

# St Minver School Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2023 to 2024 academic year 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	128
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2020-2021 to 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs J Rodwell
Pupil premium lead	Mrs J Rodwell
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,000

## Part A: Pupil premium strategy plan

### Statement of intent

- At St Minver School our provision is underpinned by our school motto '**Be brave, be kind, belong**' and it is these three values which will drive our ultimate objective for pupils.
- We want ALL learners to be brave and resilient learners, who know explicitly what skills and knowledge to deploy, in order to achieve. We want them to do this with kindness and respect for their community and their planet and we want them to wholeheartedly belong to 'Team St Minver'.
- Our strategy plan will work towards achieving this objective through an equitable provision of quality first teaching, which mitigates factors that disadvantage some of our Pupil Premium children.
- Our strategy plan will, at all times, remain responsive to the dynamic needs of the children. We will continually review and reflect upon our intentions and adapt to meet the changing needs of the children.
- Readiness to learn and the self-efficacy of our learners will continue to have an impact on pupil potential and on their ability to secure ambitious and aspirational targets. Our provision will be underpinned by a commitment to inclusion, a rigour in analysing attendance and a strengthening of school culture where every member of our community feels a strong sense of belonging.

### Challenges

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

Challenge number	Detail of challenge
1	The provision of Early Reading and the teaching of phonics is a strength of our school, but the prior experience and speech, language and comprehension skills of some children results in less success and an early disadvantage gap in this most critical area. At Key Stage 2, some children are still not fluent readers, have a vocabulary gap and consequently a weakness in spelling.

	Where spelling is a barrier to attainment at a higher level, or where lack of reading fluency hinders stamina, this can result in failure to achieve early potential.
2	Prior experience of some children at St Minver can be very different to that of other children at the school. This means that it is already more difficult for these children to access learning through a curriculum if it holds limited relevance to them.
3	A significant proportion of learners demonstrate low levels of resilience in their learning. Their ability to be independent and to show self-efficacy is hindered by low self-esteem and lack of confidence in their own ability to take control of their learning.
4	Some vulnerable learners find it difficult to express themselves emotionally, which has a negative impact on their wellbeing and ability to maintain strong friendships, speak for themselves or others and to avoid emotional frustration/isolation.  In turn, lower overall attendance of the targeted group compounds the development of their sense of belonging at school. There is a link between attendance and those children with multiple layers of vulnerability.

## 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
<p>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.</p> <p>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>On entry to school, baseline assessments will measure children's readiness and any barriers to learning.</p> <p>Little Wandle Revised Letters and Sounds will be delivered across Early Year (including our nursery class) and KS1, with this refined provision for phonics and early reading resulting in a narrowing gap in Early Years/Year 1.</p> <p>This will successfully bridge into high quality whole class guided reading provision in Year 2 and KS2.</p> <p>KS2 teachers and support staff will be confident in delivering phonics lessons where required and there will</p>

	<p>be a measurable improvement in spelling scores.</p> <p>Across KS2, the gap between the target group and non-disadvantaged children will close with good progress built on strong KS1 reading and writing scores.</p>
<p>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 will explore how best to engage vulnerable learners and how to enrich the curriculum with a local context.</p> <p>Subject leaders will monitor 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, especially in the Foundation Subjects, will maximise opportunities for learning, exploit all that is great about our locality and ensure there is no loss of pace as the children move from teacher to teacher.</p> <p>Along with these consistent pedagogical approaches, we will further embed and develop our use of visual imagery (learning journeys and learning walls) to reduce cognitive load and mirror key learning facts back to the children.</p>
<p>All children are actively and continuously 'learning to be learners.' There 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>Identifying consistent, common pedagogical approaches to teaching across year groups will ensure children have the cognitive space to develop and refine their learning skills.</p> <p>Children will be able to articulate the learning dispositions they need and how these will look in action, at an age-appropriate level. There will be an expectation upon children to demonstrate these skills.</p> <p>Drawing on EEF research and strategies on best practice, metacognition and growth mindset,</p>

