



Pupil Premium Strategy and Action Plan 2018-2019 and Review 2017-2018

1. Summary information					
School	Pegasus Academy (Dudley Academies Trust)				
Academic Year	2018-2019	Total PP budget	£295,927	Date of most recent PPI Review	External: June 2015 Internal: July 2017
Total number of students	603	Number of students eligible for PPI	50.91% (307 students)	Date for next internal review of this strategy	September 2019

2. Current attainment – 2018 GCSE results (provisional)			
	Students eligible for PPI 2018 (61) (2017)	Students not eligible for PPI 2018 (84) (Pegasus) (2017)	Students not eligible for PPI (national average)
% achieving 4+ in English and Maths	36.1% (34.4%)	56.0% (50%)	Not yet available
% achieving 5+ in English and Maths	11.5% (14.1%)	29.8% (32.9%)	
Progress 8 score average	-0.62 (-0.91)	-0.24 (-0.36)	
Attainment 8 score average	30.9 (32.3)	44.3 (42.4%)	

3. Barriers to future attainment for PPI students	
Barriers to future attainment (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy levels, specifically low reading ages on arrival



B.	Study skills	
C.	PPI students' engagement with the school curriculum and CEIAG provision to raise aspiration and attainment	
D.	Attendance	
E.	Improved parental engagement	
F.	Improved 'sense of belonging'	
4. Desired Outcomes		
	Desired outcomes	Key Staff
A.	Use of planners, impact of targetted class and home learning activities and HLTA support of literacy skills to improve SPAG and quality extended writing. Improvement of literacy to impact on all subject areas and results	ILE
B.	Improved study skills, using effective revision skills in lessons and when completing home learning. Students are supported in lessons and can use the planner to support their learning, Pixl apps, GCSE Pod, online support with core subjects, and support from French and Spanish Assistants	ILE
C.	Developed engagement with learning in lessons and develop aspiration using Elevate mentoring, mentoring as part of DAT and additional Careers Information Advice and Guidance provision, participation in scholars' programme (Brilliant Club) and Student Engagement Weekend Away Student leadership focused on increasing the participation of PPI students.	ILE
D.	Reduce Persistent Absences and improve attendance, focused intervention	SGR
E.	Improved parental engagement	ILE
F.	Improved 'sense of belonging'	ILE



5. Planned expenditure

Academic year	2018-2019
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Areas for Development	Action(s)	Intended Impact	Key Staff
A. Literacy levels, specifically low reading ages on arrival	1. HLTA in English, Mathematics and Science to support key students with learning and revision skills. 2. Accelerated Reading for year 7 and 8	1. To support basic literacy and develop use of key words and extended answers 2. Improved reading ages to support access to the whole curriculum	ILE
B. Study skills	1. CEIAG advisor to provide focused support and guidance during Form Time with targeted students to improve study and revision skills 2. HLTA in English, Mathematics and Science to support key students with learning and revision skills. 3. Form Time tutorials planned to develop students organisational, revision and study skills using PiXL Edge (Character – Culture – Currency) 4. GCSE Launch evening	a) Students to engage with Pixl, and other revision resources, and learning tools b) Students to access relevant courses at the appropriate levels c) Reduction of NEETs d) Students to improve learning skills and develop study techniques e) Clear understanding of courses' requirements and assessments levels. Provide students with clear route map to improve and achieve next step in their learning	KPO / SLA ILE / ALA SGR ILE
C. PPI students' engagement with and aspirations within in the school curriculum	1. Reviewed curriculum pathways to cater for student profile and demands of new GCSE 2. Use of PiXL apps for English and Mathematics 3. Potential RONI students are targeted for additional support and increased number of meetings with Careers' Advisor and Connexions 4. Elevate programme 5. Focused mentoring through 3 Local Enterprise Partnerships	f) Students to engage with Pixl, and other revision resources, and learning tools g) Students to access relevant courses at the appropriate levels h) Reduction of NEETs i) Improve homework completion and quality of homework	ILE



	<ul style="list-style-type: none"> 6. Participation in scholars' programme (Brilliant Club) 7. Participation in Aspire to HE programme 8. Link with Dudley College of Technology 9. Student Engagement Weekend Away 10. Focused recruitment of student leaders – increased number of Student Leader 11. Recruitment of representatives for Dudley Youth Council, Young Chamber and Anne Frank Ambassador 	<ul style="list-style-type: none"> j) Improve rate of progress and in line with progress flight paths k) Increased number of PPI students taking leadership roles 	
D. Attendance	<ul style="list-style-type: none"> 1. Attendance clinics with parents/guardians to remove barriers 2. Priority first day call for absence 3. Home visits 4. Attendance officer at the gate every morning to engage with students and build positive relationships with students and parents/guardians 5. Form Time conversation 6. Use of using PiXL Edge (Character – Culture – Currency) 7. School EWO engages with families and conducts home visits to discuss welfare, importance of attendance, punctuality and organisational skills as families 	<ul style="list-style-type: none"> a) Reduce persistent absences b) Improve attendance c) Improve punctuality d) Start of the day straight into Lesson 1 at 8.40 am 	SGR
E. Improved parental engagement	<ul style="list-style-type: none"> 1. PPI Parents/guardians contacted regarding support and engagement events if replies have not been received by deadline. 2. Follow up with alternative arrangements if cannot attend events 3. Specific key PPI link with responsibility for contacting parents/guardians in each year 4. Home visits when required for individual students 5. GCSE Launch Evening - parents/guardians provided with guidance, information and resources on how to support their children with GCSE and study skills 	<ul style="list-style-type: none"> a) To create purposeful and positive partnerships with parents/guardians b) To break down any misconceptions from parents/guardians regarding schooling. c) To provide knowledge of opportunities and parents/guardians raise aspiration d) Parents/guardians to have greater understanding of GCSE requirements, increased demands of 	ILE



	6. Attendance clinics to remove barriers 7. Invitation to careers' events to engage parents/guardians increase knowledge of opportunities and raise aspiration	courses, and resources to support their children with revisions skills	
F. Improved 'sense of belonging'	1. Purchase of key uniform items 2. Pack of resources provided – highlighter, revision cards, etc 3. Provide revision guide for every lessons	1. To ensure students 'look the part' and feel part of the school community 2 & 3. To support study and revision skills	ILE
6. Review of expenditure 2017 - 2018			
Total number of students	621	Number of students eligible for PPI	292
		Total PP budget	£288,915
Desired outcomes		Impact	
Curriculum restructure – students taught in groups according to CAT ability		This was not implemented. Groups were organised according KS2 data and prediction	
Raise PPI aspirations		Some increase in students taking leadership roles	
Improved Quality First Teaching		PP students and mark in all lesson plans, and questions directed to PPI students. Improved Attainment and Progress of PPI students, although not yet in line with other students, PPI student outcomes have improved.	
Improved used of target		Staff used KS2, CAT and other data available to plan lessons and teach. Staff have increased understanding of data and use of SISRA to analyse data	
Increased reading ages		Accelerated Reading has positively impacted on students reading age and average reading has increased by 10 months over an 8 month period. 42 students made one year or above - 36%, 23 students made two years or above - 20%, 6 students made three years or above - 5% and 2 students made four years or above.	
Reduce disruption in lessons		This had little impact	