



# Pupil Premium Strategy and Spending Plan



**Minsthorpe Community College:** A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

## **PUPIL PREMIUM INTRODUCTION**

Minsthorpe Community College is a school which is larger than the National average and has over a third of the cohort who are disadvantaged, which is also a larger proportion than the national average.

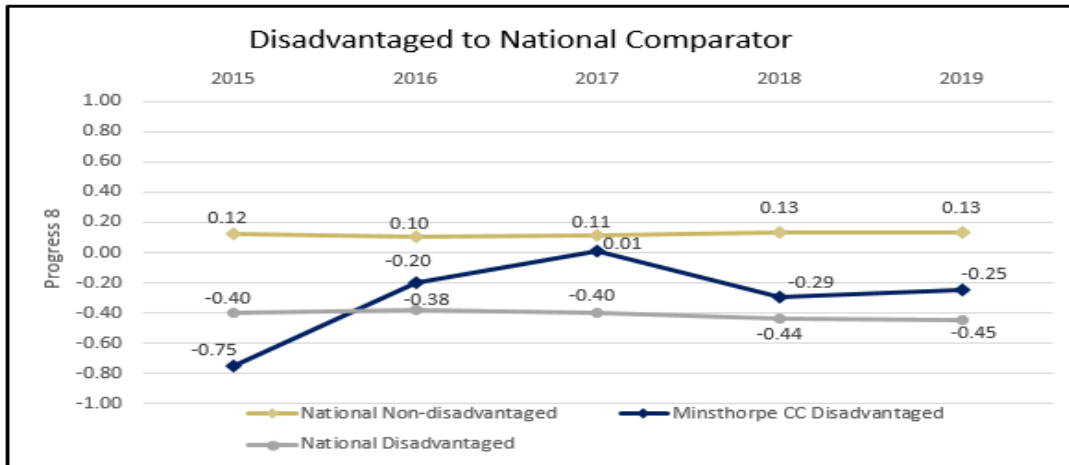
We are committed to every child believing that they can achieve and use Pupil Premium funding to support each individual student to achieve their potential. Our staff invest in a core vision to 'diminish the difference', in order that all students can succeed and be proud of their achievements.



**IMPACT- HEADLINE FIGURES 2018-2019**

Pupil Premium	National		2019	2018	2017
	Non PP	PP			
Progress 8	+0.13	-0.45	-0.25	-0.29	+0.01
Attainment 8	50.2	36.6	36.1	32.9	39.2
%9-4 in English and Maths	72.0%	44.0%	47.1%	37.9%	45.0%
% Achieving Ebacc 4+	29.0%	13.0%	14.3%	6.1%	15.0%

N.B. figures in grey are not comparable to current year due to national methodology changes.



- At Minsthorpe Community College disadvantaged students are making better progress than their disadvantaged peers nationally. (National disadvantaged -0.45, Minsthorpe disadvantaged -0.25).
- The internal Progress 8 gap between disadvantaged and non-disadvantaged (-0.25) remains well below the 2019 national gap (-0.58).
- 2018-2019 whole College disadvantaged attendance is broadly in line with disadvantaged National attendance (2017/2018.)
- The 2019 disadvantaged NEET (including unknown) figure is impressive at 2.7% (7% National December 2018).
- 96% of the Year 11 2019, disadvantaged cohort stayed in education or training and following Y13, 84% of disadvantaged students made successful progressions in to either University, Apprenticeships or work.
- The progress of disadvantaged students across all year groups remains a key focus and this is reflected by improved outcomes. Year 8, 9 and 10 students are currently predicted to progress in line with students Nationally.

**Overview of funding**

In 2019-2020 the college will receive £396,907 of Pupil Premium funding.

**PUPIL PREMIUM PROFILE**

Percentage of Pupil Premium students	37.6%
Number of students eligible for Pupil Premium	582
Number of Looked after children eligible for Pupil Premium	7
Number of children previously looked after/ adopted from care/ special guardianship	5
Service Child Premium	16



