

# The Minster School – Pupil premium strategy statement

This statement details our school’s use of pupil premium funding for the 2025 to 2026 academic year 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	1225
	Y12-13	355
	Total	1620
Proportion (%) of pupil premium eligible pupils	14.0%	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26 2026-27 2027-28	
Date this statement was published	December 2025	
Date on which it will be reviewed	December 2026	
Statement authorised by	Mr B Chaloner Head Teacher	
Pupil premium lead	Mrs C Mazurkiewicz Assistant Head Teacher	
Governor / Trustee lead	Mr D Shannon	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210 015
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210 015

# 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.

Our pupil premium students are a small but growing group within school. We have seen the proportion increase steadily over the last 5 years, with numbers in Year 7 (25-26) now being double those of Year 11 (24-25).

Our pupil premium cohort is made up of a majority of FSM students (approx. 86%), however we also have a group of previously looked after children (18.6%). We have a small number of Ever 6 students and a very small number of Service Premium students. We also see an overlap with our SEND cohort. 19.3% of our PP students also receive SEND support or have an EHCP. 41.7% of students with an EHCP are also PP.

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 enable them to take their next steps and ultimately be successful in their future lives and the focus of our pupil premium strategy is to enable our pupils to achieve these goals.

We continue to see challenges for our pupil premium students in the areas of attendance, achievement, literacy, engagement and SEND. We are also aware of the challenges our students face in attending a rural school, with a relatively small PP cohort and a significant number of students from financially secure homes.

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 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 in KS3 and KS4.

Due to the very small numbers of PP students in KS2 we support these students on an individual basis.

Challenge number	Detail of challenge				
1 Attendance		<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26*</b>
	Minster FSM6 attendance	85.9%	84.4%	87.5%	84.8%
	National FSM6 attendance	85.0%	86.0%	88.2%	87.9%
	Minster PP attendance	86.9%	88.7%	87.1%	88.0%
	Minster attendance (all students)	92.7%	93.2%	93.9%	94.0%
	Persistent Absence (<90%) PP students	42.1%	58.5%	42.9%	31.8%
	Persistent Absence (<90%) all students	18.2%	15.6%	16.3%	15.7%
	(*25/26 Year to 5 <sup>th</sup> December) Attendance of PP students (in particular FSM students) continues to present a challenge. Students with low or inconsistent attendance can find it harder to keep up with their peers and can fall further behind. This leads to a widening of the achievement gap.				
2 Literacy	<b>NGRT Average Scaled score</b>	<b>Y7 25-26</b>	<b>Y7 24-25</b>	<b>Y7 23-24</b>	
	All students	109.7	110.0	106.4	
	PP students	105.3	103.9	104.8	
	FSM students	104.7	103.8	103.8	
	Non PP students	110.8	111.2	106.6	
	PP Gap	5.5	7.3	1.8	
	KS2 reading results for the last 3 years have shown a difference in average standardised scores between pupil premium pupils and the whole cohort (see data under challenge 3.) NGRT reading assessments carried out in Y7 also show a gap in reading ability. Other assessments and observations also 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 also need support to improve their writing and give them greater confidence to express their thinking.				

3. Low Prior attainment

The prior attainment of our Y7 students shown by Y6 SATs results shows a gap between the achievement of PP students and non PP students. In particular we see a wider gap for our FSM students. The gap is also widest in Maths scores.

Average Standardised scores for Y7 students in 2025 (current Y7.)

	Maths	Reading	GPS	Average
All students	105.9	107.6	106.0	106.5
PP students	101.9	105.3	103.5	103.6
FSM students	102.2	104.7	104.1	103.7
Non-PP students	107.0	108.2	106.7	107.3
PP Gap	5.1	2.9	3.2	3.7

Average Standardised scores for Y7 students in 2024 (current Y8.)

