

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	357
Proportion (%) of pupil premium eligible pupils	33% (119 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	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jennifer Harvey
Pupil premium lead	Jenny Shaw
Governor / Trustee lead	Bridget Suitters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,825
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	£200,825

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, 3% below non disadvantaged learners. Learners experiencing disadvantage are also more likely to be persistently absent (33% compared to 19.5%)
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 (including new arrivals to the countries across the school) 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.	Sustained high attendance in 2024/25 is demonstrated by: Attendance for learners experiencing disadvantage will be 95% and in line with or have a gap of less than 2.1% compared to the attendance of learners who are not disadvantaged. The percentage of learners experiencing disadvantage who are persistently absent is below 16% (national average for PP 16%).
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 has reduced over the three years.
Children's emotional wellbeing will improve, allowing them to access learning in the classroom. Children will feel safe and are ready to learn.	Internal records will show a decrease in incidents of dysregulation and not being ready to learn. 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. 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 can achieve ARE in RWM. Children on CLF vulnerability index are not adversely affected by external barriers and can attain in line with their peers.
Improved reading outcomes for learners experiencing disadvantage with the attainment gap reduced.	Phonics outcomes in Year 1 2025 will be above 90% and the gap between PP and non PP is decreasing. Teacher assessment show an increase in fluency (fluency rubric) for disadvantaged pupils in years 2 to 6. KS2 reading outcomes in 2025 will show that 65% of disadvantaged learner achieve the expected standard and the gap between PP and non PP is reduced.
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: £14,250

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 -NPQ through five counties -Staffing gaining training - QTS 	<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>	<p>2, 3, 4, 5 & 6</p>
<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 new staff members for the phonics scheme, including the 1:1 interventions -regular developmental feedback to all staff teaching phonics -Purchasing of additional phonetically decodable books -Member of staff on WLT to have responsibility for Phonics leadership. 	<p>EEF PP report April 2022</p> <p>EEF Toolkit: Phonics = +5 months</p> <p><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>	<p>4, 5</p>
<p>Peer coaching for all class teachers</p> <ul style="list-style-type: none"> -All class teachers and HLTA staff to have a peer coach. -Training provided for how to coach effectively. -Dedicated weekly sessions within in the directed Budget for peer coaching. 	<p>EEF PP report April 2022</p> <p>EEF: Guidance report: Effective professional development</p> <p><i>'When designing and selecting professional development programmes, school leaders should focus on the mechanisms for development, such as feedback or goal setting.'</i></p> <p><i>'Ensure that professional development effectively builds knowledge and motivates staff, develops teaching techniques, and embeds practice.'</i></p>	<p>2, 3, 4 & 5</p>

<p>-Development of Teaching and Learning framework to be used for monitoring and coaching.</p>	<p><i>'Implement professional development programmes with care, taking in to consideration the context and needs of the school.'</i></p>	
<p>Instructional coaching for all ECTs through Ambition Institute</p>	<p>EEF PP report April 2022 EEF: Guidance report: Effective professional development</p>	<p>2, 3, 4 & 5</p>
<p>CPD for all new staff for a metacognitive approach (ELLI) and PD through the year for all staff -New colleagues to join induction session in addition to whole staff INSET (overtime) -New colleagues who join not in September to have a bespoke induction</p>	<p>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></p>	<p>3</p>
<p>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 (funded centrally)</p>	<p>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></p>	<p>5, 2, 3</p>
<p>Train and empower all staff to meet play needs of all their pupils during unstructured times leading to improved outcomes and emotional regulation. Opal project (18 months)</p>	<p>Independent evaluation of the OPAL Primary Programme led by Gloucestershire University and published by the National Children's Bureau <i>The evaluation highlights the considerable benefits that have been gained from participating in OPAL. These include:</i></p> <ul style="list-style-type: none"> • <i>changing the attitudes and culture of the school's understanding and position on play (particularly in relation to risk, adult control and all-weather play)</i> • <i>altering the school grounds imaginatively and creatively in order to open up more possibilities for play</i> • <i>changing children's play patterns, and encouraging greater variety of play behaviours and wider use of time, space and materials for child-initiated outdoor play</i> • <i>increasing children's enjoyment of playtimes, with an associated reduction in perceived disruptive behaviour</i> 	

	<ul style="list-style-type: none"> • teaching staff to value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group Phonics interventions for pupils in KS1 and KS2 with specialist TA (phonics in to reading, Unlocking letters and sounds interventions). WLT member to lead on priority area.</p>	<p>EEF Toolkit: Phonics = +5 months EEF Toolkit: Small group tuition = +4 months</p>	4, 5
<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, ULS phonics in to reading, bucket time, talk boost)</p>	<p>EEF Toolkit: One to one tuition = +5 months <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> <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>	2, 4, 5

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

Budgeted cost: £88,575

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>	<p>1</p>
<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>	<p>1, 3</p>
<p>Play therapy approaches for groups of pupils accessing the MPA Hub/nature area/circle of friends on a daily basis</p>	<p>EEF Toolkit: Behaviour intervention = +5 months</p> <p>EEF Toolkit: Social and emotional interventions = +5 months</p>	<p>1, 3</p>
<p>Access to enrichment activities within and beyond the school.</p> <p><i>Free after school club places prioritised for LEDs led by MPA sports coach.</i></p> <p><i>Subsidised school trips.</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>	<p>6</p>

Total budgeted cost: £200,825

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 2022 to 2023 academic year.

