



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

## May 2019 – Post external PP review

1. Summary information					
<b>School</b>	Pegasus Academy (Dudley Academies Trust)				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£295,927	<b>Date of most recent PPI Review</b>	External: 22/11/18 And follow up 16/05/19
<b>Total number of students</b>	597	<b>Number of students eligible for PPI</b>	50.59% (302 students)	<b>Date for next internal review of this strategy</b>	July 2019

2. Current and prior attainment (Y11)												
	<i>Students eligible for PPI (No. of students)</i>						<i>Students not eligible for PPI (No. of students)</i>					
	2019* (57)		2018 (58)		2017 (63)		2019* (69)		2018 (87)		2017 (77)	
<b>% achieving 4+ in English and Maths</b>	38.6%		34%		32%		59.4%		56%		52%	
<b>% achieving 5+ in English and Maths</b>	26.3%		12%		13%		34.8%		29%		34%	
<b>% achieving EBacc (4+/5+)</b>	23%	18%	9%	3%	14%	10%	23%	16%	29%	13%	27%	23%
<b>Students entered</b>	16 (28%)		13 (22%)		22 (35%)		21 (30%)		46 (53%)		32 (42%)	
<b>Progress 8 score average</b>	-0.50		-0.65		-0.82		-0.23		-0.28		-0.37	
<b>Attainment 8 score average</b>	37.5		30.56		32.71		43.4		44.26		42.11	

\*Predicted results from KAP4

<b>3. Barriers to future attainment for PPI students</b>		
<b>A.</b>	Literacy levels, specifically low reading ages on arrival	
<b>B.</b>	Some parents did not value their own educational experience and therefore are not prepared to engage in their son/daughter's education in a supportive way. This leads to poor engagement with school and support when preparing for education.	
<b>C.</b>	PPI students' engagement with the school curriculum and CEIAG provision to raise aspiration and attainment	
<b>D.</b>	Some families do not value education due to poor experiences and because of financial issues around holidays and do not see attendance at school as a priority.	
<b>E.</b>	Poor parental engagement with school and support when preparing for education	
<b>F.</b>	Lack of 'sense of belonging', increased risk of safeguarding issues and poor mental well-being	
<b>4. Desired Outcomes</b>	<b>Success criteria</b>	
<b>A.</b>	Improvement of literacy to impact on all subject areas and results. Students develop a love of reading, build up a bigger vocabulary and a confidence to tackle unfamiliar words. Learners have higher levels of engagement in lessons. Targetted class and home learning activities and HLTA support of literacy skills improves SPAG and quality extended writing.	% of PP students at ARE for reading increases from 19% (Sept 2018) to at least 75%.
<b>B.</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	Study skills day (10.04.19) for all PP learners, usage of revision tools (paper & online) is in line with non PP.
<b>C.</b>	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.	% of PP students that are NEET remains low. Currently this is 1 (0.7% in 2018) and a strength of the school. Student Leadership increases to be in line with school population
<b>D.</b>	Families place a higher value on education and expect their youngsters to attend school on a more regular basis, this in turn will reduce Persistent Absences and improve attendance via focused intervention	Attendance of PP students increases from 92% to at least 94% and in line with non PP
<b>E.</b>	Parents are more engaged in the learning of their youngsters and support them in different ways at home and with learning. PP learner's outcomes are improved in school.	The % of PP parents attending school events increases from 30% to 60%. PP outcomes increase by 2% (4+)
<b>F.</b>	School responds effectively to safeguarding and mental well-being issues and work with external agencies supports learners and their families	All PP students receive appropriate support in school and PP students feel happy and supported in school.

5. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired Outcome	Chosen action(s)/ approach (es)	Intended Impact/ evidence and rationale	How will you ensure it is implemented well?	Key Staff	When will you review the implementation?
A, C & D	Collaborative learning structures are embedded in lessons.	A strategy which will increase Oracy and engagement. This will make school a more attractive place to be. EEF research into metacognition and self-regulation shows +7 months additional progress.	Regular QA and feedback. Workshops to support those teachers who require support. TDP used to enhance and share good practice	ILE	Half-termly.  First review: July 19
A, E & F	Recruit and retain high quality first teaching	Teaching is too varied across subjects and has limited impact on the progress learners make. "Effective classroom strategies for closing the gap in educational achievement" Centre for Excellence & Outcomes in Children & Young People "The quality of teaching makes the biggest difference to outcomes" The Academy has found it difficult to recruit teachers in English, Maths & Science	Increased recruitment drive with flexible pay and rewards for first class teachers with a proven track record.	ALA/ DAT	Termly
A & E	Teachers receive training on the importance of Oracy for all. Through the Oracy 21 program.	Increase a love of learning and a love of reading. This will support access to increasingly complex examination questions. EEF research into Oracy strategies shows +6 months additional progress	Regular QA and TDP observations which are linked to PMR. Targeted reading time in L4L.	ILE/ ACO/ DAT	Half-termly.  First review: July 19
A & E	Live marking and feedback. Launched and linked directly to the performance and outcomes of PP learners.	Learners have stated that they like this. Allows teachers to target PP learners in real time and intervene. Raise self-esteem through positive feedback and challenge and extend PP learners. Quicker and higher engagement from learners in their work/books. EEF research into effective feedback +8 months additional progress	CPD session which brings this strategy to life. PP learners used to voice their support for this strategy. Use of lesson observation sheet which captures the movement of a teacher and the purpose of their interactions with PP learners.	VP T & L/ SLT/ HoDs	Half-termly.  First review: Oct 19
E, A & D	Targeted and challenging questioning.	Increase the self-esteem of PP learners who will become more inquisitive and engaged through challenging questioning. School will become a positive place to be and learners will have more confidence in their abilities. Random name generator in the Teacher Toolkit to be used in ALL lessons and to be PP biased.	CPD session on targeted questioning. Teachers planning of questioning sampled. Good practice shared.	VP T&L/ SLT	Half-termly.  First review: April 19

Desired Outcome	Chosen action(s)/ approach (es)	Intended Impact/ evidence and rationale	How will you ensure it is implemented well?	Key Staff	When will you review the implementation?
E, C, D & F	Differentiated learning through the effective use of Progress Indicators.	PP learners to gain self-esteem from achieving and “seeing” that they are making progress. Progress indicators are not always understood by the learner.	Good practice shared. Support for teachers who require further guidance and support. SMART curriculum to include Progress Indicators which have been QA'd. Learners aware and understand progress indicators	SLT/ All teachers	Seen through QA process  Termly evaluation
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.	Raising self-esteem. School to become a positive place where PP learners want to attend. Planner's main means of communication for everyone. Strategies employed to ensure effective use of planners and purpose.	Monitoring of merits through VDE data. Teachers trained and supported in the effective use of merits and how they support high quality T&L. Record of postcards issued to PP students. Celebration assemblies, etc.	SGR/ ICs	Implementation reviewed April 19  £4,800
A, D,	Introduce L4L into the curriculum and ensure there is appropriate setting of PP learners. This will also include L4L parent events for both Y7 and 8.	PP learners arrive in school with lower than average attainment score with a significant number not secondary ready. The L4L approach will reduce the gap. Transition from primary is challenging and learners find it difficult to adjust. The use of Digital technologies can enhance +4 months of additional progress (EEF)	Monitor progress through GL testing and Accelerated Reader. Ensure that all teachers delivering L4L are trained. Have regular visits from Shirelands to ensure that quality is high, and the program is being effectively delivered. DAT QA. Regular meetings to review the impact of the programme.	RAL/ SGR/ ILE	Embedded by September 19 into year 7 & 8  £160,000
A, B, C	Reviewed curriculum pathways to cater for student profile and demands of new GCSE	PP learners continue to be proportionately represented in Triple Science and MFL options.	Each student is interviewed regarding their option choices. Student choices are monitored and capable PP students are encouraged to opt for MFL and Triple Sciences. When groups are full PP students take priority over non-PP	ILE/ MTO/ ZTU	May 2019
B,D	Increased intervention classes and extra lessons. Target PP learners for period 7 and ensure that PP attendance to all sessions is high.	PP learners to receive extra time for learning and this will have a positive impact upon outcomes. Parents/carers will see school as a positive place where their children are being given extra support and guidance. The gap between learners is evident and extra support will help close the gap. EEF research confirms +2 months additional progress through extended school time.	100% engagement and attendance in lesson 7 Targeted students fully engage in Elevate programme and 10 for 10 programme to improve attendance. Increase rewards for learners that make improvements (Thorpe Park, Prom).	ILE/ CBE	Introduced: February 19
A,B, E	Show my Homework online tool to aid organisation of students and inform parents	PP learners sometimes lack encouragement from home to complete homework tasks. Parents/carers will see all homework set, can monitor and be more involved with the process. Reminders can be added in for students and parents to aid with meeting deadlines. EEF research confirms +5 months additional progress for effective regular homework.	Quality and completion rates of homework to be monitored closely	ILE/ MTO	Introduced: March 19  £4,475
<b>Total budgeted cost</b>					<b>£169,275</b>

