



SGS Pegasus Pupil Premium Plan 20-21

Introduction

At SGS Pegasus we believe that every student should be enabled to reach their full potential. We also believe that when we work together to support the progress of our most vulnerable students, the benefits are felt by us all. This Pupil Premium Plan outlines the ways in which we intend to support students who qualify for the Pupil Premium (PP) during the school year 2020 – 2021. An important principle for us is that our PP plan is in line with the evidence-based methods advocated by the Sutton Trust and Education Endowment Foundation. In their 2019 Guide to the Pupil Premium, they recommend a tiered approach which we have adopted in this plan. Tier 1 (‘the top priority’) is improving teaching; Tier 2 is providing targeted academic support, and Tier 3 is employing wider strategies to tackle ‘non-academic barriers’. This Pupil Premium Plan will be reviewed in terms 2, 4 and 6.

Our students

All of our students have a diagnosis of autism and have individualised educational health care plans (EHCPs). We are relatively new school (opened in Sept 2016) and currently have 72 students on roll, spanning primary and secondary with ages ranging from 7 to 14 years old. The capacity is 80 students, which we will reach by September 2021. The catchment area for our school is wide, hence most students come to us by bus and some travel a very long way. The vast majority are boys (an autism diagnosis is currently higher in boys than girls). We are not a selective school and the majority of our students are working below age related expectations. Comparatively few of our students take part in statutory testing. The number of pupil premium students in the school is close to the national average, which is 28%.

In 2020-21, our pupil premium profile is as follows:

	Number of students	Pupil Premium	Percentage	Looked After Children	Service Premium	
Year 3	4	0	0	0	0	Please note that this data is correct at 1 st Nov 2020 and may change during the academic year. *The Pupil Premium currently stands at £935 per student.
Year 4	6	3	50	0	0	
Year 5	9	3	33	1	0	
Year 6	8	2	25	0	0	
Year 7	21	7	33	0	0	
Year 8	14	4	29	0	0	
Year 9	10	3	30	0	0	
Total PP Funding	72	22	31	1	0	

Total Pupil Premium for 2020-21: £24,130

Pupil Premium Funding: £1,345 per primary-aged pupil; £955 per secondary-aged pupil, based on DfE website up-date April 2020

Objective 1: Ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving

What	Intent	Implementation	Evidence of Impact	Who	Resources (costs approximate unless stated otherwise)
<p>Improve the quality of teaching and learning</p>	<p>Teaching and learning is good or better in every class across the school. At the heart of our ethos is that we strive to improve teaching continuously. Dunford (2016) argues that, 'there is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them'. High quality teaching must be at the core of all pupil premium work. For this reason, many of our disadvantaged achievement strategies consistently focus on improving the quality of teaching in every class, every day.</p>	<p>Engage external support to train leaders to recognise the characteristics of effective teaching, and to monitor the success of the QA process. Improve quality of QA of teaching and learning: 6 planned observation per year - fortnightly learning walks - termly meetings with teachers to QA student books - personalised My Curriculum teaching and planning - student progress meetings x 3 per year.</p> <p>Produce monitoring documents linked to our teaching and learning framework and Rosenshine's Principles.</p> <p>Update feedback policy to follow these principles; 1. Feedback that genuinely challenges students to improve and produce excellent work. 2. Close to the learning (same day or up to a week) – 'marking is planned'. 3. No opting out – all students respond and improve their work. 4. Students given appropriate time to act upon feedback. 5. Feedback policy is manageable for teacher. 6. Student</p>	<p>A detailed annual action plan results in the use of data to identify targeted training and support. Feedback (formal and informal) from students, staff and parents. Evidence gathered during the QA process (from learning walks and lesson observations for example). Evidence provided from external organisations/school improvement partner. Student progress data. Interim and final review notes from performance management.</p>	<p>DB, MJ</p>	

		grades not given: feedback is developmental.			
Improve the quality of the curriculum	A bespoke curriculum for each PP student that is challenging and engaging and meets their specific learning needs. It has been argued that, 'schools should consider too how you can adapt the curriculum to benefit disadvantaged pupils' (Dunford, 2016). We assess every student's academic, social, emotional and physical needs and tailor their learning individually. This personalised curriculum offer is at the core of our pupil premium work.	Each student has a bespoke curriculum that is designed to challenge and engage them in their learning. The core curriculum, foundation subjects and their individual EHCP targets are incorporated in each student's 'My Curriculum'. Provide staff with appropriate frameworks, scrutiny/feedback and whole-school CPD to develop their professional knowledge of writing bespoke and individualised curriculums for all students.	Evidence gathered during the QA process (from learning walks and lesson observations for example). Student progress data. Teacher meeting minutes. Parent, student and staff feedback.	DB, MJ	£4,000 for new curriculum resources (English, Maths, Science)
Develop a coherent whole school and personalised approach to CPD	To help develop the generic and subject-specific knowledge and skills of teaching staff in order to improve their classroom practice.	Whole school CPD plan in place termly. PM process and ongoing QA to identify individual needs. Embed understanding and use of Pegasus teaching and learning framework and Rosenshine's Principles of Instruction. Specific and increased training and input for NQTs and other inexperienced staff.	Staff training records. Feedback (formal and informal) from students, staff and parents. Evidence gathered during the QA process (from learning walks and lesson observations for example). Student progress data	DB, LE, MJ	£3750 to provide NQT support time