	Maths	Reading	GPS	Average
All students	105.6	106.3	106.2	106.1
PP students	100.8	104.2	102.8	102.5
FSM students	100.2	103.4	101.8	101.7
Non-PP students	106.5	106.7	106.9	106.7
PP Gap	5.7	2.5	4.1	4.2

Average Standardised scores for Y7 students in 2023 (current Y9.)

	Maths	Reading	GPS	Average
All students	105.9	107.5	106.4	106.6
PP students	103.0	106.4	104.8	104.7
FSM students	102.9	106.3	103.8	104.4
Non-PP students	106.2	107.7	106.6	106.8
PP Gap	3.2	1.3	1.8	2.1

4 Engagement with learning

Observations and teacher feedback show that some Pupil Premium students may face additional barriers to learning, such as having fewer opportunities to build background knowledge and cultural experiences, limited access to quiet study spaces, or find it harder to get support with schoolwork at home. Some students also need further support to develop effective learning habits, including independent study skills and self-regulation.

Behaviour data also shows that while PP students receive proportionally close to the number of achievement points, they receive significantly more behaviour points and suspensions than non-PP students. (Although the proportions of these have been reducing over the last 3 years.)

Year 7 – 11 (24-25)	Proportion of Recognition logs	Proportion of Behaviour logs	Proportion of Suspensions
PP Students (12.3%)	11.5%	19.9%	29.7%

These factors can indicate a lower level of engagement with school and learning, which can impact on motivation and affect engagement in lessons, which in turn can influence academic progress and achievement, as well as wider personal development.

5. SEND	<b>PP</b>		<b>SEND students (E/K)</b>	
	Proportion of school population	14.0%	Proportion of school population	10.2%
	Proportion of E/K population	27.3%	Proportion of PP population	19.3%
	<p>Over the last few years we have seen an increased number of students with SEND in school and data shows that students who are eligible for pupil premium are twice as likely to also be SEND Support or have an EHCP. Equally those with SEND Support or an EHCP are twice as likely to be PP.</p> <p>41.7% of students with an EHCP are PP.</p> <p>These students face the combined challenges of both economic disadvantage and additional learning needs.</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
Improved attendance rates for all PP students	<p><b>Attendance in 25/26</b> improving to 89% for pupil premium students and persistent absence improving to 30%</p> <p><b>Attendance in 26/27</b> improving to 90% for pupil premium students and persistent absence improving to 27%</p> <p><b>Attendance in 27/28</b> improving to 91% for pupil premium students and persistent absence reducing to 24%</p>
Improved achievement and progress of PP students across the curriculum, at the end of KS4.	<p>External exam outcomes demonstrate an improving trend so that pupil premium students at KS4 achieve:</p> <p><b>25/26:</b> An average Attainment 8 grade of 4.0 (No progress measures for this cohort)</p> <p><b>26/27:</b> An average Attainment 8 grade of 4.6 A Progress 8 score of -0.2</p> <p><b>27/28:</b> An average Attainment 8 score of 4.7 A Progress 8 score of -0.15</p>
Improved reading comprehension among pupil premium students across KS3	<p>NGRT follow up assessments in Y9 show a reduced gap in scaled scores (taking starting points into account):</p> <p><b>25/26</b> gap reduced to 1 point</p> <p><b>26/27</b> gap reduced to 5 points</p> <p><b>27/28</b> gap reduced to 2 points</p>

<p>Improved engagement of KS3 and KS4 pupil premium students with school</p>	<p>Sustained levels of engagement in extracurricular activities Reduction in behaviour logs, points, detentions and suspension and a sustained proportion of achievement points:</p> <p><b>25/26</b> Reduce the proportion of behaviour logs and points awarded to PP students from 19.9% to 18% Reduce the proportion of suspensions from 29.7% to 26% Increase the proportion of achievement points awarded to PP students from 11.5% to 12.5%</p> <p><b>26/27</b> Reduce the proportion of behaviour logs and points awarded to PP students from 18% to 16% Reduce proportion of suspensions for PP students from 26% of total to 24% Increase the proportion of achievement points awarded to PP students from 12.5% to 13.5%</p> <p><b>27/28</b> Reduce the proportion of behaviour logs and points awarded to PP students from 16% to 14% Reduce proportion of suspensions for PP students from 24% of total to 22% Increase the proportion of achievement points awarded to PP students from 13.5% to 14.5%</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111 015

