

# 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	274
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	31.12.2025
Date on which it will be reviewed	31.07.2026
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	£55494
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>	0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0.00
<b>Total budget for this academic year</b> <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>	£55494

# Part A: Pupil premium strategy plan

## Statement of intent

Nationally 29% of pupils are eligible for free school meals, up from 24.6% in 2024. This represents almost 2.2 million pupils. Minchinhampton has a lower than average number of children eligible for Pupil Premium however the school believe our percentage eligible for Pupil Premium to be higher, although still under National. We anticipate our levels of Pupil Premium to be more in line with the South West Average of 21%

Although Nationally 29% of children are pupil premium there are actually 36% of children nationally living in poverty. Therefore a disparity of 7% of children living in poverty of whom are not eligible for Pupil Premium. At Minchinhampton we experience this narrative within our demographic which is one of the reasons we monitor and track the learning and experiences those children who are living in poverty but are non PP too.

There have been improvements in the disadvantaged gap between EYFS National and South West children with Pupil Premium compared to last years data. The gap between disadvantaged and non-disadvantaged has reduced more than the National figures.

	<b>Nationally 2023-2024</b>	<b>Nationally 2024-2025</b>	<b>South West 2023-2024</b>	<b>South West 2024-2025</b>
<b>EYFS</b>	4.6months	4.7months	5.3months	4.9months
<b>End of KS2</b>	10.3months	10months	12.2months	12.5months

However, by the end of KS2 the gap between disadvantaged and non-disadvantaged has stayed the same with those children living in the South West being at even more disadvantaged than those PP children living in other areas of the country. Rural disadvantaged continues to be a huge problem in the South West and certainly a strong narrative for our location in Minchinhampton. Rural poverty is not as understood as Urban poverty and therefore what strategies may work for an urban PP child may not be as effective for a rural PP child due to access to local facilities, support networks and resources.

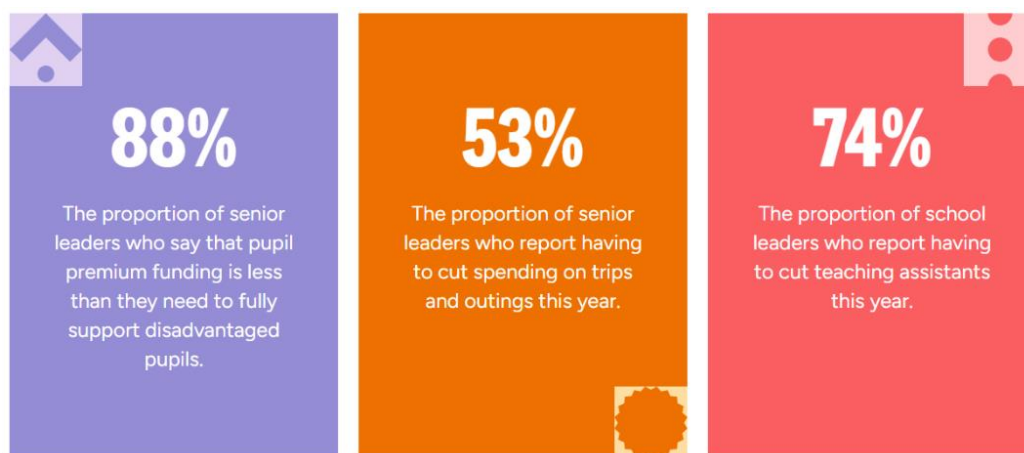
Therefore, we need to continue to address how we are reducing this gap to ensure our PP children are more in line with their Non-PP peers. We need to look at the 7 key areas of potential disadvantage, know each child's story individually and tailor the support for that child and their family to reduce the gap in attainment and overall opportunities to flourish.



**Emotional, Health/Disability, Geographical, Financial, Housing, Cultural/Social, Educational**

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

The Sutton Trust, 2025 identified that there has been a 20% increase on cuts to Teaching Staff and Support Staff which is having a direct impact on the progress of our disadvantaged pupils. This meaning that many senior leaders are having to lean on Pupil Premium funding to plug budget gaps.



This narrative is certainly not alien to Minchinhampton however we have strived to ensure that this does not impact on our children, that we continue to holistically support them to thrive. The Joseph Brounree foundation report (June 2024) recognised the challenges the education sector are being faced with post covid and the crisis of mental health among our young children. At Minchinhampton we have recognised this change and have acted responsively to the changing need and demographic of our school buffering the stressors children are facing out of school with in-house initiatives.

