

Pupil premium strategy statement - Minchinhampton C Of E Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	34 (12.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	31.12.2024
Date on which it will be reviewed	31.07.2025
Statement authorised by	Nick Moss
Pupil premium lead	Amy Kingscote
Governor / Trustee lead	Katherine Meredith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,494
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	nil
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	n/a
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 55,494

Part A: Pupil premium strategy plan

Statement of intent

Minchinhampton has a lower than average number of children eligible for Pupil Premium with the National average of 24.6% (an increase from last year's National Average of 23.8%) however the school recognise that with the Governments initiative of Free School Meals for all children in EYFS/Key Stage 1 the uptake of Pupil Premium has reduced and therefore we believe our percentage eligible for Pupil Premium to be higher than the published %.

Nationally the South West EYFS PP children are 5.3months (4.6months Nationally) behind their Non-PP peers and KS2 PP children are 12.2months (10.3months) behind their Non-PP peers. However, although the South West average is lower than National the gap in attainment between PP and Non-PP children is higher. Therefore, we need to address how we are reducing this gap to ensure our PP children are more in line with their Non-PP peers. It is not just WHAT we do but HOW we do it.

At Minchinhampton we believe that children are not at risk of disadvantage because they are Pupil Premium per se but because of the impact of their disadvantaged context on their capacity to thrive, compared to their non-PP peers.

The Joseph Browntree foundation report (June 2024) discovered that schools are becoming the fourth Emergency service, this recognising the challenges schools are facing post covid, in particular a crisis in young people's mental health. At Minchinhampton we have recognised this change and have acted responsively. We have looked to buffer the stressors children are facing in their lives with in-house initiatives.

We recognise that the Personal Development Curriculum is crucial for empowering future opportunities for our children. We have therefore invested heavily in our intentional pastoral support and social, emotional and mental health offer.

We feel that to work with disadvantaged children and families is a privilege; that we have the opportunity and the means to make a difference that. We believe strongly that all children can thrive academically if they feel a strong sense of belonging; if they feel valued; if they are given the right kinds of opportunities. Low income need not be a barrier to getting on in life. We never lower our expectations just because a family is struggling in its capacity to support learning.

In order to thrive our disadvantaged children, need the following:

- Social capital – to develop confidence, belonging and self esteem
- Financial capital – to drive opportunity
- Cultural capital – to enrich background knowledge

Therefore, our Pupil Premium Strategy structures its response to disadvantage around these three key threads.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
Accurate Assessment of need We need to be precise in our diagnosis of the need and challenges faced by our children in order to maximise the impact we have. We need to identify the symptoms, interrogate these so that we don't make assumptions, get to the root cause and question why.	
1	Social Capital <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low resilience, a limited sense of belonging as well as mirroring the national mental health crisis among children. These challenges particularly affect disadvantaged pupils and this in turn affects their attainment.</p> <p>Teacher referrals for support internally from the Inclusion Lead and external services remain relatively high.</p> <ul style="list-style-type: none"> • 14 (20%) of the 70 children on the Special Educational Needs register were disadvantaged, totalling 36.8% of the Pupil Premium children within our school. • 7 (50%) of the PP children had a primary need of Social, Emotional and Mental Health compared to 15 (26%) of their non-PP peers. <p>Although the gap in attendance between disadvantaged children and their peers has reduced, a larger gap of persistent absence remains which is a cause for concern;</p> <ul style="list-style-type: none"> • Average attendance of non-PP children last academic year was 84.6% far lower than non-PP peers at 93.3%. • Average persistent absence for the school was 25.85% last academic year of which 30% of these were PP children. Average persistent absence attendance of PP pupils was 36.95%, far higher than the 14.7% of their non-PP peers. Both represented an increase on the previous year, when the average persistent absence of PP was 24% (9% non-PP). This is due to a number of factors but the most crucial being a number of dual PP/High Need SEND children requiring managed/part time timetables. These timetables were initiated by school/parents and the Inclusion Team due to the severity of the child's need and while awaiting needs

