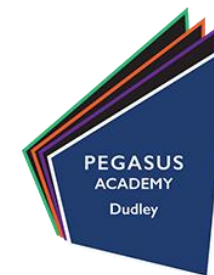


Pupil Premium Strategy Review 2019/2020 and Action Plan 202/2021

Pegasus Academy



1. Summary Information 2019-2020

Summary information 2019-2020					
School	Pegasus Academy				
Academic Year	2019-2020	Total Pupil Premium Grant (PPG) budget	£274,890	Date of most recent PPG Review	November 2019
Total number of learners	604	Number of learners eligible for PPG	294 (49%)	Date for next internal review of this strategy	January 2020

2. Current Attainment – August 2020

Current and prior attainment								
	Learners eligible for PPG (No. of learners / %)				Learners not eligible for PPG (No. of learners)			
	2020 (59/ 53%)	2019 (57/45%)	2018 (61/42%)	Variance 2020 vs 2018	2020 (52)	2019 (69)	2018 (84)	Variance 2020 vs 2018
% achieving 4+ in English and Maths	39.0	31.4%	34%	2.9% point	61.5%	57.3%	56%	5.5% point
% achieving 5+ in English and Maths	20.3%	21.6%	12%	8.8% point	40.4%	37.3%	29.8%	10.6% point
% achieving 7+ in English and Maths	1.7%	5.9%	4.9%	-3.2% point	3.8%	5.3%	11.9%	-8.1% point
Progress 8 score average	-0.49	-0.60	-0.62	+0.13	+0.39	-0.27	-0.28	+0.67
Attainment 8 score average	30.9	35.0	35.6	4.7	46.2	44.0	44.4	1.8

3. Attendance – 2019-2020

		Number of learners	%	Attendance 2019-2020	Gap	Attendance 2018-2019	Variance 2019-20 vs 2018-19
Total	All	616		92.49%		91.40%	+1.09%
	PP	325	53%	90.92%	+0.3%	90.26%	+0.76%
	Non PP	291	47%	94.21%	-0.3%	92.64%	+1.57%
Year 7	All	128		93.57%		94.62%	-1.05%
	PP	71	55%	92.61%	+2.1%	94.04%	-1.43%
	Non PP	57	45%	94.78%	-2.1%	95.23%	-0.45%
Year 8	All	129		93.68%		94.22%	-0.54%
	PP	68	53%	92.36%	-3.3%	93.53%	-1.17%
	Non PP	61	47%	95.06%	+3.3%	95.11%	-0.05%
Year 9	All	122		92.38%		90.95%	+1.43%
	PP	64	53%	91.25%	+1.4%	88.99%	+2.26%
	Non PP	58	47%	93.67%	-1.4%	93.01%	+0.66%
Year 10	All	123		91.33%		89.70%	+1.63%
	PP	60	49%	89.99%	-8.4%	88.56%	+1.43%
	Non PP	63	51%	92.56%	+8.4%	91.19%	+1.37%
Year 11	All	114		91.34%		87.40%	+3.94%
	PP	62	54%	88.07%	+8.7%	85.32%	+2.75%
	Non PP	52	46%	95.18%	-8.7%	89.10%	+6.08%

PP – Pupil Premium

NPP – Non Pupil Premium

4. Key Barriers to Attainment 2019-2020

Barriers to future attainment (for pupils eligible for PPG) 2019-2020	
Academic barriers (issues to be addressed in school, such as poor literacy skills) E – External, I - Internal	
A.	Reduced communication skills (especially limited vocabulary) (E, I). Some families have lack of exposure to higher quality or wider ranging texts. Therefore this limits learners' vocabulary and reading performance.
B.	Lack of previous educational achievement (E,I). Prior experiences of learners have led to a negative attitude towards school from parents/carers and learners.

C.	Less-developed behaviours for learning (E,I.) Due to lack of positive role models and previous educational experiences, some learners do not demonstrate the basic levels of self-control to allow learning to take place.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Factors influenced by home life (e.g relationships, young carer, substance misuse) (E). Most families live in disadvantaged areas where there are increased probability of safeguarding issues and mental health problems.
E.	Low attendance rates (E) Some parents/carers do not value education or have reduced income so holidays are taken in term time reducing the value placed on education.
F.	Lack of engagement (I, E) Some parents/carers had negative experiences and are likely to not engage in their child's education in a supportive way. PP parental attendance to Parents Evenings is lower than NPP learners; this is also true of other parental events held. This could be indicative of the lower parental engagement with the school.

