

# St Minver School Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 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	162
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	3 (2 of 3)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
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	£25,555
Recovery premium funding allocation this academic year	£2,755
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	£28,310

## 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	While the provision of Early Reading and the teaching of phonics is good, prior experience of some children results in less success and an early disadvantage gap in this most critical area. This is compounded into Key Stage 2, meaning that poor spelling becomes a barrier to attainment at a higher level and the lack of reading stamina 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. In turn, lower overall attendance of the targeted group compounds the development of their sense of belonging at school.

## 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 the introduction of NELI (The Nuffield Early Language Intervention programme).</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 KS1, with this refined provision for phonics and early reading resulting in a narrowing gap in Early Years/Year 1. This will successfully bridge into high quality whole class guided reading provision in KS2.</p> <p>KS2 teachers and support staff will be confident in delivering phonics lessons where required and there will 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>
The development of our curriculum offer will be central to the school's improvement plan and will ensure that	Ongoing professional development for all teachers will explore how best to engage vulnerable learners and

<p>no assumptions are made about a child's prior experiences and that shared learning is at the root of our provision.</p>	<p>how to enrich the curriculum with a local context.</p> <p>Subject leaders will monitor implementation 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>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.</p> <p>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, 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>The school's certified practitioner (SENCo) will lead on training for TIS, and quality CPD will be 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>An appropriate assessment tool will be sourced to replace Motional Assessments, and these will underpin whole class strategies, as well as being used to identify and to provide</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>a bespoke support programme for more vulnerable pupils.</p> <p>The school's rigorous attendance monitoring procedures are upheld, alongside the challenges of covid.</p>
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## 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: £12,188

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>Analysis of whole class assessments, leading to bespoke programmes for identified pupils. Training for support staff based on the needs of these identified pupils.</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>	3, 4
<p>Early Years teacher undertaking the NPQSL, with an emphasis on how best to build provision based on children's prior</p>	<p>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</p>	1

<p>experience, how to further develop emotional literacy and how to hold reading at the core of all we do as learners.</p> <p>Total of 9 release days (supply) and extended project.</p> <p>Regular feedback to staff through CPD and actions fed into future school development points.</p>	<p>through high quality professional development will underpin this provision.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release of reading lead throughout the year.</p> <p>Staff meetings and support staff CPD throughout Autumn Term will be heavily weighted toward Little Wandle training.</p> <p>Providing observation phonic lessons as examples of good practice for other staff.</p> <p>Observing phonic lessons across Years R-3.</p> <p>Providing coaching and feedback.</p>	<p>EEF research into Reading fluency and comprehension strategies - these provide a high impact for relatively low cost – typically +6 months.</p> <p>EEF research into regular, quality phonics teaching – high impact for very low cost – and typically +5 months progress.</p>	1

<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 introduced, developed and used consistently throughout the school.</p> <p>Subscription to Literacy Shed Plus.</p>		
<p>Early Years teaching assistant will lead on NELI project.</p> <p>Release during Autumn term to attend online training and to undertake baseline assessments of the targeted group.</p> <p>'Backfill' every week, providing Early Years teaching assistant support to release NELI practitioner.</p> <p>CPD time allocated to ensure both support staff and teachers receive NELI training and are therefore able to reinforce taught</p>	<p>EEF research into the impact of Teaching Assistant Interventions – these provide moderate impact at moderate cost with typically +4 months.</p>	<p>1, 2, 4</p>



skills at every available incidental opportunity.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The self-efficacy, independence and resilience of vulnerable learners will be addressed by developing a shared understanding of the need for consistent pedagogical approaches, particularly in the teaching of the foundation subjects.</p> <p>Subject leaders will be released, in line with priorities outlined in the School Improvement Plan, for developing and monitoring the implementation of their subject.</p> <p>Membership of professional organisations and attendance at training courses, with associated supply costs, for the continued</p>	<p>EEF research on metacognition and feedback – this approach 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. Impetus gained in the academic year of 2019 and 2020 has been undermined by successive school closures, blended learning and diverse home learning experiences of the targeted group.</p> <p>EEF research on Feedback further suggests that ongoing professional development is the key to sustainability.</p>	3

<p>development of a relevant and engaging curriculum.</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>The importance of a child's entitlement to regular school will be stressed at new intake and new family meetings.</p> <p>Fortnightly monitoring of the 'Persistently Absent'</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>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>Parents will know how to access learning from home, if/when required for covid-related reasons and will feel supported when meeting any barriers to access.</p> <p>Maintain a small stock of Chromebooks set aside for this reason.</p> <p>A small deprivation budget (£200) will be held for applications on an individual basis to the Head of School.</p>		
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**Total budgeted cost: £28,310**

## 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 2020 to 2021 academic year.

**Desired outcomes for 2020-2021 in bold.**

**There will be increased momentum and accelerated progress in phonic acquisition across the targeted groups** – Y2 phonic screening Autumn score December 2020 was 94%, but not met by the small Pupil Premium group. Refining phonic and reading provision is a significant focus on the school's improvement plan 2021 – 2022.

**Our curriculum will go beyond the National Curriculum and will engage all learners, ensuring access for the most vulnerable learner** - this aspect of our long-term development strategy has been significantly slowed by the impact of lockdowns and the need to re-prioritise towards developing our blended offer of direct and remote learning. Curriculum development has been brought back into focus from the beginning of Autumn term 2021 and will continue to be developed through the next two academic years as a driver for the engagement of harder to reach learners.

**'Learning to be learners.' Vulnerable learners are able to demonstrate their self-efficacy with confidence and understanding** - since return to school for all in March 2021, teachers were able to baseline the characteristics of effective learning amongst all pupils and subsequently place this as a high priority moving forward.

**There is a shared understanding that excellent attendance goes hand in hand with a child's entitlement to education.** Both absence and 'persistent absence' had continued to fall amongst the whole school and the targeted group, up to and including Summer term 2021. However, with a rapid rise of covid cases in Autumn 2021, and a subsequent fall in parental confidence, it has been impossible to maintain such rigorous procedures and standards. Where vulnerable learners have been self-isolating, the school has maintained an excellent level of communication to ensure remote learning is enabled.

## 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