

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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 and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Minerva Primary Academy |
| Number of pupils in school | 368 |
| Proportion (%) of pupil premium eligible pupils | 38% (144 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2023 2023 – 2024 2024 - 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jennifer Harvey |
| Pupil premium lead | Jenny Shaw |
| Governor / Trustee lead | Anna Keen |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £160,986 |
| Recovery premium funding allocation this academic year | £16,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £13,700 |
| 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 | £190,686 |

Part A: Pupil premium strategy plan

Statement of intent

Intent

At Minerva Primary Academy it is our intention to acutely **understand the specific barriers** for our learners experiencing disadvantage. By knowing and understanding the specific barriers, we can choose and refine **pedagogical approaches that privilege** our learners experiencing disadvantage. In all decisions made in the academy, we consider the disadvantaged learners **even over** the other learners to ensure that barriers are removed and not created. We prioritise staff development so that all children experience the very best **Quality First Teaching**. When we review the teaching and learning we do this through the **lens of disadvantage**. We use the pupil premium grant to reduce barriers to learning and fund opportunities that enhance the learning experiences for our learner experiencing disadvantage.

Implementation

At Minerva Primary we know that to fulfil the academic, social and emotional potential of our learners we need to select **pedagogies that privilege** our learners experiencing disadvantage.

In all classrooms, adults/professionals use **oracy** strategies across the curriculum as we know that prioritising oracy supports cognitive development and we know that many of our learners experiencing disadvantage start school with oracy skills and vocabulary significantly below their more advantaged peers.

In all classrooms, adults deliver an **ambitious curriculum**, building and developing key concepts through the teaching of key skills and key knowledge. These are taught in relevant contexts which are meaningful to the children, developing their **sense of self and place** in the world and their **cultural capital**. Over the year, the learning is carefully sequenced so meaningful links can be made. The learning within a unit is considered through the lens of disadvantaged learners to ensure that their needs are met in terms of **substantive and declarative knowledge**.

In all classrooms, adults review learning regularly to allow children to retrieve prior learning, build schema effectively and over time to **know more and remember more**.

In all classrooms, adults have the highest expectations for engagement and expect children to use their **self-agency** (like the Owl) to take responsibility for their own learning. In order to do this, adults carefully consider seating plans, talk partners, how to gather responses and who to target in lessons from assessment for learning.

In all classrooms, **feeding forward forms** are used by class teachers and teaching assistants to record the learning and next steps to ensure that the subsequent lessons meet the needs of the learners and especially those experiencing disadvantage. This means that **planning privileges** our more vulnerable learner.

In all classrooms, adults use the language of **ELLI (Effective Life Long Learning)** to explicitly teach and reinforce the learner powers that are needed to be a successful learner.

All teachers discuss their learners with the Senior Leadership Team, prioritising those experiencing disadvantage, on a fortnightly basis during a **Core Team Meeting**. This is an opportunity to share attainment, progress, attendance and social and emotional concerns and actions; putting in to place targeted support where it is most needed.

Through **pupil voice groups** (school council, Eco committee, EDI ambassadors, class Librarians) learner experiencing disadvantage have an opportunity to have their voice heard and influence school procedures and priorities.

Through an awareness of benevolent childhood experiences, **belonging** is given high priority through trips, free extra curricular clubs, school uniform, links to the local and wider community (Hillfields library, community garden, PCSOs etc..)

In all classrooms, adults prioritise reading to become a fluent reader as we recognise this is the key to success in secondary school and beyond. This focus starts with consistent and effective **phonics** teaching in EYFS and year 1, explicit teaching of reading through **Whole Class Reading** lessons, experiencing the joy of reading through **MPA Book Club** and **reading for pleasure** sessions.

