

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	353
Proportion (%) of pupil premium eligible pupils	33% (118 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019—2020 2020—2021 2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jennifer Harvey
Pupil premium lead	Jen Shaw
Governor / Trustee lead	Anna Keen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,052
Recovery premium funding allocation this academic year	£13,000
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	£174,052

Part A: Pupil premium strategy plan

Statement of intent

We are focused on ensuring students who are disadvantaged are enabled to make significant progress in order to attain in line with their peers or achieve best possible outcomes.

At Minerva Primary Academy (MPA), we know that students who were economically and socially disadvantaged prior to the pandemic are likely to have suffered the greatest losses in terms of learning and progress. Except for one year group, disadvantage pupils achieve below their peers in attainment measures. Our data indicates that learners experiencing disadvantage are more likely to have a higher number of ACES resulting in an increased risk of developing SEMH difficulties. We know that pupil advocacy is not strong within the school particularly for disadvantaged groups. Students who are disadvantaged start school with fewer Oracy skills and have gaps in their speech, language and communication development. Belonging can have a significant impact on wellbeing and engagement but we don't yet know the impact on the disadvantaged pupils. Also, pupils with disadvantage attend school less (<95% = 2 weeks).

Our ultimate objectives are to ensure that:

- Learners experiencing disadvantage make significant progress to be in line with their peers because all teachers have the skills to meet the needs through quality first teaching (QFT)
- QFT, is demonstrated through teachers and TAs making deliberate pedagogic decisions that privilege the disadvantaged learners.
- Teacher plan for and implement quality additional teaching (QAT) to target need.
- Pupils with the primary need of cognition and learning achieve best possible outcomes
- All disadvantaged pupils are confident and can communicate what helps and hinders them as learners
- All disadvantage learners are prepared for their next step
- In every lesson children have the opportunity develop vocabulary & understanding through quality talk (oracy)
- Pupils with SEMH are able to achieve best possible outcomes because they are able to regulate and be ready to learn
- We fully understand the extent of the children's belonging (and their families) and the growing school culture reflects the importance of belonging.
- Attendance for this group will increase because children have a sense of belonging and are engaged in their own progress and development.

Our approach – how our strategy will reach the above aims.

In order to achieve these objectives our focus has to be on developing all teachers so that all children have access to quality first teaching. Key to our approach is high quality professional development that equips our staff to meet the needs of the disadvantaged learners. This professional development may look different depending on each staff members role and responsibility. This approach is data and research lead to ensure maximum impact.

During Core Group Meetings, disadvantaged learners are prioritised and where needed short term actions are put in to place to close gaps or to pre-empt gaps arising when a new area of learning is introduced. Using this data, all teachers teach additional sessions each week for disadvantaged learners to pre teach content or to close gaps 'keep up'.

At Minerva Primary Academy, we believe that for children to be successful learners, they need to see themselves as such. From Pre-School to Year 6, we focus explicitly on fostering a sense of belonging which is supported by their sense of self and place. We refer to ourselves as part of 'Team MPA' and each class uses the word 'Team' consistently to support children's self-image as key contributors and active participants in the learning. We ensure that children in receipt of Pupil Premium have opportunities to have their voices heard, whether that is as pupil advocates throughout the curriculum subjects, or simply by having peer and academic mentors who they can build constructive and trusting relationships with, so that they can be challenged to engage actively in building their aspirations and ambitions for the future. We prioritise pupils in receipt of pupil premium funding for extracurricular provision to help them to help their sense of belonging and to experience opportunities beyond their school day.

We know that there are key areas for learning in each year group, and we have worked as a team to consider what 'the thing' is which is going to have the most impact in that year group. We do not wait until Year 6 to strategically close gaps or increase targeted support. Instead, all staff have contributed to thinking around what 'the thing' is in that year group, which is going to make the biggest difference to primarily disadvantaged children over and above the rest of the class. We describe this as their 'best chance', not their 'last chance' to master something which would otherwise potentially limit their success. This includes thinking strategically about how resources are distributed and which evidence-informed interventions are prioritised at specific ages and stages, e.g. NELI in Reception.