ii. Targeted support					
Desired Outcome	Chosen action(s)/ approach (es)	Intended Impact/ evidence and rationale	How will you ensure it is implemented well?	Key Staff	When will you review the implementation?
F	Accelerated Reader to be an integral part of L4L with PP learners targeted and prioritised for reading. Books and book loaning easily available for PP learners/ tutor groups on the L4L floor.	PP learners arrive at Pegasus with lower than national average reading scores. This reduces their ability to achieve in exams and access more difficult questions. Need to encourage learners to read and make them aware of the benefits and the joy of reading. Reading comprehension delivers an additional +6 months progress (EEF toolkit).	Share reading as a target with PP parents/learners. Ensure we target the correct students based upon reading age data. Provide opportunities in lessons to read together and individually.	RAL/ KTU/ SGR	Review: July 19  £3,000
F	Effective and supportive CP which supports vulnerable PP students and their families.	There are a high number of vulnerable PP learners. The learners are at risk of underachievement and poor mental well-being as a result. Additional support for individuals and family is often required. Parents as partners, increased communication and extensive support has a positive impact on Trust, engagement in learning, and attendance (EEF, engagement in parents' research).	Records of attendance and progress kept for this group of PP students. Continued strong CP support at Pegasus. Learners get the support they need. Audit and evaluation of available support is completed.	SGR/ICs	Reviewed at KAP points for progress of this group and review of CP/PP group Half-termly.
E, D	Introduce Maths tutoring for PP learners.	Maths outcomes for PP learners need to be improved. Some PP parents are less able to support learners with Maths at home. One to one tuition shown to add 5 months additional progress (EEF toolkit)	QA the quality of tutoring. Ensure that PP learners are targeted in Option drops and Upgrade sessions. Track progress for impact. % increase in use of Maths online resources used at home	OP/ILE/ HIB	Reviewed: May 19  £1,475
E, C	Increase support for PP learners with both school equipment and uniform.	Financial constraints can be an issue for some PP learners. Increased support will reduce lines for PP learners and time in SE. All learners issued with Pack of resources (highlighters, revision cards, revision guides for all relevant subjects) and Sept 2018 all learners issued with a new blazer and tie. Attendance will improve if PP learners feel they will not be sent to SE. Outcomes will increase with increased lesson time.	Monitor the number of days in SE for PP learners regarding uniform and equipment.	SGR/ LHA	Monitored weekly and evaluated at the end of each half term.  £500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C, F	Targeted careers interviews which focus on PP students. Careers advice from Year 7 built in to the school year.	<p>PP learners need more advice on future employment. This will support the raising of aspirations. Learners will have greater purpose, and this will have a positive impact on attendance.</p> <p>Learners do not know what they want to do when they leave nor how to get there.</p> <p>Parents aspirations are important and support pupils outcomes by +2/3 months (EEF toolkit)</p>	<p>Potential RONI students are identified and targeted for additional support and increased number of meetings with Careers' Advisor and Connexions</p> <p>Targeted PP students in years 9-11 have received careers support by end of February 19</p> <p>Drop down days have a careers programme for all year groups</p> <p>NEET figure remains low (2018 – 1 student 0.7%) with students Post 16 choices relevant to their ability</p>	MTO/ ZTU	<p>Completed by June 19</p> <p>All year 11 students to have applied for an appropriate Post 16 pathways</p> <p><b>£23,000</b></p>
C	Meaningful work experience and visits to employers	PP learners need to experience what different types of work are like and be more informed of career choices and the demands of work.	<p>PP students mapped to work experience and given priority over places.</p> <p>ZTU to liaise with employers to provide this. Gatsby benchmark referred to for this work.</p> <p>Increase the number of visits to employers and raise awareness of workplace opportunities locally and beyond.</p>	ZTU/ MTO	Reviewed June 19
