

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	148 (age 4-11) 173 (age 2-11)
Proportion (%) of pupil premium eligible pupils	12.8% (age 4-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£28670
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	£28670

Part A: Pupil premium strategy plan

Statement of intent

At St Minver School, our motto '**Be Brave, Be Kind, Belong**' reflects our commitment to ensuring every child achieves their academic, social, and emotional potential. We believe education transforms lives and enables pupils to thrive in modern British society.

Our Pupil Premium strategy aims to remove barriers for disadvantaged pupils by addressing both academic and emotional needs. Staff know who these pupils are, monitor progress closely, and provide timely, targeted support. Our approach is flexible, evidence-based, and rooted in strong relationships with pupils and families.

Key Principles

- High-quality teaching for all pupils.
- Targeted provision for vulnerable groups.
- Disadvantage does not mean low ability; high expectations for all.
- Funding used proactively, based on early identification.
- Actions informed by EEF research and reviewed regularly.

Through these principles, we strive to close attainment gaps and foster resilience, independence, and a lifelong love of learning.

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 show that disadvantaged pupils often start EYFS with under-developed spoken language and vocabulary gaps. These gaps persist through KS2 and are more prevalent among disadvantaged pupils than their peers. Limited vocabulary affects their ability to express themselves and understand the curriculum, creating barriers to learning across all subjects.
2	Assessments indicate that disadvantaged pupils often experience greater difficulties with reading than their peers. Without fluency and comprehension, they struggle to access the wider curriculum, which limits their progress and impacts their development as confident readers and learners.
3	Monitoring shows that disadvantaged pupils often have weaker basic arithmetic skills and underperform in the Year 4 Multiplication Tables Check. These gaps hinder progress in maths and limit access to more complex concepts later in the curriculum.
4	Assessments, observations, and pupil discussions show that disadvantaged pupils often have higher emotional needs, including lower self-esteem, poorer social skills, and weaker self-management compared to peers. Increased referrals to Early Help and MHST highlight wellbeing concerns, leading to more frequent behavioural support and the need for a whole-school approach to readiness for learning.

5	Data shows that disadvantaged pupils have lower attendance than their peers. Reduced time in school limits learning opportunities, leading to slower 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
Pupils develop strong spoken language and vocabulary, enabling them to access the curriculum confidently.	<ul style="list-style-type: none"> • EYFS and KS1 pupils show improved language scores in baseline and termly assessments. • Increased use of tiered vocabulary in oral and written work. • Pupil voice indicates confidence in speaking and listening activities.
Pupils become fluent, confident readers with strong comprehension skills.	<ul style="list-style-type: none"> • Maintain good phonics screening results and KS1/KS2 reading outcomes. • Accelerated progress on fluency assessments. • Increased engagement with reading (tracked via library use and pupil surveys).
Pupils secure basic arithmetic skills and multiplication fluency to access higher-level maths.	<ul style="list-style-type: none"> • Improved scores in arithmetic assessments and Year 4 Multiplication Tables Check. • Greater confidence in applying number facts in problem-solving tasks. • Reduction in intervention group size over time.
Pupils demonstrate improved self-esteem, social skills, and emotional regulation.	<ul style="list-style-type: none"> • Fewer behaviour incidents and reduced referrals to Early Help/MHST. • Positive pupil voice on wellbeing surveys. • Increased participation in collaborative learning and extra-curricular activities.
Pupils attend school regularly, reducing gaps in learning.	<ul style="list-style-type: none"> • Attendance remains above national expectations and increases for all groups of learners. • Reduction in persistent absenteeism.

	<ul style="list-style-type: none"> Improved punctuality and engagement in lessons.
--	---

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: £18,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subject Lead Release time</i></p> <p>Strengthen quality first teaching of reading through coaching, and regular CPD, moving beyond fluency to embed close and extended reading strategies within a consistent whole-class approach across Year 2 and KS2.</p>	<p>Fluent reading frees up cognitive resources for comprehension—acting as a bridge from word recognition to meaning. Building on last year's strategy, we will strengthen quality-first teaching through coaching and CPD, and, following EEF's Recommendation 3, embed close and extended reading strategies across Year 2 and KS2. This tightly aligns with EEF's Evidence Lead (+6 months progress) for comprehension-focused instruction.</p> <p>EEF blog: Shining a spotlight on reading fluency EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1,2
<p><i>Budget for Training</i></p> <p>We will secure consistent, high-quality teaching through sustained professional development, embedding Teaching Walkthrus for shared practice, funding release time for training, with bespoke CPD. The focus is on consistent strategies for reading, Number Sense, Times Table fluency, and curriculum planning, in line with EEF guidance that effective</p>	<p>This approach is supported by EEF guidance, which identifies high-quality teaching as the most effective way to improve attainment for disadvantaged pupils and highlights that effective CPD should build knowledge, motivate teachers, develop techniques, and embed new approaches. Mentoring and coaching are proven strategies for improving teacher practice, and Walkthrus-based programmes deliver the key mechanisms for impactful professional development.</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>Effective Professional Development EEF</p>	1,2,3,4

