

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	St Minver School
Number of pupils in school	132 (age 4-11)
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alicia Warren
Pupil premium lead	Alicia Warren Head of School
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28120
Recovery premium funding allocation this academic year	£0
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	£28120

Part A: Pupil premium strategy plan

Statement of intent

Our school motto, 'Be Brave, Be Kind, Belong', applies to all pupils at St Minver School, and we expect all pupils to achieve their academic, social and emotional potential, no matter their background. We believe wholeheartedly that a high-quality education can transform lives, and ultimately enable all pupils to thrive in modern British society. Through our carefully designed curriculum enacted by expert teachers we aim to progressively develop secure knowledge and skills, allowing all pupils to succeed academically across a broad range of subjects.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school and research conducted by the EEF we have developed this strategy.

For disadvantaged pupils at St Minver School, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning. Our pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Every member of staff know who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our PP Lead and Head of School. Timely support, whether it is academic or emotional, is offered by highly trained staff. We aim to instil in pupils a readiness to learn, develop resilience, foster independence, and ultimately pave the way for a lifelong love of learning.

Our approach is flexible, depending on an individual child's needs, and is based on robust diagnostic assessments. We work hard at building positive relationships with our pupils and families in an environment that is nurturing and emotionally supportive. We know all pupils in our community well and treat each child with the same level of acceptance and respect that they deserve.

The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- A recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- A recognition by all staff that attainment and progress should not be determined by financial background. The nationally recognised marker of 'disadvantaged' does not mean low ability.
- The expectation that all pupils, including those who are identified as 'disadvantaged', achieve the highest possible outcomes.
- Our approach will always be centred around the development of quality first teaching through ongoing professional development.
- Our use of funding is proactive and based on early identification of under achievement.
- Actions must be based on the most recent evidence, including learning from the Education Endowment Foundation. We only implement strategies that are

known to demonstrably close the attainment gap, with a sharp focus on effective implementation.

- We regularly review our approaches and make changes when actions are no longer serving our aim of closing the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessments suggest that 'disadvantaged' pupils start EYFS with under-developed spoken language skills and vocabulary gaps. These gaps can be seen from EYFS through to KS2 and in general, are more prevalent among our 'disadvantaged' pupils than their peers. This means the children are less able to express themselves and it makes it harder for them to understand the curriculum.
2	Assessments and monitoring suggest that 'disadvantaged' pupils generally have greater difficulties with reading than their peers. If they are unable to read with fluency and comprehension, they struggle to access the wider curriculum. This negatively impacts their development as readers and learners.
3	Assessments and monitoring have identified that pupils' basic arithmetic skills require intense, systematic coverage. 'Disadvantaged' pupils generally underperform in the Year 4 Maths Times Table Check
4	Assessment, observations and discussions with pupils has identified that there is a higher level of emotional need for our disadvantaged pupils. In many cases 'disadvantaged' pupils have lower self-esteem, poorer social skills and struggle with self-management compared to their peers. Pupil wellbeing is a concern, as evidenced by an increase in referrals to the Early Help hub and work with the MHST. This leads to more frequent behavioural support and a whole school approach to being ready to learn.
5	Data for our disadvantaged pupils shows that their attendance is lower than their peers leading to less academic progress and lower attainment.

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
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	Children with communication and language delay will be identified at the very earliest opportunity and support put in place. Assessments and observations will indicate significantly improved oral language among 'disadvantaged' pupils. This should be evident when observing lessons and talking with pupils. The gap between 'disadvantaged' and 'non-disadvantaged' will

	close in the prime areas, as well as throughout the curriculum.
To improve reading progress and attainment for all pupils.	Achieve above national average consistently over time in reading for both internal and end of KS2 data.
To improve outcomes at the end of KS2, preparing all pupils effectively for the next stage of their schooling.	'Disadvantaged' children in our school achieve better than the national 'non-disadvantaged' figures at KS2 by 2024/25.
To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.	Assessments and observations will show an increase in confidence, self-awareness and self-regulation. As a result, 'disadvantaged' pupils will better succeed academically and in character.
To achieve and sustain improved attendance for all pupils, particularly our 'disadvantaged' pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • Attendance for the year is above 96% for all children, with 'disadvantaged' children above 95%. • The gap between 'disadvantaged' and 'non disadvantaged' persistent absentees is reduced. Rates of persistent absence are better than national averages for both groups.