We place high value on oracy and have an 'Oracy' Leader, who champions the use of learning to talk and learning through talk. They strategically plan for oracy across the school through professional development and whole school initiatives. They monitor the success, model best practice, collaborate with colleagues across the trust and beyond and provide CPD tailored to staff needs.

We recognise that it is often small adjustments that can make a big difference for our disadvantaged learners so we place high emphasis on all staff taking time to notice the 'small things' and adapt approaches to suit individual's needs.

We recognise that the impact of the pandemic has affected many of our disadvantaged learners socially and emotionally. While the learners are supported in school, we also need to provide support to the families through signposting and referrals. Key to our

strategy is having an inclusion team who are well equipped with both skills and time to best support.

At MPA we believe that every day counts and therefore attending school regularly is key to children being able to make the most out of the opportunities that are provided to them. Using a staged process, we support parents to ensure attendance is as high as possible while also putting in appropriate levels of challenge when attendance falls. All staff are aware of the importance of attendance and every effort is made to close gaps in learning after a period of absence.

Key Principles:

- High expectations for all staff to provide quality first teaching so that all children have the best possible chance
- High expectations for all pupils to attend school and on time
- High expectations for all pupils as we recognise that they have one chance
- the trust wide curriculum is implemented with our disadvantaged learners at the heart, so they are able to know more and remember more
- All staff know the starting points for our disadvantaged learners, and using this as the start point for the planning
- The focus of teaching is on securing prior learning and building understanding so that the key concepts that thread through each subject area are solid so schema can be built around these key themes.
- Assessment is used to identify the next steps and what will make the biggest difference to this group, and as individuals too.
- Focus interventions are used timely and early to ensure gaps are closed quickly
- A priority at MPA is learners becoming fluent readers as soon as possible, so that they can comprehend age-appropriate texts. This is a high priority as we recognise that reading is the key to learning success,
- Another priority at MPA is language development, including but not limited to these approaches - NELI, Oracy expectations (Voice 21), vocabulary focus, reading fluency and comprehension
- Promoting and fostering a sense of belonging for both the children and the families at Minerva
- Using a compassionate approach to engaging our parents
- Noticing the small things so that small changes can be made to promote engagement, attainment, progress and a sense of belonging
- Specifically teaching the language to enable children to talk about their feelings to help make sense of their life.
- Providing mentors to give 1:1 support for disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that there is an attainment gap between disadvantaged and non-disadvantaged learners. Due to partial school closures, there are gaps in learning and these are greater for our disadvantaged pupils. Internal data in Term 1 for Year 6 shows there is a combined gap of 8% between PP and NPP learners, and only 52% are expected to meet age-related expectations for reading, writing and maths. This is not yet meeting the national average of 65% achieving the combined expected standard.
2	Low self-esteem and low emotional resilience can result in poor behaviour choices and leads to disengagement in learning and impacts on progress. Internal records of behaviour incidents show more incidents for those who experience disadvantage.
3	Observations, discussions with pupils and assessment indicate poor oral language skills with limited understanding of a wide range of vocabulary for our disadvantaged pupils.
4	Internal assessment indicates that decoding and reading fluency among disadvantaged pupils is significantly below that of their non-disadvantaged peers, and in some cases below national average for all. Our aim for learners experiencing disadvantage is to eliminate this inequity. Term 6 assessments showed that 38% of disadvantaged learners in Year 1 were on track to pass the official phonics screener in year 2 term 2. Term 6 assessment showed that 56% of disadvantaged learners in Year 5 were on track to meet age related expectations in Reading compared with 94% of non-disadvantaged learners. We recognise as a school that not being a fluent reader impacts on a child's ability to access all areas of the curriculum and will be a barrier to their learning in Secondary school.
5	Or attendance data indicates that the attendance of disadvantaged learners is below that of non-disadvantaged learners and it has been impacted by the pandemic. 8 th March to end of year 2021: 94.7% PP 96.3% Non PP Gap:1.6% (below NA gap but still a focus for MPA) Academic year 2019 –2020:: 95.9% PP 96.3% Non PP Gap: 0.4% (below NA gap but still a focus for MPA)
6	Pupil voice indicates that our disadvantaged pupils have a lack of educational experiences outside of the school day. They are also less likely to have had benevolent childhood experiences. This impacts negatively on their sense of place in the world and culture capital.
7	Internal data indicates that there are more safeguarding concerns for our disadvantaged learners, including looked after and previously looked after children, and these concerns can impact of their ability to concentrate in

