

## Pupil premium strategy statement: A Primary Academy

<b>School name</b>	<b>Minerva Primary Academy</b>
<b>Pupils in school</b>	311
<b>Number and proportion of disadvantaged pupils</b>	100 (41%)
<b>Pupil premium allocation this academic year</b>	£132,000
<b>Academic year or years covered by statement</b>	2019-21
<b>Publish date</b>	01 October 2019
<b>Review date</b>	01 September 2020
<b>Statement authorised by</b>	Mr Pete Hallam
<b>Pupil premium lead</b>	Mrs Jennifer Harvey
<b>Governor lead</b>	Ms Anna Keen

### Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	-0.5
Writing	-1.2
Maths	-4.5

### Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	33%
Achieving high standard at KS2	3%

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills,</i>	
<b>A.</b>	Low self-esteem resulting in poor behaviour choices
<b>B.</b>	Poor oral language skills with limited understanding of a wide range of a vocabulary
<b>C.</b>	Not being a fluent reader, which can impact on the learning of our curriculum.
<b>D.</b>	Low emotional resilience
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance
<b>F.</b>	Lack of educational experiences
<b>G.</b>	Safeguarding concerns impacting on ability to concentrate in school (1 CP and 8 CIN) and looked after children (7 LAC and 3 SGO).
<b>H.</b>	Parents are less able to engage in learning

<b>Teaching priorities for current academic year</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria for September 2020</i>
<b>A.</b>	Combined outcomes for PP are improved in every year group (Expected and greater depth)	<b>Baseline data September 2019</b> (KS2 national 65%) Expected - Y6 60% Y5 76% Y4 60% Y3 35% Y2 57% Y1 75% Greater depth – Y6 6% Y5 17% Y4 10% Y3 0% Y2 0% Y1 0%
<b>B.</b>	Improved speech and language skills in EYFS and KS1. Measured through EYFS data, 'Talk boost' and phonics assessments. Improved oracy  Smaller gap between PP and non-PP outcomes in writing across the school.	All PP children achieve GLD. All PP children pass the phonics screening in Y1. Children are expected to speak in full sentences and do so as soon as they are able. Y6 gap -14 (PP 60%) Y5 gap +7 (76%) Y4 gap -24 (60%) Y3 gap -23 (42%) Y2 gap -22 (57%) Y1 gap +8 (75%)
<b>C.</b>	Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	<b>Reading baseline data September 2019</b> Y6 gap -14 (PP 60%) Y5 gap +7 (76%) Y4 gap -28 (70%) Y3 gap -23 (42%) Y2 gap -25 (57%) Y1 gap +8 (75%)
<b>D.</b>	Children's emotional wellbeing will improve allowing them to access learning in the classroom. Measured through class and individual THRIVE assessments.	Class screenings scores improve and meet age related expectations. Individual children with SEMH difficulties have improved scores and exclusion remain low.
<b>E.</b>	Attendance is above national (95.8%) and persistence absence is reduced closer to national (8.7%)	PP attendance 95.6% PP persistent absence 11.3%

<b>F.</b>	All children to attend a variety of trips across the school linked to their enquiry as a stimulus to engage and increase writing outcomes.	Pupil voice will demonstrate that children can link trips learning in class, to prior learning and across different curriculum areas.
<b>G.</b>	Children feel safe and can learn.	Our 7 looked after children meet ARE in RWM. Children on a child protection plan are not adversely affected by external barriers and attain in line with their peers
<b>G</b>	Parents to engage in attending workshops and learning assemblies & in class events. Where parents do not attend and we need to speak with them, we meet with them privately to share their child's learning.	Parent/carer attendance to be at least 50% of target audience.

Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support wider school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action or approach / barriers this will address	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment.	Targeted professional development with South Gloucestershire – Integra  Dedicated ½ day per term for teaching staff to work with advisor on maths and literacy.  (B&C)	<a href="#">EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers</a>  55% of pupils achieving expected is below national in RWM (65%). The school have four new NQTs, two other new teachers to the school and some staff have changed year group.	Timetable cover using supply and CLF8 LSAs	PH/JH	Monitoring of teaching and learning, books scrutiny, planning and outcomes each term.
Increase subject knowledge and confidence of staff planning and teaching whole class phonics in EYFS and KS1.	Engaging with St. Peter's English hub to accelerate progress. Funding will be used to provide further phonics training & to purchase fully decodable books in the early stage of reading. (B&C)	<a href="#">EEF phonics + 4 months (Phonics)</a>  Identified as not being on track to achieve phonics screening (25% at the end of Y1). New members of staff	An external expert has worked with school staff to carry out as baseline audit and will continue to monitor and measure impact of collaboration.	EM/LA	Termly assessments of pupils in R and Y1 by phase
Train and empower all staff to meet the language learning needs of all their pupils leading to	Supporting spoken language in the classroom. An evidence-based research project with	<a href="#">EEF + 5 months (Oral language and early years intervention)</a>  Lower starting points for EYFS. Data informs that the gap continues	This eight-month research project will evaluate impact on pupils and	AM	October 2019 February 2020 May 2020

improved outcomes in reading and writing.	UCL institute of education  Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff. All year groups to implement appropriate strategies for improving the teaching of vocabulary. (B&C)	through the school. 10% of children across the school have had support from external speech and language therapists in the last 12 months due to their difficulties.  <a href="#">Closing the vocabulary gap – Alex Quigley</a> Low vocabulary levels are a consistent factor for disadvantaged pupils across the country. Children with restricted vocabularies at 5years old are more likely to be poor readers as adults.	identity key findings.		
<b>Total budgeted cost</b>					<b>£4000</b>

<b>Quality of teaching for all Challenges</b>	<b>Mitigating Action</b>
Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved speaking and listening outcomes across foundation and KS1.	Small group speech and language interventions at KS1 – Talk boost 12 weeks  (B&C)	<a href="#">EEF + 5 months (Oral language and early years intervention)</a> Lower starting points for EYFS. Data informs that the gap continues through the school. 10% of children across the school have had support from external speech and language	Specific training and assessment cycle every 12 weeks using SLC progression tool.	AM	Term 2, term 4 and term 6

		therapists in the last 12 months due to their difficulties.			
Improved outcomes for phonics screening in Y2 as priority and then Y1.	Small group phonics intervention at KS1 (B&C)	<b>EEF phonics + 4 months (Phonics)</b> Identified as not being on track to achieve phonics screening (40% at the end of Y1). Successful intervention for progress in previous years.	Ongoing training for LSA. Termly assessment	EM	Termly
Increased number of SEN pupils achieving 75% of learner passport targets in KS2	Lexionik stepping stone and direct phonics literacy programme Maths counts numeracy programme (A,B&C)	<b>EEF + 4 months (Small group)</b> Identified SEN pupils in Upper key stage 2 make accelerated progress  The named interventions have proved successful for progress in previous years.	Entry and exit data based on a baseline and exit data from Sandwell and YARC	JH	Term 2, term 4 and term 6
Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce	Vice Principal to lead attendance team including admin staff & EWO  Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance. VP to analyse individual attendance on a weekly basis to ensure quick intervention. Regular communication about punctuality and attendance in newsletters. (E)	<b>Every child matters – ‘attendance is the single most influential factor on achievement’</b> Attendance data showed PP group were lower last year so needed targeted support  This targeted strategy has proved successful in the past closing the attendance gap  <b>Narrowing the attainment gap - Daniel Sobel</b> FSM children are twice as likely to be persistently absent.	Data on attendance monitored by Vice Principal on a weekly basis and quality assured by EWO  Impact shared termly with link AC member and with wider academy council through principal report	JH	Monthly basis with EWO meetings

