



Pupil Premium Strategy Statement

Assistant Principal (Assessment and Outcomes) | December 2023

Vision

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



Minsthorpe
Community College



Pupil premium strategy statement

This statement details our College's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact of last year's spending.

School overview

Detail	Data
School name	Minsthorpe Community College
Number of students in school (Years 7-11)	1412
Proportion (%) of pupil premium eligible students	33%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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	£ 445,568
Recovery premium funding allocation this academic year	£120,198 (Estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£565,766



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our students, irrespective of their background, the challenges they face or their prior attainment, make good progress and achieve high attainment across the curriculum.

The activity we have outlined in this statement is intended to support vulnerable students regardless of whether they are disadvantaged or not. This includes students who are facing challenges such as those who have a social worker and those who are young carers.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our college.

Our strategy is also integral to wider school College for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach is to be responsive to common challenges and individual needs, based on assessment and evidence, not assumptions about the impact of disadvantage. We have adopted a whole College approach in which all staff 'know who and know how'. They take responsibility for disadvantaged students', support them to raise their expectations and aim for outcomes which they can be proud of.

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.
- (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 assist them to reach their potential.



Challenges

This details the key challenges to achievement that we have identified amongst our disadvantaged students.

Challenge number	Detail of challenge
1	Poor literacy skills. Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7, 74% of our disadvantaged students arrived with reading ages below their actual age, compared to 67% of their non-disadvantaged peers.
2	Lost learning due to covid related absences. Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies. Key stage 2 assessments demonstrate that on entry 52% of our disadvantaged year 7 students, arrived below age-related expectations compared to 30% of their non disadvantaged peers.
3	Attendance concerns due to absenteeism negatively impacting upon disadvantaged students' progress. Our attendance data in 2022/2023 indicates that attendance among disadvantaged students was 7% lower than non-disadvantaged students. Also in 2022-23, 52% of disadvantaged students were 'persistently absent' compared to 28% of their non disadvantaged peers.
4	Social and emotional issues Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged students, including their attainment. 45% of the students who currently require additional support for social and emotional needs are disadvantaged.
5	Failure to realise their aspirations Our observations and discussions with students and families suggest that many of our students have low aspirations and need more personalised CEIAG.



Intended outcomes

By the end of our current strategy plan, we are aiming for the outcomes below.

Intended outcome	Success criteria
Close the attainment and progress gap	Increased Progress and Attainment Close the attainment gap between disadvantaged students and non-disadvantaged.
Improve attendance	Reduced number of disadvantaged students who are persistently absent.
Develop students' literacy skills	Increased reading ages through the whole College reading strategy and reading interventions. Increased reading fluency and confidence supporting students to access the curriculum across all subjects.
Raising aspirations and supporting next steps	Sustained low NEET figures. Increased engagement in College .e.g attendance, enrichment, achievement points, reduction in behaviour points.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) in 2022/2023 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)- Budgeted cost: £ 71,123

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.	"Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve." (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	"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading	1,2,5



approaches to vocabulary instruction.	comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge." (Teaching and Learning toolkit 2021)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)-

Budgeted cost: £ 57,417 + £63,583 recovery premium

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.	"Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve." (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)	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)- Budgeted cost: £291,230

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.	"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



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.	“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment.” (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

