



Pupil Premium Strategy Statement

Assistant Principal - Assessment and Outcomes | December 2025

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 2025- 2026

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)	1409
Proportion (%) of Pupil Premium eligible students	31%
Academic year/years that our current Pupil Premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£485,005
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£489,305

Part A: Pupil Premium strategy plan

Context

Minsthorpe Community College is a popular mixed comprehensive college for students aged 11 to 19. The College covers a large and very populated area and is much larger than most secondary schools. The college is situated to the Southeast of Wakefield and serves the villages of South Elmsall, South Kirkby and Upton. The catchment area covers three of the five most deprived wards in the Wakefield district (and they are among 10% most deprived areas in the UK). Students come from below average levels of social deprivation; the percentage of disadvantaged students entitled to free school meals (31%) is higher than the national average (27.9%).

The College is a willing participant of the 'Fair Access Protocol'. The parameters and limits of this are agreeable and the College strongly believes that these should be upheld so as not to place undue pressure on an already challenging intake.

Many students coming to Minsthorpe Community College (MCC) have difficult and demanding backgrounds, which means more demands on resources and teachers. The school has more 'looked after' children than anywhere in the district. The College, its staff and Governors refuse to see this challenging context as a barrier to success; indeed, it gives us an additional motivation and commitment. The area has been undergoing considerable regeneration since the closure of the coal mines, and the college plays a significant part in this process.

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 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 quality teaching encompassing our 6 core teaching principles to ensure all students are supported 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.	<p>Attendance</p> <p>Our attendance data (2024/25) indicates that attendance among disadvantaged students was 8% lower than non-disadvantaged students. Also in 2024-25, 48% of disadvantaged students were 'persistently absent' compared to 24% of their non disadvantaged peers.</p>
2.	<p>Prior attainment</p> <p>Key stage 2 data demonstrates that more disadvantaged students at Minsthorpe arrive with lower starting points than their non- disadvantaged peers. Key Stage 2 assessments (2025) demonstrate that on entry 45% of our disadvantaged year 7 students, arrived below age-related expectations compared to 26% of their non disadvantaged peers.</p>
3.	<p>Social, emotional issues and learning behaviour</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. These challenges particularly affect disadvantaged students, impacting on their engagement in their learning.</p> <p>38% of disadvantaged students have an identified need relating to SEMH.</p>
4.	<p>Literacy skills</p> <p>Assessments show disadvantaged students have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>In September 2025, 77% of our disadvantaged year 7 students arrived with reading ages below their actual age.</p>
5.	<p>Homework Learning completion</p> <p>Students from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family.</p> <p>9% of disadvantaged students did not regularly complete their home learning last academic year in comparison with 4% of non-disadvantaged students.</p>
6.	<p>Failure to realise their aspirations</p> <p>Our observations and discussions with students and families suggest that many of our students have low aspirations and need support to realise the opportunities available to them.</p> <p>In September 2025, 1.22% of our Disadvantaged cohort were NEET compared to non-disadvantaged at 0.57%.</p>

Intended outcomes

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

Intended outcome	Success criteria
1. Improve attendance	<ul style="list-style-type: none"> • Reduced number of disadvantaged students who are persistently absent. • Close the gap between the attendance of disadvantaged students and their peers.
2. To continue to raise attainment.	<ul style="list-style-type: none"> • Increased Attainment. • Close the attainment gap between disadvantaged students and non-disadvantaged.
3. Improved social, emotional and learning engagement.	<ul style="list-style-type: none"> • Students who have been identified to require social and emotional support will have improved attendance and achievement points.
4. Further develop students' literacy skills	<ul style="list-style-type: none"> • 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.
5. Improved Home Learning completion	<ul style="list-style-type: none"> • Increased engagement with home learning evidence by the Knowledge Assessment scores.
6. To continue to raise aspirations for our students.	<ul style="list-style-type: none"> • Sustained low NEET figure • Increased engagement in College e.g. attendance, enrichment, achievement points.