Challenges

- Attendance 2023-24

	2022/23	2023/24
Attendance (all)	92.5%	93.7%
Attendance PP	90.8%	92.5%
Attendance Non PP	93.8%	94.5%

*2023/24 national average 94.1%

There has been an improvement in attendance from 2022/23 to 2023/24 for children experiencing disadvantage. However, this figure is not yet meeting national average or the aspirational target of 95%.

The persistent absence rate is significantly higher for children in receipt of PP compared to those not in receipt of PP. However, it is only just above the national average rate for PP PA.

Persistent absence rate for PP: 30.9% (NPP 17.1% nat.average for PA PP 29.4%).

- **Attainment 2023-24**

All data shows that children in receipt of PP grant are achieving line with or better than national averages in all areas apart from GLD.

KS2 outcomes

Reading, Writing and Maths Combined							
	Cohort	Exp Std.	Nat Av 2023	CLF Av 2023	High Std.	Nat Av 2023	CLF Av 2023
PP	20	76%	44%	61%	5%	3%	2%
All	39	80%	59%	72%	3%	8%	5%
Non PP	19	84%	66%	76%	0%	10%	6%

PP combined is above national and CLF averages. PP combined for the higher standard is also above national average and CLF averages.

Reading										
	Cohort	Exp Std	Nat Av 2023	CLF Av 2023	High Std	Nat Av 2023	CLF Av 2023	Av. Sc	Nat Av 2023	CLF Av 2023
PP	20	81%	60%	75%	43%	17%	30%	108.0	102.0	105.5
All	39	90%	73%	83%	38%	29%	32%	107.6	105.1	106.6
Non PP	19	100%	78%	86%	32%	34%	33%	107.2	106.0	107.0

Writing							
	Cohort	Exp Std	Nat Av 2023	CLF Av 2023	High Std	Nat Av 2023	CLF Av 2023
PP	21	86%	58%	72%	5%	7%	3%
All	40	85%	71%	81%	5%	13%	8%
Non PP	19	84%	77%	85%	5%	16%	10%

Maths										
	Cohort	Exp Std	Nat Av 2023	CLF Av 2023	High Std	Nat Av 2023	CLF Av 2023	Av. Sc	Nat Av 2023	CLF Av 2023
PP	20	86%	59%	73%	33%	13%	24%	106.5	101.0	103.5
All	39	85%	73%	82%	25%	24%	29%	105.6	104.2	105.8
Non PP	19	84%	79%	86%	39%	29%	31%	104.7	105.0	106.8

Year 4 Multiplication check

	Cohort	Av Mark	CLF Av	Nat 2023
PP	17	23.2	20.8	18.3
All	58	23.9	21.7	20.2
Non PP	41	24.2	22.1	20.9

The average score of children in receipt of PP grant is above national and CLF averages.

KS1 outcomes: Phonics

	Nat Av 2023	CLF			MPA		
	% Exp Std.	Cohort	No. Exp Std.	% Exp Std.	Cohort	No. Exp Std.	% Exp Std.
PP	67%	105	76	72%	14	10	71%
All	79%	452	373	83%	48	36	75%
Non PP	83%	347	297	86%	34	26	76%

PP and all % who passed the phonics screener are roughly in line and out PP % was inline with the CLF % and above the national average for PP. Internal data shows that those not passing the screener who are also PP were new to the school/country and/or have SEND.

GLD

	Cohort	EYFS GLD %			
		GLD No.	GLD %	Nat Av 2023	CLF Av 2024
PP	16	7	44%	52%	52%
All	45	31	69%	67%	72%
Non PP	29	24	83%	72%	76%

% of PP achieving GLD is below national average and below CLF average.

- **Adverse Childhood experiences**

Fixed term suspensions during academic year 2023/24:

Total number of sessions: 28. This is a reduction compared to the previous year when there were 46 sessions.

Total number of pupils: 7. This is the same number as last year.

	Early Help	CIN	CP	LAC	PLAC
Number of pupils currently	5	2	2	2	7
Comparison to end of Term 4	5	1	2	2	5
Comparison to end of Term 3	4	2	3	1	5
Comparisons to end of Term 2	4	3 (2 at assessment level)	3	1	4
Comparisons to end of Term 1	3	1	3	1	4

1. Phonics

See attainment above.

- **Oral language skills**

Internal monitoring (Academy Review Visits) throughout the academic year demonstrate a consistent approach to the teaching and use of Oracy strategies. The teaching and learning framework has a section for oracy which is explicit in the expectations. There are weekly class assemblies dedicated to teaching and practising the talk tactics and SPEAK (discussion guidelines).

2. Enrichment

Free sports clubs took place every day after school for the full year. Children in receipt of PP grant were prioritised for places. Children in receipt of PP grants were surveyed to find out their choices of clubs to increase engagement.

127 children in receipt of the PP grant accessed clubs across the year.

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
Mastery number (EYFS & KS1)	NCETM
Number Sense	Number sense maths
Voice 21	Voice 21

Further information (optional)

'Lift Up' strategy

WHAT DOES AN MPA TEACHER DO?

LIFT UP Strategy

Lift up all pupils through a relentless focus on **high expectations**

Inspirational and **aspirational curriculum** which broadens and develops a sense of self and place

Families and **Communities** at the heart

Team MPA to build a **sense of belonging**

Unique child; knowing the individuals to personalise next steps and accelerate progress

Pedagogies that privilege so that all children get **consistently great quality first teaching** through their primary education