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Continue to raise the profile of pupil premium students across school</b></p> <ul style="list-style-type: none"> <li>• <b>Make sure all staff know which students receive Pupil Premium funding</b> and understand their individual strengths and needs.</li> <li>• <b>Use teaching approaches that can be adapted for different learners</b>, so PP students are fully included, engaged and able to make strong progress.</li> <li>• <b>Provide regular staff training</b> focused on the most effective ways to support disadvantaged pupils in lessons.</li> <li>• <b>Listen to PP students</b> about their experiences in the classroom and use their feedback to improve our support and teaching practice.</li> <li>• <b>Monitor progress, attendance and engagement carefully</b>, so we can identify where extra help is needed and celebrate the achievements of our PP students.</li> </ul>	<p><a href="#">Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 2, 3, 4, 5</p>
<p><b>Raise the profile of SEND students across the school and maximise their attendance</b></p> <p><b>Make sure all staff understand the needs of our SEND students</b> and use teaching approaches that can be adapted so every child can access learning confidently.</p> <ul style="list-style-type: none"> <li>• <b>Monitor attendance closely</b> to spot patterns early and identify students who may need extra help or adjustments.</li> <li>• <b>Work in partnership with parents and carers</b>, maintaining open, proactive communication so we can understand any challenges and find positive solutions together.</li> <li>• <b>Create personalised attendance support plans</b> for students who struggle to attend regularly. These may include reasonable adjustments, mentoring, or working with other agencies where needed.</li> <li>• <b>Provide staff training</b> on adaptive teaching strategies that make learning accessible and enjoyable for SEND students, helping to reduce anxiety and encourage consistent attendance.</li> <li>• <b>Give students who need it a trusted adult or mentor</b>, offering daily check-ins, encouragement, and emotional support.</li> <li>• <b>We will recognise and celebrate improvements in attendance</b>, using praise, certificates and inclusion in whole-school rewards so SEND students feel valued and motivated.</li> <li>• <b>We will provide calm, structured and sensory-friendly spaces</b> around school to help SEND students feel safe, comfortable and ready to learn, reducing barriers that may make attending school difficult.</li> </ul>	<p><a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	<p>1, 5</p>

<p><b>Develop the curriculum for previously lower attaining pupils and those needing literacy interventions</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the parts of the curriculum where pupils struggle most</b>, and make sure there are clear opportunities for support, scaffolding and guidance.</li> <li>• <b>Build subject-specific vocabulary into lessons across all departments</b>, using consistent strategies to teach, revisit and practise important words so pupils understand and remember them.</li> <li>• <b>Create or adapt resources that help with reading, writing and understanding</b>, making sure these materials are accessible and supportive for pupils who find literacy more challenging.</li> <li>• <b>Provide targeted training for all teachers</b>, focusing on the best ways to support lower-attaining pupils through strong modelling, effective questioning and helpful feedback.</li> <li>• <b>Use regular literacy assessments</b> to track progress, plan next steps and adjust any interventions to meet pupils' needs.</li> <li>• <b>Set up a staff working group</b> to share successful strategies, monitor how well support is being used, and ensure a consistent approach across the school.</li> </ul>	<p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk) word-gap.pdf (oup.com.cn)</a></p>	<p>2, 3, 4, 5</p>
<p><b>Continue to prioritise Literacy across the school</b></p> <ul style="list-style-type: none"> <li>• <b>Keeping a weekly 20-minute DEAR session (Drop Everything And Read)</b> for all students in Years 7–9, giving them dedicated time to enjoy reading.</li> <li>• <b>Continuing library lessons for Year 7 and Year 8</b>, helping students discover new books, build reading confidence and develop a love of reading for pleasure.</li> <li>• <b>Providing literacy lessons in Year 9</b> to help students strengthen the reading and writing skills they need across all subjects.</li> </ul>	<p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk) word-gap.pdf (oup.com.cn)</a></p>	<p>2</p>
<p><b>Build academic resilience, independent learning and deliberate practice into all areas of the curriculum.</b></p> <ul style="list-style-type: none"> <li>• <b>Provide structured training for teachers</b> on each part of our Minster Teaching and Learning model, so they can help students become confident and capable learners.</li> <li>• <b>Use a simple planning format</b> that helps teachers think about how resilience, independence and deliberate practice are built into every lesson.</li> <li>• <b>Create peer coaching groups for staff</b>, where teachers can observe each other, share ideas and reflect on what works best in the classroom.</li> <li>• <b>Gather feedback from students</b> about how well they feel challenged, supported and encouraged to work independently. We will use this to shape our teaching and departmental planning.</li> <li>• <b>Review schemes of work</b> to ensure lessons include the right level of challenge, support and clear differentiation so all learners can succeed.</li> <li>• <b>Promote helpful learning strategies</b> such as retrieval practice, thinking prompts and self-assessment checklists, so students can take greater ownership of their learning and feel confident using effective study habits.</li> </ul>	<p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p>	<p>2, 3, 4</p>