	assessment from the county council and allocation of the correct education provision.
3	<p>Financial Capital</p> <p>Our assessments, observations and discussions with pupils and families have identified a link between financial circumstance of families and social and emotional issues for many pupils, notably due to lack of enrichment opportunities as well as the general level of stress and need in the household. Financial pressures can lead to a deficit in Protective and Compensatory Experiences to buffer the challenges of adversity. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <ul style="list-style-type: none"> 14 (37.8%) PP children attended extra curricular clubs in 2023-24 an increase on the previous year when only 9 (22.5%) children attended in 2022-23
	<p>Cultural Capital</p> <p>The gap between disadvantaged children and their peers remains therefore meaning that disadvantaged children have a weaker background knowledge than their non disadvantaged peers when transitioning to a new phase of education. However, there has been a reduction of the gap in some areas;</p> <ul style="list-style-type: none"> 33% of Pupil premium children in EYFS achieved GLD in comparison with 71% of their non-PP peers, however this is an increase to the previous year when 0% of PP children achieved GLD in EYFS 50% of Pupil Premium children achieved Age Related Expectation in Combined Reading, Writing and Maths at the end of KS1 in comparison with 71% of their non-Pupil premium peers, 51% of Pupil Premium children achieved Age Related Expectation in Combined Reading, Writing and Maths at the end of KS2 in comparison with 83% of their non-Pupil premium peers.
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers</p> <ul style="list-style-type: none"> 50% of Pupil Premium children achieved their Year 1 Phonics Screening Check in comparison with 96% of their non-Pupil premium peers 66% of Pupil Premium children achieved Age Related Expectation in Reading at the end of KS1 in comparison with 76% of their non-Pupil premium peers 100% of Pupil Premium children achieved Age Related Expectation in Reading at the end of KS2 in comparison with 88% of their non-Pupil premium peers

5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p> <ul style="list-style-type: none"> • 66% of Pupil Premium children achieved Age Related Expectation in writing at the end of KS1 in comparison with 71% of their non-Pupil premium peers • 50% of Pupil Premium children achieved Age Related Expectation in Writing at the end of KS2 in comparison with 94% of their non-Pupil premium peers • 57% of Pupil Premium children achieved Age Related Expectation in Spelling, Punctuation and Grammar at the end of KS2 in comparison with 91% of their non-Pupil premium peers
6	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • 50% of Pupil Premium children achieved Age Related Expectation in Maths at the end of KS1 in comparison with 78% of their non-Pupil premium peers • 43% of Pupil Premium children achieved their Year 4 Multiplication Check in comparison with 70% of their non-Pupil premium peers • 71% of Pupil Premium children achieved Age Related Expectation in Maths at the end of KS2 in comparison with 91% of their non-Pupil premium peers

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>Accurate Assessment of need</p> <p>A precise understanding and insight into the lived experiences of our disadvantaged pupils and families, the symptoms derived from the root causes of their individual needs.</p>	<p>By July 2025, we will work to further develop an accurate and precise understanding of the lived experiences of our pupil premium children by:</p> <ul style="list-style-type: none"> • Using attendance data and levels of persistent absence to identify patterns, trends and work alongside with families to address barriers, offer support and holistically meet the needs of the family • Analysis of attainment data to have a clear understanding of the gaps in knowledge and understanding and what we can do to improve starting points to help the children 'keep up' with their peers • Gain teacher and subject leader feedback on levels of engagement and participation in lessons, attainment and progress

