children’s emotional health and well-being.</li> <li>▪ Nurture resources have been purchased to support the nurture lead in support individual children and their specific, identified needs.</li> </ul>		

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <ul style="list-style-type: none"> <li>– WELLCOMM EYFS</li> <li>– Helicopter Stories EYFS</li> <li>– Voice 21</li> <li>– Speech and Language Therapist service</li> </ul>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oracy">https://educationendowmentfoundation.org.uk/oracy</a></p> <p>The Voice 21 Oracy Improvement Programme supports schools to develop pupils’ use of speech to express their thoughts and communicate effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/voice-21">https://educationendowmentfoundation.org.uk/voice-21</a></p>	<p>1</p>
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ WELLCOMM is effectively used in the EYFS. All EYFS staff have received training in using WELLCOMM to support children with the development of their speech and language skills.</li> <li>▪ March 2022 = 100 % Two Band progress (2 pupils)</li> <li>▪ Voice 21 is in its infancy but the impact of pre-teaching vocabulary, the use of visuals to embed new vocabulary and the promotion of high quality talk can be seen in the EYFS outcomes for disadvantaged children are higher than for those who are not disadvantaged in Communication, Language and Literacy (CLL): <ul style="list-style-type: none"> <li>– Autumn baseline = +25%</li> <li>– December 2021 = +11.9%</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>– March 2022 = +6.7%</li> <li>▪ Helicopter stories are providing children with the opportunity to develop their speaking and listening skills as a group. Their turn taking has improved since the start of the academic year. The most able will be challenged in the spring term by recording their own helicopter stories independently allowing the class teacher to support those who still find this a challenge. Children are confident in creating their own stories.</li> <li>▪ The Speech and Language therapist (SALT) supports pupils in small groups and 1:1 once a week. She also provides reports following assessment and support staff how to deliver SALT school intervention.</li> <li>▪ Autumn – 13 pupils on SALT caseload - 2 pupils discharged = 69% progress reached summer targets 2021 and new targets set.</li> <li>▪ Spring – 12 pupils on SALT load 1 new referral 2 discharged 83% progress reached spring targets 2022 and new targets set.</li> <li>• Precision Teaching is a target intervention used in to increase sight vocabulary and fluency. This intervention is delivered daily by Teaching Assistants. <ul style="list-style-type: none"> <li>-Autumn base line 100% progress 8 pupils – 1 pupil reached age related and no longer requires the intervention</li> <li>- Spring base line 100% progress 5 pupils – 1 pupil reached age related and no longer requires the intervention</li> </ul> </li> </ul>		
<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 NELI, WELLCOMM, Ninja Maths 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 pupils from disadvantaged backgrounds <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">https://educationendowmentfoundation.org.uk/small-group-tuition</a></p>	<p>1 2 3</p>
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ A tightly focused intervention schedule has been in place since the beginning of the academic year.</li> <li>▪ Interventions and their outcomes are recorded by support staff and monitoring is led by the SENDCo with the SLT. The impact of interventions is evident in <ul style="list-style-type: none"> <li>– WELLCOMM data (see above)</li> <li>– Ninja Maths and CGP books for Y6 have been used to support children in booster groups and for home learning. This has supported their confidence, resilience and stamina.</li> </ul> </li> </ul>		
<p>Engaging with the National Tutoring Programme (NTP) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils 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 pupils or those falling behind, both one-to-one and in small groups. <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">https://educationendowmentfoundation.org.uk/one-to-one-tuition</a></p> <p>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></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>2 3</p>
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ Interventions outside of the school day have been in place since the start of the Spring term utilising the government's NTP led by five members of staff.</li> <li>▪ Target groups in Year 6 for reading/writing/SPAG</li> <li>▪ Target groups in Year 6 for maths</li> <li>▪ Target groups in Year 2 for reading/writing</li> <li>▪ Target groups in Year 2 for maths</li> <li>▪ Target groups in Year 1 for phonics will begin at the beginning of next term.</li> </ul>		