<p><b>Make sure all staff follow key policies on behaviour, marking, and feedback in a consistent way so that all students experience the same high standards every day</b></p> <ul style="list-style-type: none"> <li>• <b>Make key school policies clear and accessible</b> to all staff, including behaviour expectations and marking and feedback, highlighting the most important points and examples of best practice.</li> <li>• <b>Provide regular training for teachers and support staff</b> so everyone understands the policies and knows how to apply them effectively in the classroom.</li> <li>• <b>Encourage staff collaboration</b>, giving teachers opportunities to share strategies and solve challenges together to ensure policies are applied consistently.</li> <li>• <b>Monitor consistency across the school</b> through learning walks, book checks and spot observations, offering constructive feedback and celebrating strong practice.</li> <li>• <b>Listen to feedback from both staff and students</b> about how clear, fair and effective our policies are, using this information to make improvements and provide additional support where needed.</li> </ul>	<p><a href="#">Improving Behaviour in Schools   EEF</a></p>	<p>3, 4</p>
<p><b>Encourage all students to arrive on time, be ready to learn, and follow “The Minster Way” so that students get the most from their lessons.</b></p> <ul style="list-style-type: none"> <li>• <b>Clearly communicate expectations</b> about punctuality, equipment, uniform, and behaviour at the start of the term and regularly through assemblies and tutor sessions.</li> <li>• <b>Carry out routine checks</b> to make sure students are ready to learn, providing immediate support if they are missing equipment or not in correct uniform.</li> <li>• <b>Ensure consistent routines in lessons</b>, including smooth starts, transitions, and behaviour management, so all students understand what is expected.</li> <li>• <b>Record attendance, behaviour and equipment issues</b> electronically, allowing staff to act quickly to provide support when needed.</li> <li>• <b>Celebrate students who consistently meet expectations</b> through praise, achievement points, certificates, and recognition in assemblies and newsletters.</li> <li>• <b>Provide extra support for students who struggle</b> with punctuality, equipment, or behaviour, including mentoring, equipment loans, and working closely with parents or carers.</li> <li>• <b>Offer ongoing training for staff</b> to ensure they can effectively manage behaviour, maintain positive routines, and support students in meeting expectations.</li> </ul>	<p><a href="#">Improving Behaviour in Schools   EEF</a></p>	<p>4</p>
<p><b>Mixed attainment teaching in Maths in Year 7 and development of the curriculum for lower prior attaining students in Year 8 and 9</b></p> <ul style="list-style-type: none"> <li>• <b>Continue developing a mastery-based approach in Year 7</b>, working with an NCETM specialist to make sure students understand concepts deeply and can apply them confidently.</li> <li>• <b>Provide ongoing training and collaboration opportunities for teachers</b>, so they have the skills and resources needed to teach Year 7 using the Mastery approach effectively.</li> <li>• <b>Develop the curriculum for students in Years 8 and 9 who need extra support</b>, ensuring it meets their learning needs and helps them build confidence in maths.</li> <li>• <b>Encourage teachers to work together</b>, sharing strategies and resources to support all students, especially those who benefit from additional help.</li> </ul>	<p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (education endowment foundation.org.uk)</a></p>	<p>3</p>