Impact

At Minerva Primary Academy, all learners achieve their potential because barriers to learning are reduced or removed. Learners experiencing disadvantage are able to engage fully in the curriculum because the pedagogical approaches and planning choices privilege them, the ambitious curriculum is sequenced carefully with their starting point in mind, additional learning opportunities are provided to give them a head start, Oracy and Reading are given high importance, the children have a strong sense of belonging and all staff have high expectations for all children regardless of their starting points.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance of learners experiencing disadvantage is, on average, 2.4% below non disadvantaged learners. Learners experiencing disadvantage are also more likely to be persistently absent. |
| 2 | End of key stage external data and internal data shows that our learners experiencing disadvantage attain below the non-disadvantaged peers. The attainment gap is significantly larger for pupils in EYFS and KS1. |
| 3 | Learners experiencing disadvantage are more likely to have experienced a higher number of adverse childhood experiences and this can result in low self-esteem, low emotional resilience, disengagement with learning and poor behaviour choices. Internal records show a greater number of incidents (both for safe guarding and behaviour) for pupils who are experiencing disadvantage. |
| 4 | Year 1 phonics screener data shows that learners experiencing disadvantage are less likely pass the phonics screener and become fluent when reading age-appropriate texts. Internal data shows that learners experiencing disadvantage are below age related expectations for reading in EYFS, KS1 and LKS2. |
| 5 | Baseline assessments in Reception and internal data from across the school indicate that learners experiencing disadvantage have a lower starting point for oral language skills and a limited understanding of a wide range of vocabulary which impacts on learning through their school life. |
| 6 | Internal data indicates that learners experiencing disadvantage have a lack of educational experiences outside of the school day. They are also less likely to have had a wide range of positive childhood experiences and this can impact their sense of belonging. |

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 |
|---|---|
| Improved attendance for all pupils but particularly disadvantaged pupils and this will be sustained over time. | <p>Sustained high attendance in 2024/25 is demonstrated by:</p> <p>Attendance for learners experiencing disadvantage will be in line with or have a gap of less than 2.1% compared to the attendance of learners who are not disadvantaged.</p> <p>The percentage of learners experiencing disadvantage who are persistently absent is below 10% (national average for all 8.2%).</p> |
| The attainment gap is reduced at key data benchmarks in EYFS, KS1 and KS2. | The KS2 combined outcomes, KS1 outcomes, phonic screener and GLD show the attainment gap is below 10%. |
| Children's emotional wellbeing will improve, allowing them to access learning in the classroom. Children will feel safe and are ready to learn. | <p>Internal records will show a decrease in incidents of dysregulation and not being ready to learn.</p> <p>Pupil voice for disadvantaged learners will indicate that they feel safe in school, have trusted adults to support them and they will be ready to learn so can achieve ARE in RWM.</p> <p>PLAC and LAC pupil voice will demonstrate that they feel safe in school, have trusted adults to support them and they will be ready to learn so achieve ARE in RWM.</p> <p>Children on CLF vulnerability index are not adversely affected by external barriers and can attain in line with their peers.</p> |
| Improved reading outcomes for learners experiencing disadvantage with the attainment gap reduced. | <p>Phonics outcomes in Year 1 2023 are above 90% and the gap between PP and non PP is decreasing.</p> <p>Teacher assessment show an increase in fluency (fluency rubric) for disadvantaged pupils in years 2 to 6.</p> <p>KS2 reading outcomes in 2023 show that 65% of disadvantaged learner achieve the expected standard and the gap between PP and non PP is decreased.</p> |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among pupils experiencing disadvantage. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and formative assessment. |

Sense of belonging is secure through access to a range of experiences within and beyond the classroom.

Pupil voice will demonstrate that children have a sense of belonging to their school and wider community and that they can apply their in-school learning to experiences beyond the academy.

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: £14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Targeted professional development from within the CLF</p> <ul style="list-style-type: none"> -networks for subject leads (Maths, English, Raising Attainment) -integrated professional development -Primary Academy Collaboration (PAC) attendance and collaboration -Core Team Meetings supported by WLT and SLT | <p>The EEF PP report April 2022 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</p> | 2, 3, 4, 5 & 6 |
| <p>Increase subject knowledge and confidence for all staff for the teaching of phonics through:</p> <ul style="list-style-type: none"> -Implementation of 'Unlocking letters and sounds' -Staff training for the new phonics scheme including the 1:1 interventions -regular developmental feedback to all staff teaching phonics -Purchasing of additional phonetically decodable books -Subscription to Bug club to give access to a wider range of phonetically decodable books digitally | <p>EEF PP report April 2022</p> <p>EEF Toolkit: Phonics = +5 months <i>Phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly children from disadvantaged backgrounds.</i></p> | 4, 5 |
| <p>Peer coaching for all class teachers</p> | <p>EEF PP report April 2022</p> <p>EEF: Guidance report: Effective professional development <i>'When designing and selecting professional development programmes, school leaders should focus on the mechanisms for development, such as feedback or goal setting.'</i> <i>'Ensure that professional development effectively builds knowledge and motivates staff, develops teaching techniques, and embeds practice.'</i></p> | 2, 3, 4 & 5 |

