



# Pupil Premium Strategy Statement

Assistant Principal (Assessment and Outcomes) | December 2022

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## **Vision**

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



**Minsthorpe**  
Community College

# Overview

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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 effect that last year's spending of pupil premium had within our college.

The document was reviewed by the Governor's Student and Standards Committee in November 2022.

## School Overview

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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 2022
Date on which it will be reviewed	November 2023
Statement authorised by	M Gilmore and R Merritt
Pupil premium lead	K McGowan
Governor / Trustee lead	B Semper

## Funding Overview

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Detail	Amount
Pupil premium funding allocation this academic year	£ 411,238
Recovery premium funding allocation this academic year	£69,336
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£480,574</b>



## Part A

# Pupil Premium Strategy Statement

### Statement of Intent

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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 among our disadvantaged pupils.

Challenge Number	Detail of challenge
1	<p><b>Poor literacy skills.</b></p> <p>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.</p> <p>On entry to year 7, from 2019-2022, between 84 - 85% of our disadvantaged students arrived with reading ages below their actual age compared to 69 - 76% of their non-disadvantaged peers.</p>
2	<p><b>Lost learning due to covid related absences.</b></p> <p>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.</p> <p>On entry 55% of our disadvantaged year 7 students arrived below age-related expectations compared to 33% of their non disadvantaged peers.</p>
3	<p><b>Attendance concerns</b></p> <p>Our attendance data in 2021/2022 indicates that attendance among disadvantaged students was 6% lower than for non-disadvantaged students.</p> <p>In 2021-22, 53% of disadvantaged students were 'persistently absent' compared to 31% of their peers. Absenteeism negatively impacts disadvantaged students' progress.</p>
4	<p><b>Social and emotional issues</b></p> <p>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.</p> <p>Nearly 50% of the students who currently require additional support for social and emotional needs are disadvantaged.</p>
5	<p><b>Failure to realise their aspirations</b></p> <p>Our observations and discussions with students and families suggest that many of our students have low aspirations and need more personalised CEIAG.</p>



## Intended Outcomes

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

<b>Intended outcome</b>	<b>Success criteria</b>
<b>Close the attainment and progress gap</b>	2024/25 outcomes demonstrate that the disadvantaged gap has not increased since the pandemic (2019) and has remained significantly below the National gap.
<b>Improve attendance</b>	To sustain an attendance rate which is in line with National.
<b>Increased comprehension among disadvantaged students.</b>	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.
<b>Raising aspirations and supporting next steps</b>	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.

### Teaching

(For example, CPD, recruitment and retention)

Budgeted cost: £ 71,123

Activity	Evidence that supports this approach
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)
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.	"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading 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)

### 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
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## 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



## Part B

# Review of Outcomes in Previous Academic Year

### **Pupil Premium Strategy Outcomes**

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

### **Performance of Disadvantaged Students 2021/22**

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We have analysed the performance of our college's disadvantaged students during the 2021/22 academic year using Key Stage 4 performance data and our own internal assessments. The table below provides a summary of key data.

In 2022, early entry grades were discounted from performance measures. This was due to the fact that in 2021 grades were awarded by teacher assessment. At Minsthorpe Community College 237 completing students were awarded a teacher assessed grade in English Literature (in 2021). These grades have therefore been discounted from the 2022 figures. This has had a significant impact on the College's key performance indicators.

For 2022, the Progress 8 score (which is a measure of how much progress students made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was -0.54 and for non-disadvantaged students 0.01. If the cohort's English Literature grades had been included, the College estimates this figure for disadvantaged students would be -0.33 and for non-disadvantaged students 0.22. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) for disadvantaged it was 33.7 and for non-disadvantaged students 47.4. Including English Literature, the College figure for disadvantaged students would be 35.9 and for non-disadvantaged 49.5.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.





The College has, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national average Progress 8 score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15. The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged students it was 52.6. **The Progress 8 score for disadvantaged students at Minsthorpe remains better than disadvantaged students nationally (even when the English Literature grades are discounted.)** The Attainment 8 score for disadvantaged students at Minsthorpe is slightly lower than nationally.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged students has also grown since the start of the pandemic. In 2019 the College's Progress gap between disadvantaged and non-disadvantaged was -0.26 and in 2022 it was -0.55. **Whilst this gap increase is disappointing, it remains smaller than the National gap at -0.70.** Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students.

	2022 Progress 8 figures Without early entry		2022 Progress 8 figures With early entry		2022 Attainment 8 figures Without early entry		2022 Attainment 8 figures With early entry	
	College	National	College	National	College	National	College	National
<b>Disadvantaged</b>	-0.54	-0.55	-0.33	-0.55	33.7	37.5	35.9	37.5
<b>Non -Disadvantaged</b>	0.01	0.15	0.22	0.15	47.4	52.6	49.5	52.6
<b>Gap</b>	-0.55	-0.70	-0.55	-0.70	13.7	15.1	13.6	15.1

Absence among disadvantaged students at the College was **6% higher** than their peers in 2021/22 and **persistent absence 22% 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 24 months lower than their chronological ages and are also lower than the reading ages of their non disadvantaged peers. This demonstrate that reading skills must remain a key focus and we have therefore reviewed the strategies in place. The new systems will allow us to identify students more quickly and to be able to put in support where it is required.

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. The impact of Covid-19-related issues was particularly acute for disadvantaged students. Our plan identifies using pupil premium funding to provide bespoke pastoral interventions.

Current information demonstrates that NEET figures from the 2022 cohort are at **0%**. However, assisting our students to realise their aspirations remains a consistent and 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

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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.

## Further Information

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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.



# 1 Teaching

- Quality first wave teaching
- CPD
- Additional core teaching groups in Y7, 8, 11
- Home learning platforms ie Sparx
- Whole School reading strategies, Oracy Strategies and Vocabulary instruction
- After College and holiday academic support sessions
- Educational visits



# 2 Targeted academic support

- Targeted academic support
- 1-1 tutoring and small group tutoring
- Student Support interventions
- Lexia

# 3 Wider strategies

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

