

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	Midhurst Rother College
Number of pupils in school	1175
Proportion (%) of pupil premium eligible pupils	185 15.7%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	31/10/2022
Date on which it will be reviewed	5/07/2023
Statement authorised by	Stuart Edwards
Pupil premium lead	Fiona Lunskey
Governor / Trustee lead	David Lawes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142, 650
Recovery premium funding allocation this academic year	£22,040
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	£164, 690

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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.

Our approach will respond to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about disadvantaged students.

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 targeted interventions. Provide education off-site or via blended learning for students who will progress better on different pathways.
4	Build more positive links between home and school for PP students, to improve parental engagement with their children's education, and to build PP students' own resilience and motivation to succeed.
5	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 (e.g., Aspirations data) shows that PP students are as happy at school as other students and that they engage as actively and positively with school life as non-PP peers.
PP progress and outcomes will be in line with that of non-PP peers, of similar academic ability	KS3 progress, P8 and ALPs scores for PP students are as good or better than scores for non-PP children at MRC, compared to their starting points.
PP students' attendance will be in line with that of their non-PP peers	PP students' attendance 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 their minimum expected grade in KS3 are helped to catch up.</p> <p>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 and homework from all students, including PP students, to ensure they make steady progress through KS3-4.</p>
PP students will be known, valued, and cared for as individuals by Heads of Year and teaching staff	<p>Senior Leaders, Pastoral Leaders, 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 on joining MRC.</p> <p>We will apply the principle of equity so that the PP students each receive what they need to succeed (rather than being treated "fairly", via blanket rules or measures (all getting the same extras or provisions) for a stereotypical PP child.</p> <p>Staff will understand the need to help each PP child to overcome disadvantages that affect them. Staff will communicate well with one another, to support each PP child e.g., ensuring a child knows they can have a Chromebook provided, a trip subsidy or a 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>

<p>PP students have mentoring, and PP families are as engaged in and positive about their children's progress and welfare at school as non-PP MRC families</p>	<p>Every PP child sees a member of staff for mentoring once a month. Each family has a Bridge Club link member of staff, who is in contact every month. Link staff solve small issues such as logins for school systems/sites so PP parents can track progress. Bridge Club staff summarise communications from school, share relevant dates/information on events for each family's child/children. Bridge Club staff listen to concerns and help find solutions, building trust and PP parents' support for the school. Bridge Club staff ensure that PP parents know about GHEF grants e.g., subsidised music lessons, so their child can make the most of school life and acquire cultural capital.</p>
<p>PP students make good 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 all students continue into KS4 studying a balanced curriculum, on courses suited to their learning needs. PP students are prioritised for interventions during KS4 to ensure progress in line with ability. PP students have mentoring from the summer of Year10, through Year11, to liaise between home and subject teachers, build confidence and motivation, help with revision and time management. HOY and mentors support with behavioural or emotional issues, keeping parents informed. PP students take priority for extra parents' evening appointments in Year 11.</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, apprenticeship sessions, university visits or trips to workplaces. 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. Missed careers meetings are repeated and mentors also help with planning for KS5.</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: £60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teaching capacity in English & maths	PP students (behind minimum expected grade) are helped to catch up in literacy sessions with specialist teachers from AEN dept. Specialist maths and English teachers work with small groups on targeted areas for improvement. TA assists in classes where students need more help.	3
Nurture groups for students who are not secondary ready when they join MRC	Students graduate from these groups as they catch up and join mainstream classes as their measured levels improve	3
Alternative provision coordinator	LPt arranges and monitors alternatives to full-time in-college education for PP students who require a different structure and support to thrive. Students' progress attending alternative provision is regularly reviewed and visits are made to educational settings to ensure value for money and suitability for student(s) involved.	3
Educational Support Unit in college	Support for PP students requiring small group support, 1:1 guidance and support. This helps with engagement and attendance. There is an increasing need for this resource and future funding will look towards upskilling and enhancing knowledge and support within this area	1,3

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

Budgeted cost: £ 45, 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	PP students are loaned Chromebooks to ensure full access to the curriculum, especially online learning as homework.	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. More Year 11 students accessed this service. Extend this facility to all PP students across college to ensure that all years have access to learning and support during INSET and holiday period	1,3
Quiet Zone	Space to work undisturbed after lessons finish until 5pm each afternoon	1,3

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

Budgeted cost: £60, 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.	2
counsellors	This is a very successful strategy. Numerous students access this facility allowing wellbeing to improve further. PP students make greater use of the counselling services than non-PP due to greater mental health needs	1
Uniform and learning materials.	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. 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	1,2

Total budgeted cost: £165,000

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 2021 to 2022 academic year.

We are very pleased with the impacts of our strategies to boost the progress of our disadvantaged students in the last year.

Our Year 11 pupil premium students scored a positive P8 of 0.18, putting their performance above the national average for this group. PP Performance at GCSE in maths, English and science was particularly strong. Close monitoring throughout Year 11 enabled us to provide effective interventions to the right students most in need of intensive small-group teaching.

Attendance of PP students at MRC is closely monitored each day. PP attendance last year was only 1% lower than other students (90% compared to 91%). Good attendance naturally boosts academic progress. There were no permanent exclusions of PP students and suspensions of PP students decreased last year compared to 2020-21.

Contact with families via Heads of Year and Bridge Club link staff ensures that PP students feel cared for, whilst parents and carers know how their child is doing academically and when they have homework outstanding or exams to prepare for etc. Motivation and maturity are developed in pupils via a bespoke tutor programme and a planned range of learning experiences in PSHE, which ensure that students find out about all options for education and training post Year 11.

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
Sparx	