**COHORT PROFILE**

Year group	Cohort number	Number of disadvantaged students	Percentage of disadvantaged students
<b>Year 7</b>	<b>312</b>	<b>119</b>	<b>38.14%</b>
<p>The proportion of disadvantaged students in this cohort is significantly above the college average for the 2<sup>nd</sup> year running. The proportion is similar to last year’s intake. The KS2 average scaled scores for disadvantaged students has dropped slightly by 0.82 points. However, the gap to non-disadvantaged outcomes has decreased to 2.1 points having being 3 points in the year previous. The average reading age scores shows a difference of 8 months between disadvantaged and non-disadvantaged students.</p>			
<b>Year 8</b>	<b>269</b>	<b>110</b>	<b>40.89%</b>
<p>The percentage of disadvantaged students in this cohort has significantly increased compared with previous years. The KS2 outcomes have improved compared with previous years but they do remain 3 scaled score points behind their non-disadvantaged peers on average. The average reading age scores shows a difference of 9 months between disadvantaged and non-disadvantaged students. The pastoral reports shows the attendance of disadvantaged students is 3% lower than their peers and the proportion being excluded or having behaviour concerns is much higher.</p>			
<b>Year 9</b>	<b>258</b>	<b>76</b>	<b>29.46%</b>
<p>This year group have a relatively low proportion of disadvantaged students compared to other year groups. However, their KS2 outcomes show there was a significant gap between disadvantaged and non-disadvantaged students on entry at MCC. The average reading age scores also suggests this with a 5 month difference. The pastoral reports shows the attendance of disadvantaged students is 3% lower than their peers and the proportion being excluded or having behaviour concerns is much higher.</p>			
<b>Year 10</b>	<b>293</b>	<b>90</b>	<b>30.72%</b>
<p>This large cohort of students have a typical proportion of disadvantaged students. Average scaled scores suggest that, while there is a gap on entry between disadvantaged and non-disadvantaged, it is smaller than other year groups. The average reading age scores, however, shows a large difference of 8 months between the two student groups. The attendance figures show disadvantaged students attend 3% less than their non-disadvantaged peers, which is a smaller gap compared to other year groups. The proportion of disadvantaged students being excluded or having behaviour concerns is much higher compared with non-disadvantaged.</p>			
<b>Year 11</b>	<b>249</b>	<b>76</b>	<b>30.52%</b>
<p>The percentage of disadvantaged students in this year group is in line with other year groups. In terms of prior attainment, the KS2 outcomes show these students were a sub level behind their non-disadvantaged peers. There is a 5 month gap on average reading ages between disadvantaged and non-disadvantaged students. The pastoral tracker highlights large differences between the student groups. Disadvantaged students’ attendance is a concerning 5% lower than their peers, while the proportions of exclusions and behaviour incidents are significantly higher.</p>			

**COLLEGE PRIORITIES 2019-2022**

<p><b>Priority 1</b> - Improve Progress for all students</p> <p><b>Priority 2</b> - Diminish the difference (PP, SEND, LMH, gender)</p> <p><b>Priority 3</b> - Improve whole College attendance</p>	<p><b>SAFEGUARDING AS A STATUTORY DUTY</b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------



**BARRIERS TO LEARNING**

Our student’s barriers to learning can be summarised in the following areas:

- |                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Poor attendance</li> <li>2. Reading ages below their chronological age</li> <li>3. Social and emotional issues</li> <li>4. Low aspirations</li> <li>5. Poor organisation and lack of confidence</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**ACTIONS**

In order to address the barriers to learning effectively, the Pupil Premium Plan mirrors our College Strategic Plan and has therefore been divided in to the following key areas

<b>LEADERSHIP AND MANAGEMENT</b>
<b>QUALITY OF EDUCATION</b>
<b>BEHAVIOUR AND ATTITUDES</b>
<b>PERSONAL DEVELOPMENT</b>

The actions in our plan are in direct response to the College data and through the knowledge and understanding of our students and the community we serve.

**REVIEW**

The Pupil Premium Plan will be reviewed following each assessment point and the findings will be shared with appropriate stakeholders.



### Pupil Premium Plan

The plan below details our key strategies to support disadvantaged students and the cost of these. However, our whole College intervention strategies exceed by far the total amount we receive for the Pupil Premium. The strategies in place to support disadvantaged students are informed by the College’s knowledge and experience regarding the best strategies to support our students and academic research (principally from the findings of the EEF Toolkit).

