

# Pupil Premium Strategy Statement



1. Summary information			
Academic Year	20/21	Total Pupil Premium (PP) Budget	£434,195
Total number of students	1224	Number of Disadvantaged Students (DS)	478 (39%)

2. Headline figures				
	DS at St Michael's			National average of students not eligible for PP 2019
	17-18	18-19	19-20	
Progress 8 score average	-0.25	0.09	-0.10	0.16
Attainment 8 score average	36.13	38.68	39.86	50.3
% Achieving 9-4 in English and maths	45.8%	43.8%	45.6%	72%
% Achieving EBacc	3.6%	2.7%	7.4%	29%

<b>3. Key Priority</b>		<b>Success criteria</b>
<b>A.</b>	Continue to improve the outcomes of ALL students by ensuring the delivery of high quality teaching and learning to address issues of attendance and engagement.	Determined by the overall progress score for DS. Continue to deliver high quality teaching and learning for ALL; DS will have less resilience to poor teaching.
<b>B.</b>	Continue to improve the progress score of DS in mathematics.	Positive progress score in mathematics.
<b>C.</b>	Improve the progress score of DS in English.	Positive progress score in English.
<b>D.</b>	Improve the progress score of high prior-attaining students.	Positive progress score for this cohort (30 students).
<b>E.</b>	To support DS studying vocational subjects and MFL.	Positive progress for DS in MFL and all vocational subjects with a particular focus on enterprise.
<b>F.</b>	Aspirations for DS will be the same as those of students not eligible for PP.	DS will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used destinations data to track percentage of DS in education, training or employment.
<b>G.</b>	Increased attendance rates for DS.	Reduce the in-school gap between the attendance of DS and students not eligible for PP.
<b>H.</b>	Improve the behaviour of DS.	To reduce the number of negative events and internal and external isolation referrals.

## 1. Planned Expenditure

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i) Quality of teaching for DS

Key Priority	Action(s)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Continue to improve the outcomes of ALL students by ensuring the delivery of high quality teaching and learning to address issues of attendance and engagement	All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of ALL students	In order to diminish the difference for DS we are working on delivering quality first teaching and equity between ALL – Strategies sit within the school plan.	T&L surveys to get students' opinion on the following areas: quality of feedback, homework, opportunity to work independently and collaboratively and usefulness of intervention. Rigorous scrutiny of progress review data to assess progress.	F Jeffreys	Lesson observation windows
	Academic Coaches for English and mathematics	EEF has endorsed the use of tutoring to provide additional, targeted support for those children who need the most help.	Further to guidance on making tutoring most effective (by EEF (Robbie Coleman) and Marc Rowland), ensure that coaches to form positive relationships with students and supplement what is being taught in the curriculum.	A Brooks	Half termly
	Year 11 Mentoring	Students have been identified from J Graham's engagement analysis during lockdown.	Use Vespa resources. This draws extensively on academic research and classroom experience to develop a system that supports student learning, helping every learner become the best they can be. The package includes material on developing mind-set, metacognition, and confidence to succeed.	C Bending J Loucas L Careless	Weekly meetings with students Review progress after November and February mocks.

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<b>A</b> Continue to improve the outcomes of ALL students by ensuring the delivery of high quality teaching and learning to address issues of attendance and engagement	All students to receive regular homework in line with the school policy	Research from Education Endowment Foundation (EEF) shows that secondary homework is one of the most effective ways to improve progress and is cost effective	Planner checks will be carried out to monitor the amount of homework being set.	F Jeffreys	Half termly
	Whole school marking policy with teacher-students dialogue in red pen	Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. This ensures that students receive consistently high levels of teacher feedback and have the opportunity to respond in dedicated improvement time (DIT).	Marking moderation within departments to ensure Whole School Policy is being adopted. In addition, middle leaders to carry out book scrutiny.	C Handy	Personalised marking moderation on: 2 <sup>nd</sup> December; 13 <sup>th</sup> January; 24 <sup>th</sup> March; 9 <sup>th</sup> June
	St Michael's PP T&L Strategies: PP Position PP First – Q&A PP Readers & Leaders	To promote Quality First Teaching for DS	C Bending to present the strategies to new staff	C Bending	Evidence of these strategies collated in lesson observation windows.

