

## 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	St Michael's Church of England High School
Number of pupils in school	1220
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers	<b>2021-22</b> 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	C Handy-Rivett
Pupil premium leads	C Bending/S Smith
Governor/Trustee leads	C Nicholls/K Thornton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£467,110
Recovery premium funding allocation this academic year	£59,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## 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 high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. The activity we have outlined in this statement is intended to support individual's needs, regardless of pupil premium eligibility.

A tiered approach has been adopted that focuses on high-quality teaching, targeted academic support and wider strategies that address challenges such as attendance and social emotional learning of our pupils. High-quality teaching makes up a significant part of our approach, with careful consideration of professional development for teachers. This has proven to have a positive impact on all pupils. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils fulfil their academic potential.

Key Stage 2 prior attainment and Key Stage 3 assessments in reading show that disadvantaged pupils' scores are significantly lower than pupils not eligible for pupil premium. Therefore, reading opportunities are to be embedded across the curriculum and targeted academic support is in place to ensure all pupils are reading at their chronological age.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support with academic coaches in English and mathematics for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• <b>2018-19</b> 94.33% (in-school gap: 1.99%)</li> <li>• <b>2019-20</b> 93.60% (in-school gap: 2.42%)</li> <li>• <b>2020-21</b> 92.12% (in-school gap: 3.78%)</li> </ul> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Data on behaviour incidences shows that disadvantaged pupils accumulate more negative points compared to their peers. Data from 20-21 reveals 65% of fixed term of exclusions were for pupils eligible for pupil premium.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Access to technology and educational materials. Audits carried out during partial school closure revealed that many of our disadvantaged pupils did not have access to a device and/or reliable internet access. 180 devices and 40 4g dongles were issued during 20-21.</p>
5	<p>Low levels of reading. Since 2016, the average in-school gap between disadvantaged pupils and other pupils in Key Stage 2 prior-attainment is 2.1 (scaled score). On average, disadvantaged pupils in Key Stage 3 are 10 months lower than their expected reading age (July 2021). In the New Group Reading Test (NGRT) results for Year 7 (September 2021), the standard aged score for free-school meals pupils (94) is significantly lower than pupils not eligible (104).</p>
6	<p>Low levels of mathematics/numeracy. Since 2016, the average in-school gap between disadvantaged pupils and their peers in Key Stage 2 prior-attainment is 2.8 (scaled score).</p>
7	<p>Our observations in learning walks suggest many lower attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly during pupil voice and their ability to reflect on their recent learning.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>● the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>
Ensure disadvantaged pupils fulfil their academic potential.	A positive progress 8 score for disadvantaged pupils.
Maintain and continue to develop a positive school ethos that supports disadvantaged pupils' behaviour and social and emotional learning (SEL).	<ul style="list-style-type: none"> <li>● Reduce the number of negative behaviour incidences.</li> <li>● Ensure positive recognition for disadvantaged pupils is in line with other students.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading tests demonstrate improved skills amongst disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and the ability to articulate their learning journey.