5. Evaluation of Impact on Intended Outcomes 2019-2020

Intended outcomes (specific outcomes and how they will be measured)		Success criteria	RAG
A.	To improve rates of attainment/progress and for learners to progress equally with their NPP peers across year groups and subjects.	PP Progress 8 Score to improve from -0.62 to at least -0.49 and reduce the gap between PP and NPP pupils. Long term to have no difference between PP and NPP pupils. In terms of attainment the percentage of PP pupils across Years 7-10 on or above flight path to be to be 60% minimum.	
B.	To help learners plan a future and create their own aspirations. For learners to have the opportunity to experience discussions, events and exposure to outside agencies regarding their future. This progressing into the opportunity to visit further and higher educational establishments.	Percentage of PP learners entering further education increases to 95% and that this is quality assured. PP learners do not make up an over proportionate percentage of the Not in Education Employment Training (NEET) Figure (1.7%). This to be measured year upon year and to be kept to a minimum.	
C.	Improved behaviour amongst the PP cohort.	The percentage of PP cohort placed into Supporting Expectations decreases term to term. To reduce the difference between the percentage of PP to NPP learners who are put into Supporting Expectations (SE) per term and monitor support/intervention given to 'repeat offenders'.	
D.	For families to receive help in any difficulties they may encounter that impact upon their child's academy life.	Families referred to relevant agencies. Data suggests families found the help useful and are able to move on without the assistance. Evidence of this would take the form of 'closed cases'. All PP learners receive appropriate support in the academy and PP learners feel happy and supported in the academy.	

E	For PP learners' attendance rate to increase and reduce Persistent Absenteeism (PA) levels.	For the gap between PP and NPP attendance rate to be less than 2% in academic year of 2019-20 and PA percentage for PP and NPP learners reduces to 15% from 21.9% in 2018-19.	
F	For the engagement of PP parents with the academy to increase in order for all parties to work together for the best outcomes.	Raised attendance of PP parents/carers at academy events monitored through attendance registers. Academic year 2018-19 from 55% to 75% or above in 2019-20.	

6. Strategy 2019-2020 Review of Impact

Review expenditure 2019-2020		
i. Quality of teaching for all		
Barriers	Chosen action(s)/ approach (es)	RAG
A, C, D & E	Embedding: <ul style="list-style-type: none"> - Collaborative Learning structures. - Demonstrate and Connect marking strategy. - Effective feedback. Launched and linked directly to the performance and outcomes of PP learners. - Targeted and differentiated questioning. - Use of Challenge Task in lessons. - Reading strategy. - Numeracy and basic skills. 	
E, C, D & F	Differentiated learning through the effective use of Progress Indicators.	
A, C, D & E	- Ambition School Leadership training – focus on memory, recall and retrieval.	
A, E & F	- Recruit and retain high quality first teaching.	
E, C & D	Effective use of the rewards system through merits in planners. This is linked to home through use of postcards, enhanced use of planners.	
A, D,	Continued provision of Literacy For Life (L4L) in the curriculum, and ensure there is appropriate setting of PP learners. This will also include L4L parents/carers events for both Year 7 and Year 8.	
A,B, E	Show my Homework online tool to aid organisation of learners and inform parents/carers.	
B,D	Increased intervention classes and extra lessons. Target PP learners to secure high attendance to period 6.	
A, B, C	Reviewed curriculum pathways to cater for learner profile and demands of new GCSE.	

		Total budgeted cost	£164,484
ii. Targeted support			
Barriers	Chosen action(s)/ approach (es)	RAG	
D, F	- Effective and supportive provision which supports vulnerable PP learners and their families. - External agencies support PP learners in the academy. Increase the range of providers.		
E, D	Introduce Maths tutoring for PP learners.		
E, C	Increase support for PP learners with equipment, uniform, etc.		
C, F	- Targeted careers interviews. - Employer engagement. - Learner Aspirations and learner leadership.		
E, C, D, F	Attendance. Target PP, SEN, learners with multiple needs, and allocate specific time and rewards to attendance.		
E	Increased PP parents/carers attendance at events across all year groups.		
E, C	Increased access arrangements for PP learners with SEND.		
D	Enrichment.		
E,C	Subscriptions to PiXL, GCSE Pod, Century Tech and Hegarty.		
		Total budgeted cost	£84,744
iii. Other approaches			
Barriers	Chosen action(s)/ approach (es)	RAG	
A, B, C, D	External /professional support.		
E, D, F	Support for pastoral teams/support		
		Total budgeted cost	£24,862
		Total Expenditure 2019/20	£274,090

