

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 2019 – 2020.

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 46 students on roll, spanning primary and secondary with ages ranging from 7 to 13 years old. The capacity is 80 students once we have moved into our new site from primary to secondary, planned for November 2019. 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. Very few of our students take part in primary statutory testing currently..

The number of pupil premium students in the school is very close to the national average, which is 28%.

In 2019-20, our pupil premium profile is as follows

	Number of students	Pupil Premium	Percentage of year group	Looked after children	Service Premium	Please note that this data is correct at 11 th Oct 2019 and may change during the academic year. *The Pupil Premium currently stands at £935 per student.
Year 3	5	1	20%	0		
Year 4	7	3	43%	0		
Year 5	4	0	0%	0		
Year 6	7	3	43%	0		
Year 7	13	5	38%	0		
Year 8	9	2	22%	0		
Total PP Funding	£ 13, 090*			(£2,300 per student) administered by the virtual school	£300 for pastoral support	

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

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Improve the quality of teaching and learning</p>	<p>Teaching and learning is good or better in every class across the school.</p> <p>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'.</p> <p>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.</p> <p>Improve quality of QA of teaching and learning;</p> <ul style="list-style-type: none"> - x 6 planned observation per year - weekly learning walks - monthly meetings with teachers to QA student books, personalised my curriculum teaching and planning - book looks/scrutiny x3 per term - student progress meetings x 3 per year <p>Produce monitoring documents linked to our teaching and learning framework and Rosenshine's Principles.</p> <p>Pay particular attention to those elements of the EEF toolkit likely to result in the most progress (eg feedback, meta-cognition, reading intervention, phonics intervention).</p> <p>Update feedback policy to follow these principles;</p> <ol style="list-style-type: none"> 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 	<p>A detailed annual action plan results in the use of data to identify targeted training and support.</p> <p>Feedback (formal and informal) from students, staff and parents.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Evidence provided from external organisations/school improvement partner.</p> <p>Student progress data.</p> <p>Interim and final review notes from performance management.</p>	<p>DB, AD</p>	

		<p>planned’.</p> <ol style="list-style-type: none"> 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 grades not given: feedback is developmental. 			
Improve the quality of the curriculum	<p>A bespoke curriculum for each PP student that is challenging and engaging and meets their specific learning needs.</p> <p>It has been argued that, 'schools should consider too how you can adapt the curriculum to benefit disadvantaged pupils' (Dunford, 2016). One size does not always fit all and students work best in subject they value. For some students this is best served by traditional subjects within an academic pathway but for others a lack of a more vocational offer can be a barrier towards achievement. This is why a bespoke curriculum offer that is broad, balanced and allows students to play to their strengths is at the core of our pupil premium work.</p>	<p>Each student has a bespoke curriculum that is designed to challenge and engage them in their learning. These come in the form of ‘my curriculum’ targets and are written for each student according to the very specific needs of the students. The core curriculum (Maths and English), foundation subjects and their individual EHCP targets are incorporated in each student ‘my curriculum’.</p> <p>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.</p>	<p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Student progress data.</p> <p>Teacher meeting minutes.</p> <p>Parent, student and staff feedback.</p>	DB, AD	
Develop a coherent whole school and personalised approach to	<p>To help develop the generic and subject-specific knowledge and skills of teaching staff in order to improve their classroom practice.</p>	<p>Whole school CPD plan in place termly.</p> <p>PM process and ongoing QA to identify individual needs.</p> <p>Embed understanding and use of Pegasus teaching and learning framework and</p>	<p>Staff training records.</p> <p>Feedback (formal and informal) from students, staff and parents.</p> <p>Evidence gathered during the QA process (from learning walks and</p>	DB, AD	

CPD		Rosenshine's Principles of Instruction. Specific and increased training and input for NQTs and other inexperienced staff.	lesson observations for example). Student progress data.		
------------	--	--	---	--	--

