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(Assessment and Support)

The **pupil premium** is additional funding for publicly funded schools in England to raise the attainment of disadvantaged **pupils** and close the gap between them and their peers. **Pupil premium** funding is available to: local-authority-maintained schools, including special schools and **pupil** referral units (PRUs)

The rates of Pupil Premium for eligible students is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children -Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

In 2015-2016 Minsthorpe Community College received a total of £395771.10 for Pupil Premium and the following numbers of students were eligible.

Year 7	111
Year 8	82
Year 9	84
Year 10	90
Year 11	90
Total	457

Overview of Support 2015 - 2016

Provision	Description	Approximate cost	Impact
Coordination of the pupil Premium budget and support	Members of the leadership team strategically plan, coordinate, manage and oversee the support available for disadvantaged students, in order that the support offered is targeted and effective.	£10823.4	Between 2015 and 2016 the progress of students at Minsthorpe Community College improved from -0.67 to -0.23. Achievement for All –Pupil Premium review states ‘the Senior Leadership team communicates and models its vision and determination to secure continued improvement of outcomes for disadvantaged students.’
Assessment and data Support for staff	The data team design and prepare data in order that it is accessible for staff so they can identify, monitor and support disadvantaged students.	£35000	The Support for Achievement database demonstrates the intensive support that the College offers. ‘Whole college systems for tracking and monitoring the performance of students is robust and assessment information is being used regularly to identify any underperformance.’ AFA PP review
Tracking of Support	Inputting all support accessed by students on to the Support for Achievement database in order to be able to track and monitor student support effectively.		
Attendance Support	Monitoring and home visits are carried out by the Educational Welfare Officer to improve the attendance of all young people and their families, including Pupil Premium, hard to reach and vulnerable.	£14114.64	The attendance of PP students increased from 89.6% in 2013-2014 to 91.4% in 2015-2016
Support For Achievement Mentors	The College employs a team of Support For Achievement Mentors who track, monitor, support and mentor disadvantaged students to remove barriers to learning.	£7886.4	The support for achievement report demonstrates that on average 80% of students met their personalised and provides successful case studies. ‘Students wellbeing is very strong at the college and key staff have been appointed to ensure that there is sufficient support for all students including disadvantaged.’ AFA PP review.
Alternative Provision	Alternative curriculum packages are put in place in order to support those students who are struggling to access main stream curriculum.	£48001	Successful case studies demonstrate how Alternative Provision has been effective in engaging students and assisting them to become reengaged in their learning.
HLTA support	Enhanced curriculum based support in Maths, English and Science to ensure all disadvantaged students have the support to enable them to achieve.	£122964	Between 2015 and 2016 the progress of students at Minsthorpe Community College improved from -0.67 to -0.23.

Music lessons	Free music lessons are provided by the College to ensure disadvantaged students are not discriminated against in terms of tuition and the purchase of any instruments.	£1620	18 students learnt a musical instrument for the first time. They had a one-to-one instrumental lesson with a professional trumpet player and they also attended an extra-curricular club. The students found a new level of confidence through doing the scheme. They began to feel more comfortable performing in front of others and students showcased their talents in KS3 lessons to their peers.
Raising Aspirations	Disadvantaged students are taken on visits to Universities in order to raise their aspirations. Their progress is carefully monitored and tracked and intervention is put in place where appropriate.	£3471.84	Progression to university has continued to increase from 36% in 2011 to 69% in 2016 with 100% of students getting their first choice. This is due to the intensive aspiration raising work which takes place with each year group.
Trips and visits to support the Curriculum	To engage students in the Curriculum, disadvantaged students are encourage to attend off site learning activities.	£2398	The College offers an extensive range of opportunities which PP students benefit from in order to assist their progress. 'The Extra Curriculum programme offers all students and extensive variety of opportunities' AFA PP Review
Intervention, support sessions and holiday revision	Targeted support is put in place to assist students with either pastoral or academic issues.	£79295.47	683 interventions for disadvantaged students were recorded in 2015/2016. 'The College personalises their approach to remove the barriers for the most vulnerable as well as targeting students for intervention on an individual basis showing it's a truly inclusive college.'
Development of a specialist nurture group	The Nurture group assists vulnerable students in their transition to secondary School.	£62553.35	Successful case studies and boxall profiles demonstrate the nurture group has had a significant impact on key disadvantaged vulnerable students. All nurture students made a successful transition in to year 8.
Advice and guidance support	The Colleges advice and guidance coordinator works with disadvantaged students to avoid them from becoming NEET.	£7643	4.5% of disadvantaged students were NEET which is significantly below the National NEET figure of 8%.
Summer School (August 2015)	The theme of the summer school was 'Quest' and 23 students worked to enhance their literacy, numeracy and creative skills whilst enabling them to form new friendships with their fellow team members.	Funded by EFA Summer School	Student voice demonstrates that the summer school supported students to 'feel safe' in their transition to Minsthorpe.
		£395771.10	