CPD and quality first teaching are the most impactful levers for improving outcomes.		
We will upskill support staff to deliver targeted interventions effectively by embedding consistent, evidence-based approaches and pedagogy, focusing on reading, Number Sense, and times table fluency, supported by coaching and modelling from teachers.	Upskilling support staff to deliver targeted interventions is supported by EEF evidence. When teaching assistants are well-trained and use structured, evidence-based programmes, pupils can make up to +4 months' additional progress . The EEF stresses that interventions should be high-quality, consistent, and linked to classroom teaching, with ongoing training for staff to ensure impact. Teaching Assistant Interventions EEF	1,2,3
<i>A proportion of SENDCo Salary</i> SENCo release time will be used to embed inclusive and adaptive teaching strategies across all curriculum areas by coaching staff, auditing subject plans for accessibility, and developing practical resources.	This targeted approach aims to improve teacher confidence and consistency in meeting the needs of Pupil Premium pupils with SEND, ensuring sustained impact through monitoring, pupil voice, and integration into curriculum planning cycles. Providing SENCo release time enables strategic coaching, curriculum audits, and resource development to embed inclusive and adaptive teaching across all subjects. This approach aligns with the Education Endowment Foundation's guidance on effective professional development and targeted support, which highlights that structured CPD and collaborative planning improve teacher practice and outcomes for disadvantaged pupils. Special Educational Needs in Mainstream Schools EEF	1-5
Analysis of whole-class assessments will be used to identify gaps and strengths, leading to precise next steps for targeted pupils, including those eligible for Pupil Premium. SENCo and teachers will collaborate in pupil progress meetings to agree on adaptive strategies and interventions, ensuring these are embedded in classroom practice. Impact will be monitored through subsequent assessment data, work scrutiny, and pupil voice to confirm	Assessment plays a critical role in improving learning because it identifies what pupils have mastered and where gaps remain, enabling teachers to adapt instruction effectively. Research from the Education Endowment Foundation (EEF) shows that formative assessment and feedback can lead to significant gains—on average, around +6 months progress—when used to inform teaching and provide targeted support. By analysing assessment data and acting on it through structured next steps, schools can ensure teaching is responsive and inclusive, particularly for disadvantaged and SEND pupils. E Teaching and Learning Toolkit EEF Metacognition and self-regulation EEF	1,2,3

improved access and progress.	Feedback EEF	
-------------------------------	--------------------------------	--

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

Budgeted cost: £6345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers will use systematic assessment and classroom observations to identify communication needs at the earliest opportunity. High-quality interventions, such as small-group oral language activities and vocabulary enrichment, will be embedded into daily teaching.	Research strongly supports early assessment and intervention for communication needs as a key driver of improved outcomes. The Education Endowment Foundation (EEF) reports that oral language interventions can lead to an average of +6 months progress, particularly when implemented early and integrated into classroom practice. Identifying gaps through assessment and acting quickly ensures pupils develop the vocabulary and communication skills essential for accessing the wider curriculum. Oral language interventions EEF	1
<i>Proportion of TA Salary</i> Targeted one-to-one and small-group reading interventions in KS2 will focus on phonics, fluency through repeated reading, and comprehension strategies.	These approaches are supported by EEF evidence showing that phonics and reading comprehension interventions can deliver an average of +4 to +6 months progress when delivered in structured, small-group or one-to-one formats. Phonics EEF Reading comprehension strategies EEF Small group tuition EEF	2
Daily short, structured sessions will embed strategies to improve rapid recall of multiplication facts and strengthen number fluency, accelerating progress for pupils with SEND. Activities will include repeated practice, pattern recognition,	Research shows that improving times table fluency through structured, repeated practice and targeted interventions significantly enhances mathematical attainment. Automatic recall of multiplication facts reduces cognitive load, allowing pupils—especially those with SEND—to focus on problem-solving and reasoning. Mastery learning EEF	3

