

# 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	July 2018

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>Three year groups increased the percentage of children achieving greater depth (Y2, Y4 &amp; Y6) in combined. Teacher judgments across the school are accurate following professional development and have been agreed externally through moderation.</p> <p>In Y6 PP achieve better than their non PP peers in RWM (61% of PP and 53% of non PP achieved the expected standard)</p> <p>In Y1 the PP gap has reduced in RWM</p> <p>In Y2, Y3 and Y5 the PP gaps has reduced in at least one area</p> <p>81% of teaching has been judged as good or better</p>	<p>Staff training has ensured high levels of subject knowledge which has supported progress and attainment. English and maths leads have been more involved with monitoring and evaluating across the school.</p> <p>Next year there needs to be a greater focus on improving outcomes for Y4 PP moving into Y5. This was the only year group where the gap widened in all three subjects, RWM. Also to focus at Y4 as the mid-way between Y2 and Y6</p> <p>This whole school approach of improving teaching for all needs to continue as many staff have changed year groups in addition there are two new members of staff.</p>	£2,000

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<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Small group speech and language interventions at KS1 – Talk boost</p> <p>12 weeks</p>	<p>Improved speaking and listening outcomes across foundation and KS1.</p>	<p>Achieved</p> <p>All children who received speaking and listening interventions improved based on SLC progression tools this included the 25% who have identified SEN.</p> <p>38% are now meeting ARE in all aspects (understanding, vocabulary, sentences, narrative, speech and social) a further 31% are meeting ARE in at least half of these aspects.</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 invest in training for a KS2 equivalent (Stepping stones Lexonik leap).</p>	<p>£23,257</p>
<p>Small group reading intervention at KS1 – Reading A-Z</p> <p>10 weeks</p>	<p>Improving outcomes at the end of Y1 and Y2</p>	<p>Partly</p> <p>End of year two outcomes improved in reading by 26 percentage points. Outcomes were PP also increased with 70% achieving the expected standard in reading.</p> <p>In year one reading A-Z was not as effective with only 59% of children achieving ARE. However, 22% of this cohort have been identified as having SEN. This group of children made progress using other measures.</p>	<p>Through pupil voice, this targeted approached did demonstrate improvements in soft outcomes such as an increased enjoyment of reading, fluency and use of different strategies to decode words. However, children found it difficult to apply their learning back in to class.</p> <p>Next year use the strengths of reading A-Z within class. LSA to provide additional reading support in the year 1 class so children recognise the link and apply their learning to reading and writing.</p>	<p>£8,075</p>

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<p>Small group phonics intervention at KS1</p> <p>One to one at KS2</p>	<p>Improved outcomes for phonics screening in Y1 and Y2.</p>	<p>Partly</p> <p>Although outcomes for year 1 phonics were lower than national (60%) there was no gap between non PP and PP. This was the result of targeted phonic interventions.</p> <p>In Year two 100% of PP passed the screening compared to 94% of non PP.</p>	<p>This targeted support improved phonic assessment scores throughout the year for all children apart from those with identified SEN.</p> <p>Continue phonics intervention but focus on improving phonics knowledge in Y2 in terms 1 and 2 before supporting those PP in Y1. For those identified with SEN use a different targeted approach such as direct phonics rather the letters and sounds.</p>	<p>£7,603</p>
<p>New arrival programme in small groups</p> <p>EAL stepping stone -Language programme</p>	<p>Increased number of EAL pupils achieve ARE at the end of Y6</p>	<p>Partly</p> <p>The intended outcome was changed to support pupils across the school due to the reduced number of new arrivals and pupils with EAL. All pupils on the new arrivals or talking partners programme made progress based on the number of steps achieved.</p> <p>In Y6 13/16 EAL pupils achieved the expected standard in RWM. Two of these pupils entered the country less than 2 years ago.</p>	<p>This targeted support ensured all new arrivals and EAL pupils developed their language.</p> <p>Staff also benefited from professional development in this area to further support within their own classrooms.</p> <p>A changing demographic means we will not need this as targeted support next year.</p>	<p>£5,814</p>
<p>Vice Principal to lead attendance team including admin staff, EWO and family support worker</p>	<p>Attendance for PP group will improve</p>	<p>Achieved</p> <p>The attendance gap between PP and non PP was closed. Attendance for PP was 95.1%.</p> <p>Those who were persistently absence was higher for PP 15.7% compared to Non PP 13.1%. However this has to take into account that 50% of those who were PA had left the school moving out of the area. Taking out the children who have left the school 19 children remain PA, 8 of those are PP. Adjusted attendance figures show PA to be lower than national.</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 with a focus to further improve attendance and ensure no gap opens for PP.</p>	<p>£4,680</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>10/12 classes improved social emotional well-being based on class screening scores.</p> <p>Only 10/20 children supported 1-1 or in a small group improved their scores.</p>	<p>This targeted strategy was adversely affected by staff absence</p> <p>To prevent staff absence being a barrier to improving social and emotional well-being of pupil we need to ensure all staff have a good understanding of THRIVE strategies and attachment awareness. This will develop a whole school ethos rather than those most vulnerable being solely reliant on one or two adults.</p> <p>Investigate training a THRIVE lead teacher to embed SEMH well-being culture and climate across the school</p>	<p>£2,845</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>Children with SEMH difficulties have strategies to manage different feelings and unstructured times</p>	<p>Achieved</p> <p>The result of children having access to a lunch time nurture group there has been a 30% reduction in the number of behaviour incidents at lunchtime.</p> <p>Also 1-1 from our lead learning mentor was effective in reducing the number aggressive incidents for identified individuals and reduced their scores on a strengths and difficulties questionnaire.</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>As a result of 1-1 support children have remained in school and incidents of fixed term exclusions have reduced.</p> <p>We will continue with this strategy.</p>	<p>£37,375</p>