<p>Children are supported emotionally</p>	<p>One to one or individual support. THRIVE practitioner</p> <p>On-going training for all staff to identify and lead weekly THRIVE groups within their own class and/or year group. (A&amp;D)</p>	<p><b>EEF + 5 months (Social and emotional interventions)</b> Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p><b>THRIVE approach</b> Every child needs to feel valued, involved and appreciated. If</p>	<p>Clear line management in inclusion team and target children monitored in pupil progress meetings</p>	<p>JH SB</p>	<p>Term 2, term 4 and term 6</p>
<p>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p>	<p>Support for pupils with SEMH difficulties. One to one or small group support for all pupils on a pastoral support plan or identified mental health difficulties.</p> <p>Continuous provision for unstructured spaces by Lead learning mentor to support break &amp; lunchtimes</p> <p>Training and support for school meals supervision assistants. Games and activities will be planned and set up using Playpod resources. Zoned areas of the playgroup will support those with different needs.  (A,D&amp;H)</p>	<p><b>EEF + 5 months (Behaviour interventions)</b> High % of pupils with SEMH difficulties. THRIVE assessments and teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.</p> <p><b>Beacon – Behaviour support for schools: How to improve behaviour on playgrounds at lunchtime.</b> Many children simply don't know how to interact appropriately with each other on the playground. One solution is a whole school approach to actively track playground games to all children.</p>	<p>Pastoral support plan monitoring. SDQ scores Pupil and teacher voice. Record of behaviour incidences</p>	<p>CA</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£97,200</b></p>

Targeted support Challenges	Mitigating Action
Ensuring enough time for VP to support attendance strategy.	Cross trust support to ensure systems are robust enough to allow time for VP to get involved only at appropriate stage

Wider Strategies					
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?
Children with severe SEMH needs can succeed in mainstream school	Subscription to the Nest to cater for children at risk of PEX. Advice & training for staff  (A&D)	10% of children have SEMH difficulties and are on SEN register.  75% of children based on whole class THRIVE screenings are not secure in their social and emotional development.  Identified children in Y6 need support with transition to secondary schools.  Supported transitions proved successful last year.	Referral to the Nest identifying needs Thrive assessments Fortnightly review Transition plan	JH	Termly
Children can access enrichment opportunities within school.	Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and sports competitions. Science week activities (All PP students prioritised for sports clubs – Sports premium) (F)	<b>EEF + 4 months (Outdoor adventurous learning)</b>  Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.  Enriching education has instinct benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.	Clubs and enrichment activities are well run and have very good feedback from parents and children	JH CH	Term 2, term 4 and term 6



All looked after, CP and CIN children meet ARE and feel safe in school.	Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.  (G&H)	EEF + 5 months (One to one tutoring) EEF + 4 months (Social and emotional support)  Consistent high levels of LAC, CP and CIN pupils who have different needs.	Children meet age related expectations. Pupil voice	JH JCr	Termly but ongoing throughout year
All parents can access learning workshops and celebration events throughout the school year	Targeted support for parents to engage and collaborate in learning so they can help their children at home  Maths with parents an online programme that supports learning at home (H)	EEF +5 months (Collaborate learning) EEF +3 months (Parental engagement)  Low levels of parental engagement to events with a learning focus e.g. maths & phonic workshops Introduce an after school reading café for parents & children)	Register of attendance Parent voice Homework complete across the school	EM JCr	Termly End of year report from Maths with parents including parent & pupil voice
Ensure the most vulnerable have access to provision before school.	Bagel breakfast & healthy snacks for all at breaktime. Subsidised through magic breakfast & fair share.  (A,D, G &H)	EEF + 5 months (Extending school hours)  Deprivation indicator shows that families cannot access paid provision.	Register of use	CA FS	Termly
<b>Total budgeted cost</b>					<b>£44,000</b>
<b>Overall budgeted cost</b>					<b>£145,200</b>

<b>Wider Strategies Challenges</b>	<b>Mitigating Action</b>
Engaging the families	Working closely with the LA and other local schools on cross-school outreach programme.