

# St Minver Academy Pupil premium strategy statement 2020 - 21

1. Summary information					
School	St Minver School				
Academic Year	2020/21	Total PP budget	£16,450	Date of most recent PP Review	Autumn 2020
Total number of pupils	179	Number of pupils eligible for PP	11.2% (20)	Date for next internal review of this strategy	Autumn 2021

2. Current attainment		
2019 SATS data (no results for 2020 due to Covid 19 school closure.	<i>Pupils eligible for PP (4 pupils)</i>	<i>Pupils Nationally</i>
% 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.	<p>This strategy works in conjunction with the school's Covid 19 recovery plan. There has been a significant impact on some learners of school closure from the end of March.</p> <p><b>Priority for KS1 and Y3</b> Phonics – baseline assessments evidence that starting points are significantly lower for some learners and that there is a widening gap in terms of reading fluency, vocabulary and early reading skills.</p> <p><b>Priority for Year 6</b> Learning recall – pace is lost as some learners struggle to recall and contextualise concepts and knowledge taught prior to lockdown.</p> <p><b>Fitness</b> Children have lost a level of fitness, motivation to stay active and demonstrate a lack of energy which affects their ability to learn across the curriculum.</p>
B.	<p>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.</p>

C.	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.	
D.	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. Similarly, some vulnerable learners also find it difficult to express themselves emotionally, which has a negative impact on their wellbeing and ability to maintain strong friendships.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	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.	
4. Desired outcomes		Success criteria
A.	There will be increased momentum and accelerated progress in phonic acquisition across the targeted groups. This will be reflected in reading confidence and fluency and in assessment scores, including the Government's Phonic Baseline Screening Checks. Year 6 children will be upskilled by pre-teaching, or by rapid intervention to address misconceptions, so that the pace of learning is upheld, and accelerated progress is made.	Attainment will be in line with that of the last three years by Summer 2021. Children in Year 3 will receive an entitlement to phonic teaching of an equally high standard to those in KS1 and any weakness amongst vulnerable learners will be a continued focus, ensuring that Pupil Premium learners are in line with their non-PP peers. Year 6 pupils and particularly those in the vulnerable group and/or those attaining a lower baseline score in Autumn 1 will be targeted to ensure accelerated progress throughout the year.
B.	Our curriculum will go beyond the child's entitlement to broad and balanced learning in line with the National Curriculum. It will engage all learners, with relevance, and will ensure that the most vulnerable learners are able to access new knowledge and commit it to long term memory.	Ongoing professional development for all teachers will explore how best to engage vulnerable learners and how to enrich the curriculum with a local context. All staff will feel confident to employ teaching and learning strategies which ensure our outcomes are met. A shared language for learning, especially in the Foundation Subjects, will maximise opportunities for learning and will ensure there is no loss of pace as the children move from teacher to teacher.
C.	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.	The priority focus for whole-staff professional development this year will be metacognition. Learning together through INSET days and ongoing weekly training meetings, we will draw on EEF research and strategies to reflect on current practice and methods.

		Children will be able to articulate what learning dispositions they need and how these will look in action, at an age-appropriate level.
<b>D.</b>	<p>Pupils will be able to access new learning with a comprehensive understanding of the vocabulary required for this new topic.</p> <p>Low-level incidences of falling out will be eliminated by pupils' increased ability to express themselves and to be accountable for maintaining good friendships, through a shared language of Team St Minver.</p>	<p>Entry assessment and pre-teaching will ensure vulnerable learners have a sound understanding of the vocabulary required for a new topic.</p> <p>All staff hold children to account and teach them, as required how to 'use their words', so that St Minver's motto 'Be brave, be kind, belong' is upheld at all times.</p>
<b>E.</b>	<p>There is a shared understanding that excellent attendance goes hand in hand with a child's entitlement to education.</p> <p>Where class or 'bubble' closure is required due to positive coronavirus cases, St Minver School's Remote Learning Guidance will come into action and provision will be accessible to all learners. Any family struggling to access this provision will be supported fully by the school and the Trust.</p>	<p>Absence will continue to fall, both for the target group and the whole school population.</p> <p>Persistent absence will be lower than Cornwall averages and closer to National averages.</p> <p>Overall attendance will remain above 95%.</p> <p>Parents will know how to access learning from home, if/when required and will feel supported should there be any difficulty with this.</p>