	<ul style="list-style-type: none"> • Monitor behaviour and safeguarding data to identify key triggers and unmet needs of social, emotional and mental health to improve engagement in learning and widen opportunities • Gather pupil voice and feedback on learning experiences by teachers and subject leaders to inform development of curriculum delivery to celebrate the strengths of all • Assessment of pupil wellbeing, mental health to enhance resilience and strategies to buffer stressors to remain tolerable • Coworking with families to understand their lived experiences, their access to technology and other supportive learning materials • Home visits for all children new to the school to develop relationships and get an accurate picture to the lived experiences of the child outside of school and diagnose unmet need
Social Capital Improved attendance of disadvantaged children to be more in line with non-disadvantaged peers	<p>Sustained high attendance by 2024/25 demonstrated by: - the overall attendance for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and no more than 2% (once significant variation due to managed timetables removed from figures)</p> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their non-PP peers.</p>
Financial Capital Improved offer of clubs available building on children's strengths and needs.	<p>In 2024/25 the attendance of disadvantaged children within extra-curricular clubs has improved, in turn developing of resilience within protective and compensatory experiences and sense of belonging within the school community</p>
Cultural Capital Improved reading attainment among disadvantaged pupils.	<p>End of Key Stage 1 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.</p> <p>End of each Key Stage 2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard, of which 20% will be greater depth.</p>
Improved writing attainment among disadvantaged pupils.	<p>End of Key Stage writing outcomes in 2024/25 show that more than 40% of disadvantaged pupils meet the expected standard.</p> <p>End of Key Stage writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.</p>

Improved maths attainment for disadvantaged pupils at the end of each Key Stage	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
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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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to embed a Systematic Synthetic Phonics programme (Phonics Bug) to secure stronger phonics teaching for all pupils.</p> <p>Adaptive progression between genres and sequence of learning within Power of Reading for disadvantaged learners. Using the progression of writing skills as a framework to identify building blocks for improvement.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>Training of staff to deliver Phonics interventions and consistent delivery within teaching. Evidence of staff using training through monitoring and supervision meetings.</p> <p><i>Phonics - Teaching and Learning Toolkit - EEF - +5months</i></p> <p>Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><i>Reading Comprehension Activities - Teaching and Learning Toolkit - EEF - +6months</i></p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><i>Teaching Assistant Interventions - Teaching and Learning Toolkit - EEF - +4months</i></p>	4, 5
Embed an approach to reading across the school	Readers who read with high levels of word recognition automaticity <u>and</u> with good prosody tend to be the most	4,5

<p>that prioritises 'fluency' because it acts as a bridge between effortful decoding and comprehension.</p> <p>Our evidence indicates it is most often our PP pupils who fail to achieve fluency by the end of Primary school and are most likely to struggle with fluency and comprehension into secondary school.</p>	<p>proficient readers. Lower levels of automaticity and prosody are associated with lower levels of comprehension and overall proficiency.</p> <p><i>Recommended by EEF-</i> https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>To achieve fluency, pupils need to:- Be read aloud to: This allows them to hear fluent reading Engage in assisted reading: Pupils read a text whilst listening to a fluent reading of the same text; and Be given opportunities for repeated reading: pupils practice reading texts repeatedly until they can read the text in a fluent manner.</p>	
<p>Introduction of inclusive classroom practices (EEF 5 a day) designed to improve access and close the gap for vulnerable pupils</p>	<p>The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including vulnerable pupils, to make better progress.</p> <p><i>Metacognition and self-regulation approaches - Teaching and Learning Toolkit - EEF - +7month</i></p>	3,4,5,6
<p>Use of retrieval layered across the learning experience.</p> <p>Our evidence indicates our disadvantaged children have a weaker background knowledge than their non disadvantaged peer and it is they therefore who struggle most to retain knowledge.</p>	<p>Retrieval helps to bring knowledge back into the working memory.</p> <p>Research suggests that engaging in this process can improve the retrieval strength of the information. Through the act of trying to remember, we identify to the brain that the information is important and so it must store the information better as it was not readily available. So, by practicing retrieval, we can make it easier to remember that knowledge at a later date.</p> <p>See EEF - https://educationendowmentfoundation.org.uk/news/eef-blog-why-bother-with-retrieval</p>	3,4,5,6

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of extension of Systematic Synthetic Phonics scheme (Rapid Phonics) in Year 3 for</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>Training of staff to deliver Phonics interventions and consistent delivery within teaching. Evidence</p>	4, 5