## 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: £263,110

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
<p>St Michael's teaching and learning strategies for disadvantaged pupils:</p> <ol style="list-style-type: none"> <li>1. PP First</li> <li>2. PP Position</li> <li>3. PP Leaders and Readers</li> </ol>	<p>To promote quality first teaching in the classroom and continue to raise awareness of the outcomes for disadvantaged pupils. The teaching and learning strategies encourage staff to consider: targeted questioning, the seating plan and opportunities to lead a task and/or read to others. This also supports the suggestion by the <i>Education Endowment Foundation (EEF)</i> that "teachers' expectations play a role in shaping pupil outcomes with the aim of communicating a belief in the academic potential of all pupils."</p>	<p>1, 2, 4, 5, 7</p>
<p>Continuing Professional Development and Learning (CPDL). A programme has been devised based upon a shared commitment for teachers to support one another to develop, so that pupils benefit from the highest quality teaching, learning and assessment.</p>	<p><i>EEF: "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap." Studies have shown that effective CPDL can improve the outcomes of pupils (Cordingley et al. 2015; Early and Greany, 2017; Fletcher-Wood and Zuccollo, 2020). The Teacher Development Trust (2021) shares evidence on extra hours spent on professional development or collaborative working being associated with an improvement in work-related stress and wellbeing. It has also been recognised that staff retention in schools has been negatively affected where working conditions are less supportive (Johnson et al. 2011; Fletcher-Wood and Zuccollo, 2020; Tomsett and Uttley, 2020).</i></p> <p><i>Outlined in CPDL Programme:</i> Staff will have the opportunity to opt into bespoke training sessions that best meets their current professional or personal developmental requirements. The sessions last for one hour in length and will support staff in developing, knowledge and pedagogical practice:</p> <ol style="list-style-type: none"> <li>1. Teaching &amp; Learning takeaways: The 5 pillars of learning</li> </ol>	<p>1, 2, 3, 4, 5, 6, 7</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p><b>2. Continuing to improve the outcomes for disadvantaged students at St Michael's</b></p> <p>3. Effective dual coding in the classroom</p> <p>4. A graduated approach: Strategies to support the development of an improved understanding of students' SEND needs; to enable them to access the curriculum</p> <p>5. Wise Up: Prioritising wellbeing in schools</p> <p>6. Strategic use of data to inform action planning</p> <p>7. Effective use of Go 4 Schools</p> <p>8. Behaviour management strategies</p> <p>On five occasions throughout the year, subject leaders will be able to plan and deliver department based CPDL. This will follow the learning walk cycle, allowing subject leaders to plan sessions based upon findings of their learning walks and/or in line with subject departmental improvement plans. Time has also been dedicated to assessment and data moderation in departments.</p> <p>The curriculum, teaching, learning assessment (CTLA) group explores developments in pedagogy and practice. Each year they have focus areas that members proactively cascade and share with departments. This year the focus is reading, vocabulary and metacognition.</p> <p>In addition, a full programme of statutory sessions will be delivered to Early Career Teachers.</p>	
<p>Whole school marking policy with teacher-pupil dialogue.</p>	<p><i>EEF: "Providing feedback is well-evidenced and has a high impact on learning outcomes in secondary education (five months' progress over the course of a year). There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils. Clear and actionable feedback enables pupils to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement."</i></p> <p>The school marking policy ensures that pupils receive consistently high levels of teacher feedback and have the opportunity to respond</p>	<p>5, 6, 7</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p>in dedicated improvement time. Quality of feedback is monitored through work scrutiny during learning walks and dedicated time for moderation of students work built into the CPDL calendar.</p>	
<p>All pupils receive regular homework in line with the school policy.</p>	<p><i>EFF: "The average impact of homework is an additional six months' progress over the course of a year. The quality of the task set appears to be more important than the quantity of work required from the pupil. Surveys in England (EFF) suggest that disadvantaged pupils are less likely to have a quiet working space, are less likely to have access to a device suitable for learning and may receive less parental support to complete homework and develop effective learning habits."</i></p> <p>Whilst staff have high expectations, careful consideration is given to the challenges faced by disadvantaged pupils when monitoring the completion of homework. Opportunities are available for pupils to complete homework using facilities in school. Each department has a clear strategy with regards to the setting of homework.</p>	<p>3, 4, 5, 6, 7</p>
<p>Personal, social, health and economic (PSHE) curriculum.</p>	<p>A review of PSHE in 2021 indicated that PSHE did not have enough prominence in the curriculum and we needed to rapidly improve the quality and standing of this subject in order to overcome this. The conditions imposed on pupils during the pandemic has led to a noticeable increase in mental health and wellbeing issues. Also, pupils having to deal with life challenges such as bereavement, financial difficulties at home, the world of work, domestic violence and general feelings of vulnerability, means that a successful PSHE programme is more important than ever. In addition to this, issues such as violence against women, violence against LGBT+ communities, and the importance of healthy sexual relationships are not being tackled successfully at home and school needs to play a prominent role here.</p> <p>PSHE has been added back to the curriculum as a discrete subject with a significant increase in learning hours, as opposed to being tackled during extended form time. The PSHE lead has sourced new</p>	<p>1, 2, 3</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	resources that fully respond to the national requirements for PSHE, relationships, sex and education, and to the GATSBY benchmarks regarding work-related learning. The school's aim is to create confident young people who know how to be financially independent, good citizens and to show kindness and compassion for other people.	
Associate Assistant Headteacher with responsibility for student development (curriculum, teaching and learning).	<p><i>EEF: "The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year, based on extensive. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future."</i></p> <p>Ensuring students are able to apply effective metacognitive and self-regulatory techniques across the curriculum. This is a key focus for departmental learning walks. Student voice focus groups and surveys have a representative sample of disadvantaged students. Teachers are embedding three strategies into lessons to improve metacognition- modelling, reflection and improvement.</p>	1, 3, 5, 6, 7
Associate Assistant Headteacher with responsibility for staff development (curriculum, teaching and learning).	The learning walk model will consist of a lesson observation, pupil voice, subject leader meetings and staff voice, allowing us to effectively capture the curriculum. This provides a holistic view of our subject areas and a clearer picture than a traditional lesson observation. The subject leader survey was overwhelmingly in favour of learning walks. This supports <i>Ofsted's advice using an evidence-based approach to assessing the quality of teaching and learning</i> . It also provides SLT and subject leaders with an insight into the success of a department's intent and implementation.	1, 2, 3, 5, 6
Advanced Skills Teacher (AST) and	The AST and CTLA coach work directly with staff to improve pedagogical techniques and strategies in the classroom. Support	1, 2, 3, 5, 6

