

# St Minver Academy Pupil premium strategy statement 2019 - 20

1. Summary information					
School	St Minver School				
Academic Year	2019/20	Total PP budget	£21,120	Date of most recent PP Review	July 2019
Total number of pupils	186	Number of pupils eligible for PP	8.1%	Date for next internal review of this strategy	July 2020

2. Current attainment for 2019		
SATS data	Pupils eligible for PP (4 pupils)	Pupils Nationally
% of Y6 pupils achieving ARE in reading, writing and maths	25% (1/4)	71%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	75% (3/4)	78%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	75% (3/4)	83%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	25% (1/4)	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Prior experience of the most vulnerable 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 that may hold less relevance to them.
B.	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.
C.	Identified vocabulary gaps for a proportion of PP pupils minimises progress and makes learners more likely to stay with 'safe' words rather than challenging themselves with more ambitious choices.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	The attendance of a significant proportion of PP children is lower than the national average of 96% and the overall attendance of this group is lower than for that of non-PP pupils. For those PP children within the 'Persistently Absent' group, absence is sporadic, often one-off days and therefore disruptive to continuity of learning.
E.	An identified proportion of vulnerable children do not read regularly at home.

4. Desired outcomes
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		<i>Success criteria</i>
<b>A.</b>	<p>In the academic year 2019-2020 and 2020-2021, we will review and redesign a curriculum that holds relevance to the most vulnerable children and which draws on shared experiences and lines of enquiry.</p> <p>We will not make assumptions about prior knowledge or a family's ability to enrich learning at home.</p> <p>Instead we will deliver a curriculum which promotes equality and equity.</p>	<p>All children will be immersed in a curriculum which is a shared learning experience.</p> <p>This curriculum will go beyond the child's entitlement to broad and balanced learning in line with the National Curriculum and will equip them with the essential learning skills and dispositions for a lifetime of continuous learning.</p>
<b>B.</b>	<p>Building on the 'Characteristics of Effective Learning' introduced in Reception Class, teachers will feel confident in explicitly teaching what it means to, for example persevere, in all aspects of life.</p> <p>Resilience will be demonstrated in all aspects of school life - academic, social and emotional – by all learners and across all age groups.</p> <p>The school's commitment to their motto 'Be brave, Be kind, Belong' will be observed in children's behaviours.</p>	<p>Pupils of all ages and abilities will be able to demonstrate an age-appropriate level of independence.</p> <p>Children will build strong relationships with adults at school, while simultaneously being able to show self-reliance and self-efficacy.</p> <p>Pupils of all ages and abilities will be able to articulate the school's motto and what it means to be a part of 'Team St Minver.'</p>
<b>C.</b>	<p>Language acquisition and the quality of vocabulary used in all classes will enable maximum progress in Reading and Writing.</p> <p>Pre-teaching key words for new topics will ensure no assumptions are made and that all children have equal access to the curriculum.</p>	<p>All adults will feel confident to challenge children for their 'best' answer and children will feel confident and empowered to use ambitious word choices.</p> <p>Book scrutinies and pupil conferencing will demonstrate no difference between the vocabulary choices of groups of pupils.</p>
<b>D.</b>	<p>Aspire Attendance protocols are in place and adhered to.</p> <p>Close monitoring will drill down to identify individuals for whom absence is an issue.</p> <p>All pupils in the 'Persistent Absence' group are tracked, issues identified, and school will work effectively with parents to resolve difficulties in securing the child's entitlement to a consistent education.</p>	<p>Overall attendance rates are stable and consistently above 95%.</p> <p>Incidence of sporadic and/or pattern-forming absences are routinely scrutinised and open dialogue maintained.</p> <p>Parents appreciate the significance and impact of choosing to take term-time holidays and the break in continuity that this forces upon learning.</p>
<b>E.</b>	<p>Children and parents alike will recognise the key significance of reading.</p> <p>The school community will place the highest priority on books and in fostering a love of reading through and beyond the curriculum.</p> <p>Systems will ensure that children for whom reading at home is a barrier to learning are identified and priority given at school to fill this gap.</p>	<p>The school's key communications with parents will focus on the fundamental importance on learning to read fluently and with understanding.</p>