7. Strategy 2019-2020 Expenditure

Initiative & Rationale	Funds allocated 2019-2020
i. Quality of Teaching and Learning	
Additional teaching capacity & support for curriculum areas.	£139,609
Training, Development and resources/Cover - Ambition School Leadership.	£10,000
Online Platform / online resources.	£14,875
ii. Targeted Support	
Additional Support for SEND.	£19,294
Literacy for Life (L4L).	£31,000
Support for learners attending off site courses.	£4,800
Support for Careers Education, Information, Advice and Guidance (CEIAG).	£16,500
Initiatives to support Motivation/Aspiration (<i>Funding initiatives in the academy specifically designed to improve achievement and motivation of Pupil Premium learners (e.g. Peer mentoring).</i>	£3,000
Increased capacity of study support.	£3,350
Support for parental engagement.	£6,800
iii. Other Approaches	
External /professional support.	£19,500
Support for pastoral teams/support.	£2,162
Remissions - Support Pupil Premium pupils with the cost of uniform items, transport to and from school, emergency food parcels.	£2,200

Curriculum enrichment and initiatives - <i>Supporting learners by subsidising trips, visits and activities which allow access to both curricular and extra-curricular activities for our most disadvantaged learners.</i>	£1,800
Total Expenditure 2019/20	£274,090

8. Key Barriers to Future Attainment 2020-2021

Barriers to future attainment (for pupils eligible for PPG) 2020-2021	
Academic barriers (issues to be addressed in school, such as poor literacy skills) E – External, I - Internal	
A.	Reduced literacy and communication skills (especially limited vocabulary) (E, I). Some families have lack of exposure to high quality or wide ranging texts, Therefore this limits learners vocabulary and reading performance.
B.	Lack of previous educational achievement (E,I). Prior experiences of learners have led to a negative attitude towards the academy from both parents/carers and learners. This leads to lower engagement with the curriculum and Career provision to raise aspiration and attainment. This may leads to Low aspirations and ambition, and Learner reluctance to engage with EBACC subjects.
C.	Attendance/punctuality including behaviour issues for small groups is impacting on their rates of progress. Attendance is still below the national average for some key learners, which reduces their school hours causing them to fall behind.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Factors influenced by home life (e.g relationships, young carer, substance misuse) (E). Most families live in disadvantaged areas where there are increased risks of safeguarding issues and mental health related problems.
E.	Low attendance rates (E). Some parents do not value education, or place a reduced the value on education.
F.	Lack of engagement (I, E) Some parents/carers have had negative experiences of education and are less likely to engage in their child's education in a supportive way. The attendance to Parents Evenings and other events by PP Parents/carers is lower than Non Pupil Premium(NPP) learners.

9. Intended Outcomes 2020-2021

Intended outcomes	Success criteria	RAG
A. To improve rates of attainment/progress and for learners to progress equally with their NPP peers across year groups and subjects.	PP Progress 8 Score to improve from -0.49 to at least -0.1 and reduce the gap between PP and NPP pupils. Long term to have no difference between PP and NPP pupils. In terms of attainment he percentage of PP pupils across Years 7-10 on or above flight path to be to be 60% minimum.	

		PP learners supported through distance learning with access to ICT. Gap in engagement between PP and NPP to reduce during lockdown periods.	
B.	To help learners plan a future and create their own aspirations. For learners to have the opportunity to experience discussions, events and exposure to outside agencies regarding their future. This progressing into the opportunity to visit further and higher educational establishments.	Maintain percentage of PP learners entering further education to above 95% and that this is quality assured. PP Continue to ensure Pupils do not make up an over proportionate % of the Not in Education, Employment or Training (NEET) Figure (1.7%). This to be measured year upon year and to be kept to a minimum. Develop a strategy to address issues around COVID 19 and progression into FE for Year 11 learners.	
C.	Improved behaviour amongst the PP cohort.	The percentage of PP cohort placed into Supporting Expectations decreases term to term. To reduce the difference between the percentage of PP to NPP pupils who are put into Supporting Expectations (SE) per term and monitor support/intervention given to 'repeat offenders'. Provide programme of intervention through 'Aspire Centre' development to ensure PP learners with challenging behaviour are fully supported.	
D.	For families to receive help in any difficulties they may encounter that impact upon their child's academy life.	Families referred to relevant agencies. Data suggests families found the help useful and are able to move on without the assistance. Evidence of this would take the form of 'closed cases'. All PP pupils receive appropriate support in the academy and PP pupils feel happy and supported in the academy. PP learners and families fully supported through COVID-19 crisis ensuring they can access National Voucher Scheme, laptop provision or in the academy place as vulnerable learner.	
E	For PP pupils' attendance rate to increase and reduce PA levels.	For the gap between PP and NPP attendance rate to be less than 2% in academic Year of 2020-21 and PA percentage for PP to NPP pupils reduces to 15%.	
F	For the engagement of PP parents with the academy to increase in order for all parties to work together for the best outcomes.	Raise attendance of PP parents at the academy events monitored through attendance registers from 55% to 75% or above in 2020-21. To include virtual events as a result of the COVID-19 crisis.	

