

Pupil Premium strategy statement (primary)

1. Summary information					
School	Minerva Primary Academy				
Academic Year	2019-20	Total PP budget	£139,920	Date of most recent PP Review	September 2019
Total number of pupils	300	Number of pupils eligible for PP	113 (38%)	Date for next internal review of this strategy	July 2020

6 Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>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.</p> <p>Increase subject knowledge and confidence of staff planning and teaching whole class phonics in EYFS and KS1.</p>	<p>Targeted professional development with South Gloucestershire – Integra</p> <p>Dedicated ½ day per term for teaching staff to work with advisor on maths and literacy.</p> <p>Engaging with St. Peter's English hub to accelerate progress. Funding will be used to provide further phonics training & to purchase fully the</p>	<p>Partly achieved...due to COVID 19 pandemic no end of year assessments were carried out to provide quantitative data</p> <p>Staff training has improved teaching and learning across the school as evidenced by internal judgements (In the learning, data & books).</p> <p>Outcomes for Y6 in February 2020 MOCKs demonstrated impact with strong attainment and progress measures for PP children.</p> <p>No assessment data for GLD, Y1 phonics or Y2.</p> <p>Phonics teaching and learning has improved as evidence through reports written by our English hub link.</p>	<p>Targeted staff training has increased subject knowledge and pedagogy.</p> <p>Greater opportunities and emphasis are now in place for professional development for all staff.</p> <p>Our 'Book above pay grade', vocabulary and whole class reading approach will continue as will the focus on accelerating outcomes in phonic to meet national figures.</p> <p>Next year the focus will be to introduce our 'Reading for pleasure' strand and 'mathematical habits of mind'.</p> <p>This whole school approach of improving teaching for all needs to continue as outcomes are not strong enough throughout the school. Work with the English hub will continue to improve phonic outcomes. Three new teachers will be in R Y1 & Y2.</p>	<p>£4,000</p>

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Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes in reading and writing.	<p>decodable books in early stage of reading.</p> <p>Supporting spoken language in the classroom. An evidence-based research project with UCL institute of education</p> <p>Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff.</p>	<p>Partly achieved...due to COVID 19 pandemic the end of year audit was not carried out to measure impact.</p> <p>All staff are more aware of age related expectations for spoken language and have classroom environments that support a variety of language needs</p> <p>A training package was produced to support outcomes for spoke language.</p>	<p>The training package needs to be shared with all colleagues.</p> <p>The focus on higher tiered vocabulary needs to continue and be planned for each week through the use of knowledge organisers, wordy warm ups and different subject disciplines such as mathematics.</p> <p>Next year the focus on spoken language will continue with the introduction of a school oracy lead</p>	
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Small group speech and language interventions at KS1 – Talk boost 12 weeks	Improved speaking and listening outcomes across foundation and KS1.	<p>Achieved (September 2019 – March 2020)</p> <p>Although fewer children received a speaking and listening interventions (Talk boost) all children improved based on SLC progression tools.</p>	<p>This targeted approach has ensured more children are meeting ARE in speaking and listening. Tracking of pupils who had this intervention previously demonstrates most pupil achieve ARE in all subjects within two years.</p> <p>Continue this intervention and introduce whole class 'Talk boost' and small group 'Time to talk' into reception as a quality first teaching approach.</p>	£18,150

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Small group phonics intervention at KS1	Improved outcomes for phonics screening in Y2 as priority and then Y1.	<p>Partly achieved...due to COVID 19 pandemic no end of year assessments were carried out to provide quantitative data</p> <p>Improving individual scores were tracked and monitored termly.</p>	<p>This targeted support improved phonic assessment scores throughout the year for all children and will continue.</p> <p>In term one the focus will be ensuring all Y2 children have covered all sounds and meet the expectation for the end of Y1 phonics screening.</p> <p>All staff will continue to receive regularly upskilling of phonics teaching. This is to address gaps in phonically knowledge for those new to the country or have SEND.</p>	£10,044
Lexionik stepping stone and direct phonics literacy programme Maths counts numeracy programme	Increased number of SEN pupils achieving 75% of learner passport targets in KS2	<p>Partly achieved (September 2019 – March 2020)</p> <p>67% of targets were achieved across the school. This figure includes children with complex needs. When children did not achieve this it was reviewed by the SENCo and an action plan put in place usually involving further support from an outside agency.</p> <p>Maths Counts. Five children made accelerated progress increasing their standardised score by at least 1 year over 12 weeks. Increased confidence and participation in maths was also observed in class. One child only made expected progress with the SENCo applying for an EHC needs assessment</p>	<p>These targeted interventions proved successful strategies to improving outcomes in phonics and maths but also in pupil confidence and participation in learning within class.</p> <p>Next year there needs to be a greater link with sharing what strategies support learning between adults leading in class and those leading the intervention. In class children need more access to concrete and pictorial representations to support understanding.</p>	£11,645 & £6,050
Vice Principal to lead attendance team including admin staff & EWO Raise profile of attendance with a whole school approach with everyone knowing	Attendance for PP will be above national and the percentage of PP children identified as persistently absent will reduce	<p>Achieved (01st September 2019 – 20th March 2020)</p> <p>The attendance gap between PP and non PP is small Attendance for PP was 95.9% whilst attendance for all was 96.1%. (National for all 95.7%)</p>	<p>Having a member of SLT leading with a distributed tiered approach that holds everyone responsible for improving attendance has been instrumental to the success.</p> <p>This approach will continue with early identification of decreasing attendance (below 97%), texts and letters to parents and the family support worker and class teacher holding conversations before SLT involvement.</p>	£1,500 & £3,741