## 5. Planned expenditure

### Academic year

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?
Increased momentum and accelerated progress in phonic acquisition across the targeted groups.	Recovery funding will be used to employ 1x TA and 1x HLTA for two days a week. This will release English lead to coach others and/or to work with small groups, providing immediate intervention and catch-up programmes.	Baseline assessments in Years 1,2 and 3 from Autumn 1 evidence lower than usual starting points (due to closure), with a widened gap between the most able and the most vulnerable. Phonics in Year 3 was a whole school development point before the pandemic, evidenced by all pupils' limited deployment of their phonic knowledge, especially once they enter upper KS2. <b>EEF Phonics 4+ months with moderate impact at low cost. Most effective when teacher-led.</b>	All monitoring and assessment will focus most closely on the lowest 20% of learners and the vulnerable group. Observations will consider reading confidence and fluency, formative assessment scores and the Government's Phonic Baseline Screening Checks. It will be important to see that newly acquired phonic skills are used in context – literacy book scrutiny.	LCr JR SLT	Half termly.  Book scrutiny termly and ongoing by class teachers.
Year 6 children will be upskilled by pre-teaching, or by rapid intervention to address misconceptions, so that the pace of learning is upheld, and accelerated progress is made.	Additional staff will ensure Year 6 class teacher is able to pre-teach and to provide immediate effective feedback, addressing misconceptions and reinforcing strategies which promote the child's independence and ability to tackle this type of problem when they meet it again.	Initial upper KS2 assessments (Autumn 1) demonstrate an exaggerated advantage gap. The lowest 20% are unable to articulate what they do and do not know and therefore less able to utilise the best help on offer. <b>EEF research on Feedback suggests that additional progress can be from between three and eight months at a very low cost and that ongoing professional development is the key to sustainability.</b>	Pupils will be able to articulate how they can improve their work and what they are working on.		Through termly assessments and data collection.

Continued curriculum development will go beyond the child's entitlement to broad and balanced learning in line with the National Curriculum, to engage all learners, allowing all to access new knowledge and commit it to long term memory.	<p>We will critically examine the existing curriculum (topics) and consider how they engage and meet the cultural needs of our school community.</p> <p>Subject leads will continue with work (part of the previous and existing year's school development plan) to ensure carefully sequenced lessons, pinned on key texts and a local focus where possible.</p>	<p>Termly monitoring visits by other Aspire professionals (Autumn and Spring 2019-2020) highlighted a significant cohort of learners who are not actively engaged/invested in their learning.</p> <p>This means that while outcomes match the requirements of the National Curriculum, they do not go beyond and therefore cannot be deemed inspirational or aspirational for our learners.</p>	<p>Outcomes will demonstrate that all pupils have engaged in their learning in an active and purposeful way.</p> <p>Most vulnerable learners will be able to summarise, link areas of learning from past experiences and achieve assessment milestones, (National Curriculum) for the foundation subjects at the end of each term.</p>	All teachers (subject leads) SLT	At the end of every topic. As a development point during future monitoring visits.
<p>Metacognition - 'learning to be learners.'</p> <p>There is a shared understanding of the characteristics of effective learning and an expectation that these will be upheld by all learners.</p>	<p>Ensure staff acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>Explicitly teach pupils metacognitive strategies.</p> <p>Set an age-appropriate level of challenge to develop pupils' self-regulation and metacognition.</p> <p>Promote and develop metacognitive talk in the classroom.</p>	<p><b>EEF METACOGNITION AND SELF-REGULATED LEARNING RESEARCH - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</b></p> <p>We will explicitly support pupils to develop independent learning skills, with carefully designed guided practice and support gradually withdrawn. This will allow pupils to develop skills and strategies before applying them in independent practice. Timely, effective feedback and strategies will allow children to be able to judge accurately how effectively they are learning. Teachers will support pupils' motivation to undertake the learning tasks.</p>	<p>This is a shared priority and part of the performance management cycle for all members of staff.</p> <p>We will return to and review progress regularly through staff meetings and against the audit tools used during INSET, November 2020.</p> <p>Monitoring, with a focus on the target group, will scrutinise learning dispositions demonstrated by children, measured against a shared understanding of expectations for each year group.</p>	SH JR Teachers TAs Wider school staff	Through the performance management cycle of meetings for all teachers.

Total budgeted cost					£10,666
ii. Targeted support					
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?
Learners will have the vocabulary to fully access new topics.	Teachers will continue to send home lists of relevant topic-based vocabulary at the beginning of each term. These word banks will be pre-taught/discussed and put into context. In this way, we will remove any barrier based on lack of experience for the targeted group.	<b>EEF evidence finds that pre-teaching and effective feedback models provide on average an additional four months of progress.</b>  We want to ensure that all our children are fully immersed in their learning at school and that they are able to draw on relevant personal experiences to make sense of new knowledge and skills.	This approach is best implemented when supported by professional development, so this will be an ongoing focus for staff meetings throughout the year. Using formative assessment (especially in writing) the children – as well as support assistants – will be more aware of what exactly teachers are looking for. There will be evidence in books that subject-specific words are used confidently by all groups.	SLT All teachers	Summative assessment at the end of each half term.  Monitoring opportunities focused on the target group.