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<b>B</b> Continue to improve the progress score of DS in mathematics	Reduced class sizes and/or minimum 2 teachers in class to provide additional support or DS. Also, subject specialist support for withdrawn groups to develop key skills.	This allows for greater feedback to be given; EEF highlights this as one of the most effective ways to improve the progress of students.	Reduced class sizes from Year 9 (in some cases) onwards.	n/a	Through quality assurance
	Form time numeracy activities for Years 7-10 provided by the Maths Department.	Expose DS to more frequent numeracy challenges.	Monitored by SSM and results shared with staff in briefing. Successful forms receive prizes for key skills and progress, as well as engagement.	S Smith J Insley	Weekly review of engagement and understanding  Progress check tests (termly)
	Maths specialist attached to every Year 11 form group for additional support to ALL students.	All DS to be exposed to additional support with maths work in form time.	Ensure that resources are readily available for form time activities and time is designated for this support.	Year 11 form tutors	Through Year 11 quality assurance
	Numeracy links to be made with other departments during development time. The departments to support are: Science, Business/Computing, MFL, DT/Art, PE, Performing Arts, History, Geography, RE	To enable students to apply their skills in a different context, taught by another member of staff.	Numeracy links will provide regular support to their allocated subjects.	J Insley	S Smith to provide updates each half term at Extended Leadership.
	HegartyMaths available to all DS	An online maths resource to students and parents/carers that can be accessed in school or at home. This includes all relevant topics and practice exam questions to support to progress of DS.	C Goff to promote this is in assemblies and lessons and regularly monitor its use and ensure that homework tasks are set through the resource.	C Goff	S Smith to provide updates each half term at Extended Leadership
	Additional resources provided to DS in preparation for exams.	Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of DS.	Maths Year Lead to identify underperforming students and liaise with C Bending and HoY.	C Bending	Through quality assurance

Key Priority	Action(s)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Improve the progress score of DS in English	Implement T&L strategies to support students' literacy across both Key Stages.	<p><b>Writing frames:</b> PEEKFAL. To be used conjunction with sentence stems.</p> <p><b>Using talk</b> - use of Socratic and dialogic teaching in order to enable students to have confidence in what they are writing before they start.</p> <p><b>Modelling responses</b> demonstrating the process of writing with the use of visualizers and PowerPoint slides.</p> <p><b>Read Write Gold</b> - allows students to process the question. Using concessions in class has made a huge difference to the confidence of students and prepares them for the exam.</p> <p><b>Dual coding</b> - Identifying key words for the subject and dual coding them means that they have an additional opportunity to access the materials.</p>	Sharing of good practice through Academic Board meetings and WOW presentations in staff briefing	L Mitchell-Barnes N Eglinton	Lesson Observations and learning walks
	Improve engagement of boys in English	Through an evaluation and the development of the English Curriculum across KS3 and KS4 in 2019-20, engagement for boys has been considered in text choices and topic areas. The department have widened the choices of texts studied in order to engage boys. In schemes where extracts are studied, the department have selected texts that are relevant, modern and address issues relevant to student experiences.	Progress score will be analysed during quality assurance.	N Eglinton	Through quality assurance
	Academic Coaches work with DS and Catch-Up students in small groups withdrawn from the classroom and in-class support.	EEF's Catch-Up guidance highlights extensive evidence showing the impact of tutoring and the use of academic coaches to support students who have fallen below.	AG to measure the impact of this intervention after each data drop	D Fullwood A Griffin	Following each 6-week cycle of intervention