In our latest Ofsted inspection we were recognised for our investment in an 'Outstanding' Personal Development Curriculum. We believe Personal Development is crucial in empowering future opportunities for our children therefore have invested heavily in our intentional pastoral support and social, emotional and mental health offer.

We strongly hold the ethos that with disadvantaged children and families is a privilege and all children can thrive academically if they feel a strong sense of belonging in their community. Low income is not a barrier and we never lower our expectations based on our families 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 uses these three key threads to scaffold our disadvantaged children to thrive during their time with us at Minchinhampton.

## Challenges

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

Challenge number	Detail of challenge
<b>Accurate Assessment of need</b> 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 do this by looking at the 7 key areas to disadvantage. We need to identify the symptoms, interrogate these so that we don't make assumptions, get to the root cause and question why.	
1	<b>Social Capital</b>  Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low resilience, sense of belonging and mirroring the national mental health crisis among children. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support internally from the Inclusion Lead and external services remain relatively high.  22 of the 92 children on the Special Educational Needs register were disadvantaged, totalling 40.22% of the Pupil Premium children within our school. <ul style="list-style-type: none"> <li>• 11 (47%) of the PP children had a primary need of Social, Emotional and Mental Health compared to 25 (32%) of their non-PP peers.</li> </ul> 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; <ul style="list-style-type: none"> <li>• Average attendance of PP children last academic year was 90.44% far lower than non-PP peers at 96.6%. However, huge improvements in attendance of PP have been evidenced, as the previous year the attendance of PP was 84.6%</li> <li>• Average persistent absence attendance of PP pupils was 24.14%, higher than the 6.31% of their non-PP peers. Both represented a decrease on the previous year, when the average persistent absence of PP was 36.95% (14.7% non-PP). Last year we continued with a number of dual PP/High Need SEND children requiring managed/part time timetables.</li> </ul>
3	<b>Financial Capital</b>

	<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. 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"> <li>• 23 (62%) PP children attended extra curricular clubs in 2024-25 an increase on the previous year when only 9 (22.5%) children attended in 2023/4</li> </ul>
	<p><b>Cultural Capital</b></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"> <li>• 0% of Pupil premium children in EYFS achieved GLD in comparison with 85% of their non-PP peers, this is a decrease to the previous year (2023/24) when 3% of PP children achieved GLD in EYFS. However in 2024/25, PP children, on average, achieved 2.3% of Early Years Goals.</li> <li>• 16.7% of Pupil Premium children achieved Age Related Expectation in Combined Reading, Writing and Maths at the end of KS1 in comparison with 76.1% of their non-Pupil premium peers, this is an decrease to the previous year when 50% of PP children achieved ARE at the end of KS1 in Combined Reading, Writing and Maths</li> <li>• 33.3% of Pupil Premium children achieved Age Related Expectation in Combined Reading, Writing and Maths at the end of KS2 in comparison with 76.3% of their non-Pupil premium peers, this is a decrease to the previous year when 51% of PP children achieved ARE at the end of KS2 in Combined Reading, Writing and Maths</li> </ul>
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"> <li>• 66.7% of Pupil Premium children achieved their Year 1 Phonics Screening Check in comparison with 89.3% of their non-Pupil premium peers</li> <li>• 50% of Pupil Premium children achieved Age Related Expectation in Reading at the end of KS1 in comparison with 83.3% of their non-Pupil premium peers</li> </ul>

	<ul style="list-style-type: none"> <li>66.7% of Pupil Premium children achieved Age Related Expectation in Reading at the end of KS2 in comparison with 89.5% of their non-Pupil premium peers</li> </ul>
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"> <li>33.3% of Pupil Premium children achieved Age Related Expectation in writing at the end of KS1 in comparison with 90% of their non-Pupil premium peers</li> <li>66.7% of Pupil Premium children achieved Age Related Expectation in Writing at the end of KS2 in comparison with 94.7% of their non-Pupil premium peers</li> <li>66.7% of Pupil Premium children achieved Age Related Expectation in Spelling, Punctuation and Grammar at the end of KS2 in comparison with 86.8% of their non-Pupil premium peers</li> </ul>
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"> <li>33.3% of Pupil Premium children achieved Age Related Expectation in Maths at the end of KS1 in comparison with 80% of their non-Pupil premium peers</li> <li>40% of Pupil Premium children achieved their Year 4 Multiplication Check in comparison with 70% of their non-Pupil premium peers</li> <li>33.3% of Pupil Premium children achieved Age Related Expectation in Maths at the end of KS2 in comparison with 84.3% of their non-Pupil premium peers</li> </ul>