Action	What is the evidence and rationale for this choice?	Staff lead(s)	How will you ensure it is implemented well?	Budgeted Cost	Intended outcome
<b>LEADERSHIP AND MANAGEMENT</b>					
<b>Members of the leadership team and all middle leaders strategically plan, coordinate, manage and oversee the support available in order that progress gaps are diminished.</b>	<i>‘The choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’ EEF</i>	KMC	Assessment Points, Appraisal meetings, Progress meetings, IA/QA weeks	£34,705	To improve the progress of disadvantaged students.
<b>Provide continued professional development to equip staff to deliver quality first teaching.</b>	<i>‘Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school’s priorities.’ EEF</i>	JRE	Lesson observations, Lesson visits, Work scrutiny, INSET and meeting minutes	£6,400	Enquiry question reports which summarise the impact of the strategies used.
<b>Departments regularly meet together to share L&amp;T strategies including cognition, metacognition and motivation in order to support students within and across Curriculum areas.</b>	<i>‘Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress’ EEF</i>	SAD JRE	TLT minutes Schemes of Work Curriculum Area Strategic Plans	£3,303	To improve the progress of disadvantaged students.
<b>All teaching staff have an appraisal target centred around the outcomes of</b>	<i>‘Quality of teaching is the single most important driver of pupil attainment and a</i>	RME	Paragon evidence	£2,660	To improve the progress of



<p>disadvantaged students to signify the importance of this group of students. For some members of staff this target is regarding outcomes and some attendance.</p>	<p><i>range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.' EEF</i></p>				<p>disadvantaged students.</p>
<p><b>QUALITY OF EDUCATION</b></p>					
<p><b>We provide a range of Curriculum Pathways at a variety of levels to enable all students to achieve.</b></p>	<p><i>'... construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.' Page 49 School Inspection Handbook.</i></p>	<p>SLE</p>	<p>Curriculum offer Student voice Behaviour statistics</p>	<p>£35,225</p>	<p>To improve the progress of disadvantaged students through the enjoyment and engagement in lessons.</p>
<p><b>Review Schemes of Work to ensure effective sequencing and coverage of the curriculum challenges students to be more resilient and to be able to recall and retain key concepts.</b></p>	<p><i>'Quality of teaching is the single most important driver of pupil attainment. Maximising the quality of teaching will therefore be at the top of any school's priorities.' EEF</i></p>	<p>CTL</p>	<p>Schemes of Work Curriculum Area Strategic Plans Curriculum Area meeting minutes</p>	<p>£6,605</p>	<p>To improve the progress of disadvantaged students through a knowledge rich Curriculum.</p>
<p><b>All staff to fully embed ABC embracing all opportunities to teach, oracy where applicable.</b></p>	<p><i>'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.' EEF</i></p>	<p>CTLs</p>	<p>Schemes of Work Curriculum Area Strategic Plans Curriculum Area meeting minutes</p>	<p>£1,500</p>	<p>For our students to become more confident speakers supporting their articulation of ideas and spoken expression</p>
<p><b>Provide targeted academic intervention and Period 7 sessions in order increase students' knowledge, understanding and confidence.</b></p>	<p><i>'Small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely</i></p>	<p>CTLs</p>	<p>Assessment points, Intervention database</p>	<p>£4,287</p>	<p>To improve the progress of targeted students.</p>



	<i>matched to learners' needs explains this impact.' EEF</i>		Assessment Points Appraisal meetings IA/QA weeks		
<b>Provide study resources for students to support and encourage home learning and revision (e.g. text books, Hegarty Maths, Educake).</b>	<i>'Be responsive to and creative about supporting the interests of cohorts of students as a way of increasing engagement.' Victoria Education and Training</i>	CTLs	Hegarty, Educake and Seneca usage reports	£1,680	An increased number of students accessing the resources and an improved progress score for the individuals who have benefited from these resources.
<b>Implement an effective Accelerated Reader scheme for students in years 7-9 in order to improve their reading ages.</b>	<i>'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.' EEF</i>	KGI MMO	Star reader assessments Impact reports	£5,004	An increase in students reading age.
<b>An extensive transition programme is in place to assist all students to make a smooth transition to Minsthorpe. The most vulnerable receive bespoke additional visits to enable them to transfer successfully.</b>	<i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.' EEF</i>	LDR	Transition Programme Year 7 Behaviour and Attendance statistics Student voice	£11,342	High attendance and low behaviour incidents.
<b>BEHAVIOUR AND ATTITUDES</b>					
<b>A range of bespoke pastoral care interventions are in place to support students. These range from providing school uniform where appropriate to Social and Emotional, Aspiration Raising Interventions.</b>	<i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of</i>	RYA KMC	Attendance Behaviour statistics	£90,036	To improve attendance and reduce behaviour incidents.