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C Improve the progress score of DS in English	Marking for literacy in all subjects, using 'marking symbols'. Whole staff CPD on the importance of extended writing, grammar, and punctuation. Literacy toolkit provided for staff as a resource.	EEF toolkit suggests that high quality feedback is one of the most effective ways to improve progress.	Staff marking moderation/trawls on high quality feedback to be coordinated by SLT. Our focus for assessment and feedback on writing for a purpose and will include: Whole school policy: Wow, Now, How. Teacher-student dialogue to enable students to respond to feedback given. Smart marking techniques- more focused feedback for DS through PP book being prioritised when marking Increased verbal feedback for DS	F Jeffreys L Mitchell-Barnes	Through personalised marking moderation on dates stated above.
	Literacy focus across all subjects each half term on the following: capital letters and full stops, apostrophes, semi-colons and colons, subject verb agreement, homophones and paragraphs.	Reinforcing basic technical areas in English provide the students with consistent feedback on literacy.	Personalised marking moderation. Literacy links working with each department to address areas of weakness, facilitate resources and provide expert help.	L Mitchell-Barnes	Through personalised marking moderation and literacy links
	Dictionaries available in all departments for DS	Access to dictionaries improves technical accuracy and communicates the need for whole school literacy.	Regular checks to ascertain availability of dictionaries in every room.	L Mitchell-Barnes	Termly
	Bedrock Vocabulary	DS suffer from being 'word poor', which affects their reading ability. Addressing this area should have a beneficial effect on their comprehension.	Sessions have been planned and supported by SLT. Some sessions staffed by LMB to ensure quality delivery.	J Knight	Weekly reports on progress – reviewed every half term

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C Improve the progress score of DS in English	Reading for engagement in Year 7	Reading should be social and books read for pleasure not just study. A number of current engaging texts have been purchased to be used specifically with Year 7 and 8.	Delivered by English teachers in literacy lessons	C Oakshott L Mitchell-Barnes	Termly
	English teachers assigned as Year 7 Form Tutors	Providing students with additional literacy in form time can assist in addressing the slump following national tests.	Regular review of delivery in form. Literacy initiatives for engagement such as competition, spell-a-thon.	C Oakshott All Year 7 form tutors	Through quality assurance
	Fresh Start Programme	To develop reading and writing of the English language by developing DS' phonemic awareness	K Mannington and K Khan are trained in phonics and teach deliver this during curriculum time in attainment their sets.	K Mannington K Khan	Through quality assurance

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D Improve the progress score of high prior-attaining students	The analysis of high prior-attaining students will be included in Quality Assurance Meetings in KS3 and 4.	To provide opportunity to analyse/identify students that require support and plan interventions to address underperformance.	J Loucas to set out an action plan following each QA meeting.	A Brooks C Bending J Loucas	Through quality assurance
	AimHigher group mentoring programme to develop students' motivation, growth mind set and organisation skills.	The Assertive Mentor Scheme has increased attendance in curriculum time and after school in recent years. It is also an opportunity for family engagement and to provide resources for key areas.	JL to identify the key cohort and assign students mentors in school for them to talk to mock exam preparation, time management, resources and general well-being.	J Loucas A Smalley	Through quality assurance
	St Michael's T&L Strategies for HPA:  1. <b>HPA Position:</b> Highlight HPA students on seating plan and think carefully about who they are sitting next to. For practical subjects, this can be referred to when choosing teams/groupings for tasks. 2. <b>HPA Questioning – HOTs not LOTs:</b> Where possible target HPA students for deeper thinking questioning to further their understanding and to stretch their answers. 3. <b>HPA STAR Task- Stretched, Targeted, Aspirational, Response Task</b>	The introduction of these strategies in 18/19 supported our HPADS in outperforming our HPA Non-DS with regards to progress made. There has since been an upward trend in progress scores for HPAs.	JL to do a WOW September 2020 to update staff on these strategies as well as the importance of stretching HPA males.	J Loucas	Evidence of these strategies collated in lesson observation windows