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Curriculum, Teaching and Learning (CTLA) Coach.	includes: coaching (traditional and instructional), lesson observation opportunities and support with planning and marking.	
KS3 Book Club: Reading for pleasure with KS3 form tutors.	<p><i>EEF: "On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts."</i></p> <p>Our reading for pleasure strategy 'Book Club' ensures all pupils in KS3 read regularly throughout the week. A canon of texts have been identified ensuring they are challenging and engaging for our students, including themes of culture, classics and contemporary fiction.</p>	5
Reading opportunities embedded across the curriculum. Subject-specific vocabulary taught through morphology and etymology. This is supported by a bi-weekly literacy lesson focussing on spelling, punctuation and grammar.	<p><i>EEF: "The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies."</i></p> <p>Students have the opportunity to read across the curriculum, using a range of techniques within lessons, including guided reading, modelled reading, reciprocal reading, independent reading and strategies such as skimming, scanning and zooming. Teachers explicitly teach vocabulary, exploring the etymology of words including prefixes and suffixes.</p>	5
Bedrock Vocabulary weekly homework tasks for all pupils in Year 7 and 8.	<p>Due to a lack of vocabulary, disadvantaged pupils sometimes are not able to comprehend texts and find higher-level skills such as inference challenging. <i>There is clear and consistent evidence about the importance of vocabulary development. Studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged pupils and their peers (Huttenlocher, 2010; Gilkerson, 2018).</i></p> <p>Data from a pilot study on Bedrock at St Michael's (2020) showed a correlation between the amount of time spent on Bedrock and the rate of improvement when comparing pre- and post-test reading</p>	5

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	ages. The aim of Bedrock is to expose all pupils to higher levels of vocabulary that will benefit them across the curriculum.	
HegartyMaths weekly homework for all pupils.	Hegarty is an online learning resource that is used to set pupils' homework. Tasks are carefully planned to supplement the learning in the class. Work is self-marked, providing pupils with feedback and bespoke support in the style of a tutor. The aim of HegartyMaths is to help support pupils in mathematics with their specific areas of weakness. HegartyMaths provides them with the platform to access this support and improve their outcomes in mathematics.	6
Form time numeracy.	<p>In Key Stage 3, each class completes numeracy tasks once a week in form time. Pupils have a numeracy booklet with carefully structured questions using 'variation theory' to encourage independent thought. Feedback is provided in form and misconceptions are addressed.</p> <p>In Year 11, pupils have two additional sessions in form time where they are retaught the content of weaker areas.</p>	6

## Targeted academic support

Budgeted cost: £131,555

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
<p>Small group tuition with Academic Coaches in English and mathematics</p> <p>1:1 tuition with an external providers</p>	<p><i>EEF: "The average impact of small group tuition is two additional months' progress, on average, over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding."</i></p> <p>Before and after school sessions in KS3 and KS4 English and mathematics for pupils at risk of falling behind. Sessions in KS3 and KS4 mathematics showed a correlation between the number of sessions attended and increased post-test scores (July 2021). 1:1 tuition with external providers for the looked after children.</p>	<p>5, 6</p>
<p>Form time literacy</p>	<p>The literacy team delivers bespoke and targeted intervention sessions during form time to improve literacy skills. Data in 2020-21 showed correlation between the completion of the programme and improvement in reading age.</p>	<p>5</p>
<p>Year 7 Fresh Start Programme</p> <p>Vocabulary Inference Programme (VIP)</p> <p>Social Use of Language Programme</p>	<p><i>EEF: "Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school. In one trial, pupils made 3 months of additional progress in reading age. Progress was</i></p>	<p>5</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p><i>assessed as the gain in scores between a pre-test (GL Assessment's NGRT A) and a post-test (New Group Reading Test B). The impact evaluation also suggests positive progress results for disadvantaged pupils."</i></p> <p>The Fresh Start Programme is catch-up literacy intervention for Year 7 pupils at risk of falling behind their peers. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. Pupils are grouped according to the reading scores obtained at the start of the term. Standard aged scores and reading age data from the NGRT will be used to measure progress.</p> <p>The VIP is a literacy intervention that is aimed at improving comprehension, developing language capacity and to promote reading in general. Pupils work in small groups for 20 minutes, 3 times a week for 6 weeks. Lessons are focussed around a short story or excerpt; learning new keywords, using strategies such as prediction, summarising and activating prior knowledge. The programme also supports the development of self-esteem and self-confidence through group discussions and reading aloud.</p> <p>The Sulp consists of 1 x 50-minute session per week for 6 weeks. The intervention is aimed at pupils with autism spectrum disorder, but also focuses on pupils with social, emotional and mental health. The small group sessions develop communication/interaction skills, friendships, identifying emotions, compromise, coping with criticism and self-awareness. The topics are covered through group activities, role play, worksheets and group discussions.</p>	
Year 11 Study Support	<p><i>EEF: "After school programmes with a clear structure, a strong link to the curriculum are more clearly linked to academic benefits than other types of extended hours provision. The average impact of approaches involving extending school time is about an additional two months' progress over the course of a year. The average impact</i></p>	1, 3, 4, 5, 6

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p><i>is influenced by the targeted use of before and after school programmes, which have higher impacts on average.”</i></p> <p>Study support is offered universally with a timetable planned half termly. Head of departments use data from question level analysis to strategically group pupils based on areas of weakness and address these weaknesses after school. Attendance to support was 93% in 2020-2021 compared to 39% attendance in 2019-2020. The rationale to make study support compulsory was due to lost learning time in Year 10 for this cohort. Evidence was used from the 2020 cohort to support this, as a clear correlation can be seen between the number of sessions attended and average grade achieved. Average grade of 5.76 for those who attended 141-160 sessions and an average grade of 3.25 for those who attended 1-20 sessions. The success of this was evident in 2021 with an increase in the average attainment 8 compared to 2020.</p>	
Year 11 Mentoring	<p><i>EEF: “The first recommendation on improving behaviour is to know and understand your pupils and their influences. While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</i></p> <p>1:1 mentoring will be in place for a group of Year 11 pupils where there are concerns around behaviour, progress or social, emotional and mental health concerns. This will involve support on attendance to school and study support, addressing low-level disruption, organisation, completion of homework and preparing for exams. 58 pupils have been targeted for this in the 2021-22 cohort.</p>	