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Targeted support in small groups in RWM in KS2. Pixl Y6, Y5 then Y3, Y4	Improved outcomes for students in KS2.	<p>Achieved</p> <p>Targeted Pixl support focussed on Y6</p> <table border="0"> <tr> <td>KS2 results</td> <td>Reading</td> <td>Progress</td> </tr> <tr> <td>PP</td> <td>67%</td> <td>-2.5</td> </tr> <tr> <td>Non PP</td> <td>60%</td> <td>-2.6</td> </tr> <tr> <td>KS2 results</td> <td>Writing</td> <td>Progress</td> </tr> <tr> <td>PP</td> <td>78%</td> <td>1.6</td> </tr> <tr> <td>Non PP</td> <td>73%</td> <td>0.1</td> </tr> <tr> <td>KS2 results</td> <td>Maths</td> <td>Progress</td> </tr> <tr> <td>PP</td> <td>78%</td> <td>-0.1</td> </tr> <tr> <td>Non PP</td> <td>67%</td> <td>-2.8</td> </tr> </table>	KS2 results	Reading	Progress	PP	67%	-2.5	Non PP	60%	-2.6	KS2 results	Writing	Progress	PP	78%	1.6	Non PP	73%	0.1	KS2 results	Maths	Progress	PP	78%	-0.1	Non PP	67%	-2.8	<p>Having a member of SLT leading on Pixl has been instrumental to the success of improving outcomes for PP in Y6. We chose to focus on embedding it within one year group first before rolling it out across KS2.</p> <p>Continue Pixl approach but with teachers organising Pixl groups to work with three afternoon a week. Use the diagnostic resting to inform next steps for each class.</p>	£21,973
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### 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
Subscription to the Nest to cater for children at risk of PEX	Children with severe SEMH needs can succeed in mainstream school	<p>Partly</p> <p>One child who was at risk of permanent exclusion remained in school through his access to alternative provision. This provided time to secure an EHCP.</p> <p>One other child was supported with outreach support from the NEST. He secured an EHCP but was PEX</p> <p>Secondary transitions have been a success for vulnerable students through additional bespoke transitions packages.</p>	<p>Due to the severity of SEMH difficulties outcome have been mixed. Working with staff from the NEST on a regular basis has developed a stronger relationship between the two settings. This has supported professional development for all staff involved.</p> <p>This approach is to continue but support needs to target younger children ensuring earlier intervention. Next year prioritise Y2 with 4 pupils already identified with severe SEMH difficulties.</p>	£10,000

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<p>Breakfast club and after school club. High level of support to complete homework</p>	<p>Ensure the most vulnerable have access to provision before and after school.</p>	<p>Achieved</p> <p>Breakfast club was a successful approach to ensure children had a nutritious breakfast and were in school on time. On average 30 pupils attended every day. Parent voice indicates that 100% that used it were happy with the free provision.</p> <p>Low – After school homework club was not well attended.</p>	<p>Pupil and parent voice value the provision before school. It has supported parents trying to get in to work and those that do. Pupil have enjoyed the social element of sitting and having breakfast together.</p> <p>After school and lunchtime homework club continued to be poorly attended. Next year increase the opportunities for children to attend a sports, music or art club after school.</p>	<p>£4,050</p>
<p>Subsidised or free trips including additional swimming, Y6 camp, life skills and reward trips.</p> <p>Science week activities</p> <p>(All PP students prioritised for clubs – Sports premium)</p>	<p>Children can access enrichment opportunities within school.</p>	<p>Achieved</p> <p>This subsidy ensured all children went on at least two trips during the year. This has included trips to raise aspiration with a visit to City hall and UWE.</p> <p>144 pupils attended the attendance reward trip.</p>	<p>Due to ongoing building work with the new build science week did not take place.</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>	<p>£3,036</p>
<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>10,822</p>