<ul style="list-style-type: none"> <li>The pupils were identified using their scaled scores and gap analysis from summative and teacher assessments.</li> <li>Registers show the attendance of Y2 and Y6 children at these additional lessons.</li> <li>The impact of these groups can be evidenced through the children's improving scaled scores.</li> </ul>														
<p><i>Supporting pupils' meta-cognition and self-regulation</i></p> <p>Providing scaffolded tasks, like worked examples that allow pupils 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 promoting and developing metacognitive talk related to lesson outcomes.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><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></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												
<p>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.</p>	<p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently.</p> <p><a href="https://educationendowmentfoundation.org.uk/reducing-class-size">https://educationendowmentfoundation.org.uk/reducing-class-size</a></p> <p>Reducing class size has a small positive impact of +2 months, on average.</p>	2 3 4												
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Year 6 have benefited from having two highly qualified teachers working with them since September 2021.</li> <li>Teaching has been adapted to meet the needs of the children and their gaps. A combination of group and whole class teaching has been used to ensure gaps are closing in writing and maths. In reading, the gap has closed.</li> <li>Evidence of this is in the data from baseline to the end of the spring term:</li> </ul> <table border="1" data-bbox="424 1312 1187 1547"> <thead> <tr> <th></th> <th>Baseline Autumn 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-7.8%</td> <td>+3.8%</td> </tr> <tr> <td>Maths</td> <td>-7.8%</td> <td>-2.7%</td> </tr> <tr> <td>Writing (TA)</td> <td>-7.1%</td> <td>-6.0%</td> </tr> </tbody> </table>				Baseline Autumn 2021	Spring 2022	Reading	-7.8%	+3.8%	Maths	-7.8%	-2.7%	Writing (TA)	-7.1%	-6.0%
	Baseline Autumn 2021	Spring 2022												
Reading	-7.8%	+3.8%												
Maths	-7.8%	-2.7%												
Writing (TA)	-7.1%	-6.0%												

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

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding principles of good practice set out in the DfE's attendance advice.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<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 pupils with good attendance including those who have perfect attendance.</p>	<p><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></p> <p>Sensitive and supportive actions taken to ensure disadvantaged children attend school. Children who attend school regularly achieve positive outcomes</p>	
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ Attendance of the disadvantaged children is improving.</li> <li>▪ Strategies that have been used to improve the attendance of key individuals are <ul style="list-style-type: none"> <li>– First day calls</li> <li>– Home visits by school staff including the pastoral lead and the Principal</li> <li>– Collecting children from their home</li> <li>– Liaising with the EWO to carry out home visits</li> <li>– Regular parent meetings with families of concern</li> <li>– SARM meetings</li> <li>– Fines for non-attendance</li> </ul> </li> <li>▪ The impact of these strategies on disadvantaged children are: <ul style="list-style-type: none"> <li>– 1 child has increased his attendance by 13%</li> <li>– 2 children have been able to attend school more regularly and attendance has risen to 89%</li> <li>– Parent relationships between home and school have become stronger.</li> </ul> </li> <li>▪ Attendance prizes and certificates have been used effectively to promote good attendance and children are keen to win rewards.</li> <li>▪ 62/115 disadvantaged children have attendance above 92%.</li> </ul>		
<p><i>Providing additional teaching time</i></p> <p>We will continue to utilise a staggered start and finish to provide additional teaching time.</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.</p> <p><a href="https://educationendowmentfoundation.org.uk/extending-school-time">https://educationendowmentfoundation.org.uk/extending-school-time</a></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>	<p>2 3 5</p>
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>▪ For the Autumn and Spring terms we have continued to operate a staggered start which has provided children with additional teaching and learning time. This has enabled all children to be heard read every morning, with a particular focus on the lowest 20%.</li> </ul>		