## 5. Planned expenditure

**Academic year**

**2019-2020**

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?
Reading will underpin all learning and will be the single-most important feature of all learning at St Minver School.	Leadership time for English/Literacy lead to forensically analyse reading provision throughout the school.	<p>The new Ofsted framework rightly places a high significance on the importance of early reading and systematic teaching of reading skills. While our phonics screening results for Year 1 pupils remain consistently above National averages, we must ensure that our teaching of early reading is closely aligned with reading book stocks in order to build accuracy and fluency with pace and momentum.</p> <p>The SLT recognises the power of using challenging texts, across a range of genres, to drive progress in terms of reading, language acquisition and writing skills.</p>	<ul style="list-style-type: none"><li>English subject lead will have 1 release day each half term to undertake a detailed audit and action plan for reading across all phases.</li><li>Early reading books will be aligned with the teaching sequence and the rationale explained to parents.</li><li>Time will be given for all teachers to identify and purchase where necessary a key text for each term/half term which will drive the teaching of reading.</li><li>Using the Aspire Trust's progression of reading skills assessment sheets, we will ensure we are explicitly teaching an age-appropriate reading curriculum which holds relevance for all learners.</li></ul>	LCr	

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Our curriculum will go beyond the child's entitlement to broad and balanced learning in line with the National Curriculum and will equip them with the essential learning skills and dispositions for a lifetime of continuous learning.	An analysis across the year will consider to what extent our curriculum maximises learning through engagement of the most vulnerable learners	SLT recognises that we are now educating learners who are different from their peers of ten years ago. We must prepare them for jobs that do not yet exist and draw on their experiences of life in a communication-led world, so different from our own experiences, in doing so. With this in mind, we need to re-evaluate certain aspects of the curriculum, its implementation and its impact.	<ul style="list-style-type: none"> <li>• A new staffing structure will provide the opportunity to re-allocate subject leadership and to sharpen all staff's subject knowledge in line with the National Curriculum.</li> <li>• Teachers will plan a curriculum with the most vulnerable children in mind, in order to maximise engagement and buy-in of all pupils.</li> <li>• Time will be allocated to closely consider what knowledge and skills we intend each subject to offer and what progression will be built in across year groups.</li> <li>• Pupil feedback will be gathered in order to measure curriculum effectiveness from a child's perspective.</li> </ul>	JR and all teachers	Termly
<b>Total budgeted cost</b>					£2,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