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: £20430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching of reading through coaching, high staffing levels and regular high-quality training. Embed whole class reading approach for pupils in Year 2 and throughout KS2, with a focus on fluency, comprehension strategies and vocabulary acquisition.</p>	<p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>EEF blog: Shining a spotlight on reading fluency EEF</p> <p>The EEF toolkit identifies that effective reading comprehension strategies that focus on the learner's understanding of written text using a range of techniques can enable them to make +6 months progress within a year when taught effectively.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) + 6 months</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 3</p> <p>Reading Fluency Resource 1.0.pdf</p>	<p>1,2</p>
<p>Continuous Professional Development to ensure quality first teaching and support from all staff. Teaching Walkthrus ongoing Professional Development. Fund ongoing teacher release time/overtime for support staff to access high-quality training, including the NPQs (NPQH and NPQSL). Coaching programme and bespoke and</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

<p>targeted CPD embedded with a focus on supporting 'disadvantaged' pupils, developing strategies for teaching of reading, Number Sense and Times Table fluency curriculum implementation and curriculum planning in the foundation subjects.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk) Recommendation 2</p> <p>How Does It Work — Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavigioli - Tom Sherrington UK</p> <p>The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms.</p>	
<p>Upskill support staff with appropriate approaches and pedagogy to enable delivery of targeted teaching interventions.</p>	<p>Research on TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months progress.</p> <p>Teaching Assistant Interventions EEF</p>	<p>1,2,3</p>
<p>SENCo release time targeted towards embedding inclusive and adapted provision in all curriculum areas.</p>	<p>We know that pupils with special educational needs and disabilities (SEND) in mainstream schools have the greatest need for high-quality teaching and this requires daily decisions regarding the school learning environment and classroom management. Such high-quality teaching – adjusting, adapting and assessing in the classroom – is of course crucial for the progress of all pupils.</p> <p>EEF Blog: Assess, adjust, adapt – what does adaptive teaching... EEF</p>	<p>1-5</p>
<p>Analysis of whole class assessments leading to specific next steps for identified pupils through pupil progress meetings.</p>	<p>Assessment can certainly help to identify what students have, or have not, learnt and so inform and enhance subsequent teaching. This is perhaps best captured in a much-cited quotation from David Ausubel:</p> <p><i>“If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly.” (Ausubel, 1968, p. vi)</i></p> <p>EEF Blog: Assessing learning in the new academic year (Part 1... EEF</p>	<p>1,2,3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4760

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Assessment and high quality intervention to identify and support children with their communication needs at the very earliest opportunity.	Communication and language approaches are a crucial part of provision in the early years. Delayed language skills lead to under-performance later in life. WellComm is a screening tool that enables us to identify pre-school and primary school children who are experiencing barriers to speech and language development so that we can support them early in their education journey. Communication and language approaches EEF	1
Targeted one to one and small group reading interventions in KS2 (e.g. phonics, fluency through repeated reading, small group comprehension).	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Recommendations 2 and 7	2
Embed use of Number Sense to improve rapid recall facts and accelerate progress, particularly for pupils with SEND (interventions in KS2).	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Recommendation 7	3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £2930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health. Social and emotional learning EEF	4
Regular identification of pupils whose attendance is falling below 96%. Tailored support provided for families with low	EEF – You can spend your pupil premium on non-academic interventions such as improving pupils' attendance, as these are often vital in boosting attainment. Supporting attendance EEF	5

<p>attendance, working with the Trust's Attendance Team and key members of staff and external agencies.</p>	<p>Do interventions that aim to increase pupil school attendance affect attendance behaviours of school-aged pupils?</p> <p>Attendance interventions rapid evidence assessment EEF</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Persistent absence and support for disadvantaged pupils - Education Committee (parliament.uk)</p>	
<p>To enhance pupil's cultural capital by providing a breadth of experiences through our balanced and carefully sequenced curriculum and extra-curricular activities providing opportunities for cultural development.</p>	<p>EEF – evidences the positive impact on well-being on outdoor and enrichment activities.</p> <p>An Unequal Playing Field report.pdf</p>	4
<p>All children aged between 5 and 18 who are eligible for free school meals (where the school claims a Pupil Premium) must be offered free milk. Schools use the dedicated schools grant to fund the provision of milk for eligible pupils.</p>	<p>School milk subsidy scheme - GOV.UK</p>	4

Total budgeted cost: £28120

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 2022 to 2023 academic year.