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| | <i>'Implement professional development programmes with care, taking in to consideration the context and needs of the school.'</i> | |
| Instructional coaching for all ECTs through Ambition Institute | EEF PP report April 2022 EEF: Guidance report: Effective professional development | 2, 3, 4 & 5 |
| CPD for all new staff for a metacognitive approach (ELLI) and PD through the year for all staff | EEF PP report April 2022 EEF toolkit: Metacognition and self regulation = +7 months <i>'The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.'</i> <i>'Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.'</i> | 3 |
| Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes across the curriculum and in particular in reading and writing. Voice 21 project | EEF toolkit: Oral language interventions = +6 months <i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'</i> <i>'It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.'</i> <i>'Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.'</i> Closing the vocabulary gap – Alex Quigley <i>'Low vocabulary levels are a consistent factor for disadvantaged pupils across the country.'</i> <i>'Children with restricted vocabularies at 5years old are more likely to be poor readers as adults.'</i> | 5, 2, 3 |

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

Budgeted cost: £86,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Small group language interventions for pupils in EYFS with recognised lower levels of language on entry to school through NELI.</p> | <p>EEF Toolkit: Small group tuition = +4 months</p> <p><i>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.'</i></p> <p><i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</i></p> <p>EEF toolkit: Oral language interventions = +6 months</p> | <p>5, 4</p> |
| <p>Small group Phonics interventions for pupils in KS1 and KS2 with specialist teachers (phonics in to reading, direct phonics)</p> | <p>EEF Toolkit: Phonics = +5 months</p> <p>EEF Toolkit: Small group tuition = +4 months</p> | <p>4, 5</p> |
| <p>One to one or small group interventions for SEN pupils so they are able to achieve 75% of learner passport targets (precision teaching, number sense, direct phonics, phonics in to reading, bucket time, talk boost)</p> | <p>EEF Toolkit: One to one tuition = +5 months</p> <p><i>'One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</i></p> <p><i>'Tuition is more likely to make an impact is it is additional to and explicitly linked with normal lessons.'</i></p> <p>EEF Toolkit: Small group tuition = +4 months</p> | <p>2, 4, 5</p> |
| <p>Small group and one to one tutoring for pupils in KS2 to ensure they reach age related expectations by the end of year 6 to secure a positive start to the secondary education</p> | <p>EEF Toolkit: One to one tuition = +5 months</p> <p>EEF Toolkit: Small group tuition = +4 months</p> | <p>2</p> |

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

Budgeted cost: £90,550

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attendance given a key priority in the Academy Improvement Plan and is lead strategically by the Vice Principal:</p> <ul style="list-style-type: none"> - All staff play a part in improving attendance - Attendance data is reviewed weekly and targeted support put in place - Family support worker and Attendance admin work with the VP to target priorities - Weekly attendance Core Team Meetings - Support from CLF attendance network and external EWO | <p>Every child matters – ‘attendance is the single most influential factor on achievement’</p> <p>Narrowing the attainment gap - Daniel Sobel - ‘FSM children are twice as likely to be persistently absent.’</p> | 1 |
| <p>Subscription to the Snowden Village (Nest) to cater for children at risk of PEX, to also include advice training for staff</p> | <p>EEF Toolkit: Metacognition and self regulation = +7 months</p> | 1, 3 |
| <p>Play therapy for individuals and play therapy approaches for groups of pupils accessing the MPA Hub on a daily basis</p> | <p>EEF Toolkit: Behaviour intervention = +5 months</p> <p>EEF Toolkit: Social and emotional interventions = +5 months</p> | 1, 3 |
| <p>Access to enrichment activities within and beyond the school. <i>Free after school club places prioritised for</i></p> | <p>Back to BCEs – Strengthening Families through Benevolent Childhood Experiences (Anne Auld)</p> <p><i>‘Research has shown higher levels of BCEs (benevolent childhood experiences) significantly predict lower levels of depression, anxiety and post-traumatic stress disorder symptoms.’</i></p> | 6 |

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| <i>LEDs led by MPA sports coach. Subsidised school trips.</i> | | |
|---|--|--|

