

# 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 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	Midhurst Rother College
Number of pupils in school	1168
Proportion (%) of pupil premium eligible pupils	179 15%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	5/12/2023
Date on which it will be reviewed	5/07/2024
Statement authorised by	Stuart Edwards
Pupil premium lead	Leanne Wallis
Governor / Trustee lead	David Lawes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175, 215
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£175, 215

## Part A: Pupil premium strategy plan

### Statement of intent

At Midhurst Rother College our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve highly across the curriculum. We want all students to receive a high-quality education every day, allowing them to contribute positively and productively to their communities, fulfil their potential and thrive in life long after they leave school. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the attainment gap and benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that all pupils' attainment will improve when the progress of disadvantaged pupils improves.

In line with the tiered approach to Pupil Premium spending set out by the EEF, our strategy ensures we will respond to common challenges and individual needs, use robust diagnostic assessment, provide excellent teaching and target support where appropriate.

### Challenges

Here are the key challenges for us in our work to close the PP/disadvantaged gap

Challenge number	Detail of challenge
1	Culture: ensuring the key principle of equity is understood and applied every day (by all members of the MRC community) and embedding our culture of high expectations for all, including disadvantaged pupils.
2	Improve attendance of PP students, especially those with persistent absences
3	Improve the quality of education of PP students, meeting learning needs through excellent class teaching and targeted interventions. Provide education, off-site or via blended learning, for students who will progress better on different pathways.
4	Continue to build more positive links between home and school for PP students, improve parental engagement with their children's education, as well as PP students' own resilience and motivation to succeed.
5	Continue to improve CEIAG programme to ensure it serves PP students well and prevents any PP students from becoming NEET.

## 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
Equity: Disadvantaged students will be provided with the support they need to overcome the obstacles they face.	Evidence shows that PP students are as happy at school here as other students and that they engage as actively and positively with school life as non-PP peers.
PP students' attendance will be in line with that of their non-PP peers	PP students' attendance will be above 96% i.e., good, or outstanding
PP students' learning needs will be understood and addressed in KS3, so that barriers to academic progress and successful transition to KS5/further/higher education and/or career path can be achieved	<p>PP students below ARE on arrival in Year 7 are helped to catch up. Poor numeracy and/or literacy levels are improved, so that (PP) students can successfully access the whole curriculum.</p> <p>Teachers expect and insist on high standards of classwork from all. Embedding regular homework habits is a current priority for MRC with all students, (including PP), to ensure they develop good study habits in KS3 that continue in KS4 and 5, accelerating academic progress over their time here.</p>
PP students will be known, valued, and cared for as individuals by Heads of Year, teaching and support staff	<p>Senior Leaders, HODs, Heads of Year, tutors, and teachers will know the PP students. They will be aware of PP students joining Year 7 each year before they arrive. New families will be assigned a Bridge Club link person in Year 7.</p> <p>We will apply the principle of equity so that the PP students each receive what they need to succeed, rather than applying blanket rules or measures giving the same extras or provisions to all (provisions thought helpful to a fictional for a stereotypical PP child).</p> <p>Staff will understand the need to help each PP child to overcome the disadvantages that affect them. Bridge Club, support and teaching staff will communicate well with one another, to support each PP child e.g., informing parents about events and opportunities, or tests coming up, ensuring Chromebooks are provided when needed, a trip subsidy or free revision guide.</p> <p>The opportunities taken up by PP students such as trips or enrichment activities are audited to ensure PP students benefit as much as their non-PP peers from the school's all-round education with character.</p>
PP families are as engaged in and positive about their children's progress and welfare at school as non-PP MRC families	Every PP family has a Bridge Club link member of staff, who is in contact each month. Link staff also see their PP student once a month. With parents and students, link staff can solve small issues such as logins for school systems/sites a) so students can complete online homework promptly and b) PP parents can track their child's progress. Bridge Club staff summarise communications from school, share relevant dates/information on events or deadlines for each family's child/children. Bridge Club staff listen to concerns and help find solutions, building trust and parental support for school.

