

Minchinhampton C of E Primary Academy

Minch vision:

'Life in all its fullness'

For us, this means people who are flourishing:

- people who have the wherewithal to shape their own life well;
- people who take a delight in learning;
- people who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth;

DGAT vision:

A generous education – excellence through partnership

Pupil Premium Grant

Objectives:

The intended outcomes for all pupils in receipt of Pupil premium funding is:

- The gap in achievement between PP pupils and non pupil premium pupils is narrowed, so that achievement is in line with non PP achievement
- To ensure PP pupils enjoyment and wellbeing is supported effectively

This will be realised when:

- PP progress and attainment is in line with/ exceeds their personal predictions and targets
- PP achievement is promoted by all staff
- PP achievement is supported by their parents'/carers' involvement
- PP involvement and enjoyment of learning inside school is supported
- PP involvement and enjoyment outside school is supported

This will ensure that:

- PP pupils are able to engage with their next stage of education successfully

PP profile for the school:

Number of pupils and pupil premium grant (PPG) received	
Total NOR	2021-22= 344
22 pupils	
Total:	£38,900

Current In School barriers	
A	Maths confidence and core skills-cultural amongst families in the area, which impacts on the autonomy and mathematical aspiration of many of the children.
B	Wider opportunities.
C	Social and emotional vulnerability.
D	The reading culture amongst some PP children.

Current Outcomes sought			
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>	<i>Evaluation</i>

A	Gap will be narrowed between PP and Non PP for RWM	Data will show greater parity between PP and non PP. For now and henceforth: <u>All</u> pupils will approach maths confidently, inclusively, creatively. <u>All</u> pupils will feel motivated to read and have a keen interest in language.	See data below Predicted 20 21 data strong for PP- see below and 3 yr trend looks positive BUT gap reflects polarised community. Historically gap not reliably closed- depends on cohort and in partic its social/ SEN profile. School ethos and development all look to level this playing field
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B	Enjoyment of broad curriculum (including extra) is supported	<u>All</u> pupils will feel 'botheredness' for knowledge and how they apply it. They will feel the curriculum is meaningful to them. <u>All</u> pupils will build their knowledge base in a progressive, meaningful way. <u>All</u> pupils will develop interests and self esteem through the extra- curriculum- all PP part of clubs and committees and sports. A careful balance will be struck between pupils carrying out extra practice with their basic skills and all pupils experiencing a broad and balanced curriculum and building on their strengths.	Verbal feedback from pupils positive re curriculum.
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<p>C</p>	<p>Highly supportive environment. An ethos that keeps the 'playing field level' and pastoral care that is proactive and relentless.</p> <p>Recent signif devpt has incl:- - introduction of a Nurture group focused on Year 1 but with the capacity to work with pupils both older and younger than this. -prep towards starting a toddler group in the village to help foster long term relationships with families and build trust and understanding between us. -continued to provide high quality pastoral care so that we can better answer complex needs.</p>	<p>Strong, open, mutually supportive relationships to exist with all families. Wide repertoire of pastoral interventions maintained to ensure needs are met as effectively and quickly as possible. Pupils will interact positively and listen to each other.</p>	<p>* Pupils progress on Boxhall profile positive (see report), enabling successful re-integration back into class and progress academically. We will maintain Nurture.</p> <p>* Positive relationships between school and home and between staff and pupils.</p>
<p>D</p>	<p>All children will share a positive reading culture Use of school librarian for joy of reading</p>	<p>Pupils will be motivated to read. Pupils will love language way beyond what is needed to pass tests</p>	<p>2021: 100% of Yr 6 pupils at ARE or above in their reading. 83% PP at ARE</p>

<p>Rationale for expenditure in 21 22</p>
<p>Our commitment to mental health and family support (to complement the work we do to support learning), continues this year to grow and develop. We are now ready to start our 'toddler' group.</p> <p>Our vision to make a difference earlier continues this year with expenditure on our Nurture group. The focus remains on Year 1's and on outdoor learning and on finding traction for pupils who emotionally and socially are not ready for classroom learning.</p>

<p>Planned PPG spending 21 22</p>		
<p>Activity</p>	<p>Budget</p>	<p>Objective</p>

Nurture Club	£21,160	Early intervention for learning. Progress tracked on Boxhall
Pastoral support KB	£17,783	Support for families Evaluated by parent feedback
	£38,900	

Impact Report: data trends over 3 years:

Progress	18-19	18-19	19-20	19-20	20-21	20-21
	PP	nonPP				
KS2 Read progress	-1.19	1.22				
KS2 writing progress	-6.68	-0.69				
KS2 maths progress	-3.09	-0.07				

Attainment	18-19	18-19	19-20	19-20	20-21pred	20-21pred
	PP	All	PP	All	PP (x6)	All
KS2 reading ARE	38%	81%	67%	97%	83%	100%

Exc		0%	38%	17%	70%	50%	78%
KS2 writing	ARE	13%	83%	67%	95%	83%	91%
Exc		0%	23%	0%	46%	33%	39%
KS2 maths	ARE	25%	81%	67%	97%	83%	96%
Exc		0%	35%	33%	62%	16%	43%
KS2 SPAG	ARE	13%	77%				
Exc		0%	31%				

KS1	18-19	18-19	19-20	19-20	20-21	20-21
	PP	nonPP	PP (x3)	nonPP		
KS1 Phonics Check	100%	98%	66%	93%		