

# Pupil premium strategy statement – SGS Pegasus School 23/24

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23/24 24/25 25/26
Date this statement was published	September 15 <sup>th</sup> 2023
Date on which it will be reviewed	September 15 <sup>th</sup> 2023
Statement authorised by	Cherie White
Pupil premium lead	Katie Oram
Governor / Trustee lead	Chris Berry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,500 (Estimated)
Recovery premium funding allocation this academic year	£8,883
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,000 Actual whole school spend on support for educational services such as mentoring = £170,000

## Part A: Pupil premium strategy plan 22/23

### Statement of intent

All students at Pegasus have an EHCP for Autism and associated needs such as sensory Processing Difficulties, Speech, Language and Communication needs and high anxiety.

All of our students face significant barriers to learning because of their Autism but socio-economic factors compound these barriers and create extra challenges.

The complexity of need has often precluded them from succeeding or achieving their full potential and many have been out of fulltime education for significant periods of time, prior to arriving at our school.

Our aim is to use pupil premium funding to ensure each child has the opportunity to access a curriculum that offers continuity, stability and support, enabling them to be successful learners. The school also has a major focus on personalisation to meet the individual student's holistic needs

Our strategy will be based upon the identified needs of individual students. These will be identified through Thrive assessments, OT assessments, Speech and Language Assessment,, sensory profiles, formative teacher assessment of academic progress and Pastoral team assessment of personal development and behaviour. Outcomes for disadvantaged students are impacted across the following areas:

- Emotional wellbeing
- Communication difficulties
- 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, Speech and Language, OT and social skills development.

As in previous years, Pegasus School will continue to use the pupil premium and the recovery premium to improve attainment, social development and sensory needs.

## Challenges

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

Challenge number	Detail of challenge
1	Most of our children are working below Age Related Expectations across all core subjects – English, including reading, writing and phonics development. Maths, including core and basics skills.
2	Prior disruption to learning opportunities, combined with additional complex needs, frequently causes gaps in learning and learning delay.
3	Social, language and communication needs resulting in high anxiety, attention and dysregulation or lack of control of behaviours.
4	Attendance is lower than the average of similar children within a mainstream setting

## 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
To provide effective, high quality teaching in literacy and numeracy for individual pupils identified through baseline assessment.	Improved engagement with learning. Impact on outcomes in maths and English
To support the social use of communication , of the pupils, developing their independence, confidence and resilience	Reduction in high anxiety and frustration re lack of communication skills. All pupils access appropriate learning environments where behaviour has significantly improved Improved attendance across the school
Pupils are prepared for transition into Post 16 and know how to use public transport	Travel training for Year 10 and 11 pupils who may need to travel independently when they move onto Post 16 provision
Provide a strong offer of curriculum enrichment, learning and opportunities through social, cultural and team experiences.	Raised levels of achievement that are maximised to each pupil's potential ability

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop teaching style to support learning in the classroom. Further develop the use of Talk for Writing, White Rose Maths and Power Maths.	Rosenshine approach to teaching. The Principles of Instruction: Daily Review Present new material using small steps Ask Questions Provide models Guide student practice Check understanding Obtain high success rate Provide scaffolds for difficult tasks Independent practice Weekly and monthly review	1.
Provide access to in-house mentoring alongside alternative provision to support students' emotional and mental health needs.	<i>'Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge'</i> <a href="http://educationendowmentfoundation.org.uk">"educationendowmentfoundation.org.uk"</a>	2.
Work with the Preparation for Adulthood Team to develop a clear plan for students to access public transport and develop independence when travelling to and from a set venue.	'Children need to be supported in a gradual process of developing independence as they move from the total dependence of babyhood into adulthood and their own lives.' <a href="http://skillsyouneed.com">"skillsyouneed.com"</a> 'ability to make your own choices and carry out daily tasks independently.' Builds confidence and discover new things.	3.
Named students access residential trips and school visits, away from the school setting.	<a href="http://Tes.com">Tes.com</a> <a href="http://Teachwire.net">Teachwire.net</a> <a href="http://Calvert Trust">Calvert Trust</a>	4.

	Evidence indicates that field trips enhance students understanding of the subject area, improve their connection to peers and builds resilience. Many children feel that residential trips boost their confidence and help with their self-esteem.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 18,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Geography Tutoring to narrow the gap post Covid 19, ready for GCSE exam.	Helping students to become more confident in their learning and fill gaps in knowledge and skills.	1,2 and 3
Individual tutoring to catch up in Science and Maths to narrow the gap ready for GCSE exam.	Helping students to become more confident in their learning and fill gaps in knowledge and skills.	1,2 and 3
Appointment of skilled staff to support children with their speech language and communication needs.	RCSLT <i>'Speech and language therapy provides treatment and support for children who have difficulties with communication, with eating or drinking and swallowing.'</i>	1, 2 and 3.

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attention Autism	A learning approach that aims to develop natural and spontaneous communication skills in children with autism through use of visual stimuli and highly motivating activities.	1,3 and 4
	British Dyslexia Association. A structured approach that provides extensive practice using controlled	1.

	texts, multi sensory methods and tracking	
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**Total budgeted cost: £31,667**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact of Pupil Premium for 22/23 is evident in the pupils being able to access their learning. Using their communication skills to communicate their needs and for children to access social skills development programmes to help them when they are out in society.

Talk for Writing is ongoing and is now embedded across the school. A new reading programme is also being introduced.

The funding was used to prepare and develop the programme across Key Stage 2 and is now being extended into Key Stage 3. This has been successful and children have been able to transfer the skills learnt across the curriculum.

Mentoring has had a positive impact on named children, but is lengthy and needs an end date with clear assessment of outcomes and goals. Mentoring will be offered in-house with newly appointed members of the team. This will allow access for more children across the school.

The students accessing individual tuition have spoken positively about the teaching and learning programmes they are following. Several students accessed their GCSEs and achieved higher than anticipated results in Maths and Science.

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mentoring	Peopleton Brook Farm Impact Mentoring Sporting Chance
Residential	Field Studies Council



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*