Objective 2: Provide targeted academic support

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Focus on rapid improvement in core literacy and numeracy skills for PP students</p>	<p>There is no difference between the progress of PP students compared with their non PP peers.</p> <p>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 skills and numeracy skills at ARE, unless high quality and bespoke interventions take place to close gaps and remove barriers.</p>	<p>After date collected, teachers will write action plans for 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.</p> <p>Provide 1-2-1 and/or small group literacy interventions</p> <p>Develop student comprehension strategies - in line with the school reading policy, embed reciprocal reading stages across the curriculum - focus on predict, question, clarify, and summarise in class</p>	<p>Learning walks/lesson observations.</p> <p>Student progress data.</p> <p>Student comprehension workbooks.</p> <p>Parent, student and staff feedback.</p>	<p>DB, AD</p>	
<p>Improve the academic confidence, mindset and resilience of our disadvantaged students</p>	<p>PP students demonstrate an improvement in their academic confidence, resilience and growth mindset.</p> <p>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 pupils. 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 through hard work and determination.</p>	<p>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.</p> <p>These specific strategies are written into behaviour plans and appraisal documents for all staff.</p> <p>Students not making expected progress will have specific action plans written to support with these specific learning skills (as well as a focus on core literacy and numeracy).</p>	<p>Progress data of 'myself' curriculum area.</p> <p>Student action plans.</p> <p>Lesson observations and learning walks.</p> <p>Parent, student and staff feedback.</p>	<p>DB, AD</p>	

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

What	Intent	Implementation	Evidence of Impact	Who	Resources
<p>Support the social, emotional & mental health needs (SEMH) of our PP students</p>	<p>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.</p> <p>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 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).</p> <p>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>Trauma informed practitioner to work with students who have experienced ACEs.</p> <p>Family link worker trained as a theraplay practitioner to help children and families build strong and healthy attachments.</p> <p>OT technician to work with some children who need one to one support with physical regulation to help them get them ready to learn.</p>	<p>Student progress data.</p> <p>Student attendance.</p> <p>Behaviour incident records.</p> <p>Parent, student and staff feedback.</p>	<p>KO, HS, CJ</p>	<p>£4,196 per pastoral team worker</p>
<p>Improve attendance of PP students</p>	<p>There is no difference between the attendance of PP students compared with their non-PP peers.</p>	<p>Weekly attendance figures highlighted on rewards board, so classes compete with each other for the best attendance (raises</p>	<p>Overall attendance will move towards our target of 97% for all students.</p>	<p>TL/OS</p>	

<p>(to be in line with non – PP peers)</p>	<p>Students cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged students are less likely to have good attendance. They are more likely to have time away from school.</p> <p>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>the profile).</p> <p>Olivia Saunders calls for any absence on the day. Absence monitored.</p> <p>More than 3 days SLT will call home (depending on circumstances, we will either contact education welfare officer or hospital education referral).</p> <p>Attendance strategy review in terms 1 and 3 to identify any areas for development.</p> <p>Attendance case studies used to identify missed opportunities and action plan accordingly.</p>	<p>Attendance will improve for PP students throughout the year, to be at least as good as that of peers.</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.</p> <p>We find that if parents are engaging well with their child's education their progress in general in school is improved.</p>	<p>All PP parents engage with Dojo, attend parent engagement events and attend annual reviews and parents’ evenings - pastoral team contact families to support with these communications.</p> <p>Regular reviews with individual PP students to discuss progress in school and identify any further support needed.</p>	<p>Attendance of PP parents at school events.</p> <p>Communication and meeting notes with parents.</p> <p>Parent, student and staff feedback.</p>	<p>OS, CJ, HS</p>	
<p>Resources are not a limiting factor for engagement of any PP student</p>	<p>Enrichment opportunities are widely available and of no cost to PP students.</p> <p>Disadvantaged students are less likely to travel on trips where there is a cost implication, purchase optional revision materials such as study guides, have a variety of reading books at home or buy specialist equipment such as</p>	<p>All pupils will have breakfast in the morning if they haven't had any in classes.</p> <p>Enrichment opportunities are widely available and of no cost to PP students.</p> <p>Any resources needed are purchased for PP students.</p> <p>Sports participation by all children.</p>	<p>Parent, student and staff feedback.</p>	<p>DB</p>	<p>£500</p>

	<p>sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.</p> <p>We will ensure that this is not the case for all of our PP students.</p>				
--	---	--	--	--	--