Activity in this academic year

The activities below detail how we intend to spend our Pupil Premium (and recovery premium funding) to address the challenges listed above.

a) Teaching (for example, CPD, recruitment and retention) - Budgeted cost: £ 257,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
1a. Maintain a relentless focus on quality teaching encompassing our 6 core teaching principles to ensure all disadvantaged students are supported 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)	1,2,3,4,5
2a. Continue to develop the use of 'Know who, Know how', in order that teachers identify the students who require additional support and how to meet their needs in the classroom.	'Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning is an essential part of teaching.' (Early Career Framework.)	1,2 3,4,5
3a. Provide opportunity for all students to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.	'Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.' (Early Career Framework)	1,2 3,4,5
4a. Sustain a rigorous approach to improving the literacy skills of all our learners through our whole college literacy strategy.	A new report highlights an urgent literacy crisis among children and young people in the UK. The findings underscore the transformative potential of targeted literacy programmes, particularly for disadvantaged pupils in deprived communities. (PBE, Economics to improve lives)	1,2 3,4,5
5a. Embed the Knowledge Organiser programme and extend it into Key Stage 4, to enable	'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	1,2,3,4,5

<p>students to know more, remember more and do more.</p>	<p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.' (Education, Endowment Foundation)</p>	
<p>6a. Provide professional learning for staff which ensures they have the opportunity to develop their pedagogy and practice which will enable all students to benefit from effective teaching.</p>	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' (Education, Endowment Foundation)</p>	<p>1,2,3,4,5</p>

b) Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost: £ 106,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
1b. Establish targeted reading intervention for struggling readers through the reading extra pathway.	‘The first step in any effective reading intervention program is assessing and identifying students who need support. This involves using a variety of assessment tools to measure students’ reading abilities and identify specific areas of difficulty. Once students are identified, they can be placed in appropriate intervention programs that target their needs.’ (Essential skills)	1,2,3,4,5
2b. Provide academic ‘Commitment’ 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)	1,2,4,5
3b. Provide Student Support interventions to give timely and appropriate support for identified students.	Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (Education, Endowment Foundation)	1,2,3,4,5
4b. Invest in online platforms to support students’ academic progress and enjoyment.	Studies involving digital technology typically have greater impact (+ 6 months). (Education, Endowment Foundation)	1,2,3,4,5

c) Wider strategies (for example, related to attendance, behaviour, wellbeing) - Budgeted cost: £120,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
1c. Offer a range of extensive attendance strategies to assist vulnerable students to access and engage with their learning as detailed in the attendance action plan.	"The average impact of behaviour interventions are four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce." (Teaching and Learning toolkit 2021)	1,3
2c. Provide Key worker support to enable students to discuss their barriers to learning, in order that they can focus on their lessons.	Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (Education, Endowment Foundation)	1,3
3c. Work with a range of external agencies to identify further support for those students who have the greatest and most complex needs.	'When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.' (The SEND Code of Practice)	1,3
4c. Inspire students through engagement, enrichment and extracurricular opportunities. which continue to enable students to enjoy college and foster a sense of belonging.	"The Education Endowment Foundation (EEF) supports extracurricular activities aimed at improving student aspirations and academic outcomes, particularly for disadvantaged children. (Education Endowment Foundation)	1,3
5c. Continue to provide a Breakfast club where students can enjoy a healthy breakfast before the College Day starts.	It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (Gov.uk)	1,3
6c Provide a lunchtime experience where all students have access to a nutritious meal.	School food has the power to enable not just better health and wellbeing, but improved attendance, better pupil outcomes and wider social benefits including reduced inequalities. The evidence is overwhelming: investing in FSMs leads to better educational outcomes,	1,2,3,4,5

	improved health, and long-term economic benefits. (Food foundation. Org.uk)	
7c. Continue to develop a Transition programme which enables students to move smoothly between educational stages.	By anticipating the risk points around times of transition; schools, parents and young people can work together to deliberately build support. (Education Endowment Foundation Transition Tool.)	1,2,3,4,5
8c Provide a guidance programme which supports students to realise their potential.	High-quality careers guidance is crucial for improving students' confidence in decision-making, helping them to align their educational choices with their career aspirations, and improving employment outcomes in early adulthood. (Gov.uk)	1,2,3,4,5

