

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our pupil premium students.

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	Y3-6	40
	Y7-11	1246
	Y12-13	388
	Total	1674
Proportion (%) of pupil premium eligible pupils	12.0%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-24, 2024-25	
Date this statement was published	16 th November 2023	
Date on which it will be reviewed	December 2024 & 2025	
Statement authorised by	Mr B Chaloner Head Teacher	
Pupil premium lead	Mrs C Mazurkiewicz Assistant Head Teacher	
Governor / Trustee lead	Mr D Shannon & Mrs C Pierpoint	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,810
Recovery premium funding allocation this academic year	£32,044
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£155,854
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

As a Church of England school with a Christian ethos at its heart, we fully recognise the additional challenges our Pupil Premium students face, and we are committed to supporting these students to achieve success in all areas of their school experience, including those students within our Junior School and Sixth Form.

Our school vision of “Succeeding Together” underpins and shapes our philosophy, strategy, and approach. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. We intend that every student feels valued and truly part of the school. We aim to build a culture of belonging where every student feels like an important part of our school community. Our school virtues of Wisdom, Optimism, Resilience, Kindness, and Service are key factors in the way in which we work with and support our Pupil Premium students.

Our intention is that all pupils, regardless of their background, will be enabled to achieve the best outcomes in progress and attainment across all areas of the curriculum and realise their potential academically and personally. Our aim is that these young people leave school with the skills, qualities, and qualifications to be successful in their future lives and the focus of our pupil premium strategy is to enable our pupils to achieve these goals.

We are aware of the challenges our students face in attending a rural school, with a significant number of students from financially secure homes. We also continue to see the impact of the pandemic on our pupil premium students in the areas of attendance, engagement, and mental health.

We will maintain our whole school approach towards pupil premium, in which all staff understand their collective responsibility, and Pupil Premium students are regularly tracked and prioritised for support and early intervention. We will continue to place high quality teaching at the heart of that 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 Pupil Premium students benefit from the quality of this provision to a full extent. There are high expectations for all, alongside carefully scaffolded support, where required, to ensure accessibility for all. Our teaching model, curriculum, appraisal process, QA process and in-school professional development all support the achievement of our pupil premium students.

We will support our students through a high-quality pastoral system, building strong relationships between staff, students, and families. This forms the starting point for further support if required, for social and emotional issues, behaviour, and wellbeing through our inclusion unit. We will continue to work with families to support high levels of attendance. Where students have additional learning needs, our SEND team provide high levels of support for students and teachers to ensure accessibility and progress. We will provide priority support for students with academic intervention where required, using a combination of online and face to face tutoring, small group support and mentoring.

Through the combination of this support, we hope to achieve our aim of enabling our Pupil Premium students to flourish and succeed together.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1 Attendance	<p>Our attendance data post pandemic indicates that absenteeism from school, and individual lessons is negatively impacting on the progress of our PP students.</p> <p>In 21/22 the attendance of our KS3/4 pupil premium students was 6.2% lower than that of non-pupil premium pupils and was also below the national figure for PP students. 37.5% of pupil premium pupils were persistently absent compared to 18.6%% of their peers.</p> <p>Data for our KS2 students gives an average attendance of 91.3% for the academic year 21/22 compared to a whole cohort of 93.9%.</p> <p>This is a complex challenge which often requires an individual approach. A thorough system of tracking and a consistent, graduated approach is key.</p>
2 Literacy	<p>KS2 reading results for the last 2 years have shown a difference in average standardised scores between pupil premium pupils and the whole cohort. Assessments and observations indicate that pupil premium pupils generally have lower levels of reading comprehension than peers. This makes accessing complex written texts more challenging and impacts their progress in many subjects. Students need support to improve their writing and give them greater confidence to express their thinking.</p>
3 Knowledge gaps	<p>Our observations and internal assessments have indicated that pupil premium 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 supported by several national studies. This lack of prior knowledge can make it more challenging to cope with the demands of the curriculum at KS3 and KS4.</p>
4 Sense of belonging	<p>KS3 and KS4 Student voice has indicated pupil premium students have a disproportionately indifferent view of their school experience. Despite a wide-ranging curriculum enrichment offer there is a lower take up among pupil premium students. This suggests students do not engage with school life to the same extent as their peers and have less of a sense of belonging to the school community. We need to ensure any barriers preventing attendance at extra-curricular activities are removed, continue working to encourage students to participate and build relationships.</p>
5 Behaviour	<p>KS3 and KS4 Pupil premium students show greater levels of behavioural concerns than other students. In all year groups pupil premium students receive fewer achievement points proportionally (except Y11) and more behaviour points and logs. This indicates a greater level of disengagement with school than for other students, which can impact on motivation, and lead to lower levels of progress and achievement.</p>
6 SEND	<p>43% of PP students have an identified SEND, (19% E/K) compared to 22% across the whole cohort (8% E/K) which means that across all ability levels, students may struggle to make the same progress as their peers. Further support given can sometimes highlight the difference and be resented.</p>

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.

Key: **Green targets** – met or exceeded

Yellow targets – not yet fully met

Intended outcome	Success criteria
To achieve and sustain improved attendance rates for all PP students	<p>Attendance in 22/23 improving to 90% for pupil premium students (achieved 88%) and persistent absence improving to 30% (achieved 31%)</p> <p>Attendance in 23/24 improving to 90% for pupil premium students and persistent absence improving to 30%.</p> <p>Attendance in 24/25 improving to 92% for pupil premium students in line with all students in school and persistent absence improving to 29%.</p>
Improved achievement and progress of PP students across the curriculum, at the end of KS2 and KS4.	<p>External exam outcomes demonstrate an improving trend towards pre-pandemic levels so that pupil premium students at KS4 achieve:</p> <p>22/23: An average Attainment 8 score of 4.70 (achieved 4.50) A Progress 8 score of -0.25 (achieved -0.31)</p> <p>23/24: An average Attainment 8 score of 4.70 A Progress 8 score of -0.15</p> <p>24/25: An average Attainment 8 score of 5.00 A Progress 8 score of 0</p> <p>And at KS2 achieve:</p> <p>22/23: An average scaled score of 110 (Achieved 115.3)</p> <p>23/24: Satisfactory or better progress from KS1 starting points to KS2 outcomes.</p> <p>24/25: An average scaled score of 110</p>

<p>Improved reading comprehension among pupil premium students across KS2 and KS3</p>	<p>KS3: NGRT follow up assessments in Y9 show gap decreasing in scaled scores: 22/23 gap reduced to 4 points (PP/Non PP gap – 4 points) 23/24 gap reduced to 2 points 24/25 results for PP students to be in line with their peers</p> <p>KS2: Recent SATs paper plus VIPERS questions used to show improvements against baseline assessments. 22/23 Scaled scores to show an increasing trend towards GD by May 23/24 Scaled scores to show an increasing trend towards KS2 reading targets 24/25 Scaled scores to show an increasing trend towards GD by May</p>
<p>Improved behaviour of KS3 and KS4 pupil premium students within school</p>	<p>Reduction in behaviour logs, points, detentions and suspension and an increase in achievement points: 22/23 Reduce the proportion of behaviour logs and points awarded to PP students from 20% to 18% (Increased to 27% - change in reporting system) Reduce number of days of suspensions for PP students from 56% of total to 46% (Achieved 46%) Increase the proportion of achievement points awarded to PP students from 11% to 12% (remained at 11%)</p> <p>23/24 Reduce the proportion of behaviour logs and points awarded to PP students from 18% to 16% Reduce number of days of suspensions for PP students from 46% of total to 36% Increase the proportion of achievement points awarded to PP students from 12% to 13%</p> <p>24/25 Reduce the proportion of behaviour logs and points awarded to PP students from 16% to 14% Reduce number of days of suspensions for PP students from 36% of total to 26% Increase the proportion of achievement points awarded to PP students from 13% to 14%</p>
<p>To achieve and sustain a greater sense of belonging for pupil premium pupils.</p>	<p>Sustained high levels of belonging demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations to show an increasing trend from 22-25 22/23 Student representation as tutor reps at 12.5% PP (in line with proportions) PP students representing school in sports competitions increasing to 22 students (14.8% of PP cohort). 29 PP students involved in chaplaincy activities and Minster Cares (19.5% of PP cohort). 33% of PP students taking part in extra-curricular sports activities.</p>

<p>PP students are enabled to participate in curricular and extra-curricular activities in line with their peers</p>	<p>Increased uptake of extra-curricular activities: 22/23 Uptake increased to 28% of PP students (increased to 33% - in line with other students) 23/24 Uptake increased to 35% of PP students 24/25 Uptake increased to 38% of PP students</p> <p>Uptake of music lessons: 22/23 Uptake increases to 6% of all students taking music lessons (12.9% of students taking music lessons were PP) 23/24 Uptake increases to 15% of all students taking music lessons 24/25 Uptake increases to 18% of all students taking music lessons</p>
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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: £55 854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole school focus on PP across KS2-5. Continued priority of PP students within lessons Use of illuminated seating plans, showing adaptations, embedded into normal practice. Introduction of Provision Map to create pupil passports to inform teachers of student needs. Regular formative assessment and adaptive teaching to ensure that PP students are meeting objectives. Regular tracking of attainment, progress and engagement of PP students. Swift, classroom-level intervention where required. Use of Appraisal to focus teaching and learning targets on reducing the gap between the achievement of PP students and others. Use of Lesson reviews to focus teaching and teacher development on supporting the needs of our PP students.</p>	<p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Whole school literacy strategy to improve literacy in all areas. Weekly focus on reading for pleasure, Library lessons in KS3, literacy lessons in Y8/9.</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 6</p>

