

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 school.

School overview

Detail	Data
School name	The Minster School
Number of pupils in school	1639
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Mr B Chaloner Headteacher
Pupil premium lead	Mrs C Mazurkiewicz Assistant Head
Governor / Trustee lead	Mr D Shannon & Mrs C Pierpoint

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121325
Recovery premium funding allocation this academic year	£19865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141190

Part A: Pupil premium strategy plan

Statement of intent

As a school with a Christian ethos at its heart, we fully recognise and understand the additional challenges our disadvantaged students face, and we are committed to supporting our most vulnerable students to achieve success in all areas of their school experience. Our intention is that all pupils, regardless of their background, are enabled to make good progress and achieve highly across all areas of the curriculum in order that they achieve their potential both academically and personally. Our aim is that these young people leave our school with the skills, qualities and qualifications to be successful in their future lives.

The focus of our pupil premium strategy is to enable our pupils to achieve these goals. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker or for whom English is an additional language. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We are very much aware of the particular challenges our students face in attending a rural school such as ours with a significant number of students from financially secure homes, which can lead to a “double deficit” effect, in addition to the profound impact the COVID 19 pandemic has had on disadvantaged students across the country.

We understand the importance of gaining a clear assessment of the impact of disadvantage in our school context and due to unusual circumstances of the pandemic plus several changes within the senior leadership team this year we have decided to set out a 1-year plan for 2021/22 in order to allow time to better understand our pupils’ needs before setting a longer-term plan.

We will continue to take a whole school approach, in which all staff understand their collective responsibility in raising the achievement of disadvantaged pupils.

We will continue to place high quality teaching at the heart of our approach, as this is proven to have the greatest impact on closing the disadvantage gap. As a school achieving high academic outcomes, we aim to ensure our disadvantaged students benefit from the quality of this provision to a full extent. Our strategy is also underpinned by our whole school Literacy strategy, Teaching model and curriculum development work. We will supplement this with high quality intervention, using the National Tutoring programme and targeted internal intervention.

We will also use wider strategies to improve attendance, behaviour and well-being, with a focus on engagement to create a sense of belonging, to raise self-esteem, self-confidence and motivation.

To ensure these approaches are effective we will continue to track and monitor the achievement, progress, attendance, behaviour and engagement of our disadvantaged students to allow us to intervene swiftly where appropriate.

In summary our pupil premium strategy has 4 main areas of focus: Academic progress, Attendance, Behaviour and Belonging. We aim to support our students in these areas through high quality teaching, targeted intervention and wider strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our attendance data over the last 2 years indicates that the attendance of our KS3/4 disadvantaged students is between 3-14% lower than that of non-disadvantaged pupils and is also below the national figure for PP students. 31.8% of disadvantaged pupils have been persistently absent compared to 23.9% of their peers. Our observations and assessments indicate that absenteeism is negatively impacting on our PP students' progress.
2	The Maths attainment of disadvantaged students on entry to Year 7 is significantly below that of their peers. Internal assessments show a 15% difference between the average scores in maths.
3	Assessments and observations indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. CATs results for the last 2 years have shown an 8-point difference in average standardised scores between disadvantaged pupils and the whole cohort.
4	Our observations and internal assessments have indicated that disadvantaged pupils have greater knowledge gaps due to school closures than their non-disadvantaged peers. Their education has been impacted to a greater extent than for other pupils. This is backed up by several national studies.
5	Student voice has indicated disadvantaged students have a disproportionately indifferent view of their school experience. Despite a wide-ranging curriculum enrichment offer there is limited take up among disadvantaged students. This suggests students do not engage with school life to the same extent as their non-disadvantaged peers and have less of a sense of belonging to the school community.
6	Disadvantaged students show greater levels of behavioural concerns than non-disadvantaged students. Levels of punctuality are lower within the PP cohort than in the whole cohort. In all year groups disadvantaged students receive fewer achievement points proportionally and more behaviour points and logs (except in year 11.) This indicates a greater level on disengagement with school than for non-disadvantaged students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance rates for all PP students	Improved attendance in 21/22 demonstrated by the absence rate for disadvantaged pupils being reduced to 8%.
Improved achievement and progress of PP students across the curriculum, at the end of KS2 and KS4.	21/22 outcomes demonstrate a return to pre-pandemic levels so that disadvantaged pupils at KS4 achieve: An average Attainment 8 score of 5.0 A Progress 8 score of 0.1 And at KS2 achieve: An average scaled score of 107
PP students are enabled to participate in curricular and extra-curricular activities in line with non-disadvantaged peers	Uptake of music lessons increases to 7% PP compared to all students taking lessons. Uptake of D of E increases to 10% PP compared to all students participating.
Improved reading comprehension among disadvantaged pupils across KS3	Yearly NGRT results show gap decreasing in scaled score to 4 points.
Improved engagement of disadvantaged pupils with school	Reduction in behaviour logs and points and increase in achievement points in line with rest of cohort. Punctuality improved to an average of 3 lates per half term.
Improved Maths attainment at KS4 for disadvantaged pupils	The Maths element of attainment 8 for disadvantaged pupils to return to pre covid levels – top 20% of all schools
To achieve and sustain improved well-being and a greater sense of belonging for disadvantaged pupils.	Sustained high levels of well-being and belonging demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations Reduction in SEMH related absences Increased uptake of extra-curricular activities