## 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
<b>Social Capital</b>  Improved attendance of disadvantaged children to be more in line with non-disadvantaged peers	<p>Sustained high attendance by 2025/26 demonstrated by: · the overall attendance of all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and no more than 5% (once significant variation due to managed timetables removed from figures)</p> <p>The percentage of all pupils who are persistently absent being below 12% and the figure among</p>

	disadvantaged pupils being no more than 2% lower than their non-PP peers.
<b>Financial Capital</b> Improved offer of clubs available building on children's strengths and needs.	In 2025/26 the attendance of disadvantaged children within extra-curricular clubs has sustained improvement, in turn developing of resilience within protective and compensatory experiences and sense of belonging within the school community
<b>Cultural Capital</b> Improved reading attainment among disadvantaged pupils.	By end of EYFS, 33% of disadvantaged children will reach a Good Level of Development (GLD)  End of Key Stage 1 reading outcomes in 2025/26 show that more than 33% of disadvantaged pupils meet the expected standard.  End of each Key Stage 2 reading outcomes in 2025/26 show that more than 67% of disadvantaged pupils meet the expected standard
Improved writing attainment among disadvantaged pupils.	End of Key Stage 1 writing outcomes in 2025/26 show that more than 17% of disadvantaged pupils meet the expected standard.  End of Key Stage 2 writing outcomes in 2025/26 show that more than 67% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of each Key Stage	KS1 maths outcomes in 2025/26 show that more than 33% of disadvantaged pupils met the expected standard.  KS2 maths outcomes in 2025/26 show that more than 33% of disadvantaged pupils met the expected standard.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

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 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>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>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



<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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continuation 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 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>Emotional Literacy Support Assistant salary to support emotional wellbeing and mental health needs of children</p>	<p>Staff member in roll.</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 &amp; Emotional Learning - Teaching and Learning Toolkit - EEF - +4months</i></p>	1
<p>Inclusion Lead Salary</p>	<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
<p>Attendance Lead salary</p>	<p>Termly monitoring, reporting and recording of attendance.</p> <p>Attendance plan facilitation.</p>	1

**Total budgeted cost: £ 55 494**

## 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 (see above).

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

#### SEN Register and PP

Total number of pupils on SEN register: (92 / 284) 32.39% of total academy population

Pupil premium children: 40.22% of PP in Academy have SEND

My Plan	My Plan +	EHCP pending	EHCP active
69.57% of SEN register	11.96% of SEN register	4.35% of SEN register	18.48% of SEN register