<p>those not reaching expected level of Reading and Spelling at the end of KS1.</p> <p>Nessy intervention for those identified as having Reading and Spelling needs within Years 4-6</p>	<p>of staff using training through monitoring and supervision meetings.</p> <p><i>Phonics - Teaching and Learning Toolkit - EEF - +5months</i></p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><i>Teaching Assistant Interventions - Teaching and Learning Toolkit - EEF - +4months</i></p>	
<p>Embedding of Maths interventions using Can Do KPI documents to support pupils to keep up not catch up. Identifying gaps in Mathematical understanding and facilitating secure background knowledge</p> <p>Maths buddies to support understanding and methodology</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><i>Teaching Assistant Interventions - Teaching and Learning Toolkit - EEF - +4months</i></p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p><i>Small Group Learning - Teaching and Learning Toolkit - EEF - +6months</i></p> <p>Studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.</p> <p><i>Peer tutoring - Teaching and Learning Toolkit - EEF - +5months</i></p>	6
<p>Assessment of Oral Literacy skills of children upon starting Reception and specific intervention for those identified as having an Oral Literacy need – Nuffield Early Language Intervention</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><i>Oral Literacy - Teaching and Learning Toolkit - EEF - +6months</i></p>	1, 2, 4, 5

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of 'Golden Tickets' inviting children to extra-curricular clubs and funding their place</p> <p>Invitation to attend Nurture Breakfast Club for those identified as having attendance needs or requiring morning pastoral support</p> <p>Lunchtime provisions offering opportunities for structured and directed play</p>	<p>It is possible that if enrichment activities are offered universally, those who could benefit the most would be the least likely to participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.</p> <p><i>Extending School Time- Teaching and Learning Toolkit - EEF - +3months</i></p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><i>Physical Activity - Teaching and Learning Toolkit - EEF - +1months</i></p>	1, 3
<p>Access to free 'take home' library of books for families.</p> <p>Introduction of 'Reading Connections' for vulnerable children being read to and heard read</p>	<p>Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><i>Reading Comprehension Activities - Teaching and Learning Toolkit - EEF - +6months</i></p>	4
<p>Trained Emotional Literacy Support Assistants to support emotional wellbeing and mental health needs of children</p> <p>Development of 'Flourish Room' as a wellbeing hub to facilitate SEL</p> <p>In house offer of Therapeutic Intervention to address SEMH needs</p>	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><i>Social & Emotional Learning - Teaching and Learning Toolkit - EEF - +4months</i></p>	1

through Drawing & Talking. Embedding of the Mental Health offer created Spring 2024 to support the increase in SEMH needs.		
Inclusion Lead Salary	<p>Staff member in roll.</p> <p>Referrals to services for support.</p> <p>Early Help referrals.</p> <p>Relationships with families, evidence through parent feedback/consultation.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><i>Parental Relationships - Teaching and Learning Toolkit - EEF - +4months</i></p>	1, 2, 3, 4, 5, 6
Attendance Lead salary	<p>Termly monitoring, reporting and recording of attendance.</p> <p>Attendance plan facilitation.</p>	1

Total budgeted cost: £ 55,000

Part B: Review of the previous academic year

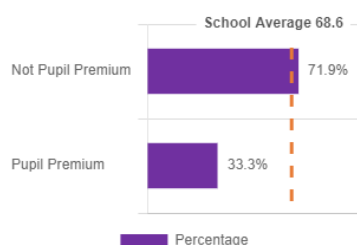
Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

EYFS GLD Outcomes 2023-24

Good Level of Development



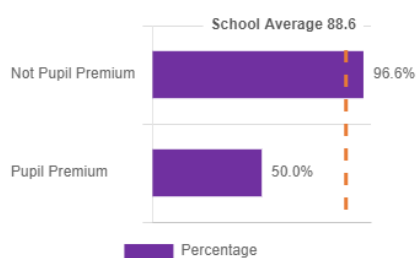
▼ Good Level of Development Data Table

Group	Percentage	Pupil Count
All Pupils	68.6%	24/35
Not Pupil Premium	71.9%	23/32
Pupil Premium	33.3%	1/3

Year 1 Phonics Screening Check Pass

End of KS1 Attainment against ARE

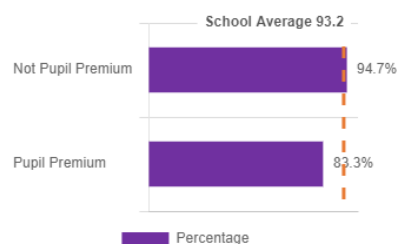
Year One



▼ Year One Data Table

Group	Percentage	Pupil Count
All Pupils	88.6%	31/35
Not Pupil Premium	96.6%	28/29
Pupil Premium	50%	3/6