	<p>staff will be confident in supporting the targeted group to develop more learning resilience, self-confidence and independence.</p>
<p>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.</p> <p>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.</p> <p>Information for parents is clear and families are ready to work in partnership with the school's wide definition of the term 'trauma'.</p> <p>Parents consistently take responsibility for ensuring their child is attending school and is appropriately supported.</p> <p>We will successfully engage with our allocated Children's Mental Health Practitioner and use a targeted approach to working with parents, individual children and groups to improve outcomes for children and families.</p>	<p>The school's certified practitioner (SENCo) will lead on training for TIS, and quality CPD will be a standing item on each half term's training agenda. This will ensure the approach will be upheld, protecting both child and staff well-being.</p> <p>Training opportunities will include an Autumn Term refresher (introduction for new staff) on all the TIS principles and key strategies.</p> <p>Motional Assessments will be reinstated, beginning in Autumn 1, but finishing in late July as part of Transition, in order to give comprehensive information to new teachers.</p> <p>The assessments will continue to underpin whole class strategies, as well as being used to identify and to provide a bespoke support programme for more vulnerable pupils.</p> <p>The school's rigorous attendance monitoring procedures will continue to be upheld. With a particular focus on those families with layers of vulnerability impacting on attendance.</p>

## 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: £13,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCo release time targeted towards embedding the school's TIS approach.</p> <p>Lead on staff training on a half-termly basis, ensuring this remains a high priority agenda item and that staff at all levels can confidently offer consistency of provision.</p> <p>Introduction to Trauma Informed Schools and the principles of this, for any new staff. Identifying how this relates on the ground to the school's Behaviour and Relationships Policy.</p> <p>Analysis of whole class assessments, leading to bespoke programmes for</p>	<p>EEF – Social and Emotional Learning.</p> <p>The average impact of successful Social and Emotional interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>3, 4</p>

identified pupils. Training for support staff based on the needs of these identified pupils.		
Senior Teacher/Early Years teacher completing the NPQH , with an emphasis on how best to build provision based on children's prior experience, how to further develop emotional literacy and how to hold reading at the core of all we do as learners. Total of 6 release days (supply) and extended project. Regular feedback to staff through CPD and actions fed into future school development points.	The SLT remains committed to the principle that focussing on high quality teaching will have a positive impact on all children and a disproportionately high impact on disadvantaged children. Ensuring sustainability through high quality professional development will underpin this provision.	1

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

Budgeted cost: £3, 541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed and measure impact of Little Wandle phonics scheme with focus on the 'Rapid Catch Up' programme.	EEF research into Reading fluency and comprehension strategies - these provide a high impact for relatively low cost – typically +6 months. EEF research into regular, quality phonics teaching – high impact	1

<p>Reading Lead (L Cray) providing coaching and feedback.</p> <p>Analysing baseline and ongoing assessment data from Little Wandle assessments.</p> <p>Bespoke intervention programmes for targeted children developed alongside support staff who will deliver.</p> <p>Vipers embedded and used consistently throughout the school.</p> <p>Subscription to Literacy Shed Plus.</p> <p>School-led tutoring will be implemented Spring 2024, focus year groups to be decided.</p>	<p>for very low cost – and typically +5 months progress.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £14,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
The self-efficacy, independence and resilience of	EEF research on metacognition and feedback – this approach	3