Desired outcome	Progress made	Lessons learned and implications
<p>A. All children will 'keep up' with the teaching of phonics and early reading skills. All staff will be reading experts and at Key Stage 2 there will be a level of consistency, pace and intervention which matches that established across Early Years/Key Stage 1. There will be a higher level of importance placed upon the acquisition of vocabulary and the ability to communicate effectively through Time to Talk.</p>	<p>Little Wandle Nursery curriculum implemented for our youngest learners so that they get off to a flying start with their reading as soon as they start in the Reception Class.</p> <p>2022/23 Reading data in EYFS – 57.9% 2023/24 Reading data in EYFS – 62.5%</p> <p>Phonics Screening Check Data 2022/2023: 88% Phonics Screening Check Data 2023/24: 87%</p> <p>PSC data remains consistently high.</p>	<p>Embedding Little Wandle provision within our Nursery will continue to support children's readiness to fully access the phonics teaching and learning as soon as they start in Reception.</p>
<p>B. The development of our curriculum offer will be central to the school's improvement plan and will ensure that no assumptions are made about a child's prior experiences and that shared learning is at the root of our provision.</p>	<p>Ongoing professional development for all teachers has enabled staff to explore how best to engage vulnerable learners and how to enrich the curriculum within the local context.</p> <p>Subject leaders have monitored implementation and impact across the curriculum to ensure that all staff feel confident to employ teaching and learning strategies which ensure our outcomes are met.</p> <p>A shared language for learning has been implemented, especially in the Foundation Subjects and this has maximised opportunities for all children to learn in and from their local environment.</p> <p>Visual imagery and displays are used effectively to capture useful points of learning and reduce cognitive load.</p>	<p>The development of our curriculum will continue to be in progress, especially as we fluctuate between mixed year groups. There will be no lost learning and teaching will still be sequenced carefully.</p>
<p>C. All children are actively and continuously 'learning to be learners.' There</p>	<p>Consistent and common pedagogical approaches to teaching across year groups ensure children have the cognitive space to develop and refine their learning skills.</p>	<p>Work to continue on the engagement of children within each lesson and how pedagogical approaches used with consistency throughout the school will reduce</p>

<p>is a shared understanding of what the characteristics of effective learning look like at each year group level and an expectation that these will be upheld by all learners. Vulnerable learners will be coached, with support gradually withdrawn in such a way that children are able to demonstrate their self-efficacy with confidence and understanding.</p>	<p>Children are more able to articulate the learning dispositions they need and how these look in action, at an age-appropriate level.</p> <p>Staff are confident in supporting the targeted group to develop more learning resilience, self-confidence and independence.</p>	<p>cognitive load and instil active learning in all pupils. The 'Big Learning Conversation' will be used in assemblies to teach the children how and what pedagogical approaches the teachers will use in lessons in order to support their learning.</p> <p>Teachers will continue to be consistent across the school so that a child has a seamless journey from Nursery right through to the end of Year 6.</p>
<p>D. St Minver School's 'Trauma Informed Schools' approach will continue to be embedded into our community, such that even the most vulnerable learners are able to express themselves with a high level of emotional literacy and therefore dysregulated behaviour is minimal. The TIS provision is layered, with an appropriate response at whole-class, group/cohort and individual layer and all members of staff understand and enable a consistent approach. Information for parents is clear and families are ready to work in partnership with the school's wide definition of the term 'trauma'. Parents consistently take responsibility for ensuring their child is attending school and is appropriately supported. We will successfully engage with our allocated Children's Mental Health Practitioner</p>	<p>The school's certified practitioner (SENCo) has led on training for TIS and quality CPD has been maintained as a standing item on each half term's training agenda. This has ensured that the approach is upheld and consistent across the school.</p> <p>Trust lead for TIS also delivered whole staff training on TIS principles and key strategies.</p> <p>The school's rigorous attendance monitoring procedures have been upheld.</p>	<p>Motional assessments to be used to support children with SEMH challenges.</p>

and use a targeted approach to working with parents, individual children and groups to improve outcomes for children and families.		
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Externally provided programmes

Programme	Provider
Number Sense/Times Table Fluency	Number Sense Maths
Letters and Sounds Revised	Little Wandle
Trauma Informed Schools training	TIS UK
Jigsaw	Jigsaw PSHE Ltd
WellComm	GL Assessment

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See desired outcome C
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in progress and catch up with peers.

Glossary

1. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
2. Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and Pupils who have left care through a formal route such as adoption.
3. Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.
4. The Phonics Screening Check (PSC) is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher.
5. EEF The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
6. Talk for Writing is an approach to teaching writing that encompasses a three-stage
7. Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.
8. Early Excellence are an established national leader of pedagogy, provision and practice, specialising in young children's education. They champion the development of inspirational learning and teaching, offering expert advice, support and training to schools and settings across the UK.
9. English Hubs are funded by the Department for Education to offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.
10. WellComm The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.
11. Number Sense is a systematic and structured programme enabling children to develop both a deep understanding of number and number relationships and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.
12. Trauma Informed Schools (TIS) A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. The organisation supports schools, communities, and other organisations in providing relationships for these children that heal minds, brains, and bodies. Key conversational skills in addressing and making sense of what has happened are central to the work as is a major shift in whole school/organisation/community culture.