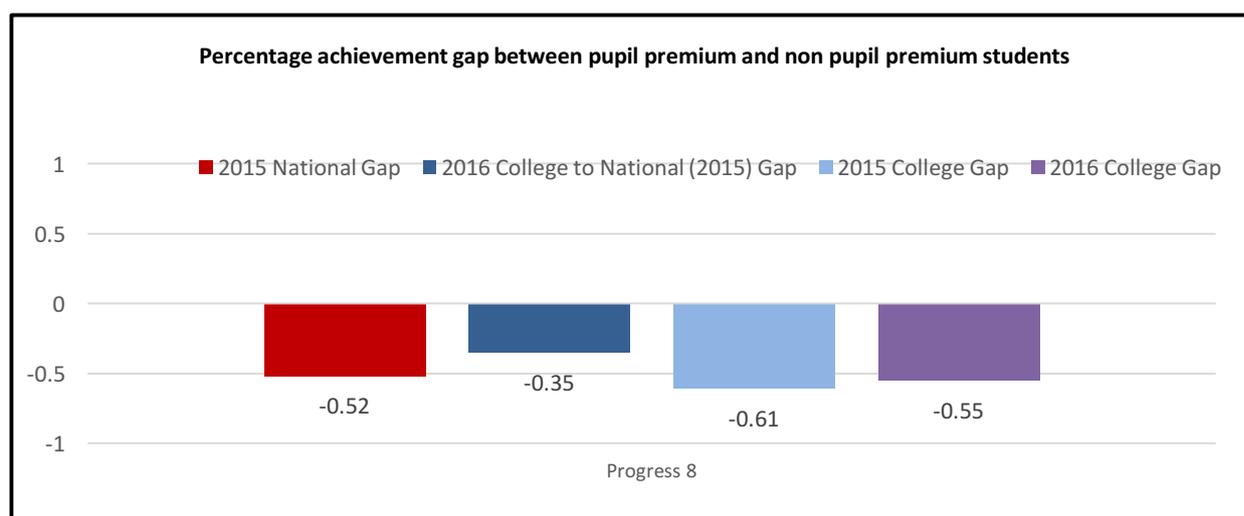
Year 11 Results 2016

Attainment Outcomes:

2016 Year 11 Outcomes	Whole College	Pupil Premium	Non Pupil Premium	College Gap	College PP to National Non PP Gap	National 2015 Gap
Pupil Numbers	271	89	182	-	-	-
% Basics	57.6	29.2	71.4	-42.2	-	-
% Ebacc	24.0	7.9	31.9	-24.0	-	-
Attainment 8	46.8	38.1	51.2	-13.1	-13.9	-13

Progress Outcomes:

2016 Year 11 Outcomes	Whole College	Pupil Premium	Non Pupil Premium	College Gap	College PP to National Non PP Gap	National 2015 Gap
Progress 8	+0.14	-0.23	+0.32	-0.55	-0.35	-0.52



Pupil Premium Trends:

	2014	2015	2016
Progress 8	-	-0.67	-0.23
Attainment 8	-	33.2	38.1
% Basics	43.2	31.0	29.2
% Ebacc	0	8.0	7.9

KS3 – Summer 2016

This year has been crucial in embedding the skills and foundations that students require to fully access the new GCSE qualifications.

Curriculum areas have been introducing a mastery approach to learning which ensures that students have the depth of knowledge in key Curriculum concepts before moving on to the next topic. It is this which will enable students to make improved progress at KS4.

It is envisaged that with the extra support given to Pupil Premium students they will be able to make accelerated progress as they move through KS4.

KS4- Summer 2016

Between 2015 and 2016 the progress of students at Minsthorpe Community College improved from -0.67 to -0.23.

The current progress 8 gap between disadvantaged and non-disadvantaged nationally is 0.5, whereas the gap between Minsthorpe Community College disadvantaged students and nationally disadvantaged is narrower at -0.35. This narrowing of the gap is set to continue.

Y10: Pupil Premium Gap Analysis

Pupil Premium (PP) v Non Pupil Premium (NPP)			
PP = 83 students, NPP = 156 Students			
Attainment 8			
	PP	NPP	Gap
On Entry (KS2)*	40.6	45.9	5.3
Y9 AP3	45.3	52.9	7.6
<i>National 2015</i>	<i>39.0</i>	<i>52.0</i>	<i>13.0</i>

Progress 8			
	PP	NPP	Gap
Y9 AP3	+0.20	+0.29	0.09
<i>National 2015</i>	<i>-0.40</i>	<i>+0.12</i>	<i>0.52</i>

Y11: Pupil Premium Gap Analysis

Pupil Premium (PP) v Non Pupil Premium (NPP)			
PP = 86 students, NPP = 149 Students			
Attainment 8			
	PP	NPP	Gap
On Entry (KS2)*	42.6	45.9	3.3
Y10 AP3	41.9	49.9	8
<i>National 2015</i>	<i>39.0</i>	<i>52.0</i>	<i>13.0</i>

Progress 8			
	PP	NPP	Gap
Y10 AP3	-0.25	+0.08	0.33
<i>National 2015</i>	<i>-0.40</i>	<i>+0.12</i>	<i>0.52</i>

Summary

Cohorts currently in College that have benefitted from additional pupil premium funding are demonstrating an improvement in their projected outcomes. Challenges remain to ensure smooth transition from the end of KS2 in to KS4 in the face of changing Curriculums. We believe that securing the foundations and characteristics of positive learning at KS3 is the key to unlocking success at KS4. A key priority in the Pupil Premium Action Plan 2016- 2017 is to further tackle underperformance of challenging disadvantaged subgroups such as persistent absentees whilst maximising the achievements of most able students.