<ul style="list-style-type: none"> <li>• <b>Participation in Axiom Maths Circles programme</b>, now increased to 3 circles, for small groups of selected PP students in Y7, 8 and 9 to provide additional stretch and challenge for the most able.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number addressed
<b>Supporting Literacy and Numeracy catch up</b> <ul style="list-style-type: none"> <li>• <b>Provide catch-up sessions in literacy and numeracy</b> for students in Year 7.</li> <li>• <b>Give priority to Pupil Premium students</b> to ensure they receive extra support where it is most needed.</li> </ul>	<a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4
<b>Supporting Year 11 students</b> <ul style="list-style-type: none"> <li>• <b>Provide a structured programme of support</b> for Pupil Premium students, including revision checklists and resources</li> <li>• <b>Offer mentoring</b> to help students stay on track and build confidence.</li> <li>• <b>Run holiday revision sessions</b> to give students extra opportunities to prepare for exams.</li> </ul>	<a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4
<b>Supporting Y11 Study skills</b> <ul style="list-style-type: none"> <li>• <b>Provide study skills sessions</b> (led by MADE Training) specifically for Pupil Premium students, to help them plan, organise, and revise effectively in the run-up to their exams.</li> </ul>	<a href="#">Metacognition and Self-Regulated Learning   EEF</a> <a href="#">EEF guest blog: Building study habits and revision routines   EEF</a>	3, 4
<b>Building exam resilience</b> <ul style="list-style-type: none"> <li>• <b>Offer participation in the NTU RAWR programme</b> for Year 10 students, helping them develop strategies for learning, revising, and preparing for exams.</li> </ul>	<a href="#">Social and emotional learning   EEF</a>	2, 3, 4
<b>1:1 Tutoring in English and Maths in Y11</b> <ul style="list-style-type: none"> <li>• <b>Targeted small group or 1:1 tutoring</b> for Year 11 PP students, who are close to reaching grade 4 or 5.</li> </ul>	<a href="#">Small group tuition   EEF</a>	

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

Budgeted cost: £59 000

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Ensure all staff understand the impact of trauma and respond with empathy, consistency, and the right support.</b></p> <ul style="list-style-type: none"> <li>• <b>Provide regular training for all staff</b> so they understand how trauma can affect learning and behaviour, and know practical strategies to support students in the classroom.</li> <li>• <b>Share clear guidance and resources</b> with staff to ensure a consistent approach across the school.</li> <li>• <b>Set up opportunities for staff support</b>, including peer groups and reflective sessions, so teachers and support staff can share strategies and manage challenging situations effectively.</li> <li>• <b>Monitor the impact of trauma-informed practice</b> through classroom observations, student feedback, and pastoral data, ensuring strengths are celebrated and areas for improvement are addressed.</li> <li>• <b>Provide information and resources for parents and carers</b> about trauma-informed approaches and work with external agencies to support students and families affected by trauma.</li> </ul>	<p><a href="#">Trauma-informed approach and impact   National Education Union</a></p>	<p>1, 4</p>
<p><b>Key Stage leader and Year leader support</b></p> <ul style="list-style-type: none"> <li>• <b>Provide daily pastoral support</b> to help students with their social, emotional, and behavioural needs.</li> <li>• <b>Maintain regular contact with families</b>, keeping parents and carers informed and involved and building relationships with them.</li> <li>• <b>Hold bi-weekly inclusion meetings</b> to monitor students' needs and provide targeted support, helping remove any barriers to learning.</li> <li>• <b>Signpost additional support</b> when needed and work with outside agencies to ensure students get the help they need.</li> </ul>	<p><a href="#">Pupil Premium menu evidence brief.pdf.pdf</a></p>	<p>1, 4</p>
<p><b>Provision of learning resources</b></p> <ul style="list-style-type: none"> <li>• <b>Revision resources and guides</b> to help students prepare for assessments.</li> <li>• <b>Equipment for learning</b>, including pencil cases, scientific calculators, and laptops where needed.</li> <li>• <b>Set texts for English</b> and other subject-specific materials as required.</li> <li>• <b>Additional resources</b> tailored to support students' learning needs.</li> </ul>	<p><a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>2, 3, 4</p>
<p><b>Supporting enrichment and trips for all students</b></p> <ul style="list-style-type: none"> <li>• <b>Fund access to all educational day trips</b> so that every student can benefit from hands-on learning outside the classroom.</li> <li>• <b>Subsidise residential trips</b> to ensure they are affordable for all families.</li> <li>• <b>Provide enrichment opportunities</b>, including music lessons and instrument hire, for students in Key Stages 3 and 4.</li> </ul>	<p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>