## Wider strategies

Budgeted cost: £131,555

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
School Ethos Lead	<p>A school-level approach is adopted to develop a positive school ethos to support the pupils' SEL. As a Church of England school, we follow the teachings of Christ and the ethos of the school is at the heart of our teaching and learning. We encourage and develop both Christian and moral values. This is underpinned by the St Michael's values that are embedded within the curriculum.</p> <p>The St Michael's WING rewards pupils who embody the school values through their words, actions, attitudes and being over a course of time. The St Michael's WING is awarded to those who embrace and adopt values of mercy, integrity, care and compassion, humility, achievement, leadership and service all bound within a spirit of Christian love and action. Pupils carry values cards that are a daily reminder of what the school esteems and teaches them to be.</p>	1, 2, 3
Associate Assistant Headteacher with responsibility for behaviour	<p><i>EEF: "According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required."</i></p> <p><i>As part of the EEF's six recommendations on improving behaviour, we are have carefully considered:</i></p> <ul style="list-style-type: none"> <li>• <i>use classroom management strategies to support good classroom behaviour</i></li> <li>• <i>use simple approaches as part of your regular routine</i></li> <li>• <i>consistency and coherence at a whole-school level</i></li> </ul>	1, 2

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p>In conjunction with school values, a whole-school behaviour approach has been adopted (from June 2021). This ensures staff are using consistent language in the corridors: ready; respectful; responsible. Also, Ready to Learn expectations are set out at the beginning of lessons to provide routine and structure, and reduce low-level behaviour incidences. All pupils carry an Expectations Card; staff sign the card if pupils fail to meet behaviour expectations.</p>	
<p>Assistant Heads of Year (AHOY) ensure swift communication with parents/carers, monitor attendance and play an important role in developing SEL of pupils</p>	<p><i>EEF: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p>In addition to the universal approaches to develop pupils' SEL (as outlined above), AHOY adopt targeted support for pupils with particular social and emotional needs. Attendance calls are also made to absent pupils each morning.</p> <p>AHOY to populate pastoral pyramids that identifies students in regards to tiers of intervention and vulnerability. This is updated half termly and shared with all teaching staff, allowing them to inform pedagogy and SEL approach.</p>	<p>1, 2, 3, 4</p>
<p>1:1 Wellbeing checks for all pupils</p>	<p>All students will receive a wellbeing check, allowing students to access a range of support for SEL. Students have been triaged in regards to level of need/vulnerability. This also creates an opportunity for students that would not normally ask for support to be identified. The pandemic has shone a light on underlying SEMH issues that would otherwise have not been brought to the surface.</p>	<p>1, 2, 3, 4</p>
<p>Attendance Officer</p>	<p>Effective monitoring of attendance; absenteeism is checked on a daily basis. The attendance of key cohorts is provided to key</p>	<p>1</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	stakeholders weekly. Communication is followed up for pupils with who are persistently absent and Children Missing Education referrals are made when necessary.	
Year 11 Academic Learning Mentor	Academic Mentor to meet with pupils in Year 11 in relation to attendance to school, engaging with their learning in class and study support. Pupils receive support on study skills and coursework catch-up before school, during lunch and after school.	1, 2, 3, 4
Parental Engagement: Work in partnership with our parents/carers to ensure that our pupils enjoy significant successes Throughout the academic year, there are a number of key events planned: <ul style="list-style-type: none"> <li>● Parents' Evenings for each year group to discuss academic progress</li> <li>● Year 7 Settling in Evening</li> <li>● Year 10 GCSE Preparation Evening</li> <li>● Year 11 GCSE Success Fair</li> <li>● Year 11 Mock Results Breakfast</li> <li>● Christmas Fayre</li> <li>● 21st Century Child</li> </ul>	<i>EEF: "By designing and delivering effective approaches to support parental engagement, schools may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading."</i>  In addition, the Family Liaison Officer (FLO) assists in tackling underachievement and attendance by working in partnership with families in a school context to ensure pupils have full access to education, overcoming barriers to learning and participation. Team Around the Family (TAF) meetings are organised for some pupils. The purpose of a TAF is to share information and to create a solution focussed plan that will support the needs of the child and their family. As part of this, health, wellbeing and hygiene care support is also provided by the FLO.	1, 4
Additional careers advice for disadvantaged pupils	<i>EEF: "Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them."</i>  The above supports the data gathered from 1:1 careers' meetings at St Michael's. The main purpose of additional meetings for targeted disadvantaged pupils in Year 9 before their KS4 options is to explain entry requirements of courses in higher education. Therefore, the emphasis is on how to get there as opposed to raising aspirations.	1, 3, 4
Learning materials are purchased for disadvantaged pupils in need	To ensure that all pupils have the resources to support their learning at the beginning of their GCSE/BTEC courses. Each department	