C	Employer engagement	PP learners need to experience the world of work to support them on having a purpose at school and link education to the world of work. Increase the number of employer visits to school. Focused mentoring through 3 Local Enterprise Partnerships	<p>ZTU to use the Gatsby benchmark to support this.</p> <p>Use of the Enterprise partnership (3 local enterprise partners). PP students to be targeted to increase impact. Ensure that employment sector are invited to engage with learners.</p>	ZTU/ MTO	Reviewed June 19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Student Aspirations and student leadership	PP learners need encouragement to 'dream big' and are encouraged to have high aspirations. Student leaders, local representatives and ambassadors from PP groups have been historically under represented.	Cambridge University (Girton College) Aspiration event for year 7 and interventions with year 10 and 11 students throughout the year. Scholars Programme (Brilliant club) focused intervention with PP students. Aspire to HE programme well established and excellent regular opportunities for PP learners. Post 16 tutors (Alumni) provide aspiration and are good role models - Link with Dudley College Focused recruitment of student leaders has led to an increase of 20% in PP Student Leaders Recruitment of representatives for Dudley Youth Council, Young Chamber and Anne Frank Ambassador	ZTU/ MTO/ SGR	Reviewed June 19
F, D	External agencies support PP learners in school. Increase the range of providers.	There are a high number of PP students who require support regarding mental well-being. This support will enable them to focus on education and their learning. This should also have a positive impact on attendance to school. Provide support to reduce barriers to learning.	QA the support from outside agencies. Impact reports evidence that the correct PP students are accessing the support as required. Involve parents/carers where it is appropriate to do so.	SGR/ RAN	Half Termly review of support and need
E	Increased PP parental/carer attendance at events across all year groups.	There is a need to get parents/carers of PP learners into school and to engage in the education of PP learners. Make school a welcoming place for parents. EEF research concludes increased Parental engagement shows improvements in school ethos & discipline.	Target PP carers/parents when advertising and arranging events. Arrange events where PP parents/carers are more likely to attend. Ensure that Parents evenings are not intimidating and offer refreshments etc. Ensure that all year groups are targeted and we engage Y7 parents in particular. Provide opportunities that both learners and families wish to engage in.	ILE/ ICs	After each calendared event.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Enrichment	PP learners have less opportunities to access clubs outside of school. Enrichment in school will increase self-esteem and support attendance as well as supporting learning. Support extra clubs such as rugby and cricket which are delivered by external providers. Additional +2 months can be seen for arts/music participation (EEF Toolkit).	Registers kept of PP attendance at enrichment activities. HODs to target PP learners for these activities. Student voice to suggest activities and clubs so that what is offered matches what is wanted. Advertise classes.	HODs/ MTO	Termly  £4,000 (Bushcraft)  £1,000 (Breakfast Club)
E,C	Subscriptions to PiXL, GCSE Pod and Century Tech.	Some PP learners have less access to learning materials at home and some have parents/carers who are less likely to engage and support learners with home learning.  Provide opportunities if no access from home. The use of Digital technologies can enhance +4 months of additional progress (EEF)	Ensure that PP parents are aware of the apps and how they can be used. Monitor usage by PP learners. Invite parents/carers into school for sessions around these apps.  Promote through assemblies and share usage and reward accordingly.	ILE/ ALA/ CBE	Track and report on half termly use.  Weekly in year 11 (From end March)  £25,000
E, C	Increase access arrangements for PP learners with SEND	Increased access arrangements for PP learners with SEND will improve outcomes for this group of learners with SEND are more likely to attend if they are supported with exams.	Access arrangements for PP learners with SEND monitored. Parents/carers kept informed of the support.	RAN/ ARE/ ILE	Access arrangements monitored before examination periods. Outcomes of this group of PP learners checked when results are available.



