

School overview

Metric	Data
School name	The Minster School
Pupils in school	1,600
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£113,000
Academic year or years covered by statement	2020/21
Publish date	Autumn 2020
Review date	Autumn 2021
Statement authorised by	Mr Ben Chaloner
Pupil premium lead	Mr John Partridge
Governor lead	Mr D Shannon

Disadvantaged pupil performance overview for last academic year

Progress 8	NA*
EBacc entry	48%
Attainment 8	NA*
Percentage of Grade 5+ in English and maths	33.3%*

* value not available or impacted due to COVID impacted exam series

Strategy aims for disadvantaged pupils

Note – ‘family schools’ refers to similar schools as identified in the EEF toolkit

Aim	Target	Target date
Progress 8	Achieve top quartile progress by disadvantaged students compared to family schools	September 2021
Attainment 8	Achieve national average of attainment 8 for <u>all</u> pupils (46pts) and in the top quartile compared to family schools	September 2021

Percentage of Grade 5+ in English and maths	Achieve English and Maths 5+ score in line or above the national average for <u>all</u> students (48%)	September 2021
Other	Improve attendance by decreasing the gap between all students and disadvantaged.	September 2021
EBacc entry	Continue to grow average EBacc entry towards the national average (38%) – <i>currently there is significant variance in this figure and it is often below the national average for all students.</i>	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Staff review disadvantaged students first and regularly for catch-up support, ensuring any gaps are identified at an early stage and intervention is provided.
Priority 2	Staff ensure disadvantaged learners have the resource they need to support their work in class, by reviewing their provision on a general (pastoral team) and subject specific (class teacher) level.
Barriers to learning these priorities address	Students not identified for intervention at an early stage, risk a greater deficit. Students not having the right resources to make the progress they should also increases the chance of a deficit in progress.
Projected spending	£75,000 + laptops provided by school support scheme

Targeted academic support for current academic year

Measure	Activity
Priority 1	Students receive 1:1 or small group support from English and Maths specialists to improve their chance of achieving the basics (English and Maths) at a standard (4+) and strong pass (5+) level.
Priority 2	Students targeted for intervention receive a direct phone call is made to encourage support from home and increase chance of attendance.
Barriers to learning these priorities address	Students from disadvantaged background are less likely to attend intervention sessions than their peers. Students from a disadvantaged background are less likely to achieve the basics measure.
Projected spending	£11,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Conduct a full review of PP spending, to ensure it meets students needs. Using best-practice research to support decisions.
Priority 2	Implement attendance rolling review, with pastoral staff regularly discussing attendance with targeted families.

Barriers to learning these priorities address	Students from a disadvantaged background are less likely to attend regularly and more likely to fall into patterns of long-term absence.
Projected spending	£27,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Students have been out of school due to closure and the learning this year may be further disrupted, making it harder to track accurately where gaps lie.	Specific process to monitor disadvantaged students, and requirement of staff to set a lower bar to them receiving intervention support – delivered through staff comms.
Targeted support	Delivering 1:1 may impact work in other subjects, both through lost lesson time and lack of ability to balance work.	1:1 intervention prioritises work outside of lesson time, reducing impact on other subjects. Students are separately supported to balance their work by pastoral team.
Wider strategies	Increased likeliness that students are kept of school or develop habits of non-attendance, due to COVID situation and lack of family support.	Attendance and pastoral team monitor disadvantaged attendance each week, to start contact early where problems are indicated.

Review: last year's aims and outcomes

Note – last year's outcomes and aims are difficult to track due to COVID closure. These are updated outcomes, focusing on preventing further disadvantage due to the closure.

Aim	Outcome
Summer 2020 results process does not disadvantage vulnerable students.	The progress gap (estimated) was closer in the final centre assessed grades than predicted at any stage during the cohorts GCSE course.
Disadvantaged students would not fall behind to the smallest extent possible	All pupil premium students received an individual review and phone call home to discuss progress following teacher review. PP students highlighted for concern in final review showed more significant decrease
Disadvantaged students receive support to close gaps on their peers on their return to school.	Individual review of tracking data to highlight students in need of support. Creation of two TLR posts, both including the need to focus on disadvantaged students during work to return to school successfully.