	<p>Bridge Club staff ensure that PP parents know about GHEF grants and free music lessons, so their child can make the most of school life and acquire cultural capital.</p>
<p>PP students make appropriate, considered Year 9 options, achieve success in KS4, giving them a wide choice of pathways for KS5</p>	<p>Year 9 options are structured to ensure PP students continue into KS4 studying a balanced curriculum, on courses suited to their learning needs.</p> <p>PP students are prioritised for interventions during KS4 if their progress is below where it should be.</p> <p>PP students have mentoring from the summer of Year10, through Year11, to liaise with home and subject teachers, build confidence and motivation, help them with how to revise and manage time. Bridge Club link staff may continue mentoring into Yr11 or be replaced by SLT staff member, supporting with academic, behavioural, emotional issues, keeping parents informed.</p>
<p>PP students are well informed and enthusiastic about appropriate KS5 and career/study pathways.</p>	<p>PP students have priority for careers meetings, sixth form progression interviews with SLT, apprenticeship sessions, university visits or trips to vocational colleges or workplaces.</p> <p>Careers staff focus on PP students to ensure they have a Yr10 work experience placement relevant to their interests and abilities, as well as transport etc sorted out.</p> <p>Missed careers meetings are repeated and mentors also help with planning KS5, communicating with Sixth form leaders to ensure PP students have solid plans for Yr12 to motivate them during Yr11.</p>

## 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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme	Programme includes evidence-based strategies to raise all pupil performance including those who are eligible for Pupil Premium funding. This involves the development of the Rosenshine Principles, Modes, Teach Like a Champion, Literacy strategies, as well as the EEF toolkit.	2,3
Alternative provision coordinator	Our coordinator arranges and monitors alternatives to full-time in-college education for a small number of PP students who require a different structure and support to thrive. Alternative provision is regularly reviewed on an individual basis to ensure value for money and correct student usage	3
Educational Support Unit in college	Support for PP students requiring small group support, 1:1 guidance and support with social & emotional needs. This provision in college is flexible and helps with students' engagement and attendance. Students receive work (and feedback on work) they are missing in the main class via the ESU workflow system. There is an increased need for this resource which also offers "Forest School" learning sessions to predominantly PP students.	1,3

## 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
KS4 mentoring	Students are seen each week or fortnight. They are helped with study skills, time management, specific subject support from mentors, defining and researching next steps post-GCSE to help boost motivation to study for GCSEs. Students report finding these sessions very helpful. Mentors will also contact home to ensure parents know about the challenges and the opportunities available whilst studying for GCSEs	1,4,5
Chromebooks	Chromebooks are provided to ensure disadvantaged students can complete online learning tasks. Most homework is set and done online so PP students are loaned Chromebooks to ensure full access to the curriculum.	1,3,4
Travel assistance	Supporting travel costs for PP students to attend revision workshops or intervention sessions on INSET days when school buses don't run. Pick up for day trips/visits, to ensure travel is not a barrier to attendance. Results for PP students compared to non-PP have improved, with PP students outperforming their peers in some subjects.	1,3
Quiet Zone	Space to work undisturbed after lessons finish until 5pm each afternoon	1,3
Maths specialist tutoring	Students receive 1:1 specialist tutoring where appropriate ensuring that gaps are closed and PP students make progress in line with their peers.	3
Literacy specialist tutoring	Students receive 1:1 specialist tutoring where appropriate ensuring that gaps are closed and PP students make progress in line with their peers.	3

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

Budgeted cost: £65, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Since employing extra admin staff to work on attendance, we have seen a rise in PP attendance and a fall in PAs. MRC attendance is better than national average attendance. Attendance team staff go out to collect students across our very wide catchment area.	2
Counsellors	This is a very successful strategy. As well as two counsellors employed here, we add capacity by acting as a training placement for more counsellors.	1
Uniform and stationery	Provision of revision guides, pens and other items for classwork and exams, as well as ingredients and materials for food tech, DT etc. Pupil Premium students participate in learning practical subjects alongside their non-PP peers without stigma. Chromebooks provided (see above). Correct uniform also promotes students' sense of belonging to their college community. Removing barriers of no uniform or incorrect school uniform for PP students continues to be a costly but worthwhile part of our PP strategy.	1,2
Bridge Club	Every PP student has a member of staff as their key link. Families are contacted monthly to discuss school events and opportunities as well as address any issues of attendance, progress and wellbeing.	2,4
Enrichment	Students are offered a range of activities during our P6 enrichment offer.	1

**Total budgeted cost: £ 175,000**

Part B: Review of outcomes in the previous academic year

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

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