	<i>four months' additional progress on attainment.' EEF</i>				
<b>The College works with the Magic breakfast scheme to offer a free breakfast for our students. The aim is to improve attainment outcomes by increasing the number of children who eat a healthy breakfast.</b>	<i>'Our evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils.' EEF</i>	MWA	Magic breakfast report	£100	To raise the number of students who are accessing this provision.
<b>The attendance of disadvantaged students is monitored daily by an additional ACCTL with direct responsibility for raising the attendance of this group of students.</b>	<i>At secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.' EEF toolkit</i>	VFI RYA CCTL	Attendance reports	£3,495	To raise the attendance for all year groups and to close the attendance gap between disadvantaged students and national non-disadvantaged.
<b>A bespoke range of attendance rewards are in place in order to promote year group attendance.</b>	<i>'Be responsive to and creative about supporting the interests of cohorts of students as a way of increasing engagement.' Victoria Education and Training</i>	CCTL ACCTL	Attendance reports	£38,552	To raise the attendance for all year groups and to close the attendance gap between disadvantaged students and national non-disadvantaged.
<b>Senior colleagues visit absent targeted students homes in the college mini bus each morning in order to raise attendance and attainment.</b>	<i>'Colleges can support good attendance by making it clear that attendance is monitored all through the day and, where possible, by contacting learners immediately when they fail to attend. Contacting learners in this way is much more effective when carried out by vocational staff rather than by</i>	RYA GNE CCTL	Weekly trackers, WCPR, Student reports	£40,526	To raise the attendance for all year groups and to close the attendance gap between disadvantaged students and national non-disadvantaged.





	<i>administrators whom the learner might not know'</i> <i>gov.uk/government/publications/improving-attendance-and-punctuality</i>				
<b>Develop further strategies to communicate the importance of high attendance to parents and intensively track and monitor the attendance of students.</b>	<i>'Existing evidence suggests that engaging parents in their children's education can have a positive impact on pupil outcomes' EEF</i>	RYA, GNE CCTL ACCTL	Weekly trackers, WCPR, Student reports	£64,606	To raise the attendance for all year groups and to close the attendance gap between disadvantaged students and national non-disadvantaged.
<b>An alternative, small group provision is in place to re-engage poor attenders.</b>	<i>'There is strong evidence that interventions that assist chronically absent students improve their attendance. On average, such programs increase student attendance by about one week.'</i> Campbell-Maynard	RYA RME AMI	Weekly trackers, WCPR, Student reports, case studies	£9,383	Successful case studies for key individual students which demonstrate increased attendance alongside re engagement.
<b>Organise and promote a Celebratory Prom for year 11 where the main criteria to attend is a positive College attendance figure.</b>	<i>'Be responsive to and creative about supporting the interests of cohorts of students as a way of increasing engagement.'</i> Victoria Education and Training	KMC LRA	Weekly trackers, WCPR, Student reports, case studies	£1,202	Successful case studies for key individual students which demonstrate increased attendance alongside re engagement.
<b>PERSONAL DEVELOPMENT</b>					
<b>Fully embed 'Be Fair' to allow students to learn in a safe, calm and orderly environment.</b>	<i>'Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.'</i> EEF	JRE RYA	Lesson visits, WCPR	£3,500	Student and Parent voice, a reduction in low level behaviour cementing productive learning environments.
<b>The College's Guidance advisor and Higher Education Progression Officer provide</b>	<i>'Improvements in data to support informed choice will be of limited value unless</i>	TDO ABU	NEET tracking database	£18,335	Student voice, progress data, NEET figures and



enhanced support for students in order that they make successful and appropriate transitions to the next stage of their education.	<i>accompanied by efforts to increase the interest of young people in careers and their desire to know more.'</i> <i>Moments of Choice</i>	SLE			progression data will measure how successfully students transition on to the next stage of their education.
Embed the 'Skills for Adolescence' programme with a targeted group of year 7 and 8 students, in order to increase reliance and understanding around peer pressure leading to improved relationships, raised aspirations and further academic engagement.	<i>'Community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.'</i> EEF	DFA	Session attendance, Student evaluations	£2,460	WCPR report statistics, Successful case studies for key individual students
Inspire students through engagement, enrichment activities and wider curricular opportunities.	<i>'Children from the most advantaged households benefit from significantly more spending on extra-curricular activities than their poorer peers.'</i> Sutton Trust.	LDR	Attendance at enrichment and intervention sessions Student voice	£8,000	Extra-Curricular programme and attendance
Free music lessons provided for year 7 students to increase confidence, self-esteem and to enable students to gain broader knowledge and understanding.	<i>'Musical training helps develop brain areas involved in language and reasoning. Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways.'</i> 12 benefits of music education	CKE DJO	Student participation and feedback	£4,000	Participation numbers, Effort levels, Student voice, Staff voice.