<p><b>Improving attendance at KS3 and 4</b></p> <ul style="list-style-type: none"> <li>• <b>Monitor attendance closely</b> to spot patterns early and identify students who may need extra help or adjustments.</li> <li>• <b>Work in partnership with parents and carers</b>, maintaining open, proactive communication so we can understand any challenges and find positive solutions together.</li> <li>• <b>Attendance and ladder graphic</b> included in all pupil reports.</li> <li>• <b>Simplify attendance</b> by referring to number of days rather than percentages.</li> </ul> <p>(Greater focus on improving PP attendance planned for Wave 2 (26/27) building on work with SEND students in 25/26)</p>	<p><a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a></p>	<p>1</p>
<p><b>Inclusion unit</b></p> <ul style="list-style-type: none"> <li>• <b>Work closely with Pupil Premium students</b> to understand and address behaviours that may be affecting their learning.</li> <li>• <b>Provide opportunities for off-site enrichment</b> within the local community, helping students build confidence, skills, and positive experiences beyond the classroom.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p><b>Supporting students through key transitions</b></p> <ul style="list-style-type: none"> <li>• <b>Provide extra support for students moving from Year 6 to Year 7</b> and from Year 11 to Year 12, helping them settle in smoothly and ensuring key information is passed on.</li> <li>• <b>Offer guidance during the options process for Year 9 to Year 10</b>, ensuring students can make informed choices that suit their strengths and aspirations.</li> </ul>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net">Transition tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1, 4</p>
<p><b>Improve communication and engagement with PP families</b></p> <ul style="list-style-type: none"> <li>• <b>Send updated information to families</b>, including clear written updates and video messages to explain key information.</li> <li>• <b>Communicate regularly about local opportunities</b>, such as holiday clubs, community events, and “kids eat free” deals.</li> <li>• <b>Provide financial support where needed</b>, including uniform vouchers, subsidised leavers’ hoodies, and support for Year 11 prom.</li> <li>• <b>Offer priority access to pre-loved uniform sales</b> to make it easier for families to access affordable clothing.</li> <li>• <b>Nominate families for Christmas hampers</b> to support the most vulnerable students during the festive season.</li> <li>• <b>Ensure Year Leaders build strong relationships with families over time</b>, improving engagement and supporting students’ success at school.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Pupil Premium menu evidence brief.pdf.pdf</a></p>	<p>1, 4</p>

**Total budgeted cost: £210 015**

## 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 2024 to 2025 academic year.

#### Attendance:

Pupil Groups		Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	FSM6	129	School	85.1%	90.0%	89.4%	78.3%	81.4%	85.2%
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%
			Difference	-1.0% ●	+0.2%	+2.4% ●	-7.0% ●	-2.8% ●	+1.6% ●

Over the year 24/25 PP attendance was 87.1%. This was in line with 23/24. Our persistent absence figures are decreasing with 53.1% in 23/24 an 42.1% in 24/25 and currently 31.8% in 25/26.

