

Pupil Premium strategy statement (primary)

1. Summary information					
School	Minerva Primary Academy				
Academic Year	2018-19	Total PP budget	£139,920	Date of most recent PP Review	January 2019
Total number of pupils	300	Number of pupils eligible for PP	113 (38%)	Date for next internal review of this strategy	September 2019

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>Targeted professional development with Integra</p> <p>Dedicated ½ day per term for teaching staff to work with advisor on maths and literacy.</p>	<p>Improved outcomes (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>Partly achieved</p> <p>Staff training has raised awareness of characteristics of effective teaching. Individual teachers improved their teaching and learning ensuring that progress for PP children was accelerated.</p> <p>PP outcomes in reception were stronger than their non PP peers.</p> <p>PP outcomes in Y1 phonics were improved from the previous year.</p>	<p>Staff training has increased subject knowledge and pedagogy. English and maths leads have been empowered to have greater involvement with monitoring and evaluating across the school.</p> <p>Next year there needs to be a greater focus on improving PP outcomes for Y2 & Y3 and reading across the school. Whole class reading will be introduced as evidence of best practice and of impact in other settings</p> <p>This whole school approach of improving teaching for all needs to continue as outcomes are not strong enough, the school also have six new teachers.</p> <p>The allocated funding will be increased to further support improvements T & L and embed the introduction of a new higher expectation curriculum in science, geography & history.</p>	£2,000

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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.	Achieved All children who received speaking and listening interventions (Talk Boost) improved based on SLC progression tools. With the exception of those identified as having SEN, 100% are now meeting ARE in all aspects (understanding, vocabulary, sentences, narrative, speech and social)	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. Continue this intervention and invest in the purchase and training for Early years Talk boost.	£17,957
Improved outcomes for phonics screening in Y2 as priority and then Y1.	Small group phonics intervention at KS1 One to one at KS2	Partly As a result of a targeted phonics intervention progress was accelerated in Y1 and Y2. With the acceptance of those with identified SEN all Y2 children passed the phonics screening. SEN made progress and will continue to be tracked and assessed. Individual scores are tracked and monitored termly.	This targeted support improved phonic assessment scores throughout the year for all children and will continue. In term one and two this phonics intervention will focus on those in Y1 who did not achieve GLD. In Y2 there will be two groups for those that just missed the pass rate and those that have large gaps in phase 3. In Y3 an accelerated program will take place in class to be completed by January 2020. For those identified with SEN in Y3 a different targeted approach will take place (Direct phonics)	£9,732

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<p>Increased number of SEN pupils achieving 75% of learner passport targets at the end of Y5 & Y6 ,</p>	<p>Lexionik stepping stone and direct phonics literacy programme Maths counts numeracy programme</p>	<p>Partly achieved</p> <p>57% 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. All children made accelerated progress increasing their standardised score by 9 months to 2 years over 12 weeks. Increased confidence and participation in maths was also observed in class.</p> <p>Direct phonics. On average children completed 9 blocks and increased their phonics screening score by 20 marks (Y2 score to current year group)</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>	<p>£15,993</p>
<p>The percentage of PP children identified as Persistently absent will reduce</p>	<p>Vice Principal to lead attendance team including admin staff & EWO</p>	<p>Achieved</p> <p>The attendance gap between PP and non PP continues to be closed. Attendance for PP was 95.6%. (National for all 95.8%)</p> <p>Persistently absence for PP reduced to 11.3% when last year it was 15.7% for PP.</p>	<p>Having a member of SLT leading a team has been instrumental to the success of raising whole school attendance and reducing the gap by effective targeted support and challenge to PP families.</p> <p>We will continue with this approach will the aim to further improve attendance above national and reduce PA below national figures. Pupil progress meetings will continue to include an attendance focus</p>	<p>£9,032</p>

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<p>One to one or small group support. THRIVE practitioner</p>	<p>Children are supported emotionally</p>	<p>Partly</p> <p>Having an additional member of staff trained and leading a whole school THRIVE has resulted in an embedded approach with all staff leading THRIVE activities within their own class with targeted groups.</p> <p>All classes have improved social emotional well-being based on class screening scores.</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>However having a more embedded whole school approach with all staff trained in the basics has allowed the school to limit the impact of staff absence.</p> <p>To further support our children with severe SEMH difficulties we need to ensure all new staff have an understanding of how to support everyday through the environment, language and strategies to support</p>	<p>£5,703</p>
<p>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p>	<p>Support for pupils with SEHM difficulties. One to one or small group support for all pupils on a pastoral support plan. Provide a lunch time nurture group. Lead learning mentor</p>	<p>Achieved</p> <p>The result of children having access to a lunch time nurture group there has been a 20% reduction in the number of behaviour incidents at lunchtime.</p> <p>With support from out lead learning mentor individuals were able to develop strategies for recognising and managing their emotions. This lead to them having decrease in the number of incidents.</p> <p>Positive impact of support provided on a one to one was evidenced in strengths and difficulties questionnaire (SDQ) scores from parents/carers/pupil and teacher.</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 further train lunchtime staff to feel confidence and empowered to manage individual with SEMH difficulties during unstructured times.</p> <p>As a result of 1-1 support children have remained in school and incidents of fixed term exclusions have reduced.</p>	<p>£38,236</p>
<p>iii. Other approaches</p>				

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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
Subscription to the Nest to cater for children at risk of PEX	Children with severe SEMH needs can succeed in mainstream school	<p>Achieved</p> <p>Secondary transitions have been a success for vulnerable students through additional bespoke transitions packages.</p> <p>One Y6 child who was at risk of permanent exclusion remained in school through support & advice from alternative provision. This provided time to secure an EHCP.</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. One to one coaching had a positive impact on many classes across the school.</p> <p>This approach is to continue with a focus on early intervention.</p>	£9000
Children can access enrichment opportunities within school.	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>Achieved</p> <p>This subsidy ensured all children went on at least two trips during the year.</p> <p>Free trips to families included Y1 – SS great Britain Y3 – Additional swimming lessons Y5 – Bristol University Y6 – Life skills & swimming</p> <p>141 pupils attended the free attendance reward trip across year R-Y6.</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 and increasing the number of pupils achieving greater depth</p> <p>Continue to fund additional trips and source funding through grants and donations.</p>	£2,250

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<p>All looked after, CP and CIN children meet ARE and feel safe in school.</p>	<p>Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.</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>£21,801</p>
<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>Achieved</p> <p>Sept 2018 - E-Safety Parent Assembly – 7 Oct 2018 - Phonics Workshop - 8 Nov 2018 - Maths with Parents (Year 2) - 15 Jan 2019 – Supporting learning (EYFS/KS1) - 12 June 2019 - SPAG Workshop - 5</p> <p>Children learning in class Oct 2018 - 55 (KS1: 41; KS2: 14) Feb 2019 - 47 (KS1: 36; KS2: 11) March 2019 - 92 (KS1: 59; KS2: 32)</p> <p>Summer showcase 1 -127 Summer showcase 2 – 102</p> <p>Every class had at least two celebration event for parents to attend</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>Whole school event have also proved popular with parents.</p> <p>Continue this approach and provide even more opportunities for parts to attend. Use parent voice to target areas of need.</p>	<p>14,822</p>