<ul style="list-style-type: none"> <li>From the Summer term 2022, all children will start their school day at 8.30am and finish at 3:10/3:15pm. The government White Paper states that schools must provide a minimum of 32.5 hours. The Pegasus school day already exceeds this thus providing additional teaching time above the new requirements.</li> </ul>		
<p><i>Improving attainment outcomes by increasing the number of children who eat breakfast.</i></p> <p>We will continue to provide breakfast for all pupils through our partnership with Magic Breakfast</p>	<p><a href="https://educationendowmentfoundation.org.uk/magic-breakfast">https://educationendowmentfoundation.org.uk/magic-breakfast</a></p> <p>Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress</p>	4
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Children have been, and will continue to be, provided with free bagels for breakfast at school. For some of our disadvantaged children this is their only option for breakfast. We have funded additional bagels so that no child goes hungry.</li> <li>Holiday food packs will also be provided to help our disadvantaged children during school holidays.</li> </ul>		
<p><i>Increasing disadvantaged pupils' life experiences</i></p> <p>Creating subsidised experiences to enhance academic learning, create aspirations and give pupils opportunities to excel in areas they might not otherwise have access to.</p> <p>Trips and experiences subsidised to give opportunities for pupils to excel, engage and aspire.</p> <p>Subsidising after school club/extra-curricular activities that target the disadvantaged pupils.</p> <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>	<p>The EEF suggest that enriching education has intrinsic benefits and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <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_search&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_search&amp;search_term</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <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> <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>	2 3 6
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Throughout the autumn and spring terms, Years 2-6 have taken part in history workshops linked to their wider curriculum projects. Year 1's workshop has been rescheduled as it was cancelled by the workshop company.</li> <li>These experiences have been vital as, because of Covid, children have not been able to go out on educational visits. These have not been possible but from the start of the summer term, all year groups will experience an offsite school visit linked to the wider curriculum. These educational visits will be subsidised to ensure that disadvantaged children are able to attend and gain valuable life experiences.</li> <li>Disadvantaged children as Arts Ambassadors have engaged with the Hippodrome theatre which has given them greater confidence and access to increased cultural capital.</li> <li>LYFTA has been introduced to lessons and all children have taken part in LYFTA Story World lessons. Pupil voice states that the children have enjoyed these global lessons and have been able to visit places they would not have been able to visit themselves. They speak articulately about the experiences of the people they have 'met' and show increasing empathy for the lives of others.</li> </ul>		
<p><i>Working with parents to increase engagement and well-being</i></p> <p>Providing workshops to further engage parents in their children's learning.</p>	<p>There is an established link between the home learning environment at all ages and children's performance at school.</p>	4

<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> <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 pupils. This includes half termly exhibitions.</p>	<p>Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Support parents to create a regular routine and encourage good homework habits. Parents can support their children by encouraging them to set goals, plan and manage their time and emotions. To help children to regulate their own learning.</p> <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> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	
<p><b>Preview:</b></p> <ul style="list-style-type: none"> <li>▪ All year groups held a welcome meeting in the autumn term to outline the curriculum, expectations, ways to support at home, home learning, and</li> <li>▪ All year groups have hosted a reading parent workshop which were well attended (See records for attendance)</li> <li>▪ Read Write Inc phonics workshops were held in the autumn term to guide parents in how to support their children at home, what the colour bands mean and how interventions work in phonics to ensure children are secure in their phonics knowledge.</li> <li>▪ Maths parent workshops are planned for the summer term.</li> <li>▪ Thrive has been invested in and will be used from the summer term 2022 to support children with social, emotional health and well-being.</li> <li>▪ Project exhibitions began in the Autumn term and were well attended by parents. These had to be postponed due to a spike in Covid cases. These exhibitions are scheduled for the summer term 2022 and beyond.</li> <li>▪ Parent workshops have been organised in house so this year. Work with Birmingham Adult Education will begin again in the summer term.</li> </ul>		
<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: £168,000**

## 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 pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous year in reading, writing and mathematics. Although pupils did make progress in the last academic year, the outcomes we aimed to achieve by the end of 2020/21 were not fully met due to the impact of Covid 19.

Our internal assessment data and knowledge of our pupils has highlighted the detrimental impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not fully able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as those provided by Oak National Academy, Accelerated Reader, Timetable Rock stars, Cosmic Kids Yoga and DoodleMaths.

Our overall attendance in 2020/21 was 0.1% higher than in the preceding year at 95.0 %. This was slightly lower than the national average (96%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.1% higher than their peers and persistent absence 7.0% higher. These gaps in persistent absence are slightly larger than in previous years, which is why persistent absence is a focus of our current plan.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on our approach to pupil well-being with the activities detailed in this plan.

### 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
Doodle Maths	Doodle Maths
Accelerated Reader and Myon	Renaissance
Breakfast	Magic Breakfast
Times table Rockstars	Maths Circle Ltd.
Voice 21	Voice 21



Thrive	Thrive
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