FSM6 attendance is similar to the national attendance figure for FSM6 pupils, and in Year 7, 8 and 11 our attendance was slightly above the national figure, however Year 9 had the lowest attendance and showed a large gap, this figure was impacted by 2 students with very low attendance. Year 10 students were also below the national figure. We have a very small number of students with very low attendance which skews the average slightly. If the data is adjusted to remove these students, the result shows the attendance of the majority of FSM6 students is improving, however this continues to be an area of focus.

#### Achievement:

Measure	PP 2019	PP 2020	PP 2021	PP 2022	PP 2023	PP 2024	PP 2025	Whole cohort 2025
Cohort size	19	25	28	22	27	25	29	243
% 4+ En/Ma	63.2	56.0	53.6	63.6	66.7	41.7	75.9	84.4
% 5+ En/Ma	47.4	24.0	39.3	27.3	40.7	33.3	51.7	58.0
A8	4.99	4.13	4.10	4.36	4.51	3.33	4.94	5.61
P8	+0.19	-0.31	-0.75	-0.43	-0.31	-0.33	NA	NA

2025 saw strong results for our PP students, with a good improvement on the previous year and the highest 4+ and 5+ English/Maths we have achieved since before 2019.

All Y11 PP students went on to access courses within local sixth forms and colleges, with 50% of students staying on into the Minster School Sixth Form and studying A level courses.

#### Literacy:

Using our Y9 NGRT assessments we can see that PP students are making progress in their literacy levels, however this needs to be greater, as they are not catching up with their peers and the gaps are remaining the same. Data showed that for our PP students in Y9 (24-25) 61% made average progress from Y7, compared to 71% of non-PP students. This is an area we are focussing on moving forward.

### Engagement with school:

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.

In 23/24 the "Pre-loved" uniform event was continued and this continued to be very popular, with PP families given priority. The work of the inclusion team has continued to grow, supported by funding from PP. PP students have been prioritised for support within inclusion team activities, including local community projects, a trip to the Houses of Parliament in London, activities such as gym and many others. These activities have helped to improve attendance and engagement with school.

In 24/25 we continued and developed all the above activities. All Y7 PP students took part in the trip to Walesby, all Y11 PP students attended the DNA trip to the theatre. All KS4 PP students taking History, Geography, Business Studies 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. All Y10 students took part in Work experience and all those in Y11 had a careers interview and were prioritised for follow up. All PP students in Y11 were supported with post 16 options and all secured a place on a college course or found employment while awaiting further training. We also took part in the "Raising attainment with resilience" project run by NTU as part of their widening participation outreach work with students in Y10. In addition to this we were also able to nominate families to receive Christmas Hampers as part of a donation scheme organised by a local business.

43 PP students have participated in extra-curricular sports clubs which represent 28% of the PP cohort and is in line with the participation rates of non-PP students. 26% of PP students have participated in performing arts activities, which is above the participation rate for non-PP students. This suggests improved levels of belonging among our PP students. 49 PP students (31%) have also taken part in 1:1 music lessons, which has been sustained for 2 years and is above the participation rate for non-PP students. This suggests that by providing these lessons free of charge, more students are being encouraged to take them up.

### Behaviour:

The proportion of suspensions received by PP students has continued to decrease from 47% of all suspensions in 22/23 to 37% in 23/24 to 30% in 24/25. Although an improvement, this continues to be disproportionate, and therefore reducing this continues to be a focus.

The proportion of behaviour logs were for PP students was 29% in 22/23 and 23/24. This reduced to 20% in 24/25, which is still disproportionate however is an improvement.

PP students continue to achieve 11.5% of achievement points which is in line with 23/24 and a slight increase on 22/23. This is close to being proportionate with the number of students in the cohort. We will continue to aim to reduce the number of behaviour logs and suspensions and increase the number of achievement points achieved by our PP students.