Total budgeted cost: £ 485,353



Review of outcomes in the previous academic year

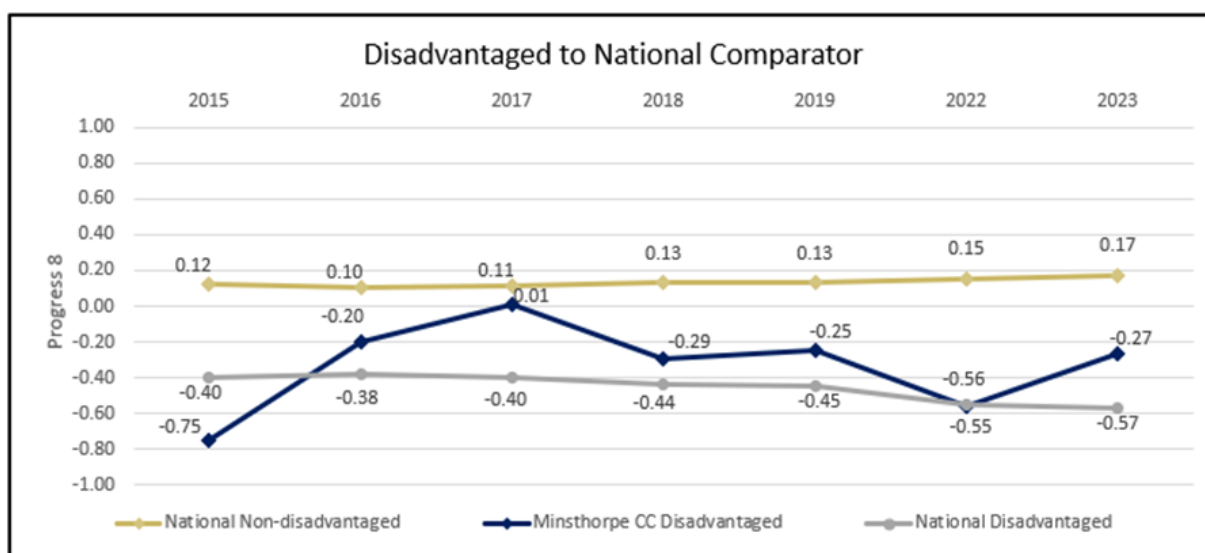
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Performance of Disadvantaged Students 2022/23

We have analysed the performance of our college's disadvantaged students during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments. The table below provides a summary of key data.

	Provisional Progress 8			Attainment 8		
	College 2022	College 2023	National 2023	College 2022	College 2023	National (2022)
Disadvantaged	-0.54	-0.27	-0.57	33.7	36.0	37.5
Non-Disadvantaged	+0.01	+0.27	+0.17	47.4	46.5	52.6
Gap	-0.55	-0.54	-0.74	13.7	10.5	15.1



The Progress 8 score for disadvantaged students at Minsthorpe remains better than disadvantaged students nationally. The Attainment 8 score for disadvantaged students at Minsthorpe is slightly lower than national, however in comparison to 2022 data, the gap is closing.

Whilst the disadvantaged progress gap has remained similar to 2022, the progress and attainment of disadvantaged students at Minsthorpe has improved.

Absence among disadvantaged students at the College was 7% higher than non disadvantaged students in 2022/23 and persistent absence 24% higher. We recognise this gap is too large which is why attendance remains a crucial part of our plan.

The reading ages of our disadvantaged students in KS3 are on average 20 months lower than their chronological ages, however the gap is closing (in 2022/23 this gap was 24 months). The reading ages of KS3 disadvantaged students are also significantly lower than the reading ages of their non disadvantaged



peers. This data demonstrates that the College has identified reading as a key area of development and the strategies in place are starting to have impact. The College sees this as a long term focus.

Our assessments (including behaviour and achievement data, student support referrals and extra-Curricular attendance figures) demonstrated that the social and emotional needs of our students remain a priority.

Current information demonstrates that NEET figures from the 2023 cohort are at 0.8%. Assisting our students to realise their aspirations remains a consistent focus.

Given all the information above, we have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Staff members are available to support service students with anxiety and loss when a family member is deployed. Bespoke support is put in place for students dependent on their need.
What was the impact of that spending on service pupil premium eligible students?	All service children are encouraged to attend trips and other educational experiences offered. Teachers have observed improvements in friendships between service children through these trips and experiences.



1 Teaching

- Quality first wave teaching
- CPD
- Continued Curriculum Review for equity of access.
- Additional core teaching groups in Y7, 8, 11
- Whole College reading strategy
- After College and holiday academic support sessions
- Educational visits



2 Targeted academic support

- After College academic support sessions
- 1-1 and small group tutoring
- Academic support sessions
- Specialist Support interventions
- Lexia



3 Wider strategies

- Attendance monitoring and support
- Breakfast provision
- Providing practical resources
- Guidance support
- Enrichment and Engagement activities
- External agency support
- Music lessons
- Study support
- Pastoral care interventions