	school and therefore impact on their progress academically and emotional wellbeing.
8	Internal data indicates that parents of disadvantaged pupils are less engaged in academic learning and are not able to support with homework. There has been more of a significant impact therefore during periods of lockdown and home learning, where more-advantaged learners have been more able to rely on additional support from their home environment to reinforce learning and make key links between curriculum themes.

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
1. Outcomes for disadvantaged learners show progress in line or better than their peers so that the gap in attainment is reduced between non disadvantaged and disadvantaged.	KS2 outcomes in 2022 show that 65% of the disadvantaged learners are meeting the age-related expectations for the combined measure.
2. There will be a reduction in behaviour incidents for disadvantaged pupils because their needs will be well met by QFT and QAT provision.	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.
3. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improvements in oral language for disadvantaged learners. This can be evidenced through engagement in lessons, book scrutiny and formative assessment.
4. Reading outcomes for PP improve and the gap closed between PP and non-PP outcomes	Phonics outcomes in Year 1 2022 are 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 2022 show that 65% of disadvantaged learner achieve the expected standard and the gap between PP and non PP is decreased.
5. To achieve and sustain improved attendance for all pupils but particularly disadvantaged pupils.	The attendance gap between pp and non pp will be 2.1% or less.
6. All children to attend a variety of trips across the school linked to their	Pupil voice will demonstrate that children can link trips learning in class, to prior

enquiry as a stimulus to engage and increase writing outcomes.	learning and across different curriculum areas.
7. Children's emotional wellbeing will improve allowing them to access learning in the classroom. Children will feel safe and are ready to learn.	<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>
8. Increase in parents attending workshops and learning assemblies & in class events.	Parent/carer attendance to be at least 30% of target audience

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: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted professional development from within and beyond the CLF.</p> <p>Targeted professional development with South Gloucestershire – Integra.</p> <p>Targeted professional development through weekly PLMS and INSET days.</p> <p>Primary Academy Collaboration (PAC) attendance and collaboration.</p>	<p>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</p> <p>Across the school PP children underperform compared to non PP in RWM.</p> <p>The school have two new NQTs, one RQT and some staff have changed year group.</p>	1, 3
<p>Increase subject knowledge and confidence of staff planning and teaching whole class phonics in EYFS and KS1.</p> <p>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 (Bug Club)</p>	<p>EEF phonics + 4 months (Phonics)</p> <p>Identified as not being on track to achieve phonics screening (25% at the end of Y1). New members of staff</p>	4
<p>Train and empower all staff to meet the language learning needs of all their pupils leading</p>	<p>EEF + 5 months (Oral language and early years intervention)</p> <p>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</p>	1, 3, 4

