

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2027 academic years) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (24/25) and the effect that last year's (23/24) spending of pupil premium had within our school.

School overview

Detail	Data
School name	Minerva Primary
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	G Nation
Pupil premium lead	G Nation
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,306
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,306

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is intended to:

- *be ambitious in closing the gap or significantly narrowing the gap between disadvantaged pupils and others;*
- *increase parental engagement and contribution in and to their children's learning, particularly in reading, but also through our Relational Practice*
- *support children and their families, where past and present trauma is impacting on their SEMH, enabling them to be resilient and adopt a positive approach to behaviour for learning;*
- *secure high rates of attendance and punctuality;*
- *continue to raise the level of expertise in successfully closing the gap for our most disadvantaged pupils across all members of the school staff*

Our strategy relies upon:

- *Quality First Teaching and learning from Nursery to Y6;*
- *relentless focus on the small steps in each child's learning using a process of diagnose, teach, test, review (DTTR) to assess and monitor progress in developing the mastery and fluency within Reading, Writing and Maths;*
- *extensive knowledge of the children's needs and their family contexts;*
- *active engagement with parents to access support from statutory and voluntary sector support.*

Our strategy is underpinned by:

- *the Cabot Learning Federation's vision to create lifelong opportunities for our students.*
- *the School's values of Courage, Compassion, Collaboration and Excellence;*
- *an equitable approach which provides access to the breadth and richness of the curriculum for every child*
- *access to high quality PD for all staff to enable them to be the best they can possibly be every day, in every lesson, in and out of the classroom.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in children's learning through several causes both recent and historic
2	Historic and current paucity in levels of parental engagement and support for learning at home.
3	Attendance and punctuality
4	High levels of trauma in children's lives

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. Good progress has been made since the start of this plan. However, these intended outcomes remain to ensure the school continues to progress; so that it is working in line with or above National Averages in key areas.

Intended outcome	Success criteria
Attainment gap between disadvantaged children and others is closed or significantly narrowed	End of year attainment data demonstrates disadvantaged children and Non-disadvantaged Children's attainment is broadly in line with school targets and increasingly, in line or above NA. Internal and external monitoring indicates that disadvantaged children are receiving the appropriate support and intervention based on Diagnose, Teach, Test, Revisit (DTTR)
Attendance of disadvantaged children is at national average or above for all children	Data indicates that attendance and punctuality is inline or above NA Regular support and monitoring of key families demonstrate improved attendance and punctuality
Parental involvement in their children's learning is increased and results in impact on children's outcomes	Parent surveys are positive, and the school communicates learning effectively with families Children are reading / are read to more frequently at home. Parents/carers attend school events and celebrate children's learning
Children's SEMH needs are met and behaviour for learning is good in every lesson every day	SCARF sessions have a positive impact on children's wellbeing School (Values) assemblies have a positive impact on children's behaviour, and they demonstrate the core values daily



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	Behaviour for Learning is of the highest standard and children are actively engaged in their learning
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,127 (39%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching PD for all staff</i>	Feedback - very high impact (+8 months) low cost (EEF) Reading comprehension strategies - high impact (+5 months) low cost Mastery learning - high impact (5+ months) low cost Oral language interventions - high impact (+5 months) low cost (EEF)	1
<i>Induction programme</i>	Feedback - very high impact (+8 months) low cost (EEF)	1, 4
<i>Oracy and language development for class teachers</i>	Oral language interventions - high impact (+5 months) low cost (EEF)	1
<i>School and Trust CPD programme</i>	Reading comprehension strategies - high impact (+5 months) low cost Mastery learning - high impact (5+ months) low cost Oral language interventions - high impact (+5 months) low cost (EEF) Incremental Coaching and Mentoring Programme	1,4

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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,117 (33%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group interventions - RWM</i>	Feedback - very high impact (+8 months) low cost (EEF) Reading comprehension strategies - high impact (+5 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF) Within class attainment group - moderate impact (+3 months) very low cost (EEF) Small group tuition - moderate impact (+4 months) moderate cost (EEF)	1
<i>Small group and 1:1 intervention - SALT</i>	Oral language interventions - high impact (+5 months) low cost (EEF)	1
<i>Small group and 1:1 intervention - NELI</i>	Early years interventions - high impact (+ 5 months) very high cost (EEF)	1
<i>Small group and 1:1 intervention - phonics</i>	Feedback - very high impact (+8 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF) Phonics - high impact (+4 months) very low cost (EEF)	1
<i>Small group interventions - motor skills</i>	Collaborative learning - high impact (+5 months) low cost (EEF)	1
<i>Tutoring programme</i>	One to one tuition - high impact (+5 months) high cost (EEF)	

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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,062 (28%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Health and Wellbeing (inc. THRIVE Program)</i>	Social and emotional learning - moderate impact (+4 months) moderate cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	3, 4
<i>Supporting Attendance</i>	Working Together to Improve School Attendance (DfE August 2024)	3
<i>Breakfast Club</i>	Social and emotional learning - moderate impact (+4 months) moderate cost (EEF)	3, 4
<i>After school activities</i>	Collaborative learning - high impact (+5 months) low cost (EEF) Arts participation - moderate impact for very low cost (EEF)	4
<i>Parental engagement and support</i>	Parental engagement - moderate impact (+3 months) very low cost (EEF)	2, 3, 4