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: £69466

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renewed whole school focus on PP led by Assistant Head achievement.</p> <p>Reintroduction of strategies which prioritise PP students in lessons, priority seating, marking, follow-up.</p> <p>Link strategies for PP to Minster Teaching model, whole school “working for boys” strategy and curriculum development work.</p> <p>Regular tracking of attainment, progress and engagement of PP students.</p>	<p>A clear focus on high quality teaching is the key ingredient to a successful school. Evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged students.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
<p>Whole school literacy strategy to improve literacy in all areas.</p> <p>Weekly focus on reading for pleasure, Library lessons in KS3, literacy lessons in Y8/9.</p> <p>Schemes of learning highlight opportunities to develop subject specific literacy skills.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment</p> <p>word-gap.pdf (oup.com.cn)</p>	3, 4
<p>Implement Mastery approach in Maths in Year 7.</p> <p>Working with an NCETM Mastery specialist to develop a scheme of learning and approach which incorporates many of the elements associated with Mastery and provide CPD for teachers where appropriate</p>	<p>A Mastery approach to teaching Mathematics has been shown to be valuable in helping students to build a deeper and more flexible understanding of mathematics.</p> <p>Mastery Explained NCETM</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<p>Membership of the Minster Learning Alliance providing</p>	<p>Supporting high quality teaching is key in improving students' outcomes and</p>	4

staff access to high quality professional learning and professional networks.	promoting effective professional development plays a crucial role in improving classroom practice. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with school led tutoring to provide additional intervention in English and Maths for students whose education has been impacted most severely by the pandemic, with priority for disadvantaged students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support those falling behind, both one-to-one One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups Small group tuition EEF (educationendowmentfoundation.org.uk)	4
Literacy and Numeracy catch up in KS3, with priority for disadvantaged students.	As above	4
Targeted KS3 afterschool homework club provided to allow students a space and resources to complete their homework, disadvantaged students invited.	Homework has been shown to have a positive impact on outcomes especially at Secondary school level. Providing a homework club enables us to support students who may not have a quiet space for home learning. Homework EEF (educationendowmentfoundation.org.uk)	4
Year 11 formalised programme of support, including personalised timetables of revision sessions for disadvantaged students.	Afterschool programmes clearly linked to the curriculum and well structured are shown to have academic benefits Extending school time EEF (educationendowmentfoundation.org.uk)	4
Relaunch of GCSEPod with all Y11 students to support revision and afterschool GCSEPod study sessions provided for disadvantaged students.	As above (both homework and extending school time.)	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32724

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage leaders and Year leaders weekly monitoring and targeting support towards PP to remove barriers and enable them to access lessons.	<p>Providing a high-quality education is key and ensuring students are enabled to access this is vital.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4, 1, 6
Provision of revision resources and equipment for learning	<p>Removal of potential barriers to learning to enable all students to receive and make the most of a high-quality education.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4, 5, 6
Funding of access to educational trips and enrichment including music lessons and D of E	<p>Access to educational trips and enrichment provides cultural capital and broadens the experience of disadvantaged students</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	5
Embed principles of good practice set out in DfE's Improving school Attendance advice. Provide training for staff to implement new procedures.	<p>This guidance has been informed by schools which have significantly reduced persistent absence levels.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1
Breakfast club run for PP and other vulnerable students to provide a breakfast and supportive beginning to the day	<p>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.</p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	5, 6
Behaviour mentor to work closely with PP students to identify and improve patterns of behaviour impacting on learning	<p>Behaviour interventions can improve attainment by reducing time away from lessons caused by challenging behaviour.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
Greater communication and support for disadvantaged students' families to build engagement with school and support learning at home.	<p>We know that levels of parental engagement are consistently linked with academic outcomes</p> <p>Working with Parents to Support... West Somerset Research School</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p>	1, 4, 5, 6
Creation of an engagement tracker to	<p>Monitoring and evaluating our strategies is important in knowing their impact.</p>	4, 5, 6

record provision for each student to ensure all students receive appropriate support.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	
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Total budgeted cost: £141190

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The proportion of students achieving 5+ and 7+ in English and Maths were slightly higher than in 2020, but below levels achieved in 2019. A8 was below both the previous 2 years. EBacc entry was also lower than in the previous 2 years, as were the proportions of students achieving the Ebacc strong and standard passes. Proportions of students achieving 5 standard passes including English and Maths was in line with previous years, but proportions achieving strong passes was below 2019 levels.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by high quality remote provision and high levels of academic and well-being support for our disadvantaged students.

Although overall attendance in 2020/21 was lower than in preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. Persistent absence among disadvantaged students was also higher than among peers and national figures, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide support for all disadvantaged pupils, which included provision of laptops and other technology to enable them to access remote provision, regular communication providing academic and pastoral support, targeted in-school interventions where required such as small group and 1:1 support and the development of the SEND hub for our most vulnerable students.

Externally provided programmes

Programme	Provider
GCSE Pod	The Access Group