All pupils, and most especially the targeted group, will demonstrate an increased ability to express themselves and to be accountable for maintaining good friendships, through a shared language of Team St Minver.	<p>SENCo has completed her TIS practitioner training.</p> <p>SENCo leads on training for teaching assistants and for planning their weekly meetings.</p> <p>Such training works well for us in small bytes and within the context of children who are known to us all.</p>	Drawing on evidence of the impact of trauma on brain development, our practice is rooted in a whole school Trauma Informed Schools approach. 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 to a new house, a bereavement, separation or more.	<p>Baselining 'Motional' assessments in Autumn 2020 will be tracked termly.</p> <p>Teachers will deliver weekly Jigsaw PSHE lessons and track the individual progress of their children, through observation and targeted questioning.</p>	SH	<p>At least termly through formal assessment.</p> <p>Through focus during pupil progress meetings of the target group.</p>
<b>Total budgeted cost</b>					5,503
<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>
There is a shared understanding that excellent attendance goes hand in hand with a child's entitlement to education.	A highly individualised approach will be required throughout coming months, due to the need for caution, self-isolation in families and a rising number of positive coronavirus cases in our community.	<p>In 2018-2019, St Minver School's attendance was less than both Cornwall and National averages.</p> <p>Historically, a significant number of families across all groups take holidays during term time.</p> <p>In the target group, there is also sporadic absence, often one day at a time. Persistent absence is a problem for a proportion of the most vulnerable learners.</p>	<p>Fortnightly attendance reviews.</p> <p>Telephone calls.</p> <p>A bespoke response based on the knowledge we have of our families, their extended family and their needs.</p> <p>Termly attendance review meetings with the Trust's Educational Welfare Officer.</p>	JR	Fortnightly

<p>Where class or 'bubble' closure is required due to positive coronavirus cases, St Minver School's Remote Learning Guidance will come into action and provision will be accessible to all learners.</p> <p>Any family struggling to access this provision will be supported fully by the school and the Trust.</p>	<p>Years 2 to 6 will use Google Classroom, while Class R and Year 1 will use Tapestry.</p>		<p>We will review our remote learning offer on a continuous basis, responding to the number of incidences, whether individual or bubble and the age of the children.</p> <p>All teachers will use Google Classroom/Tapestry at school in order that children are familiar with the relevant platform to be used for remote learning.</p> <p>All families will receive our Remote Learning offer (October 2020)</p>		<p>In the event of self-isolation/bubble closure for the targeted group, a member of SLT or admin will be in contact to check access to home learning.</p>
<b>Total budgeted cost</b>					



6. Review of expenditure				
Previous Academic Year		2019/20		
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
Children and parents alike recognise the key significance of reading. The school community will place the highest priority on books and in fostering a love of reading through and beyond the curriculum. 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.	Leadership time for English/Literacy lead to forensically analyse reading provision throughout the school.	In Autumn 2019, the lowest 20% of readers were identified in each class and this group has been continuously monitored, groupings changed and provision adapted. Ongoing investment in whole class texts has allowed for a more holistic approach to high-quality and challenging reading material for every year group. Across Class R and Y1, the purchase of 'favourite' storybooks has allowed children to revisit books and become very familiar with them. A forensic analysis of phonic match to reading books across Class R and Y1 has resulted in children viewing themselves as capable readers from the offset, which has been particularly marked amongst less confident children.	Continue to embed all actions, particularly where learning has been eroded by school closure. With no volunteers allowed in school, there has been an impact on frequency of reading, which has to be reviewed and modified to suit the needs of teachers and families alike.	£2000

[illegible]

	Early Years practitioner to undertake ten-day Trauma Informed Practitioner training.	The April start date of this course was not possible due to covid 19. This member of staff has since left St Minver School.	While TIS approaches must be a whole school initiative, it would be very beneficial to have another practitioner, should places become available. Continue (leave allocated money in place for in-school cover), with a view to training another practitioner from St Minver School when that course is able to run again.	
--	--	---	---	--

### iii. Other approaches

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
Attendance at St Minver School will be in line at least with Cornwall figures and closer to National figures for both overall attendance and persistent absence.	Undertake Aspire's trust-wide attendance procedures.	Weekly scrutiny of attendance reports took place until February 2020, when it became unmanageable due to Covid 19 and was effective in facilitating more transparent conversations with families about attendance issues. Termly meetings with the Trust's Education Welfare Officer increased leadership's skill in analysing the data. Teachers developed routines for initial concern conversations for the children in their class. Regular items in the newsletter has begun to shift culture in the use of language around absence and its impact on a child's entitlement to an education.	Systems were effective and led to an increase in overall attendance across the year. Both persistent absence and overall absence, within the group and across the whole school population decreased over time. From February 2020, these systems became unworkable because of Covid 19 and the gradual falling away of attendance immediately prior to the closure of all schools on March 20th 2020. A differing approach to attendance is currently more appropriate, but the school remains committed to this cultural shift in expectations and entitlement to education moving forward.	None

## 7. Additional detail

--