Schemes of learning highlight opportunities to develop subject specific literacy skills. Use of Accelerated Reader with targeted students to improve literacy.	word-gap.pdf (oup.com.cn)	
Embedding the Mastery approach in Maths in KS2 and KS3. At KS2 working as part of the MathsHub Teacher Research Group and improving our Mastery approach to the teaching of Maths, including training new staff. At KS3 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	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3
School wide staff professional learning. Action research groups: Teaching and Learning communities – developing teaching strategies based on cognitive science Whole school focus on culture, learning behaviours, positive routines, and relationships.	Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 4, 5
Junior school:		
Continuation of Whole class guided reading to support students' literacy development and linked to writing outcomes.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2
Ongoing coaching and CPD for TA to help develop their support for PP students	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5, 6
Technology: Laptops provided where necessary for PP students to use at home iPads used in school to prepare students for MTC. SumDog website used to encourage Maths development	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of school led tutoring to provide additional intervention in English and Maths with priority for PP students at KS2 – 4.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 6

Internal part time intervention tutor available to support small groups and students 1:1		
Literacy and Numeracy catch up sessions in KS3, with priority for PP students.	As above	2, 3, 6
Year 11 formalised programme of support, including personalised timetables of revision sessions for PP students, mentoring and holiday revision sessions.	Extending school time EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)	3, 4
Use of school led tutoring funding to provide intervention sessions across the curriculum at KS2 in preparation for SATs and at KS4 in preparation for GCSEs.	Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 4
Study skills session with external provider to support Y11 PP students in the run up to the exams.	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3, 4
Work closely with SEND team to support PP students with SEND, including identifying and providing appropriate intervention to support students' needs.	Supporting SEND - GOV.UK (www.gov.uk)	6
Junior School:		
Improved use of Catch-Up Phonics to support PP students develop their literacy	Phonics EEF (educationendowmentfoundation.org.uk)	2
NumberStacks intervention (TA led)	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3
TA directed towards PP students including small group reading and maths support.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 6

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

Budgeted cost: £70 000

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 and support their social, emotional, and behavioural needs.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
Provision of revision resources and equipment for learning, including revision resources at KS2 and KS4	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 4

Funding of access to educational trips and enrichment including music lessons at KS2, 3 and 4	Arts participation EEF (educationendowmentfoundation.org.uk)	3, 4
Improving attendance at KS2, 3 and 4 through close monitoring and tracking, implementation of PP Attendance protocol and the Attend Framework. Attendance tags added to Sistra Analytics to support better analysis of links between attendance and achievement. Attendance and ladder graphic included in all pupil reports.	Working together to improve school attendance (publishing.service.gov.uk)	1
Inclusion co-ordinator to work closely with PP students to identify and improve patterns of behaviour impacting on learning, including provision of off-site enrichment within the local community.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Greater support for the Transition process Y6-7 and Y11-12 and the Options process Y9-10 for PP students.	Transition_tool.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Provision of uniform vouchers, pre-loved uniform event, subsidised leavers' hoodie and prom	School uniform EEF (educationendowmentfoundation.org.uk)	4
Maintain engagement tracker to record provision for each student to ensure all students receive appropriate support.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4, 5, 6

Total budgeted cost: £155 854

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 2022 to 2023 academic year.

<u>Attendance:</u>								
All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	1,222	School	92.7%	94.8%	93.1%	93.0%	90.9%	91.2%
		FFT National	90.7%	92.8%	91.2%	90.1%	89.6%	89.4%
		Difference	+2.0% ●	+2.0% ●	+1.9% ●	+2.9% ●	+1.4% ●	+1.8% ●
FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	113	School	85.0%	90.1%	88.0%	85.8%	77.8%	79.7%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	-0.3%	+1.4% ●	+1.9% ●	+1.6% ●	-5.3% ●	-3.2% ●
FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	113	School	85.0%	90.1%	88.0%	85.8%	77.8%	79.7%
		East Midlands	84.8%	88.6%	85.8%	83.7%	82.2%	82.2%
		Difference	+0.2%	+1.5% ●	+2.2% ●	+2.1% ●	-4.5% ●	-2.5% ●

	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths Value Added	Attendance
All Pupils	244	5.5	+0.3	6.1	+0.4	5.6	+0.2	92%
Attendance groups								
Above 95%	122	5.9	+0.5	6.5	● +0.6	6.1	+0.4	98%
90.1 - 95%	69	5.1	+0.1	6.0	+0.4	4.9	-0.2	93%
80.1 - 90%	36	5.2	0.0	6.0	+0.3	5.8	+0.4	87%
50.1 - 80%	11	4.1	+0.1	5.0	+0.3	4.1	+0.2	66%
0 - 50%	6	4.2	● -0.6	4.3	● -1.1	4.2	● -0.6	29%

FSM6 attendance remains below that of the whole school; however it is now only 0.3% below the equivalent national figure, and we can see that Y7, 8 and 9 have attendance above the equivalent national figures. Our overall FSM6 attendance is also slightly above that for the East Midlands.