Total budgeted cost: £ 485,353

Review of outcomes in the previous academic year

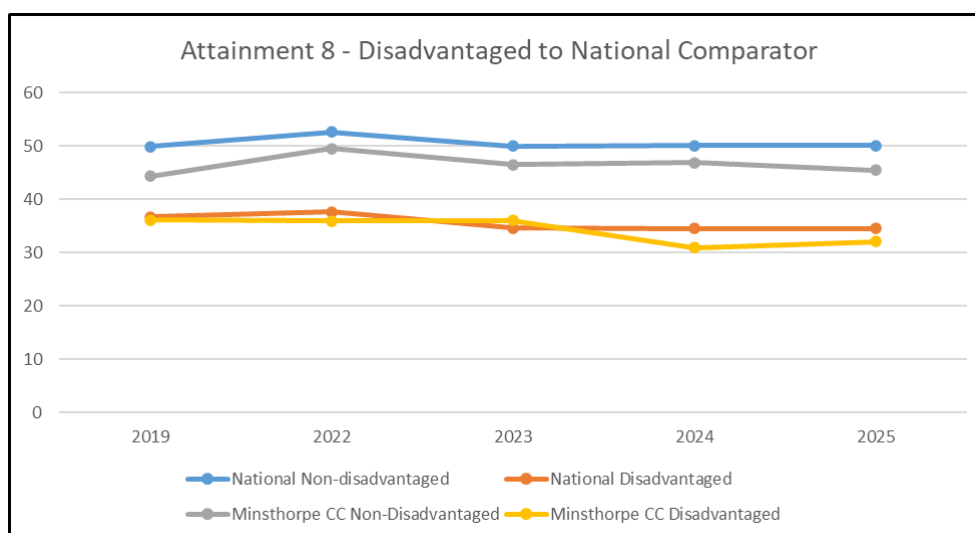
Pupil Premium Strategy Outcomes

This information below shows the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

Performance of Disadvantaged Students 2024/25

We have analysed the performance of our college's disadvantaged students during the 2024/25 academic year using Key Stage 4 attainment data. The table below provides a summary of key data. **(This data is currently unvalidated.)**

	Attainment 8		
	College 2024	College 2025	National 2024
Disadvantaged	31.0	32.1	34.56
Non-Disadvantaged	46.9	45.5	50.1
Gap	15.9	13.4	15.54



*National data for 2025 has not yet been released. 2024 data have been used for the purpose of this graph.

The Attainment 8 score for disadvantaged students at Minsthorpe has increased from 2023/4.

The gap between disadvantaged students at Minsthorpe compared to National disadvantaged students is narrowing.

The gap between Minsthorpe disadvantaged and Minsthorpe non disadvantaged students is also narrowing and is smaller than the National gap.

This demonstrates that the strategies in place are working however, it is imperative that we continue to embed these in order to make further improvements.

The overall whole College attendance at Minsthorpe improved by 1.1% between 2023/24 and 2024/25. The attendance of Free School Meals students improved by 1.4% and the college gap between FSM and non FSM students has reduced by 0.6%.

Attendance among disadvantaged students was 7.7% lower than non-disadvantaged students in 2024/25. The whole college improvement demonstrates that the strategies in place are working, however attendance continues to be a main priority of the College and it is essential that it is a key part of this plan moving forward.

Reading strategies at Minsthorpe are becoming embedded and improvements can be seen in terms of the reading strategy being consistently applied. However, the reading ages of our disadvantaged students in KS3 remain lower than their chronological ages, they are also significantly lower than the reading ages of their non disadvantaged peers. The College continues to identify reading as a key area of development and has added new strategies to the plan in order to improve progress further.

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

Current information demonstrates that NEET figures from the 2024/2025 cohort are at **2.1%**. Disadvantaged NEET is 1.22% compared to non-disadvantaged at 0.57%. 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

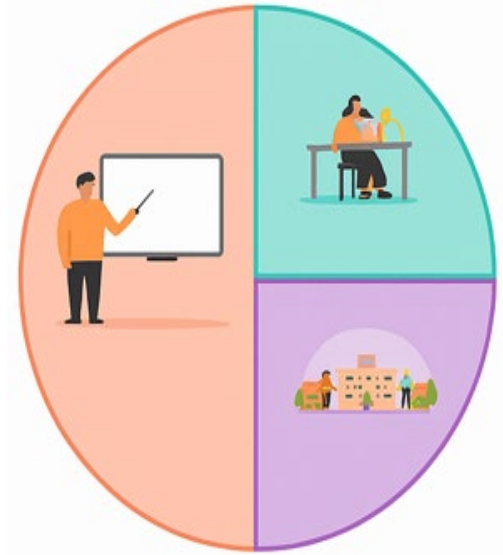
For schools that receive this funding, you may wish to provide the following information:

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

- 6 core Teaching Principles,
- ‘Know who, Know how’,
- Adaptive teaching,
- Whole College literacy strategy- reading, writing and spoken language,
- Knowledge organiser programme,
- Continued curriculum review for equity of access,
- CPD; including E learning, bespoke curriculum, teaching and SEND sessions.



2

Targeted academic support

- Reading extra pathway,
 - Lexonik,
 - Decodable books,
 - Specialist teaching,
- Commitment sessions,
- Student support interventions,
- Home learning tutoring,
- Access Arrangements.

3

Wider school strategies

- Attendance strategies,
- Key worker support,
- External agency support,
- Enrichment and engagement activities,
- Breakfast and lunch provision,
- Transition and extended transition,
- Pastoral care interventions,
- Provision of practical resources,
- Guidance support.