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<p>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>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.</p>		
<p>One to one or individual support. THRIVE practitioner</p> <p>On-going training for all</p>	<p>Children are supported emotionally</p>	<p>Partly achieveddue to COVID 19 pandemic no exit assessments were carried out to provide measurable impact.</p> <p>All children supported 1-1 or in a small group improved their scores using the THRIVE assessment criteria.</p>	<p>Targeted support for individuals and groups was positive but a limited number of children were supported on a 1-1 or small group due to staff absence.</p> <p>To further support our children with severe SEMH difficulties we need to ensure all new staff understanding of how to support everyday through the environment, language and strategies to support behaviour as communication.</p> <p>Next year there will be a team of staff that lead on developing a whole school approach to meeting the needs of children with SEMH difficulties. This will include the SENCo, SEMH lead, learning mentor & THRIVE practitioner.</p> <p>Regular upskilling of staff will be provided and workshops for parents/carers</p>	<p>£6,604</p>

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<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>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p>	<p>Partly achieved</p> <p>The result of children having access to an alternative lunch time nurture group/provision has been a reduction in the number of behaviour incidents at lunchtime.</p> <p>All SMSAs received further training from the Bristol playpod charity. Staff voice reported that most felt more confident to lead games in different zoned areas and manage low level conflicts between children.</p> <p>As a result of 1-1 support children have remained in school and incidents of fixed term exclusions have reduced.</p>	<p>The support that identified children receive through this strategy has allowed children to have a successful lunchtime and continue with learning in the afternoon</p> <p>We will continue with this strategy but introduce performance management that includes further professional development opportunities.</p>	<p>£39,483</p>
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

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<p>Subscription to the Nest to cater for children at risk of PEX.</p> <p>Advice & training for staff</p>	<p>Children with severe SEMH needs can succeed in mainstream school</p>	<p>Achieved</p> <p>One child has successfully transitions to the NEST and making good progress based on THRIVE screening scores.</p> <p>Secondary transitions have been a success for vulnerable students through additional bespoke transitions packages including CiC.</p> <p>Exclusions have reduced as all staff have had further training in a whole school approach to THRIVE and supporting those with SEMH difficulties.</p>	<p>Working alongside experienced staff from the alternative provision has supported professional development.</p> <p>This approach is to continue with a focus on early intervention with children in Y1.</p>	<p>£9,000</p>
<p>Subsidised or free trips including additional swimming, Y6 camp, life skills, SS Great Britain, UWE and reward trips. Science week activities (All PP students prioritised for sports clubs – Sports premium)</p>	<p>Children can access enrichment opportunities within school.</p>	<p>Not achievedmost trips were planned for the summer term when the school was still shut to all but critical worker and vulnerable children</p> <p>Free trips to families in the autumn term included Y3 – Additional swimming lessons Y6 – Life skills</p> <p>Y6 camp was subsidised and included 39% of PP children</p>	<p>Pupil voice spoke about the positive impact trips had on children's well-being and enjoyment of school. It also provided a stimulus to writing in class.</p> <p>Continue to fund additional trips and source funding through grants and donations.</p>	<p>£500</p>

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<p>Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.</p>	<p>All looked after, CP and CIN children meet ARE and feel safe in school.</p>	<p>Achieved</p> <p>All pupil that are identified as CiC, CP and CIN says they feel happy and safe in school.</p> <p>All PEPs have been graded as good or better by the HOPE virtual school. All CiC are meeting ARE following targeted interventions.</p> <p>A member of the safeguarding team has attended all CIN, CP and PEP meetings to ensure actions and support are effective.</p>	<p>Having members of SLT leading on safeguarding has ensured consistent high-quality provision and links with outside agencies.</p> <p>Continue this approach as it provides support and access to at least one trusted adult within school always.</p>	<p>£15,295 & £359</p>
<p>Targeted support for parents to engage and collaborate in learning so they can help their children at home</p> <p>Maths with parents an online programme that supports learning at home</p>	<p>All parents can access learning workshops and celebration events throughout the school year</p>	<p>Partly achieved</p> <p>Sept 2019 – EYFS phonics Workshop - 7 Sept 2019 – EYFS maths – 4 Nov 2019 - Maths with Parents (Year 2 & Y3) - 7</p> <p>Children learning in class Nov 2019 - 144 (EYFS: 45 KS1: 71; KS2: 28) Feb 2019 - 118 (KS1: 79; KS2: 39)</p> <p>The number of parents attending have doubled compared to the previous year</p> <p>59 children accessed maths with parent across four classes. 81% of parents reported having used Maths with Parents feel supported to work with their child using the methods they learn at school</p> <p>'I really liked it and also it helps me to learn division and multiplication' Year 2 pupil voice</p>	<p>Having a family support worker, that is a non-class based in school, has enabled more parents to access learning workshops.</p> <p>Each year group key curriculum question has a built in showcase element to further encourage parents to celebrate at the end of each term.</p> <p>Continue this approach and provide even more opportunities for parents to attend. Use parent voice to target areas of need. After school events are attended the best</p>	<p>£14,822</p>

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Bagel breakfast & healthy snacks for all at breaktime. Subsidised through magic breakfast & fair share.	Ensure the most vulnerable have access to provision before school.	<p>Achieved</p> <p>Between September 2019 and March 2020 bagels were available for all children including those that came to school late. On average 50 children per day chose to have a bagel.</p> <p>Fair share provided 'tuck' style snacks for all KS2 children. Children were able to try new foods such as falafels, passion fruit and</p>	<p>Continue to provide healthy snacks for children who come to school with no breakfast or need a snack at lunchtime.</p> <p>Review the cost against the food coming in.</p> <p>Due to the pandemic the food coming into school is now more variable and not always suitable for snacks or promote a healthy choice (food containing nuts, cupcakes or fizzy drinks).</p>	£
				£145,200