Y10 and Y11 continue to show lower attendance and larger gaps. Y10 had the lowest attendance and the greatest gap. This year group contained 3 students who were LAC and spent some or all their time in other local authority districts. They did not always attend the provisions put in place for them. Attendance remains a key focus. Our results show a clear link between attendance and achievement as shown below:

FSM6			All	4	5	6
FSM6	5	School	92.9%	98.3%	93.5%	89.2%
		FFT National	91.3%	91.7%	91.6%	91.6%
		Difference	+1.6% ●	+6.6% ●	+1.9% ●	-2.3% ●

At KS2 attendance is above national figures for PP students, with the exception of Y6. This was 1 student. Due to the small numbers of PP students within the Junior school we will continue to monitor and support attendance on an individual student basis.

Achievement:

Measure	PP 2019	PP 2020	PP 2021	PP 2022	PP 2023	Trend	Whole cohort 2023
% 4+ En/Ma	63.2	56.0	53.6	63.6	66.7	↑	84.9
% 5+ En/Ma	47.4	24.0	39.3	27.3	40.7	↑	65.3
A8	4.99	4.13	4.10	4.36	4.51	↑	5.71
P8	+0.19	-0.31	-0.75	-0.43	-0.27	↑	0.31
% 5 standard passes inc En/Ma	52.6	52.0	50.0	54.5	66.7	↑	82.9
% 5 strong passes inc En/Ma	47.4	24.0	35.7	27.3	37.0	↑	63.7

Overall KS4 results for PP students all show an improving trend, with a reduction in the gap in achievement between PP students and their peers. The proportion achieving 4+ in English and Maths, and 5 standard passes are now slightly above 2019 results. All other measures have improved on 2022 results but have not returned to pre-pandemic levels yet.

The gender divide we have seen in previous years has changed, with boys outperforming girls in nearly all areas. Progress scores for boys remain lower than girls, indicating that although they are achieving well, they are still not quite achieving their target grades.

We had one PP student at KS2 who achieved an average scaled score of 115, which was an excellent achievement and the highest result we have achieved for a PP student at KS2.

Belonging:

In 21/22 student voice has indicated that this group of students like coming to school and feel they receive high quality teaching, however they do not feel the same sense of belonging at school as their peers. Parent voice indicated that pupil premium parents were very positive about school, however, were keen to improve communication between school and home.

In 22/23 we have worked hard to improve communication with PP parents and build relationships between these families and the school. A PP parent information evening was recorded in the Autumn term and placed on the website and a "Pre-loved" uniform event was held in July, with PP parents invited into school and given priority access. Pupil premium support has been publicised more and Pupil Premium was highlighted during parent meetings in transition to encourage the building of relationships. Staff within the newly developed inclusion unit have also built up relationships with the families of the PP students they work with. This has led to increased numbers of parents getting in touch to access support and improved relationships.

During the academic year 22/23 all Y7 PP students took part in the trip to Walesby, all Y11 PP students attended the DNA trip to the theatre. All Y10 students took part in Work experience and all those in Y11 had a careers interview. All KS4 PP students taking History, Geography and Art took part in the trips and fieldwork organised by these departments. All PP students in KS2 took part in all trips organised including PGL.

22 PP students have represented the school in sports competitions and 51 students have participated in extra-curricular sports clubs. This represents 33% of the PP cohort and is an increase from 27% at the start of the year. 12.5% of tutor reps are PP students (in line with proportions in school). This suggests an increased sense of belonging within the school.

29 PP students have engaged with Chaplaincy activities including student worship and Minster Cares and 35 students have assessed music tuition. These represent much improved participation rates and suggest a greater sense of belonging within school.

Behaviour:

Suspensions for PP students has reduced from 56% of all half day sessions in 21/22 to 46% in 22/23. The proportion of suspensions received by PP students has also reduced from 46% in 21/22 to 40% in 22/23. However, these both remain disproportionate, and therefore reducing these proportions continues to be a focus.

27% of behaviour logs were for PP students, which is an increase from 21/22. We have moved to a different system of reporting, which may have led to more behaviours being logged. PP students achieved 11% of achievement points which has remained the same from 21/22 to 22/23. We will continue to aim to reduce the number of behaviour logs and increase the number of achievement points achieved by our PP students.