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E, C, D, F	Attendance. Target PP learners and allocate specific time and rewards to attendance	Attendance of PP learners is too low and has a negative impact on their attainment and progress. High number of learning days lost.	Targeting of PP students for first day calls and home visits. Involve parents (attendance clinics) and share attendance research about the impact upon attainment and progress. Increase rewards for attendance and ensure that PP are targeted. Reference to impact on attendance in assemblies. Attendance officer at the gate every morning to engage with students and build positive relationships with students and parents/guardians School EWO engages with families and conducts home visits to discuss welfare, importance of attendance, punctuality and organisational skills as families. Reduce persistent absences Improve attendance and punctuality Start the day straight into Lesson 1 at 8.40 am	SLA/ LSM/ ANR/ SGR	On-going records of PP contact home and PP attendance figures. Weekly/half-term.
B, C, F	Form Time tutorials planned to develop students LORIC (Leadership, Organisation, Resilience, Initiative and Character) and well being	Some students sometimes lack social skills and empathy with one another.  Students aren't always well informed about current affairs and lack basic understanding of local and global issues.	Form time is based around the PiXL programme that encompasses the LORIC (Leadership, Organisation, Resilience, Initiative and Character), Wellbeing, ESafety and 'Them and Us' cultural principals. Assemblies are topical and SMSC based. A weekly discussion and quiz based around current affairs is featured weekly in the tutorial programme.	SGR/ ICs	QA and Review - June 2019
A, B, C, F	HLTAs to support low progress students in Maths, English, Science and MFL with priority on PP learners	Students sometimes need encouragement and additional support in lessons	HLTAs provide in lesson support for identified students, PP students are prioritised.	RAN	Review - June 2019 <b>£69,000</b>
<b>Total budgeted cost</b>					<b>£126,975</b>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C	Student Engagement weekend (Aspire to HE)	Some PP learners have financial constraints which may exclude them from overnight trips and experiences. Higher engagement with activities will increase parental engagement and ensure they see school as a positive. Extra activities accessed will support PP learner progress. Outdoor adventure learning +4 months (EEF)	PP learners offered a funded study weekend away prior to year 11 examinations. A range of outdoor and educational activities are offered to the youngsters along with the opportunity to spend 2 nights away from home to focus on their studies and forthcoming GCSEs.	ILE/ ZTU/ CBE	July 2019 and pre bid for Aspire to HE funding <b>£5,000</b>
E, D, F	School trips/visits	PP learners have reduced access to experiences like this outside of school.	PP learners targeted for trips/visits. Make it clear that support is available to families and learners. 2 different letters are available.	Trip leaders/ MTO	Termly reviews
<b>Total budgeted cost</b>					<b>£5,000</b>
<b>Total Expenditure 2018/19</b>					<b>£301,250</b>

6. Review of expenditure 2017 - 2018					
<b>Total number of students</b>	621	<b>Number of students eligible for PPI</b>	292	<b>Total PP budget</b>	£288,915
<b>Desired outcomes</b>		<b>Impact</b>			
Curriculum restructure – students taught in groups according to CAT ability		This was not implemented. Groups were organised according to 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			