



Pupil Premium

Strategy Statement

Assistant Principal (Assessment and Outcomes) | December 2024

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 2024- 2025

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	2021 – 2025 (our new plan will be written next year in line with our College Strategic Plan.)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
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 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	<p>Poor literacy skills.</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, 81% of our disadvantaged students arrived with reading ages below their actual age, compared to 65% 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.</p> <p>Key stage 2 assessments demonstrate that on entry 50% of our disadvantaged year 7 students, arrived below age-related expectations compared to 18% of their non disadvantaged peers.</p>
3	<p>Attendance concerns due to absenteeism negatively impacting upon disadvantaged students' progress.</p> <p>Our attendance data indicates that attendance among disadvantaged students was 7% lower than non-disadvantaged students.</p> <p>Also in 2023-24, 54% of disadvantaged students were 'persistently absent' compared to 29% of their non disadvantaged peers.</p>
4	<p>Social and emotional issues</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, including their attainment.</p>
5.	<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 more personalised CEIAG.</p>



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	<ul style="list-style-type: none"> Increased Progress and Attainment Close the attainment gap between disadvantaged students and non-disadvantaged.
Improve attendance	<ul style="list-style-type: none"> Reduced number of disadvantaged students who are persistently absent.
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.
Raising aspirations and supporting next steps	<ul style="list-style-type: none"> 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) 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 comprehension approaches	1,2,5



approaches to vocabulary instruction.	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 Attendance action plan details 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	"Evidence suggests that children from disadvantaged	3,4,5



	(Collaborating with external agencies where appropriate) to provide support and strategies to remove barriers to learning.	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)	
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](#)

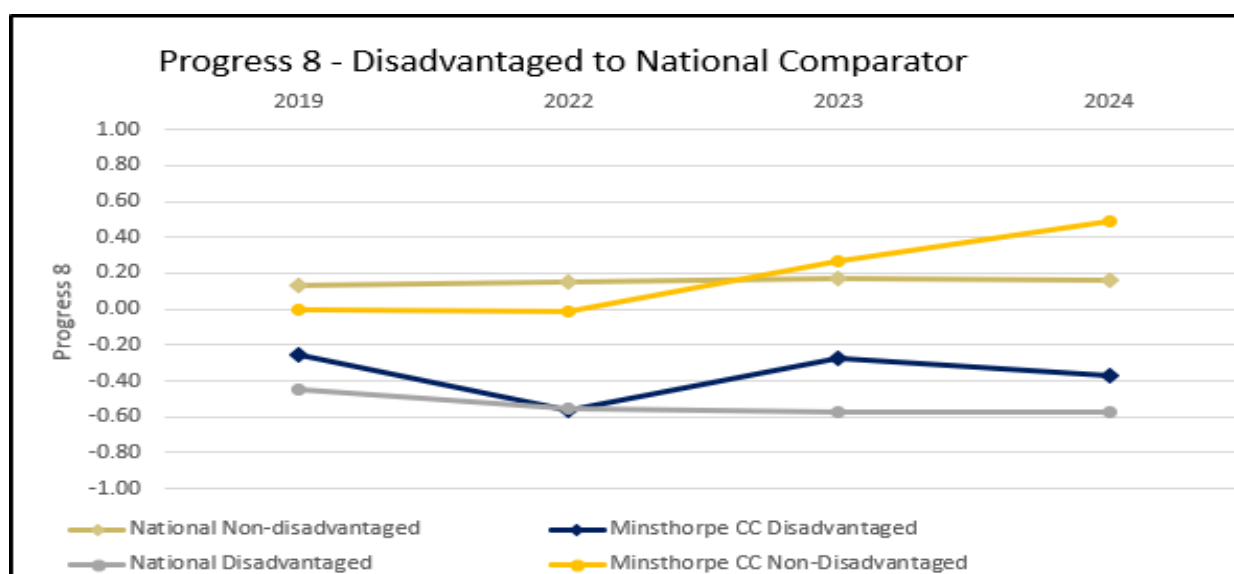
[Pupil premium strategy outcomes](#)

This details the impact that our pupil premium activity had on students in the 2023 to 2024 academic year.

Performance of Disadvantaged Students 2023/24

We have analysed the performance of our college's disadvantaged students during the 2023/24 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 2023	College 2024	National 2024	College 2023	College 2024	National 2024
Disadvantaged	-0.27	-0.37	-0.57	36.0	31.0	34.5
Non-Disadvantaged	+0.27	+0.49	+0.16	46.5	46.9	50.0
Gap	-0.54	-0.86	-0.73	10.5	15.9	15.5



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.

Absence among disadvantaged students at the College was 7% higher than non disadvantaged students in 2023/24 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 lower than their chronological ages, they 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 2024 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

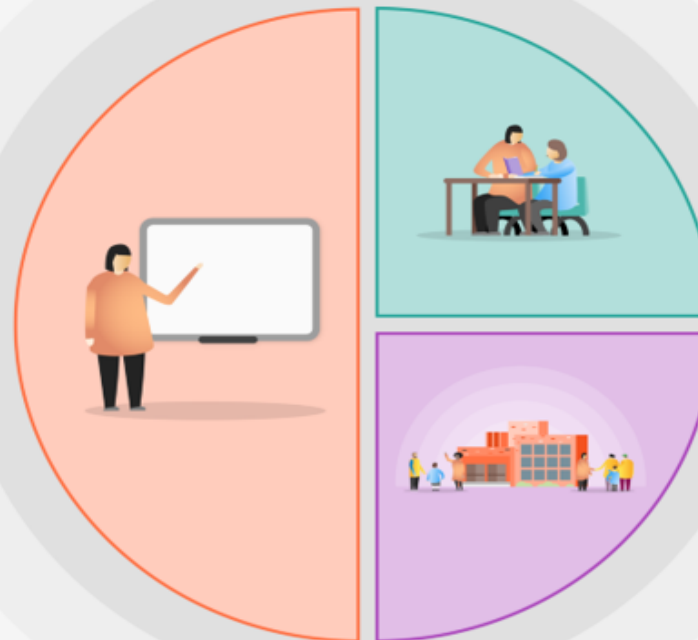
For schools that receive this funding, you may wish to provide the following information:

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

- Core teaching principles,
- Adaptive teaching,
- CPD- 6 learning and teaching CPD sessions, 2 SEND sessions and bespoke curriculum sessions,
- Continued Curriculum Review for equity of access,
- Whole College literacy strategy- reading, writing and spoken language,
- Educational visits,
- Know who, know how.



2 Targeted academic support

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

3 Wider strategies

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