

Pupil premium strategy statement (primary)

1. Summary information					
School	Minerva Primary Academy				
Academic Year	2017-18	Total PP budget	£139,920	Date of most recent PP Review	July 2017
Total number of pupils	300	Number of pupils eligible for PP	113 (38%)	Date for next internal review of this strategy	December 2017

2. Current attainment			
Key Stage Two SATs results 2017	Pupils eligible for PP (Whole school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	PP 64%	68%	61% (National combined)
Progress score in reading	0.44	0.66	
Progress score in writing	3.66	3.68	
Progress score in maths	0.28	-0.37	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Children enter reception very low across all areas
B.	Children's emotional resilience is lower and behaviour can impact upon attainment
C.	Boys' attainment in RWM is lower than girls. In particularly Y3 and Y6
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Persistent absence amongst PP/boys
E.	Low attendance for PP children has been identified across the school
F.	High percentage of ongoing safeguarding concerns (8 CP and 2 CIN) and looked after children (7 LAC).

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved speech and language skills in EYFS and KS1. Measured through EYFS data, 'Talk boost' and phonics assessments.	All PP children achieve GLD. All PP children pass the phonics screening in Y1.

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.
C.	Boys achieve in line with girls. Outcomes measured termly	Y6 R67% W57% M57% Y3 R50% W33% M50%
D.	Decreased PP persistent absentees particularly boys	PA outcomes are reduced and in line with national
E.	Increased attendance for pupil premium students	Increase attendance for PP children from 93% to 96%
F.	Children feel safe and are able to learn.	Our 7 looked after children meet ARS in RWM.

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
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. (£2,000)	Targeted professional development with South Gloucestershire - Integra Dedicated ½ day per term for teaching staff to work with advisor on maths and literacy.	% of pupils achieving greater depth is below national in RWM. Many staff have changed year group and two new members of staff are NQTs.	Timetable cover using supply and BG8 LSAs	JH	Monitoring of teaching and learning, books scrutiny, planning and outcomes each term.
Total budgeted cost					£2000
ii. Targeted support					
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?
Improved speaking and listening outcomes across foundation and KS1. (23,257)	Small group speech and language interventions at KS1 – Talk boost 12 weeks	EEF + 5 months (Oral language and early years intervention) Low starting points for EYFS. Data informs that the gap continues through the school. High EAL and new arrivals.	Specific training and assessment cycle every 12 weeks using SLC progression tool.	AM	Term 2, term 4 and term 6
Improving outcomes at the end of Y1 and Y2 (£8,075)	Small group reading intervention at KS1 – Reading A-Z 10 weeks	EEF + 4 months (Reading) Identified as not being on track to achieve ARE (43%). Successful intervention in previous years.	Specific training and assessment cycle using bookbands and PM benchmarking.	EM	Termly
Improved outcomes for phonics screening in Y1 and Y2.	Small group phonics intervention at KS1	EEF phonics + 4 months (Phonics) Identified as not being on track to achieve phonics screening (43%). Successful	Ongoing training for LSA. Termly assessment	EM	Termly

(£7,603)	One to one at KS2	intervention in previous years.			
Increased number of EAL pupils achieve ARE at the end of Y6 (£5,814)	New arrival programme in small groups EAL stepping stone - Language programme	EEF phonics + 4 months (Small group) Children have a positive start to school life in England. Early intervention supports program in speaking, listening reading and writing.	Entry and exit data based on a language in common framework	AM	Term 2, term 4 and term 6
Attendance for PP group will improve (£4,680)	Vice Principal to lead attendance team including admin staff, EWO and family support worker	Attendance data showed PP group were lower last year so needed targeted support	Data on attendance monitored by Vice Principal on a regular basis and EWO	JH	Monthly basis with EWO meetings
Children are supported emotionally (£2,845)	One to one or individual support. THRIVE practitioner	EEF + 5 months (Social and emotional interventions) Impact in previous years has shown that children who were emotionally supported have made good progress.	Clear line management in inclusion team and target children monitored in pupil progress meetings	JH	Term 2, term 4 and term 6
Children with SEMH difficulties have strategies to manage different feelings and unstructured times (£37,375)	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	EEF + 5 months (Behaviour interventions) High % of pupils with SEMH difficulties. THRIVE assessments and teacher voice highlight pupils' difficulties with peer relationship, unstructured times, and conflict resolution.	Pastoral support plan monitoring. Pupil and teacher voice. Record of behaviour incidences	CA	Termly
Improved outcomes for students in KS2. (21,973)	Targeted support in small groups in RWM in KS2. Pixl Y6, Y5 then Y3, Y4	EEF phonics + 4 months (Small group) There are pupils at KS2 who are not meeting ARE and should be based on prior attainment. Or they are pupils who have joined the school in KS2.	Training for Pixl teacher and close monitoring.	SW	Termly
Total budgeted cost					£105,808
iii. Other approaches					
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	Subscription to the Nest	% of SEMH need on SEN register. 3	Referral to the Nest identifying	TO	Termly

SEMH needs can succeed in mainstream school (£10,000)	to cater for children at risk of PEX	children in Y6 need support with transition to secondary schools. Supported transitions proved successful last year.	needs Thrive assessments Fortnightly review Transition plan		
Ensure the most vulnerable have access to provision before and after school. (£4,050)	Breakfast club and after school club. High level of support to complete homework	EEF + 5 months (Extending school hours) EFF + 2 months (Homework) Deprivation indicator shows that families cannot pay provision. High percentage of EAL or families with poor literacy/numeracy skills themselves.	Register of use	JH	Termly
Children can access enrichment opportunities within school. (£3,036)	Subsidised or free trips including additional swimming, Y6 camp, life skills and reward trips. Science week activities (All PP students prioritised for sports clubs – Sports premium)	EEF + 4 months (Outdoor adventurous learning) Engagement in these opportunities or clubs by PP children is low so we want to ensure that cost does not stop them attending.	Clubs and enrichment activities are well run and have very good feedback from parents and children	JH	Term 2, term 4 and term 6
All looked after, CP and CIN children meet ARE and feel safe in school. (10,822)	Targeted support through PEP process. Safeguarding lead out of class to be the key person and attend all meetings.	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 TO	Termly but ongoing throughout year
Total budgeted cost					£27,908
Overall budgeted cost					£135,716

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk