

Pupil premium strategy statement – Midhurst Rother College

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1004
Proportion (%) of pupil premium eligible pupils	16% (164)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
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	£ 201,492
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 201,492

Part A: Pupil premium strategy plan

Statement of intent

At Midhurst Rother College, our approach to Pupil Premium supports the school's curriculum intent: our students leave with the skills and qualifications to thrive. By teaching exceptionally well and delivering education with character we bring out the Best in Everyone. This strategy aims to align our college priorities along with research – based approaches and strategies suggested by the Education Endowment Fund (EEF) to ensure effective spending and maximise impact.

This document will refer to EEF recommendations of excellent teaching, targeted support and effective wider strategies whilst meeting our college priorities of:

1. Everyone attends: all staff actively support raising attendance
2. Classroom typicality: same high standard in every classroom. Children work for every minute of every lesson every day
3. Behaviour typicality: consistently excellent conduct and courtesy in every area of the College

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Continue to improve attendance of PP students, especially those with persistent absences. Remove barriers to attendance and work closely with the attendance team to monitor and challenge.
2	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
3	Improve attainment of PP students, especially white British male students, to ensure it is inline with their peers.
4	Ensure that spending of the PP budget is transparent and tailored to the needs of the individual student. This budget is monitored, and any spending is impactful and builds on students' cultural capital
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
PP students' attendance will be in line with that of their non-PP peers	Gap between PP attendance and non-PP attendance narrows
PP students receive a high level of challenge in the classroom and standard of work is high.	Students are regularly checked for understanding, work in lessons is monitored and challenged where appropriate
Students leave MRC with attainment scores that are inline with their non – PP peers	Students make excellent GCSE and A Level scores that reflect their ability and are inline with those who are non - PP
Barriers to education removed and cultural capital raised	The budget is carefully assessed and monitored throughout the year. Spending is mindful and impactful for those who receive it. PP students are given regular opportunities to experience a range of extra – curricular activities and experiences.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD programme</i>	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.	2,1
<i>Alternative provision coordinator</i>	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	1,2,3,4

	individual basis to ensure value for money and correct student usage	
<i>Success Routes</i>	Teachers actively plan for the students in their room and monitor them consistently throughout the lesson to challenge them and keep standards high. Teachers also monitor attendance, picking up on misconceptions and filling any gaps in their learning.	1,2,3
<i>Targeted lesson visits</i>	Lessons are visited regularly to ensure that PP students are being challenged regularly, that their learning is checked and they are making progress in lesson in line with their peers	1,2,3
<i>SEND support for assessments</i>	Teachers liaise with the SENCO to utilise examination support where necessary to ensure that in class assessments are reflective of student exam concessions and students are supported in their learning.	1,2,3

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

Budgeted cost: £40,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Safeguarding Coordinator</i>	Designated staff member within the safeguarding team to work with specific students and their families where appropriate	1,3,4,5
<i>Maths specialist tutoring. The EEF Toolkit cites smaller groups learning as having 4 months progress on learners</i>	Students receive 1:1 specialist tutoring where appropriate ensuring that gaps are closed and PP students make progress in line with their peers.	2,3,4
<i>To support classroom teaching and ensure gaps in progress are closed, students receive specialist Literacy tutoring in a small group or 1:1 setting. The EEF Toolkit cites Phonics learning as having 5 months progress on learners as well as Reading Comprehension strategies having 6</i>	This is inclusive of Phonics and literacy programmes including Fresh Start, Lexia, Rapid Reader and paired reading.	1,2,3,4

<i>months progress on learners.</i>		
<i>KS4 mentoring The EEF toolkit cites academic mentoring as having 2 months progress on learners.</i>	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.	1,3,4,5
<i>All students provided with Chromebooks and internet access to allow them access to the full suite of homework available The EEF toolkit cites that extending school time can add 3 months of progress to learners</i>	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.	4,5
<i>Travel assistance</i>	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.	4,5

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

Budgeted cost: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment</i>	Students attend an array of after school enrichment activities. Students are also supported in other extra-curricular activities – such as music lessons, dance uniforms and other equipment to fully engage with these activities.	1,4
<i>Trips</i>	Where applicable, students are financially supported with the cost of trips – including both day trips and overseas trips. The PP budget contributes to travel costs and supports families to ensure that their child engages with a range of different cultural events and enrichments.	1,4,5
<i>Alternative therapies</i>	Where applicable, students are supported beyond the learning environment to enhance their educational experience. This may involve facilitating	1,4,5

	counselling, or other alternative provision (for example Equine Therapy) to support their education.	
<i>University Days</i>	The College runs a number of day trips to various universities throughout the year. The PP budget supports the travel and attendance of PP students on these trips to enhance students' cultural capital and aspirations. These trips include Oxbridge events and a range of universities/ subjects.	1,5
<i>Uniform</i>	Barriers to correct uniforms are removed for PP students. This includes the buying of uniform for students where applicable, replacing items and ensuring students have appropriate sports wear for PE.	1,2,3,4,5

Total budgeted cost: £201,492

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year Midhurst Rother College supported 169 PP students in their education. Students receive regular tracking points throughout the academic year that allows us to track progress as well as other tracking external forms of intervention (such as ESU usage, Alternative Provisions and Counselling Services). Impact is measured not only through attainment but through regular attendance, engagement with interventions (both academic and pastoral) and cultural opportunities.

Tracking Point data suggests that PP students enter MRC with a gap in attainment. This gap has historically widened, and our strategies last year attempted to minimise the impact of this gap. Although there was a gap present, the components of the strategy were successful and need further chance to develop. This year, our main aim is to hold high standards of PP students within the classroom – for teachers to plan, implement and adapt lessons for the needs of these specific students. Alongside this, greater emphasis will be put on tracking the data of PP students and their progress throughout the year – especially students who are both SEND and PP.

Cohort 2024

- Total cohort: 210
- PP Students: 31 (15%)
- SEND PP: 18 (58% of PP Cohort)
- Basics 5+: 26%
- Basics 4+: 52%

Actions following results:

In line with our CIP Priorities, we will focus on ensuring that the following measures are in place for PP students, along with the strategy outlined above:

- *Everyone attends: all staff actively support raising attendance*
- *Classroom typicality: same high standard in every classroom. Children work for every minute of every lesson every day*
- *Behaviour typicality: consistently excellent conduct and courtesy in every area of the College*