Total budgeted cost: £ 191,050

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS2 outcomes

Combined PP: 65% All: 76% National: 59%

Reading PP: 88% All: 91%

Writing PP: 65% All: 79%

Maths PP: 71% All: 79%

GDS Combined PP: 6% All: 9%

GDS Reading PP: 35% All: 33%

GDS Writing PP: 12% All: 15%

GDS Maths PP: 18% All: 27%

Year 4 Multiplication check

PP average score: 21.4

All average score: 21.4

KS1 outcomes

Combined PP: 17% All: 48%

Reading PP: 17% All: 56%

Writing PP: 17% All: 56%

Maths PP: 50% All: 67%

Phonics

Expected PP: 47% All: 58%

GLD

GLD PP: 29% All: 54%

Attendance

PP: 90.0% All: 92.4% (Gap 2.4%)

Intended outcomes from Pupil Premium strategy 2019 - 2022:

| Intended outcome | Success criteria |
|---|---|
| Outcomes for disadvantaged learners show progress in line or better than their peers so that the gap in attainment is reduced between non | <p>KS2 outcomes in 2022 show that 65% of the disadvantaged learners are meeting the age-related expectations for the combined measure.</p> <p>Fully met – see data above</p> |

| | |
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| disadvantaged and disadvantaged. | |
| There will be a reduction in behaviour incidents for disadvantaged pupils because their needs will be well met by QFT and QAT provision. | <p>There will be fewer disadvantaged children needing pastoral support plans and the number of incidents for disadvantaged pupils will be in line with non-disadvantaged pupils.</p> <p>Not met – learners experiencing disadvantage have a greater number of incidents compared to non-disadvantaged learners.</p> |
| Improved oral language skills and vocabulary among disadvantaged pupils. | <p>Assessments and observations indicate improvements in oral language for disadvantaged learners. This can be evidenced through engagement in lessons, book scrutiny and formative assessment.</p> <p>Partially met – internal data indicates an improvement in oral language skills and vocabulary, however Reception baseline data identifies that disadvantaged learners have a lower starting point.</p> |
| Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes | <p>Phonics outcomes in Year 1 2022 are above 90% and the gap between PP and non PP is decreasing.</p> <p>Teacher assessment show an increase in fluency (fluency rubric) for disadvantaged pupils in years 2 to 6.</p> <p>KS2 reading outcomes in 2022 show that 65% of disadvantaged learner achieve the expected standard and the gap between PP and non PP is decreased.</p> <p>Partially met – End of KS2 reading outcomes (88%) are above national average (74%) for learners experiencing disadvantage.</p> <p>Year 1 phonics (47%) outcomes are significantly below the national average (75%).</p> <p>Internal data indicates that disadvantaged learners are below their peers in reading.</p> |
| To achieve and sustain improved attendance for all pupils but particularly disadvantaged pupils. | <p>The attendance gap between pp and non pp will be 2.1% or less.</p> <p>Not met – the attendance gap was 2.4%.</p> |
| All children to attend a variety of trips across the school linked to their enquiry as a stimulus to engage and increase writing outcomes. | <p>Pupil voice will demonstrate that children can link trips learning in class, to prior learning and across different curriculum areas.</p> <p>Partially met – due to COVID restrictions the variety of trips accessible for children was limited. All children were able to access a local area walk trip in addition to a trip to an external site or visit into school by an expert. All trips linked to the curriculum and pupil voice demonstrated that children could link their experiences to learning in school.</p> |

| | |
|---|--|
| <p>Children’s emotional wellbeing will improve allowing them to access learning in the classroom. Children will feel safe and are ready to learn.</p> | <p>Pupil voice for disadvantaged learners will indicate that they feel safe in school, have trusted adults to support them and they will be ready to learn so achieve ARE in RWM.</p> <p>PLAC and LAC pupil voice will demonstrate that they feel safe in school, have trusted adults to support them and they will be ready to learn so achieve ARE in RWM.</p> <p>Children on a child protection plan are not adversely affected by external barriers and can attain in line with their peers.</p> <p>Partially met -</p> |
| <p>Increase in parents attending workshops and learning assemblies & in class events.</p> | <p>Parent/carer attendance to be at least 30% of target audience</p> <p>Not met – due to covid restrictions fewer in person parent workshops, assemblies and parents’ evenings were able to take place. Where events took place virtually, parents of learners experiencing disadvantage were harder to engage.</p> |

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

Please see 'Lift up' strategy for our approach to learners' experiencing disadvantage.