

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Minsterley Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Wilcox
Pupil premium lead	Katie Wilcox
Governor / Trustee lead	Barbara Norsworthy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,700
Recovery premium funding allocation this academic year	£2,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,170

Part A: Pupil premium strategy plan

Statement of intent

At Minsterley Primary School we aim for all children to reach their potential. Pupils that are in receipt of Pupil Premium face particular barriers in reaching their full potential. At Minsterley Primary School we ensure that these barriers are overcome, and the pupils are supported in the best possible way to ensure they can succeed.

Challenges

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

Challenge number	Detail of challenge
1	<i>Emotionally vulnerable.</i>
2	<i>Parental engagement</i>
3	<i>Pupils making less than expected progress.</i>
4	<i>Low aspirations.</i>
5	<i>Negative impact of covid-19 including lack of IT support.</i>

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
<i>Parents are actively engaged in their child's learning.</i>	Communication is effective using class dojo. Parents attend meetings with teachers. Parents support with homework and communicate with school any problems.
Pupils emotional needs are met, and they receive necessary support when required.	All pupils feel happy and safe at school. They maintain a positive attitude towards their learning and build positive relationships in school.
Children achieve their expected target in line with their peers with similar starting points.	85%+ make expected or better than expected progress in reading, writing and maths.
All pupils have access to IT equipment and internet to carry out home learning.	Pupils carry out their home learning successfully and submit their work each day.

All pupils have the opportunities to experience extra-curricular activities including clubs, trips and residential.	Pupils experience a wide range of extra-curricular activities which develops confidence and interested which are none academic.
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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: £ 20,250

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<i>High quality teaching and learning consistent across school in all areas of the curriculum. Teachers understand how knowledge is transformed into long term memory.</i>	Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	Thinking Matters- metacognition CPD for all teachers and TA's along with working joint through the SDG school, teachers develop strategies for questioning to develop thinking skills. £2000	3
<i>Use of Accelerated Reader, TTRS and Nesy.</i>	This has worked well for the last 3 years and is also supported by evidence from EEF. Effective use and outcomes of TTRS reported by other schools.	£250	3, 5
<i>Use of TA's to provide targeted intervention.</i>	Use of TA's enable higher adult to pupil ratios within the class to support teaching and learning. Planned interventions set at pupil progress meetings focusing on small steps. This has been highly successful in the past. Sutton trust 2011 report.	£18,000	3, 5

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

Budgeted cost: £ 3,150

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<i>1-2-1 and small group TA led intervention based on teacher directed activities.</i>	Some children would benefit from targeted support to catch up and 'close the gap'. We have found that focused TA-led in-lesson support has worked well in addressing gaps in progress in previous years and is supported by evidence from other schools. (Third space learning)	£3,150	3

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

Budgeted cost: £ 26,115

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<i>Ensure all children have access to trained Emotional Literacy Support Assistant. ELSA x 9 hours per week</i>	Research (See study by Bowerman & Davies, Child and Educational Psychologists, Cheshire West and Chester, Spring 2018) suggests positive outcomes for LAC children in relation to access to ELSA. Third Space Learning places importance of improving children's interaction and management of emotions to support pupils.	£4,735	1
<i>Resources to support ELSA sessions to be purchased and set up in breakfast club room.</i>	See above- resources to ensure environment enables best possible outcomes for ELSA sessions including IWB for use.	£5,000	1
<i>Reduced cost starting in January 2023 for all PP children for trips and visits and clubs. £60 for year.</i>	Wider experiences have positive benefits on learning especially for the most vulnerable children. (Third space learning)	£2,400	2, 4

<i>Ensure that all children have access to a device in school to work from in order to receive high quality provision.</i>	Technology available and working for all children to complete quality first interventions and homework.	£5,000	1
SENCO/Parent support MW to provide school support to families that have been identified leading on to Early Help for those required. Develop a trusting relationship with parents that require additional support.	Parent support to enable family's guidance or signpost to guidance.	£8,980	2

Summary

Pupil Premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	
Pupil premium funding carried forwards from previous years (enter £0 in not applicable)	£0
Total budget available for this academic year	£48,128
Budgeted costs:	
Teaching	£ 20,250
Targeted academic support	£ 3,150
Wider strategies	£ 26,115
Total budgeted costs	£49,515
Overspend (to be met from school budget)	£1,387

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

KS2 SATS 2023 DATA- Disadvantaged

Reading

Below expected	12.5%
Expected	87.5%
Greater Depth	12.5%

Writing

Expected	62.5%
Greater Depth	0%

Maths

Below expected	12.5%
Expected	87.5%
Great Depth	25%

Progress- PP

Estab No.	Estab. Name	Total Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	LA (state-funded schools)	708	7.0	90.5%	46.3%	-0.74	±0.50	89.4%	51.3%	-0.87	±0.48	90.5%	40.2%	-1.75	±0.47
2072	Minsterley Primary School	8	6.6	100.0%	100.0%	+6.38	±4.45	100.0%	87.5%	+2.30	±4.30	100.0%	100.0%	+5.93	±4.19

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nuffield Early Language Intervention	School (funded by Shropshire Council)