

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	SGS Pegasus School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	1.12.21
Date on which it will be reviewed	1.10.21
Statement authorised by	Marcus John
Pupil premium lead	Kate Oram
Governor / Trustee lead	Chris Berry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,785
Recovery premium funding allocation this academic year	£ 6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£28,875</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim is to use pupil premium funding to ensure better outcomes for our disadvantaged students. All our students face significant barriers to learning because of their autism but socio-economic factors compound these barriers and create extra challenges.*

*Outcomes for disadvantaged students are impacted across the following areas:*

- Emotional wellbeing*
- Social opportunities*
- Academic progress*
- Personal development and behaviour*

*As a special school for autistic students, our curriculum incorporates five “Cogs”: Emotional, Social, Sensory, Physical and Academic. We seek to integrate these elements across each school day but we also deliver discrete programmes, especially the Thrive Approach to social and emotional development. At the heart of our academic curriculum is high-quality teaching based upon the Rosenshine Principles.*

*Our strategy is based upon the needs of disadvantaged students. However, it will benefit all our students when spent upon whole school approaches, given that they all face social and emotional barriers due to their autism. Most have also have a history of low attendance and poor engagement at previous schools.*

*Our strategy will be based upon the identified needs of individual students. These will be identified through Thrive assessments, sensory profiles, formative teacher assessment of academic progress and Pastoral team assessment of personal development and behaviour.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Assessments show that most of our disadvantaged students are significantly below Age-Related Expectations in reading, writing and maths.

2	Behaviour and attendance – attendance is lower in comparison to their peers. Behaviour monitoring data shows that many disadvantaged students have significantly more behaviour incidents than their peers.
3	Emotional and social development - our data shows significant issues for disadvantaged students with social skills, emotional self-awareness and wellbeing (linked to their autism).
4	Sensory needs – all of our students have specific sensory needs but in the case of disadvantaged students, these needs are often compounded by behaviour and social/emotional needs.

## 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
Improved attainment for disadvantaged students in reading, writing and maths	<ul style="list-style-type: none"> <li>Improved performance, as demonstrated by end of year academic assessments.</li> <li>Closing the gap in relation to Age Related Expectations</li> </ul>
Significant progress in emotional and social development	<ul style="list-style-type: none"> <li>Improved scores in Thrive assessments</li> <li>Enhanced sense of wellbeing – student and parent surveys</li> </ul>
Improved attendance and behaviour	<ul style="list-style-type: none"> <li>Higher attendance</li> <li>Reduction in negative behaviour incidents</li> </ul>
Improved sensory integration	<ul style="list-style-type: none"> <li>Greater sensory integration as evidenced by OT (Occupational Therapist) assessments</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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and embed the Talk for Writing programme	Data from 20167-2019 shows that Talk for Writing primary schools showed double the national rate of improvement.	1
Extend the Power of reading programme across Key Stage 3	Research carried out by Leeds Trinity University evidences that children make an additional 6 months progress in reading and writing in schools that use the programme compared to their peers.	1
Provide Dragon Dictate communication software	Several universities have evidenced the efficacy of this communication software including Edinburgh, De Montfort and the Open University.	1
White Rose whole school training in Maths	White Rose Power Maths KS1 and KS2 are recommended by the DfE, having met the NCETM's criteria for high-quality textbooks, and have been judged as "fully delivering a mastery approach".	1

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

Budgeted cost £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring support for individual students	EEF - On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic	2

	outcomes such as attitudes to school, attendance and behaviour.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £6700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Training in the Thrive Approach, both whole school and individual	McGuire-Snieckus et al 2015	3
Sensory integration Training (from SIE)	Accredited by Sheffield Hallam University	4

**Total budgeted cost: £28,800**



## 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.

*Feedback from our School Improvement Partner and internal QA shows that quality of teaching and learning improved in 2020-21.*

*Our curriculum offer has been enhanced through the introduction of Power of Reading and White Rose Maths. The employment of a subject specialist has improved provision in Science. A new timetable has been introduced for KS3 and KS4, giving all students access to specialist teaching across the academic curriculum.*

*Whole school CPD has positively impacted teaching in Maths.*

*The appointment of a full-time Occupation Therapist ensures that all students' sensory needs are assessed and bespoke programmes provided as necessary. A whole school programme has also been introduced.*

*Continuing CPD in the Thrive Approach has supported students in overcoming social and emotional barriers to learning. This is trauma-informed practice that also enables staff to meet some of the mental health needs of students.*

*Covid limited progress in other areas (eg parental engagement).*

### 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*

<b>Programme</b>	<b>Provider</b>
White Rose Maths	White Rose
Power of Reading	CLPE
Thrive	The Thrive Approach