



Pupil Premium Strategy Statement

Assistant Principal (Assessment and Outcomes) | October 2021

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **Motivation, Commitment & Care.**



Minsthorpe
Community College

Section 1

Overview

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Minsthorpe Community College
Number of pupils in school	1412
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M Gilmore and R Merritt
Pupil premium lead	K McGowan
Governor / Trustee lead	B Semper

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£418,768
Recovery premium funding allocation this academic year	£63,583
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£482,351



Part A: Pupil Premium Strategy Statement

Statement of intent

Motivation, Commitment and Care runs throughout the core of our College and this strategy. Our intention is that all students at Minsthorpe Community College make good progress through access to a broad and balanced Curriculum which is planned with high expectations of all students, stretching those significantly above expected standards and remaining ambitious for those with low levels of prior attainment or from disadvantaged backgrounds. Teachers at Minsthorpe Community College strive to create a positive Climate for Learning and to deliver lessons where teaching is consistently high quality, with the result that all students are inspired to learn, make exceptional progress and develop skills to be lifelong learners. Our approach is to be responsive to the common challenges which our students face alongside supporting individuals. The activity outlined in this statement is intended to support all students needs to enable them to excel.

Our key principles are to;

- (i) Maintain a relentless focus on first wave quality teaching encompassing our 6 core teaching principles to ensure all disadvantaged students are targeted and challenged in every lesson.
- (ii) Provide targeted academic support to enable students to retain knowledge and improve progress.
- (iii) Actively engage our students in a variety of enrichment and aspiration raising programmes in order to motivate, engage and empower them to reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy skills
2	Lost learning due to covid related absences
3	Attendance concerns
4	Social and emotional issues
5	Failure to realise their aspirations



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
Close the attainment and progress gap	2024/25 outcomes demonstrate that the disadvantaged gap has not increased since the pandemic (2019) and has remained significantly below the National gap. Return to pre pandemic EBACC entry levels in line with National.
Improve attendance	To sustain an attendance rate which is in line with National.
Increased comprehension among disadvantaged students.	The fact that our students will be more confident readers will be evidenced by an increase in reading ages alongside teacher reports and class observations.
Raising aspirations and supporting next steps	Sustained low NEET figures demonstrated by: 2024 figures 0% NEET



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.

Expenditure Overview

Area of Support	Budgeted Cost
Teaching	£147,457
Recovery premium	£63,583
Targeted academic support	£111,792
Wider strategies	£159,519
Total budgeted cost:	£482,351

Teaching (for example, CPD, recruitment and retention) - Budgeted cost:

£147,457 + £63,583 recovery premium= £211,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 Maintain a relentless focus on first wave quality teaching encompassing our 6 core teaching principles to ensure all disadvantaged students are targeted and challenged.	“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Teaching and Learning toolkit 2021)	1,2,5
2 Sustain a rigorous approach to improving the literacy skills of all our learners through our whole school reading strategy and our approaches to vocabulary instruction.	“Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Oral language interventions are based on the idea that comprehension and reading	1,2,5



	skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. (Teaching and Learning toolkit 2021)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost: £111,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 Provide academic targeted support sessions to enable students to revise topics and support them with unfamiliar knowledge.	"Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement." (Teaching and Learning toolkit 2021)	2,3,5
4 Develop tutoring for targeted students to assist them to retain knowledge, remove barriers to learning and recover lost learning.	"The average impact of the small group tuition is four additional months' progress, on average, over the course of a year." (Teaching and Learning toolkit 2021)	2,3,4,5



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

- Budgeted cost: £159,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
5 Utilise a range of extensive attendance strategies to assist vulnerable students to access and engage with their learning.	"Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes." (EEF Attendance interventions for School aged pupils.)	3,4
6 Employ a range of bespoke pastoral care interventions (Collaborating with external agencies where appropriate) to provide support and strategies to remove barriers to learning.	"The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce." (Teaching and Learning toolkit 2021)	3,4,5
7 Inspire students through engagement, enrichment activities and wider curricular opportunities.	"Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them." (Teaching and Learning toolkit 2021)	3,4,5



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pre pandemic student progress in external examinations at KS4 and P16 were in line with National Average. From 2020, Teacher Assessed Grades have continued to be positive and have demonstrated students' detailed knowledge and understanding. The gap between our disadvantaged and non-disadvantaged students' attainment has slowly diminished over time. Pre pandemic, the progress gap (PP/Non-PP) at Minsthorpe (-0.25) was smaller than the National Gap (-0.58).

Further information

Our joint Principals began their Headship at Easter 2019 and have led the College through the pandemic. Alongside their experienced Leadership Team they have established 'Team Minsthorpe', a place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care. The experience and outcomes of all students is a consistent focus throughout our College, and we continue to refine our systems to address the needs of the College as a whole and individuals. We are currently developing our systems of Quality Assurance and Self Evaluation in order to continue securing success for our students and their College.