and application in problem-solving contexts.		
--	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A proportion of a TIS Trained practitioner</i></p> <p>Continue using the Trauma-Informed Schools (TIS) approach to support emotional regulation and keep pupils within their 'window of tolerance,' enabling high engagement and positive learning outcomes through predictable routines and relational strategies.</p>	<p>Research shows that children learn best when they are within their 'window of tolerance,' the optimal zone for emotional regulation and engagement. Trauma-informed approaches, like TIS, help maintain this state through relational safety and predictable routines, improving attention and learning outcomes.</p> <p>Social and emotional learning EEF</p>	4
<p><i>A proportion of HoS salary as PP Lead and Attendance Lead</i></p> <p>Regularly track pupils whose attendance falls below 96% and act swiftly to prevent further decline. Use data analysis to identify patterns and barriers, then provide tailored support for families through proactive communication, home-school partnerships, and collaboration with the Trust's Attendance Team and external agencies.</p>	<p>Evidence highlights that working closely with families and offering targeted support can improve attendance and engagement, leading to better academic outcomes.</p> <p>Parental engagement EEF</p>	5
<p><i>Enrichment Opportunities</i></p>	<p>Providing a broad, well-sequenced curriculum alongside diverse extra-curricular opportunities is proven to enhance pupils' cultural capital. Research from the Education Endowment Foundation shows</p>	4

Enhance pupils' cultural capital through a broad, well-sequenced curriculum and diverse extra-curricular opportunities that promote cultural awareness and enrichment.	<p>that enrichment activities, including arts participation and cultural experiences, improve engagement, aspirations, and academic progress.</p> <p>Arts Council England and Cultural Learning Alliance also highlight that exposure to cultural and creative learning fosters confidence, well-being, and social skills, particularly for disadvantaged pupils.</p> <p>Arts participation EEF Children's University - second trial EEF Cultural Learning Alliance – The Cultural Learning Alliance champions a right to art and culture for every child</p> <p>Physical activity EEF</p>	
--	--	--

Total budgeted cost: £28,670

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 2024 to 2025 academic year.

Desired outcome	Progress made	Lessons learned and implications
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.	<ul style="list-style-type: none"> • Early Identification: Screening tools and baseline assessments were implemented promptly in Nursery and Reception, enabling early identification of children with communication and language delays. • Targeted Interventions: Small-group and 1:1 language sessions (Wellcomm) were delivered consistently, leading to measurable improvements in oral language for identified pupils. • Improved Vocabulary Use: Observations and pupil voice indicate that disadvantaged pupils are using a wider range of vocabulary and can articulate ideas more confidently during class discussions. • Staff Confidence: Teachers and support staff report increased confidence in embedding language development strategies across the curriculum. 	<ul style="list-style-type: none"> • Consistency is Key: Daily opportunities for structured talk and vocabulary development need to be embedded in all areas of learning, not just intervention sessions. • Parental Engagement Matters: Involving parents early with practical strategies for supporting language at home accelerates progress. • Assessment Needs to Be Ongoing: Regular monitoring and adapting interventions based on progress ensures that no child falls behind. • Professional Development: Continuous CPD for staff on language-rich environments and dialogic teaching is essential for sustainability. • Integration Across Curriculum: Language development should not be seen as an isolated goal; it must be woven into every subject and activity.
To improve reading progress and attainment for all pupils.	<ul style="list-style-type: none"> • Internal data and KS2 outcomes show reading attainment consistently in line with national benchmarks for the majority of cohorts. • Accelerated Progress for Target Groups: Disadvantaged pupils and those with SEND made strong progress through targeted interventions such as guided reading and precision teaching. • Improved Reading Culture: Pupil surveys and observations indicate increased engagement with reading for pleasure, supported by well-curated book corners and library use. 	<ul style="list-style-type: none"> • Early Intervention is Crucial: Pupils who received targeted support in KS1 maintained stronger progress into KS2, highlighting the need for robust early reading strategies. • Home-School Partnership: Parental involvement in reading (e.g., workshops, reading logs) significantly boosts outcomes; this needs to be sustained and expanded. • Vocabulary Development Links to Reading: Strong oral language skills underpin comprehension—