<p>vulnerable learners will be supported by a shared understanding of the need for consistent pedagogical approaches, particularly in the teaching of the foundation subjects. This will be underpinned by key features of every lesson (especially working walls and learning journeys).</p> <p>Subject leaders will be released, in line with priorities outlined in the School Improvement Plan, for developing and monitoring the implementation and impact of action planning in their subject.</p> <p>Membership of professional organisations and attendance at training courses, with associated supply costs, for the continued development of a relevant and engaging curriculum.</p> <p>Subject leaders will attend the relevant subject leader network</p>	<p>represents high impact, versus a low cost, of +7 months.</p> <p>SLT recognise the need for a continued focus on 'Learning to be a learner', growth mindset and developing consistent strategies for presenting learning toolkits.</p> <p>EEF research on Feedback further suggests that ongoing professional development is the key to sustainability.</p>	
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<p>meetings, both for CPD and to access support networks from Aspire colleagues.</p> <p>Whole staff review of marking procedures and feedback strategies, with a focus on 'in the moment' feedback. This will also address teacher workload.</p>		
<p>Children's entitlement to education through consistently high attendance at school.</p> <p>Monitoring at class, admin and SLT level.</p> <p>Maintain excellent levels of communication with families at each level, with a view to addressing any barriers to excellent attendance.</p> <p>Soundbite information regarding attendance and the impact of poor attendance, will be a regular feature of our weekly newsletters.</p>	<p>NFER research – maximising attendance is a prerequisite for closing the gap for</p> <p>Attendance below 95% has a negative impact on continuity, progress, self-confidence and sense of belonging.</p> <p>If a family does not feel engaged with the school community, the child is more likely to be a victim of persistent absence.</p> <p>Therefore, the school will seek to outline the importance of regular attendance, as the child's entitlement, from the outset of admission to school.</p>	<p>4</p>

<p>The importance of a child's entitlement to regular school will be stressed at new intake and new family meetings.</p> <p>Weekly monitoring of the 'Persistently Absent' group, to drive this lower than Cornwall averages and closer to National averages.</p> <p>Monitoring procedures will ensure overall attendance remains above 95%.</p> <p>A small deprivation budget (£500) will be held for applications on an individual basis to the Head of School, including for equitable access to residential trips in KS2 classes.</p> <p>A proportion of Head of School Salary as PP Lead and Attendance Lead. Pupil Progress meetings with teachers to identify vulnerable pupils and timetable bespoke provision. Monitoring of data and impact of intervention National CPD PP</p>		
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Network meetings Regular EWO support		
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**Total budgeted cost: £32,000**

## 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.

As a school, we have reflected on the relative impact of each of the measures deployed last year, drawing on data, internal assessments, observation and evidence from pupil voice.

**Desired outcomes for 2022-2023 in bold.**

**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 EY/KS1.**

Staff worked extremely hard to learn and implement this new scheme and this has been most effective with Reception children, who had not previously learnt by the old scheme. Six-weekly assessments and a swift and precise catch up programme at EY/Y1 continue and are now an established and integral part of our lower school practice.

**The development of our curriculum offer will be central to the school's improvement plan, ensuring that shared learning is at the root of our provision.**

Progress made here has allowed us to move onto other Foundation Subjects. In 2023-2024 we will focus on Art, DT and Science. Reflecting on the impact of actions undertaken, including capturing pupil voice across a number of subject areas will allow us to further focus on teaching disciplinary and substantive knowledge as two distinct areas of skill/understanding.

**All children are actively and continuously 'learning to be learners'.**

Developments in pedagogical approaches have had a positive impact on reducing cognitive load. This has been particularly valuable for those learners who might have previously been harder to engage. This remains a development point for the school and will be further advanced this academic year, with a planned approach to peer support and coaching, using Tom Sherrington's 'Walkthrus'.

**St Minver School's 'Trauma Informed Schools' approach will continue to be embedded - the most vulnerable learners are able to express themselves with a high level of emotional literacy and dysregulated behaviour is minimal.**

This remains a standing training item for all staff, with a particular emphasis on new staff, to ensure consistency in ethos and approach.

**There is a shared understanding that excellent attendance goes hand in hand with a child's entitlement to education.**

The school has returned to the fully rigorous absence procedures, including weekly attendance reports, parent check-in, phone calls and further monitoring. There has been an upturn in the attendance of some of our vulnerable learners. Requests for absence for family holidays continue to be the biggest barrier to excellent, continuous attendance. These are not authorised by the Head of School, except in 1 or 2 exceptional cases. The Trust has begun to issue fixed penalty fines in some cases, and while we have not implemented this at St Minver School, it is a measure we will consider in the future, in line with the trust's attendance policy.

## Externally provided programmes

Programme	Provider
Number Sense Facts Number	Number Sense Learning Ltd
Letters and Sounds Revised	Little Wandle

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	n/a