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## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2025 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 (22/23) and the effect that last year's (21/22) spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Minerva Primary
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22-25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	G Nation
Pupil premium lead	G Nation
Governor / Trustee lead	J Doggrell

### Funding overview **£101,861 with an additional £1,700 Early Years Pupil Premium.**

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,861
Recovery premium funding allocation this academic year	£ centralised
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A



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## 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:*

- *high quality teaching and learning from Nursery to Y6;*
- *relentless focus on the small steps in each child's learning using the PiXL PLCs 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 Redstart Partnership Trust's vision for every child is to leave primary education able to read and have a love of learning*
- *the Trust's values of of Courage, Compassion, Collaborative Service and Excellence;*
- *an inclusive approach which provides access to the breadth and richness of the curriculum for every child*
- *access to CPD for all staff to enable them to be the best they can possibly be everyday, in every lesson, in and out of the classroom.*

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## 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 a number of causes both recent and historic
2	Historic and current paucity in levels of parental engagement / support for learning at home / low aspirations within the local community
3	Attendance / 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.

Intended outcome	Success criteria
Attainment gap between PPG children and others is closed or significantly narrowed	End of year attainment data demonstrates PPG Children and Non-PPG Children's attainment is broadly in line with school targets Internal and external monitoring indicates that PPG Children are receiving the appropriate support and intervention based on Diagnose, Teach, Test, Revisit (DTTR)
Attendance of PPG 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 demonstrates 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 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 on a daily basis 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: £27,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA development programme</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: £14, 485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group interventions - RWM</i>	<p>Feedback - very high impact (+8 months) low cost (EEF)</p> <p>Metacognition and self-regulation - very high impact (+8 months) low cost (EEF)</p> <p>Reading comprehension strategies - high impact (+5 months) low cost (EEF)</p> <p>Mastery learning - high impact (5+ months) low cost (EEF)</p> <p>Within class attainment group - moderate impact (+3 months) very low cost (EEF)</p> <p>Small group tuition - moderate impact (+4 months) moderate cost (EEF)</p>	1
<i>Small group and 1:1 interventions - SALT</i>	Oral language interventions - high impact (+5 months) low cost (EEF)	1
<i>Small group and 1:1 interventions - NELI</i>	Early years interventions - high impact (+ 5 months) very high cost (EEF)	1
<i>Small group and 1:1 interventions - phonics</i>	<p>Feedback - very high impact (+8 months) low cost (EEF)</p> <p>Mastery learning - high impact (5+ months) low cost (EEF)</p> <p>Phonics - high impact (+4 months) very low cost (EEF)</p>	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: £59, 753

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA programme</i>	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) 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 May 2022)	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: £ 101,861**



## 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 2021 to 2022 academic year.

#### **1. Gaps in children's learning through a number of causes both recent and historic**

Minerva Primary School uses PiXL to embed a robust process of DTTR (Diagnose, Teach, Test, Revisit), phonics screening tests and Can Do Maths assessments to record each child's attainment and progress. PPG children in four year groups performed in line with or above Non-PPG children (within one pupil in two year groups). In one of the year groups, PPG children outperformed Non PPG children. In year groups where PPG children performed below Non PPG children, there was a difference of 3 or more children.

#### **2. Historic and current paucity in levels of parental engagement / support for learning at home / low aspirations within the local community**

Parent survey (May 2022) had the strongest outcomes since the OFSTED Inspection in May 2019. Over 80% of parents/carers said they receive good or better communication from the school, 93% of parents/carers 'agreed/strongly agreed' that their child/children are happy at Minerva Primary School and 84% of parents/carers 'agreed/strongly agreed' that the school has dealt with any concerns raised swiftly and appropriately. Parental engagement in annual events such as Sports Day has improved considerably with many parents saying it was the best Sports Day they've ever attended. An increased number of children are now adhering to the school's expectations of reading at home 4 or more times a week. The highest % of children in the 4 classes is 72%, which is a vast improvement from previous years.

#### **3. Attendance / punctuality**

PPG children significantly outperformed the National Average for PPG in six out of the seven year groups (ranging from +2.0% to +6.3%). PPG children's attendance was slightly below Non PPG children (difference of 1%). Persistent lateness was also dramatically improved from previous years for PPG children and Non PPG children: PPG Chn 0.89% (compared to 2.43% in 20/21). Non PPG Chn 0.25% (compared to 0.32% in 20/21).

#### **4. High levels of trauma in children's lives**

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Interventions (such as ELSA) and 'nurture provision' showed that many disadvantaged children have improved their social and emotional health, resilience and independence. All children demonstrate greater levels of confidence and are able to articulate themselves more confidently. Furthermore, the number of children who require nurture provision has significantly reduced from previous years. 96% of the school now access classroom teaching and learning full time. The 4% who access carefully planned and targeted interventions, have been set up with individual timetables and 'sliding scales of planned provision' to ensure an increasing amount of time is spent in class with their peers.

Families have been provided with a wide range of support (e.g. breakfast club, after school activities, food parcels, holiday club activities, financial support, school uniform, emotional support). Relationships with families is a strength and the school has made further progress towards 'Trauma Informed Status' and has embarked on a Relational Policy and Practice Pathfinder Project. The number of 'low-level' incidents during the school day has significantly decreased from an average of 3.4 per day in Autumn 1 to less than 2 per day in Summer 2. There have been no Permanent Exclusions and the number of Suspensions has also decreased from previous years.

## 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



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What was the impact of that spending on service pupil premium eligible pupils?	see above
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## 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 are able to 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 top 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.*