	<ul style="list-style-type: none"> • Effective Use of Assessment: Regular formative and summative assessments enabled timely identification of gaps and informed responsive teaching. • Staff Expertise: CPD on phonics, comprehension strategies, and reciprocal reading has strengthened teacher confidence and consistency across year groups. 	<p>integrating vocabulary work across the curriculum remains essential.</p> <ul style="list-style-type: none"> • Monitoring Beyond Data: Pupil voice and qualitative observations provide valuable insight into attitudes and barriers to reading, complementing quantitative data. • Consistency Across Staff: Continued investment in CPD ensures fidelity to agreed approaches and prevents drift in practice.
To improve outcomes at the end of KS2, preparing all pupils effectively for the next stage of their schooling.	<ul style="list-style-type: none"> • Strong KS2 Outcomes: End-of-year data shows that overall attainment in reading, writing, and maths is above national averages, with disadvantaged pupils performing strongly. • Effective Transition Preparation: Year 6 pupils demonstrate readiness for secondary school through improved resilience, independence, and application of core skills. • Impact of Interventions: Focused booster groups and precision teaching in Year 5 and 6 have accelerated progress for pupils at risk of falling behind. • Curriculum Strength: A well-sequenced curriculum and consistent teaching strategies have supported sustained improvement across subjects. 	<ul style="list-style-type: none"> • Early Targeting is Essential: Pupils identified for additional support made the most significant gains, reinforcing the need for early intervention. • High-Quality Teaching First: Whole-class teaching strategies remain the most impactful; interventions work best when layered on strong classroom practice. • Data-Driven Decisions: Regular pupil progress meetings and gap analysis are critical for timely adjustments to provision. • Wellbeing and Academic Balance: Preparing pupils for KS2 tests must be balanced with maintaining engagement and confidence—wellbeing initiatives helped sustain motivation. • Sustained CPD: Continued professional development in adaptive teaching and feedback strategies ensures consistency and impact across all year groups.
To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.	<ul style="list-style-type: none"> • Improved Confidence and Self-Regulation: Observations and pupil voice indicate that pupils, including disadvantaged groups, demonstrate greater resilience, emotional control, and willingness to participate in class activities. • Positive Impact on Academic Success: Pupils with stronger self-management and social 	<ul style="list-style-type: none"> • Wellbeing is Foundational: Academic progress accelerates when emotional and social needs are met—wellbeing strategies must remain a core priority, not an add-on. • Early Identification Matters: Pupils with low confidence or poor self-regulation benefit most from early, proactive support

	<p>skills show improved engagement and attainment, particularly in collaborative tasks and problem-solving.</p> <ul style="list-style-type: none"> • Targeted Wellbeing Initiatives: Interventions such as mindfulness sessions, circle time, and social skills groups have supported pupils in developing self-awareness and coping strategies. • Staff Awareness and Practice: CPD on emotional literacy and restorative approaches has increased staff confidence in promoting wellbeing and managing behaviour positively. • Whole-School Culture: A consistent focus on wellbeing through assemblies, PSHE curriculum, and pupil leadership roles has fostered a sense of belonging and self-esteem. 	<p>rather than reactive interventions.</p> <ul style="list-style-type: none"> • Parental Engagement Enhances Impact: Involving families in wellbeing strategies (e.g., workshops, home activities) strengthens consistency and outcomes. • Staff Modelling is Key: Adults modelling positive self-management and social behaviours sets the tone for pupils and reinforces expectations. • Integration Across Curriculum: Wellbeing should be embedded in all subjects and routines, not confined to PSHE or specific sessions.
<p>To achieve and sustain improved attendance for all pupils, particularly our 'disadvantaged' pupils.</p>	<ul style="list-style-type: none"> • Improved Overall Attendance: Whole-school attendance has risen steadily, approaching or exceeding 96% for most cohorts. • Disadvantaged Pupils Closing the Gap: Attendance for disadvantaged pupils has improved significantly, with persistent absence rates reduced and now better than national averages. • Effective Monitoring Systems: Weekly attendance tracking and early intervention strategies have enabled timely support for families at risk of poor attendance. • Positive Engagement with Families: Increased communication and partnership with parents, including attendance workshops and supportive home visits, have strengthened relationships and improved outcomes. • Whole-School Culture Shift: Attendance is now embedded as a shared responsibility, with pupils motivated through recognition systems and staff consistently reinforcing its importance. 	<ul style="list-style-type: none"> • Early Action is Critical: Rapid response to emerging attendance concerns prevents escalation into persistent absence. • Barriers Must Be Understood: Addressing underlying issues (transport, health, family circumstances) is essential for sustained improvement. • Consistency Across Staff: All staff need to deliver a unified message about the importance of attendance and follow agreed protocols. • Positive Reinforcement Works: Celebrating good attendance through assemblies, certificates, and class rewards has a measurable impact on pupil motivation. • Data-Driven Approach: Regular analysis of attendance trends by pupil group ensures interventions are targeted and effective.

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.