Objective 2: Provide targeted academic support

What	Intent	Implementation	Evidence of Impact	Who	Resources
Focus on sustained improvement in core literacy and numeracy skills for PP students	There is no difference between the progress of PP students compared with their non-PP peers. When literacy skills and numeracy skills on entry are lower than ARE (Age Related Expectations) for pupils eligible for PP, this may prevent them from making good progress in general at end of Key Stage compared to peers with literacy	After data collected, teachers will identify all students that are not making expected progress. If any of those students are PP - they will receive bespoke interventions to move them on in their learning. Literacy interventions will include phonics and comprehension strategies in line with the school reading policy. Numeracy interventions will focus on core number skills	Learning walks/lesson observations. Student progress data. Parent, student and staff feedback.	DB, HC, MJ	£2000 phonics and reading resources

	skills and numeracy skills at ARE, unless high quality and bespoke interventions take place to close gaps and remove barriers.				
Improve the academic confidence, mindset and resilience of our disadvantaged students	PP students demonstrate an improvement in their academic confidence, resilience and growth mindset. Teachers report that many of our students (particularly our disadvantaged students) lack resilience when facing many challenges and do not have the self-belief that is more common in non-disadvantaged students. They are more likely to demonstrate a fixed mindset and approach to their learning. They are far less likely to have family role models who have high academic achievement.	A rigorous focus on building metacognition, self-regulation strategies and social and emotional learning - for example through the use of personalised 'Myself' curriculum targets, learning conversations in place of consequences, zones of regulation, sticker charts for resilience, friendship conversations etc. Students not making expected progress will receive tailored support with these specific learning skills (as well as a focus on core literacy and numeracy).	Progress data of 'Myself' curriculum area. Lesson observations and learning walks. Parent, student and staff feedback.	DB, MJ	

Objective 3: Employ wider strategies to tackle non-academic barriers

What	Intent	Implementation	Evidence of Impact	Who	Resources
Support the social, emotional & mental health needs (SEMH) of our PP students	If pupils eligible for PP experience adverse childhood experiences (ACEs) and subsequent SEMH needs, this typically impacts their academic progress significantly. Subsequent to ACEs, we see high anxiety levels in these students. Studies show that experiences like 'abuse, parental separation or divorce and exposure to violence can cause fear and chronic anxiety in children and that these states trigger extreme, prolonged activation of the body's stress response system. These	<p>Trauma-informed practitioner to work with students who have experienced ACEs.</p> <p>Pastoral team to lead interventions for PP students with ACEs. They will train LSAs across the school to deliver tailored support in every class. Three teams will focus specifically on physical, sensory and social/emotional needs.</p> <p>The Physical team to deliver personalised PE activities to support</p>	Student progress data. Student attendance. Behaviour incident records. Parent, student and staff feedback.	DB, KO, AO'D	£5,000 Alternative Provision

	<p>experiences cause changes in brain activity and have been shown to have long-term, adverse consequences for learning, behaviour, and health' (National scientific council on the developing child, 2017). If we can help manage/reduce anxiety and stress for children who experiences ACEs, we can unlock their learning potential and enable them to make progress academically, emotionally and socially, whilst improving the chances of long-term health and well-being.</p>	<p>physical development and help students to better engage with their learning.</p> <p>The OT team to work with targeted children who need one to one support with sensory regulation needs, to help them get them ready to learn.</p> <p>The Social/Emotional team to support individuals based on 'Thrive' assessments.</p> <p>Alternative Provision (AP) to support PP students with ACEs.</p>			
<p>Improve attendance of PP students (to be in line with non – PP peers)</p>	<p>There is no difference between the attendance of PP students compared with their non-PP peers. Students cannot learn if they are not at school and low attendance is a major barrier to achievement. Research shows that disadvantaged students are less likely to have good attendance. They are more likely to have time away from school. We will improve attendance by ensuring that the attendance policy is fit-for-purpose and that all elements are being used effectively to drive up attendance.</p>	<p>Absence monitored daily. School Admin calls for any absence on the day. More than 3 days SLT will call home (depending on circumstances, we will either contact Education Welfare Officer or hospital education referral). Attendance strategy review in terms 1 and 3 to identify any areas for development. Attendance case studies used to identify missed opportunities and action plan accordingly.</p>	<p>Attendance over the year will be at least as good for PP students as that of non-PP students</p>	<p>MJ, OS</p>	
<p>Support parents of PP students to engage fully with their child's education</p>	<p>To help engage PP parents more fully in the life of the school by ensuring that communication with parents is of a consistently high quality and is highly personalised. Build trust and confidence. We find that if parents are engaging well with their child's education their</p>	<p>All PP parents engage with Dojo, attend parent engagement events and attend annual reviews and parent consultations - pastoral team contact families to support with these communications. Regular reviews with individual PP students to discuss</p>	<p>Participation of PP parents at school events. Communication and meeting notes with parents. Parent, student and staff feedback.</p>	<p>DB, HC, MJ, KO</p>	

	progress in general in school is improved.	progress in school and identify any further support needed.			
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