Total budgeted cost: £110,306

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome (2023-2024)	Success criteria <i>Outcomes</i>
<p>Attainment gap between disadvantaged children and others is closed or significantly narrowed</p>	<p>The DTTR process is embedded with a clear cycle of assessment routines to ensure that pupils make good progress. Outcomes in 2024 were the highest in a 3-year trend in several key areas.</p> <p>EYFS GLD: 59% (PPG 44%) (+13% 2023)</p> <p>KS2: Combined: 46% (PPG 38%) and 8% HA (+ 26% 2023) (+8% 2023)</p> <p>Reading: 54% (PPG 38%) 15% HA (PPG 13%) (+14% 2023) (+7%)</p> <p>Writing: 54% (PPG 38%) 15% HA (PPG 13%) (+7% 2023) (+15% 2023)</p> <p>Maths: 46% (PPG 38%) 8% HA (+19% 2023) (+8% 2023)</p> <p>Internal and external monitoring indicates that disadvantaged Children are receiving the appropriate support and intervention based on Diagnose, Teach, Test, Revisit (DTTR). The improved outcomes indicate that interventions, systems and processes are having the intended impact.</p> <p>Minerva Primary School uses a robust process of DTTR (Diagnose, Teach, Test, Revisit), phonics screening tests and White Rose assessments to record each child's attainment and progress. Internal monitoring shows key target groups are beginning to make accelerated progress in some areas. An increasing number of children who access PPG are working more in line with those who do not (Reading: in 3 Year Groups / Writing: in 2 Year Groups / Maths: in 2 Year Groups)</p>
<p>Attendance of disadvantaged children is at national</p>	<p>Although Year to Date (YTD) attendance (92.9%) is below NA. The difference between PP (92.3%) and non PP (92.5%) is minimal. This is a direct impact of the school's efforts to target key PA groups.</p>



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<p>average or above for all children</p>	<p>In 2023, school attendance figures were: Whole School Attendance: 93.9% (+0.1% above NA) disadvantaged Attendance: 93% (+1.7% above NA) Whilst 2024 data is below attendance outcomes in 2023, the school continues to implement and embed a wide range of strategies for its most vulnerable children.</p>
<p>Parental involvement in their children's learning is increased and results in impact on children's outcomes</p>	<p>Parent surveys are positive, and the school communicates learning effectively with families. Children are reading / are read to frequently at home. Over 75% of the school are reading on a regular basis. The highest in a 3-year trend. Those who do not meet this expectation are identified and listened to in school regularly. Parents/carers attend school events and celebrate children's learning. In addition, the Maths sessions for parents/carers have been well attended and surveys indicate parents want more sessions for maths and reading.</p> <p>91.3% of parents responded that they 'agree/strongly agree' that the school lets them know how their child is doing in school</p> <p>78% of disadvantaged children are now reading regularly (5x or more) at home which is above the 75% of 'all' children.</p> <p>School events (such as sports day/arts and wellbeing celebration/parents' evenings etc) are better attended</p> <p>95.5% of parents would recommend this school to others</p>
<p>Children's SEMH needs are met and behaviour for learning is good in every lesson every day</p>	<p>SCARF sessions have a positive impact on children's wellbeing School (Values) assemblies have a positive impact on children's behaviour, and they demonstrate the core values on a daily basis Behaviour for Learning is of the highest standard and children are actively engaged in their learning</p> <p>Internal monitoring indicates that behaviour for learning remains to be a strength</p> <p>Behaviour analysis indicates that suspensions remain below the national average.</p> <p>The average of minor incidents has reduced to less than 1 per day.</p> <p>Minerva Citizens program has a positive impact on children's self-esteem, confidence and resilience.</p> <p>The 2022 OFSTED report graded Behaviour and Personal Development as 'Good'.</p>



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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

The school has a very small number of service children. For the purposes of this strategy they have been supported in all aspects along with other pupil premium children.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	see above
What was the impact of that spending on service pupil premium eligible pupils?	see above

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

*Minerva Primary School has a relentless focus on developing pupils' language. Following CPD from the Plymouth Teaching School Alliance (Voice 21), the school has implemented and embedded systems and procedures that focus on the 4 Strands (Linguistic, Cognitive, Physical and Social and Emotional). As a result of the impact of this work, layered with initiatives such as 'SHAPE How We Talk' (we speak in full **S**entences, keep **H**ands away from face, **P**roject our voice and maintain **E**ye contact), Mastery Manners and Somerset Total Communication, pupils are more confident and articulate. Coupled with the schools unrelenting focus on its relational approach to children, parents, staff and families, the behaviour for learning in the school is now a strength. Children can regulate themselves and have strategies to deploy in times of need, increasing their self-esteem, resilience and therefore, confidence. The school recognises that it is in the bottom 10% of the most deprived areas in the country. The revised Vision and Values permeate everything we do, and we pride ourselves on our nurturing and challenging curriculum.*