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D Improve the progress score of high prior-attaining students	<b>STAR Task Planner Challenge</b> For Year 11, a reward programme has also been set up for students to access additional online assignments within core subjects.	This allows students to record STAR tasks that have been completed during lessons. Form tutors and JL can then recognise the work and reward those students.	JL to monitor this during form time	J Loucas	During form time
	MyTutor to target underperforming HPA students within core subjects	1:1 online tuition through MyTutor has proven to increase grades of students.	JL to monitor the engagement and analysis the progress of the students involved during quality assurance.	J Loucas	Through quality assurance
	Targeted Study Support for HPADS in Key Stage 3 during the lead up to their exams	18-19's analysis in KS3 and KS4, showed that students are more likely to make positive progress if they attend revision sessions after school.	Seconds in department to carefully analyse the performance of students on GO and invite them to revision sessions. J Loucas will liaise with departments during KS3 Academic Board and produce a timetable to avoid clashes.	C Bending J Loucas	Through quality assurance
	HPA form groups in Key Stage 3.	As a result of form changes made in the last two academic years, we have seen improvements in the rate of progress for HPAs.	C Bending and F Faulkner to liaise with Heads of Year and strategically place students in forms where it is felt they will make the most progress. This is particularly in subjects that are taught in forms so that students can be stretched, using the strategies describe above.	C Bending F Faulkner	Through quality assurance

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E To support DS studying vocational subjects and MFL	Provide DS with revision guides to help them complete coursework and prepare for their exams.	Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of DS.	Subject leaders to liaise with C Bending to ensure that PP is used to provide all DS with revision and coursework material.	C Bending	n/a
	Year 11 Academic Mentor	DS are less likely to attend study support and have the skills and independence to organise their revision/keep up to date with coursework.	R Lloyd to meet with students in Year 11 to support with regards to increasing attendance to school, engaging with the study support programme. In addition, R Lloyd will be work with targeted students during lunchtime and after school to ensure students studying vocational subjects are meeting their deadlines.	R Lloyd	Ongoing
<b>Total budgeted cost £308,214.55</b>					

<b>ii) Other Approaches</b>					
<b>Key Priority</b>	<b>Action(s)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>F Aspirations for DS will be the same as those of students not eligible for PP</b>	Extended school day activities to develop that sense of belonging amongst students and improved school provision.	The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that DS benefit disproportionately, making approximately two and a half months' additional progress. After school targeted intervention that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment.	Promoted in assemblies and extra-curricular timetables are shared with all students. Attendance to intervention recorded by departments.	All staff	Through quality assurance
	Vulnerable Students Coordinator	To ensure that the looked after children (LAC) are supported with their learning with use of PP.	J Mills to meet with the social workers of LAC on a termly basis to discuss progress and use of PP to support their learning.	J Mills	Through quality assurance
	EAL Coordinator	We have a growing number of students with English as an additional language (EAL).	A Dowler to oversee the provision for students with EAL, liaising with class teachers with regards to T&L strategies and differentiation. Important information regarding these students to be shared in staff briefing and during Academic Board.	A Dowler	Through quality assurance

F Aspirations for DS will be the same as those of students not eligible for PP	Strong careers advice and guidance through outside providers. College/university visits that are best suited to the needs of each DS.	To ensure that DS remain in education, employment, or training post-16.	To offer an additional support 1:1 support and guidance to DS in KS3 and KS4 to ensure that they and parents/carers are fully aware of all opportunities that are available to them for life after St Michael's.	P Stafford	October 2021 to finalise confirmed study/employment
	AimHigher Plus	To support the government's objectives of doubling the proportion of disadvantaged young people entering higher education by 2020. Improve the Progress 8 and Attainment 8 outcomes of DS.	To use AimHigher criteria to identify NCOP students at St Michael's and plan interventions/opportunities that are relevant to the students and their potential options Post-16.	J Loucas	Ongoing
	Opportunities beyond the classroom organised to raise the aspirations of our DS: universities, theatres, and sporting stadia.	This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.	Liaise with all staff to identify DS and plan opportunities beyond the classroom. Collate feedback from students on their experiences.	C Bending	Ongoing

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G Increase attendance rates for DS	Attendance Officer	National Foundation for Educational Research briefing for school leaders identifies addressing attendance as a key step. There was a 1.32% in-school gap before lockdown last academic year.	Effective monitoring of attendance; absenteeism is checked on a daily basis. A comparison of DS' attendance and other students is given to key stakeholders weekly. In addition, phone calls are made each morning to all Year 11 students that are not in school.	N Cartwright SLT	Weekly
	Heads of Year to monitor all students and follow up quickly on trancies and attendance. First hour of the day response and follow up. Letters about attendance to families/carers. Heads of Year to visit all PA at home to discuss attendance with families/carers and explore barriers.		Pastoral and SLT weekly agenda item	Heads of Year	Weekly
	Family Liaison Officer		R Hodgetts to assist in tackling underachievement and attendance by working in partnership with families, parents and carers in a school context to enable students, particularly the DS to have full access to educational opportunities and overcome barriers to learning and participation. This includes personal telephone calls and 'attendance sweeps' (prioritising Year 11).	R Hodgetts	n/a
	Provide DS girls with access to Project Give		1 in 4 girls nationally suffer from period poverty. This results in them missing 32-34% of their secondary education.	Information to be shared within PSHE lessons and all DS girls given to opportunity to access free menstrual management material.	K Whitehouse R Hodgetts

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H Improve the behaviour of DS	Pastoral Team	Social and emotional issues have led to more frequent behaviour incidents, having a detrimental effect on learning time for these DS. The Pastoral Team ensure that all DS are in class and engaged in their learning.	Assistant Heads of Year ensure that all students are in lessons, engaged in their learning.	K Whitehouse	Weekly pastoral meetings
	Positive phone calls home	Members of SLT/ext. SLT, Heads of Year and Form Tutors to contact families of students who are performing well in school. Feedback from families to this has been extremely positive and students have revealed from surveys that this is the preferred way of recognition (as opposed to assemblies).	Identify students by year group and delegate to members of SLT, Heads of Year and Form Tutors; Phone calls to be logged on GO.	All staff	n/a
	Introduction of Expectations Card in January 2017 to improve behaviour during unstructured time: in between lessons and at break/lunch.	Feedback from staff revealed that behaviour and standard of uniform had begun to drop in 15/16. This gives all pupils clear boundaries and an awareness of the consequences if they fail to meet the high expectations of a St Michael's pupil. Also, this system was employed at Durrington High, who received a rating of Outstanding for Behaviour.	Expectations and consistency to be reiterated to all students regularly in assemblies. Students' record is logged on a central system to ensure correct consequences are in place in the event that their current card is signed for the third time.	W Hill	Half termly

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H Improve the behaviour of DS	Introduction of Values Card in December 2019	<p>ALL students to be rewarded by demonstrating St Michael's Values in both curriculum time and during breaks/lunch:</p> <p><b>Mercy</b>  <b>Integrity</b>  <b>Care and Compassion</b>  <b>Humility</b>  <b>Achievement</b>  <b>Equality</b>  <b>Leadership</b>  <b>Service</b></p>	As with the Expectations Card, the Values are reiterated to all students regularly in assemblies. They are also an integral part of the curriculum. Students' record is logged on a central system.	S Lakin	Half termly
	St Michael's House System	Introduce competition amongst students to increase positive points and reduce negative points. Praising effort, resilience, challenge seeking, optimism as well as praising intelligence, talent, speed of completion or 'being the best', build resilience and a tendency to try learning strategies.	S Dix to update points daily and display on TVs around school. All staff have a responsibility in awarding positive/negative points. Heads of House to deliver a 'House Rewards Assembly' at the end of each term.	S Dix	Half termly
	Albion Foundation Mentor	Behaviour points recorded show that DS are less likely to manage difficult situations compared to their peers and make poor decisions as a result. DS are also less likely to meet coursework/homework/deadlines.	P Campbell to work with students on a 1:1 and/or small group basis to develop well-being and coping strategies. Support is provided in and out the class with regards to completing work. Cooking lessons are also provided as part of the extra-curricular.	P Campbell	Weekly meetings with JM
<b>Total budgeted cost £125,916.55</b>					