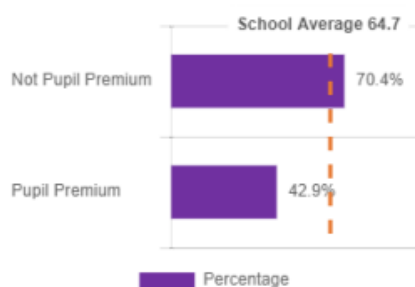
End of KS1



▼ End of KS1 Data Table

Group	Percentage	Pupil Count
All Pupils	93.2%	41/44
Not Pupil Premium	94.7%	36/38
Pupil Premium	83.3%	5/6

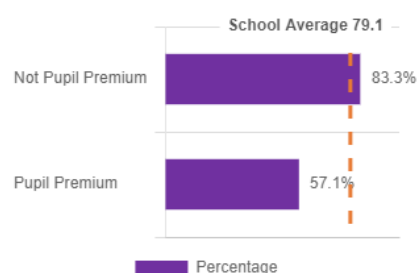
Year 4 Multiplication Check Pass Achieved 20/25 or greater



▼ Achieved 20/25 or greater Data Table

Group	Percentage	Pupil Count
All Pupils	64.7%	22/34
Not Pupil Premium	70.4%	19/27
Pupil Premium	42.9%	3/7

End of KS2 Attainment against ARE Combined RWM



▼ Combined RWM Data Table

Group	Percentage	Pupil Count
All Pupils	79.1%	34/43
Not Pupil Premium	83.3%	30/36
Pupil Premium	57.1%	4/7

SEN Register and PP

Total number of pupils on SEN register: (70 / 304) 23.68% of total academy population
Pupil premium children: (14) 20% of SEND and 37.83% of PP in Academy (37)

My Plan	My Plan +	EHCP pending	EHCP active
61.64% of which 13.33% PP	16.44% of which 8.33% PP	8.22% of which 50% PP	16.44% of which 41.66% PP

Attendance and PP

Attendance figures of PP vs Non-PP children for Academic Year 2023-2024

Average Attendance % of PP	Average Attendance % of Non-PP
84.6%	94.3%

Persistent absence of PP vs Non-PP children for Academic Year 2023-2024

% of Persistent absence PP	% of Persistent absence Non-PP
36.95%	14.7%

Suspensions and PP

Suspensions of PP children vs Non PP children

Number of PP suspensions	Number of Non-PP suspensions
4	4

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2022-2025, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the investment in staff development and understanding of factors impacting Social and Emotional Needs (ACEs, Trauma, Demand Avoidance and Specific Learning Difficulties) and how to support children to build resilience from this was effective however needs embedding. The introduction of a Mental Health Offer and working with external professionals to support the emotional health of children has been a success and has been celebrated by parents who are thankful for Minchinhampton making Children's Mental Health a priority.

The systems put in place to holistically identify needs early and offer early intervention was particularly effective in facilitating learning, sadly this has not shown through academic attainment data. However, it is evidenced through improvement to children's wellbeing, confidence and parental engagement. This was recognised by Ofsted (2024).

The investment in continuing to value a relationships approach with pupils, families and the wider community was recognised of high impact in the latest SIAMS (2024). However, we still feel we could do more to encourage community belonging and bring provide protective factors that will support the children of Minchinhampton outside of school too.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The 'elephant in the room' is balancing the time management of Teaching Assistants in supporting the learning in the classroom and providing intervention in order to ensure those disadvantaged keep up with their peers, this is a national issue linked to the reduction in funding within education however we will strive to do what we can to give ALL children opportunity to 'flourish' and live 'life in all its fullness'.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Attendance of after school clubs and sporting events delivered by Sports Coach.

The impact of that spending on service pupil premium eligible pupils

Social and Emotional development. Developing child's strengths in sport and confidence in participating in inter school competitions.