<p>to improved outcomes in reading and writing.</p> <p>Voice 21 project and training for all staff.</p>	<p>speech and language therapists in the last 12 months due to their difficulties.</p> <p>Closing the vocabulary gap – Alex Quigley</p> <p>Low vocabulary levels are a consistent factor for disadvantaged pupils across the country.</p> <p>Children with restricted vocabularies at 5years old are more likely to be poor readers as adults.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved speaking and listening outcomes across foundation and KS1. Small group speech and language interventions at KS1 – Talk boost - 12 weeks</p> <p>NELI intervention for EYFS children, including training for two members of EYFS team.</p>	<p>EEF + 5 months (Oral language and early years intervention)</p> <p>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 therapists in the last 12 months due to their difficulties.</p>	1, 3, 4
<p>Improved outcomes for phonics screening in Y2 as priority and then Y1.</p> <p>Small group phonics intervention at KS1</p>	<p>EEF phonics + 4 months (Phonics)</p> <p>Identified as not being on track to achieve phonics screening (40% at the end of Y1). Successful intervention for progress in previous years.</p>	1, 4
<p>Increased number of SEN pupils achieving 75% of learner passport targets in KS2</p> <p>Number sense, direct phonics literacy programme</p>	<p>EEF + 4 months (Small group)</p> <p>Identified SEN pupils in Upper key stage 2 make accelerated progress</p> <p>The named interventions have proved successful for progress in previous years.</p>	1

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

Budgeted cost: £111,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance for disadvantaged pupils</p> <p>Vice Principal to lead attendance team including admin staff & EWO</p> <p>Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance.</p> <p>VP to analyse individual attendance on a weekly basis to ensure quick intervention.</p> <p>Regular communication about punctuality and attendance in newsletters.</p>	<p>Every child matters – ‘attendance is the single most influential factor on achievement’</p> <p>Attendance data showed PP group were lower last year so needed targeted support</p> <p>This targeted strategy has proved successful in the past closing the attendance gap</p> <p>Narrowing the attainment gap - Daniel Sobel</p> <p>FSM children are twice as likely to be persistently absent.</p>	<p>1, 2, 3, 4, 5, 7, 8</p>
<p>Children are supported emotionally to feel safe and ready to learn</p> <p>Inclusion team expertise to review provision, identify needs and ensure high quality provision is provided.</p> <p>Class teachers attend professional development to increase subject knowledge of SEMH</p> <p>Pastoral TA employed to provide proactive SEMH support.</p>	<p>EEF + 5 months (Social and emotional interventions)</p> <p>Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p>EEF + 5 months (Behaviour interventions)</p> <p>High % of pupils with SEMH difficulties. THRIVE assessments and teacher voice highlight pupils’ difficulties with peer relationship, unstructured times, and conflict resolution.</p> <p>Beacon – Behaviour support for schools: How to improve behaviour on playgrounds at lunchtime.</p> <p>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 teach playground games to all children.</p>	<p>1, 2, 7</p>
<p>Children with SEMH are able to self regulate during unstructured times</p>	<p>EEF + 5 months (Behaviour interventions)</p> <p>High % of pupils with SEMH difficulties. THRIVE assessments and teacher voice highlight pupils’</p>	<p>1, 2, 7</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 & 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.</p>	<p>difficulties with peer relationship, unstructured times, and conflict resolution.</p> <p>Beacon – Behaviour support for schools: How to improve behaviour on playgrounds at lunchtime.</p> <p>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>Children with severe SEMH needs can succeed in mainstream school</p> <p>Subscription to the Snowden Village (Nest) to cater for children at risk of PEX.</p> <p>Advice & training for staff</p>	<p>10% of children have SEMH difficulties and are on SEN register.</p> <p>75% of children based on whole class THRIVE screenings are not secure in their social and emotional development.</p> <p>Identified children in Y6 need support with transition to secondary schools.</p> <p>Supported transitions proved successful last year.</p>	1, 2, 7
<p>Children can access enrichment opportunities within school.</p> <p>Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and sports competitions.</p> <p>Science week activities</p> <p>(All PP students prioritised for sports clubs – Sports premium)</p>	<p>EEF + 4 months (Outdoor adventurous learning)</p> <p>Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.</p> <p>Enriching education has instinct benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.</p>	1, 2, 5, 6
<p>All looked after, CP and CIN children meet ARE and feel safe in school.</p>	<p>EEF + 5 months (One to one tutoring)</p> <p>EEF + 4 months (Social and emotional support)</p>	1, 7

Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.	Consistent high levels of LAC, CP and CIN pupils who have different needs.	
<p>All parents can access learning workshops and celebration events throughout the school year</p> <p>Targeted support for parents to engage and collaborate in learning so they can help their children at home</p>	<p>EEF +5 months (Collaborate learning)</p> <p>EEF +3 months (Parental engagement)</p> <p>Low levels of parental engagement to events with a learning focus e.g. maths & phonic workshops</p> <p>Introduce an after school reading café for parents & children)</p>	8
<p>Ensure the most vulnerable have access to provision during morning break</p> <p>Toast and healthy snacks at a low cost or free for all at breaktime. Subsidised through Warburtons scheme.</p>	<p>EEF + 5 months (Extending school hours)</p> <p>Deprivation indicator shows that families cannot access paid provision.</p>	7

Total budgeted cost: £ 167,800

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 2020 to 2021 academic year.

Our internal assessment during 2020/2021 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged learners and lower than in previous years. This was true for all cohorts apart from year 6 where the disadvantaged pupils performed better than the non-disadvantaged peers and 70% achieved a combined for reading, writing and maths.

Year 2 phonics data indicated that 83% of disadvantaged pupils passed the screener compared to 88% overall which was an increase in previous years. This demonstrated that the phonics focus in the PP strategy had an impact.

Through internal monitoring, it has been recognised that the focus on vocabulary and oracy is starting to have an impact however the approach is not yet consistent in pedagogical approaches and in pupil engagement. This has been impacted by COVID 19 lockdowns as it has reduced the opportunity for meaningful dialogue, high levels of active engagement and quick response to pupil feedback. Some of the children identified as in most need of this approach had low levels of engagement during lockdown and so the impact was minimal. This will continue to be an area of focus.

Small group interventions were not able to happen consistently through the academic year due to staff absence or lockdowns and this impacted on their effectiveness.

Between March 2021 and July 2021, the attendance gap between PP and non PP was 1.1%. Attendance for PP was 94.4% whilst attendance for all was 95.5%. (CLF average 95.4%). Persistently absence for PP was 14.5% whilst PA for all was 11.1% (National for all 16.5%) when last year it was 15.7% for PP. Attendance will continue to be a focus in this year's strategy.

Internal assessments, academic outcomes and observations of pupils with SEMH needs suggest that the periods of partial school closure due to COVID have had a significant negative impact on our disadvantaged children. We have observed that a significant number of disadvantaged learners have needed more support to be regulated and therefore, have not been ready to learn at all times. Due to closures and staff absences these pupils have not been able to benefit from interventions, either academic or social and emotional. This will be a focus in this year's strategy.

Due to COVID restrictions many enrichment activities (trips and after school opportunities) were limited. When after school clubs were able to run safely

disadvantaged learners were prioritised for places and trips were subsidised however these did not meet the expected range of opportunities initially planned for.

All of the LAC and CiC children have named trusted adults in school and through PEP have shared how settled they are in school. All PEPs have been graded as good or better by the HOPE virtual school. All but one child who are CiC are meeting ARE following targeted interventions. A member of the safeguarding team has attended all CIN, CP and PEP meetings to ensure actions and support are effective. A Y6 child achieved greater depth outcomes in all three areas and had a successful transition to secondary of choice.

Parent engagement was a priority in the strategy and key workshops were held either in person or virtually due to COVID. While the number of parents attending has increased compared to the previous year there is still a low number of parents from disadvantaged families attending. This will continue to be a focus in this year's strategy.

Externally provided programmes

Programme	Provider
CLF Summer of fun	Outdoors project
CLF Summer of fun	Premier Sports
Magic breakfast	Fareshare

Service pupil premium funding (optional)

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

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