#### Attendance and PP

Attendance figures of PP vs Non-PP children for Academic Year 2024-2025

Average Attendance % of PP	Average Attendance % of Non-PP
90.44%	96.6%

Persistent absence of PP vs Non-PP children for Academic Year 2024-2025

% of Persistent absence PP	% of Persistent absence Non-PP
24.14%	6.31%

#### Suspensions and PP

Suspensions of PP children vs Non PP children for Academic Year 2024-2025

Number of PP suspensions	Number of Non-PP suspensions
2	1

#### Review of Previous PP Strategy Outcomes 2023-2024

Outcomes 2024-2025	Review of Outcomes
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<p>By 2025, we will have an accurate and precise understanding of the lived experiences of our pupil premium children by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Gain teacher and subject leader feedback on levels of engagement and participation in lessons, attainment and progress</li> <li>• 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</li> <li>• 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</li> <li>• Assessment of pupil wellbeing, mental health to enhance resilience and strategies to buffer stressors to remain tolerable</li> <li>• Coworking with families to understand their lived experiences, their access to technology and other supportive learning materials</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitored weekly by Attendance lead including specifically PP/non-PP. Attendance meeting with families and Attendance plans created. Celebrated when achieved.</li> <li>• Regular analysis of data by subject leaders after every data drop, interventions planned and delivered for those identified from assessment analysis. Monitored and Reviewed by delivery staff and SENCO.</li> <li>• Subject Leader non-contact time, lesson drop ins, pupil views, book looks, data analysis and CPD offered in house.</li> <li>• DSLs monitor daily behaviours and safeguarding concerns. Are responsive to need and proactively make changes.</li> <li>• Subject leader non-contact time included pupil voice and feedback from learners to enable action planning and next steps.</li> <li>• Referral process in place for when Class teachers have concerns, collaborative working with parents. SDQs starting to be used.</li> <li>• Strong pastoral support and working with families, good relationships with families. Referrals made for support outside of school when required.</li> <li>• Home visits for all Reception children took place to gain insight into home situation.</li> </ul>
<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</p>	<p>Whole school attendance (excluding P/T) 96.4%</p> <p>Difference in attendance (excluding P/T) between PP and non-PP children is 3.16%</p>

figure among disadvantaged pupils being no more than 5% lower than their non-PP peers.	Average persistent absence attendance of PP pupils was 24.14%, higher than the 6.31% of their non-PP peers.
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	Huge improvements, 40% improvement in attendance of PP children attending clubs on previous year. 62% of PP children attending after school extra-curricular clubs
End of Key Stage 1 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.	50% of Pupil Premium children achieved Age Related Expectation in Reading at the end of KS1
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.	66.7% of Pupil Premium children achieved Age Related Expectation in Reading at the end of KS2. Sadly 0% achieved greater depth
End of Key Stage 1 writing outcomes in 2024/25 show that more than 40% of disadvantaged pupils meet the expected standard.	33.3% of Pupil Premium children achieved Age Related Expectation in writing at the end of KS1
End of Key Stage 2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.	66.7% of Pupil Premium children achieved Age Related Expectation in Writing at the end of KS2
KS2 maths outcomes in 2024/25 show that more than 30% of disadvantaged pupils met the expected standard.	33.3% of Pupil Premium children achieved Age Related Expectation in Maths at the end of KS2

Based on all the information above, the performance of our disadvantaged pupils met most of our expectations however identifying progress can still be made with attendance disparities between PP and non-PP children and also within KS1 Reading and Writing outcomes. However, in our Ofsted report (2025) it was noted, "Reading is a priority. Staff help children to foster a love of reading as soon as they start school in the early years. .... There has been a focus on teaching strategies to support pupils with learning to read. As a result, teachers deliver the reading curriculum well. Pupils who fall behind quickly receive the support they need to catch up. This helps pupils to become confident and fluent readers." Although "The school has made changes recently to improve the writing curriculum" (Ofsted 2025) it is clear that we still need to develop this area, the new Writing Framework will be at the centre to this.

Us continuing to invest in staff development and understanding of factors impacting Social and Emotional Needs, disadvantage and how to support children to build resilience from this is now more embedded. We continue to follow our Mental Health Offer and work with external professionals. Not only has this been celebrated by parents but externally by Ofsted (2025), "The school's work to support pupils' personal

development is exemplary..... pupils learn about tolerance, acceptance and difference. They recognise the importance of treating others fairly and kindly. This helps prepare them well for the future.”

The systems put in place to holistically identify needs early and offer early intervention was particularly effective in facilitating learning, we are now seeing this progress represented within Maths, KS1 Reading and Writing academic attainment data. Ofsted (2025) shared “The school sets clear expectations for attendance. It works closely with families to provide support.”

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). It was also recognised in our latest Ofsted (2025) “There is a strong sense of community in the school. Compassion threads through the school’s ethos and environment.”, that “pupils demonstrate a mature understanding and appreciation of others”.

We have encouraged community belonging and bring provide protective factors that will support the children of Minchinhampton outside of school too, this being with the use of ‘Golden Tickets’. “[Minchinhampton] goes above and beyond to provide a wide range of opportunities to support pupils’ broader development. There is an extensive range of extracurricular activities to develop pupils’ talents and interests.”

The EEF Implementation Guidance ‘encourages schools to do fewer things better by carefully selecting and embedding evidence- informed approaches that drive meaningful and sustainable change.’ We have reviewed our strategy plan and made small changes to how we intend to use some of our budget this academic year however limiting the changes we have made to ensure we do fewer things better. We need to continue 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 continues to be 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.