All pupils demonstrate high levels of resilience, independence and self-efficacy.	SENDCo to undertake ten day Trauma Informed Practitioner training.	<p>SLT recognises that pupil wellbeing must underpin all that we do. It remains a pre-requisite for effective learning and a child that does not feel safe and secure at school will not thrive.</p> <p>There is a huge amount of evidence of the impact of trauma on brain development. We take trauma to mean any significant, adverse event in a child's early experiences which has caused an interruption in their development. This might include moving house, a bereavement, separation or more.</p>	<ul style="list-style-type: none"> <li>• In order to ensure sustainability, this must be a whole school approach with well-trained practitioners leading the staff in strategies for re-framing our interactions with children as well as training into brain science.</li> <li>• Behaviour policy will be re-written, embedded and monitored regularly.</li> </ul>	SH JR	Termly (Motional Assessments) More frequently for especially vulnerable children.
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<p>Our mathematics curriculum is well-structured, seamlessly progressive and meets the needs of all learners. Teachers' subject knowledge is at least good and class teams feel well-placed to address misconceptions with pace and momentum.</p>	<p>Mathematics Subject Leader to be released to lead the school in our participation in Cornwall Maths Hub 'Mastery Readiness' programme.</p>	<p>While Key Stage Two mathematics scores remain in line with national averages, progress from Key Stage One is limited. Teachers and SLT observe that vulnerable learners lack pacy mental agility in mathematics and are happy to rely on adults, becoming passive learners.</p>	<ul style="list-style-type: none"> <li>Mathematics lead will attend half termly training sessions at Truro College with the Cornwall Maths Hub and disseminate each time at staff meetings.</li> <li>In-house support from lead Aspire maths teacher Shelley Beckerlegg will drill down to the school's current position and facilitate action planning to maximise progress.</li> <li>Subject leader and Head of School will monitor planning and staffing arrangements to ensure children are encouraged to demonstrate independence while receiving the in the moment support that they need.</li> </ul>	<p>LCu</p>	<p>Half termly</p>
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From the outset, the school recognises the need to respond to each child's emotional needs and to recognise the diverse breadth of these, even at entry. Early intervention will build strong learners and children who are well-placed to handle difficulties.	Early Years practitioner to undertake ten day Trauma Informed Practitioner training.	Children in reception class are able to articulate how they are demonstrating the Characteristics of Effective Learning. SLT recognise this as a resource which we must ensure filters up throughout the school, so that all pupils know and recognise what being resilient looks like for their age and/or stage of development.	<ul style="list-style-type: none"> <li>Practitioner's line manager will ensure new learning is implemented in the Reception class and use Key Stage meetings to ensure continuity throughout Years 1 and 2 also.</li> <li>Feedback given at weekly Teaching Assistant meetings will disseminate key messages to all staff and help to ensure a common approach in our interactions with pupils.</li> <li>SLT will ensure robust adherence to our Behaviour and Relationships Policy.</li> <li>Working with the SENDCo, Early Years TIS practitioner will monitor the emotional progress of our most vulnerable pupils and put appropriate interventions in place – outside of the classroom if necessary.</li> </ul>	AW SH	After each TIS release day. Termly as a minimum.
<b>Total budgeted cost</b>					£18,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



<p>The attendance of Pupil Premium group will be at least in line with that of non-PP children.</p>	<p>Undertake Aspire's trust-wide attendance procedures.</p>	<p>NFER evidence indicates that it is much more of a challenge to narrow the gap between groups of pupils where there is a difference in attendance.</p> <p>Attendance at St Minver School is significantly below that of other schools both nationally and within Cornwall. Within school, the attendance of the PP group is lower than that of their non-PP peers. Teachers observe that the most significant factor in the engagement of pupils in their learning is consistent attendance and Persistent Absentees within the PP group remains proportionately higher than other groups.</p>	<ul style="list-style-type: none"> <li>• JR and LH will undertake weekly attendance monitoring in line with Trust-wide policy.</li> <li>• Teachers will maintain a transparent initial dialogue with parents when a child's absence rate is a cause for concern.</li> <li>• As part of the dialogue, parents will be expected to uphold their responsibilities in maintaining their child's entitlement to regular schooling.</li> <li>• JR will ensure good attendance remains on the agenda through weekly newsletters, new-parent induction sessions, etc.</li> <li>• The trust's Education Welfare Office, Tracy McClennan will be called upon to support the staff in upholding a rigorous stance on this area for improvement.</li> </ul>	<p>JR</p>	<p>Weekly attendance monitoring .</p>
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<p>The Pupil Premium group will be fully immersed in the life of the school and will access extra-curricular activities each term.</p>	<p>Enrichment opportunities for cultural, sporting and after school club events.</p>	<p>School recognises that more vulnerable children need high-quality experiences to raise their aspirations and increase cultural capital.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium Lead will look for opportunities for attendance at events and experiences that will increase 'cultural capital' and select attendees accordingly.</li> <li>• Spreadsheets will be maintained to monitor attendance at after school clubs. Teachers will target children for attendance. Consideration will be made of the interests and aspirations of our vulnerable pupils when building an after school clubs timetable.</li> <li>• A small amount of money (£200) will be set aside as a 'deprivation fund'. This to be used in negotiation with the Head of School to ensure no child misses out on enrichment opportunities because of monetary factors. In all cases, there will be an expectation that the family makes a contribution towards the cost.</li> </ul>	<p>JR</p>	<p>Termly Half termly finance reviews</p>
<p><b>Total budgeted cost</b></p>					<p>£1,500</p>