**Catch up Premium Introduction**

The College also receives literacy and numeracy catch-up premium to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2.

The funding enables the school to deliver additional support, for those pupils that most need it, so that they catch up with their peers.

Minsthorpe Community College aims to support students to catch up by offering quality first teaching alongside individual and small group catch up sessions designed to benefit every student.

Students who receive a KS2 scaled score of below 100 in, spelling punctuation and grammar, maths or both are supported by catch-up premium provision.

Numbers of students accessing Catch up Premium support	
Literacy	130
Numeracy	101
Literacy and Numeracy	81

**Catch-up impact 2018-19**

At the end of year 7 Catch up students in English continued to make greater progress than non-catch up students.

In Maths Catch up students made slightly less progress than their non-Catch up peers. However, the pre and post test data demonstrates that the gap between the groups of students narrowed during the year

**Allocation for Financial Year 2019-2020**

Based on previous figures and student numbers, the college has budgeted for Catch up Premium £34,000



Catch-up premium Spending Overview and strategies – 2019- 2020 13769

Strategies to meet the needs of students eligible for Catch up Premium at Minsthorpe Community College are informed by academic research (principally from the findings of Sutton Trust research).

Action	Rationale	Person Responsible	Monitoring and Evaluation	Cost	Success Criteria
<b>All staff to proactively and explicitly teach Literacy and Numeracy throughout their lessons, embracing all opportunities to teach vocabulary, oracy, grammar and numeracy, where applicable.</b>	'Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.' EEF	KGI	Internal Quality Assurance	£9000	An improvement in Assessment Point data
<b>Introduction of an extra weekly Maths and English lesson at KS3. The extra lesson will allow students more time to develop their skills and knowledge of the English and Maths curriculum.</b>	<i>'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.'</i> EEF	KGI	Curriculum area trackers, Assessment Point information		An improvement in Assessment Point data in English and Maths
<b>A P&amp;A Curriculum which enables students to revise key numeracy and literacy skills on a weekly basis.</b>	<i>'The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches.'</i> EEF	JCO	P&A Resources Assessment Point information	£3804	An improvement in Assessment Point data
<b>To strategically deploy TLR holders in English and Maths to monitor the progress of Catch up students.</b>	<i>'The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'</i> EEF	KGI	Curriculum area trackers, Assessment Point information	£5592	An improvement in Assessment Point data in English and Maths
<b>Fully utilise the Accelerated reader programme through targeted work with catch up premium students to improve</b>	<i>'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income</i>	MMO	STAR Reader tests, Accelerated reader reports	£2453	An improvement in students reading ages.



reading ages and enable them with further reading skills to access the Curriculum.	<i>pupils was even greater, with their reading age improving by five additional months in the same amount of time.’ EEF</i>				
<b>Further develop the Mathematics Mastery Curriculum in order to deepen students’ knowledge and skill.</b>	<i>‘Mastery learning appears to be a promising strategy for narrowing the gap.’ EEF</i>	SFI	Half termly assessments, APA	£2900	A reduced gap between catch up students and their peers.
<b>Continue to embed the use of Hegarty Maths in order to enhance student’s mathematical skills and knowledge. Students will be set regular meaningful homework and reflections using this programme.</b>	<i>‘There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.’ EEF</i>	SFI	APA scores, Hegarty reports, Pre and post Maths testing	£7343	A reduced gap between catch up students and their peers.
<b>Provide targeted handwriting intervention through DASH assessments.</b>	<i>‘It is likely that a small number of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress.’ EEF</i>	MOR	Half termly tests, ST 2intervention tracker	£3283	Once students reach a standardised score of 95 they will cease the intervention and will be placed on a monitoring list.
<b>Provide targeted intervention via the WRAT spelling test.</b>					
<b>Provide targeted through WRAT comprehension test.</b>					
	<i>‘Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.’ EEF</i>				



<p><b>Provide targeted intervention via the WRAT 4 tests.</b></p>	<p><i>'On average, reading comprehension approaches deliver an additional six months' progress.'</i> EEF</p>				
-------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	--	--	--	--