



Pupil Premium strategy statement: Midhurst Rother College

This statement details our school's use of pupil premium (and recovery 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
School name	Midhurst Rother College
Number of pupils in school	1158
Proportion (%) of pupil premium eligible pupils	169
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	
Date on which it will be reviewed	5/07/2025
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	£0
Total budget for this academic year	£175,215

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:

- Attendance: everyone attends. All staff support raising attendance
- Classroom typicality: same high standard in every classroom
- Behaviour Routines: in corridors and classrooms
- Homework and independent study: systems for 100% completion

Challenges

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

Challenge number	Detail of challenge
1	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	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
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.
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
Barriers to education removed	Students are provided with any necessary measures to ensure that their progress is in line with their peers. This is inclusive of but not exhaustive of Chromebooks, transport, uniform, other specialist equipment 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
Spending of the budget is monitored and impactful	The budget is carefully assessed and monitored throughout the year. Spending is mindful and impactful for those who receive it.

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
Additional English and Maths specialists employed to ensure high quality specialist teaching in all lessons. The EEF toolkit cites this as having 2 months progress on learners.	Students receive more English and Maths lessons with specialists ensuring all elements of their needs are met. This ultimately can reduce pupil numbers per class	2
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

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	1,2,3
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.	1,2,3

Targeted academic support

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths specialist tutoring. <i>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
To support classroom teaching and ensure gaps in progress are closed, students receive specialist Literacy tutoring in a small group or 1:1 setting. <i>The EEF Toolkit cites Phonics learning as having 5 months progress on learners as well as Reading Comprehension strategies having 6 months progress on learners.</i>	This is inclusive of Phonics and literacy programmes including Fresh Start, Lexia, Rapid Reader and paired reading.	2,3

KS4 mentoring <i>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.	2,3
All students provided with Chromebooks and internet access to allow them access to the full suite of homework available <i>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.	1,2,3,4
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.	1,2,3,4

Wider strategies

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance is tracked and reviewed regularly by the attendance team with interventions in place as appropriate. <i>The EEF toolkit cites Parental Engagement can have 4 months progress on learners.</i>	Extra attendance staff recruited Daily attendance figures published; PP attendance tracked. Those at risk of Persistent Absenteeism (PA) receive communication and support from attendance team (this includes home visits, meetings and letters as appropriate). Where necessary, travel arrangements made to ensure all students are in school every day. Breakfast club ensures students can access full healthy meals to ensure they are well prepared for the day ahead	1,3

<p>3 counsellors are employed by the College to ensure availability where necessary. PP students have access where needed to support their wellbeing. <i>The EEF toolkit cites understanding emotional and social wellbeing can have 4 months progress on learners.</i></p>	<p>School makes referrals to external agencies, including counselling services to benefit wellbeing and welfare of students</p>	<p>1,2,3,4</p>
<p>Uniform and Stationery</p>	<p>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 to be a costly but worthwhile part of our PP strategy</p>	<p>1,2,3,4</p>
<p>Trips and other forms of enrichment</p>	<p>PP students are provided with opportunities that will aid their cultural capital and social mobility. Where possible, discounts and offers will be made to PP students to allow them to attend educational visits.</p>	<p>1,3,4,5</p>

Total budgeted cost: £ 175,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year Midhurst Rother College supported 179 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. A change in PP leadership last year part way through the year has led to a review of strategies and this academic year reflects these changes. Impact of these changes will be reviewed at strategic points in the year.

Cohort 2024

- Total cohort: 217
- PP Students: 38 (18%)
- EAL PP: 2
- SEND PP: 16 (42% of PP Cohort)
- Basics 5+: 21%
- Basics 4+: 32%

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:

- Attendance: everyone attends. All staff support raising attendance
- Classroom typicality: same high standard in every classroom
- Behaviour Routines: in corridors and classrooms
- Homework and independent study: systems for 100% completion