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Build upon Maths Mastery approach	White Rose	Overall, Pupil Premium children made more progress over time than non-PP children. However, the school's progress in mathematics from KS1 to KS2 is below National Averages (while attainment remains in line with National).	Maintaining progress and momentum across Key Stage 2 is a whole-school focus, especially in mathematics. To this end, the school will be taking part in Cornwall Maths Hub 'Mastery Readiness' course from September 2019.	£4,155
Keeping up with pace of learning in class.	Quality first teaching	Book scrutinies and pupil conferencing evidences a mixed response to this action point. A reviewed marking policy, yet to be fully embedded facilitates more marking in the moment, enabling all children to progress within the lesson.	Continue to find solutions to maximise effectiveness of marking and to monitor teacher workload. Fully embed new marking policy and use staff meetings to scrutinise strategies around marking in the moment to ensure each child makes the maximum progress within the lesson.	
Improve spelling and phonics across the school	No Nonsense Spelling & other spelling resources & activities	Key Stage 2 2019 data demonstrates that PP children achieved an average scaled score broadly in line with that of their non-PP peers. Internal data points to a vulnerability in terms of vocabulary and spelling for many children, evidenced in unambitious word choice and failure to apply success in spelling tests to all aspects of their writing.	While we will continue using the No Nonsense scheme, we will also look to improve quick fire phonic check ups, especially in Year 3, as lesson starters. With reading a key focus for the year, we expect to see an uplift in spelling and writing attainment in all year groups and especially for vulnerable children who may not previously have been wholly engaged with the curriculum.	

Achieve ARE for all PP children	Maintain high staffing levels in all year groups	Some vulnerable children demonstrate an over-reliance on adults, which results in limited progress and a passive approach to their own learning.	Move towards a position where provision is based on class 'teams' in order to minimise the negative aspects of over-reliance on any one adult, Continue to staff all classrooms based on the collective need of each cohort.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Measurable progress	A particular focus on the PP children in each cohort.	All teachers are able to talk about the progress of individual children in their class and to identify barriers to accelerated progress. Identifying progress, in relation to these barriers, remains a strength of our staff.	Continue with assessment cycles and Pupil Progress meetings in order to drill down to what each child needs in order to maximise both attainment and progress.	£17, 260
PP achieve ARE in RWM	Additional teacher/TA support for targeted group in Y2, and 6	1 of 4 Key Stage 2 children achieved the expected standard in all of Reading, Writing and Maths tests in May 2019. 1 of 3 Key Stage 1 children achieved the expected standard in all of Reading,	Continue to identify need through gap analysis of books and assessments and to build in in-class interventions as appropriate.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Measurable progress & ARE+	PP homework club	Some parents did not like this approach, as it took away from children's playtimes. Attendance was sporadic and impact not consistently good.	Teachers to carefully consider accessibility of home challenges set in order to ensure equity for all pupils. Information gathering will allow us to target invitations to certain clubs eg Athletics.	£4,766

Increased confidence	TIS (previously Thrive)	Our TIS practitioner left school, but this approach remains ongoing throughout St Minver School, with further training now in place for Early Years practitioner and successful completion of training by the SENDCo.	Termly Motional Screening will ensure teachers have up to date data for their pupils' emotional development. Action plans will focus on whole class approaches to maximising pupil wellbeing in all that we do and in what underpins the ethos of our school.	
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## 7. Additional detail