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
All pupils in Key Stage 4 are provided with revision guides for GCSE and BTEC courses	educates the pupils on how to use each resource and parents are provided with a parental booklet to support them in guiding their child during their GCSEs. Personal learning checklists (PLCs) are provided for pupils in the lead up to mock exams. The PLC directs pupils to the topics they need to revise and where they can find this information in their resources. Blank revision timetables and folders support pupils with their organisation of revision material.	4
Subsidise enrichment opportunities for disadvantaged pupils to supplement the curriculum and develop cultural capital	<p><i>EEF: "Children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and development of social skills enables them to thrive in and out of the classroom, as well as later life."</i></p> <p>Numerous opportunities for pupils to extend their learning, for example geography field trips, performing arts trips to Europe; visiting science museums, universities, colleges, historical and religious venues; attending music and theatre performances and participating in sports competitions. In addition, music lessons are funded.</p>	4

**Total budgeted cost: £526,220**

## 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 2020 to 2021 academic year.

KS4 Progress and Attainment		2017 Results	2018 Results	2019 Results	2020 Results	2021 Results
Progress 8 Score	Disadvantaged	-0.12	-0.25	0.09	-0.4	0.23
	Non-Disadvantaged	-0.08	-0.06	-0.04	0.01	0.44
	Gap	0.04	0.18	+0.05	-0.41	-0.21
	National Disadvantaged		-0.44	-0.45		
	National NDA	0.11	0.13	0.16		
	LA Non-Disadvantaged	-0.02	-0.16	-		
Attainment 8 Score	Disadvantaged	4.12	3.62	4.0	3.9	4.7
	Non-Disadvantaged	4.77	4.58	4.7	4.8	5.4
	Gap	0.65	0.96	0.7	0.9	-0.7
English & maths 4 or above	Disadvantaged	42.50%	45.80%	43.8%	45.6%	64%
	Non-Disadvantaged	58.40%	61.30%	62.3%	65.9%	71%
	Gap	15.9%	15.50%	18.5%	20.3%	7%
English & maths 5 or above	Disadvantaged	19.50%	8.40%	21.9%	20.6%	32%
	Non-Disadvantaged	27.70%	34%	39%	37.2%	53%
	Gap	8.2%	25.60%	17.1	16.6	21%
EBacc Average Point Score	Disadvantaged	2.91	2.96	3.22	3.18	3.93
	Non-Disadvantaged	3.58	3.93	3.95	4.06	4.32
	Gap	0.67	0.97	0.73	0.88	0.39

Please note: progress data for 2020 and 2021 is based on the FFT Aspire KS4 data and school dashboard.

### **Evidence of remote learning during partial school closures**

It was important to carefully consider the leadership of change, and, in this instance, the rapid change of our curriculum delivery during the pandemic. It made us evaluate our structures within school, diverting attention somewhat from data driven performance measures to societal issues such as wellbeing and the importance of human relations and connections with each other, creating opportunity amidst the chaos and constraints. We had to act swiftly to ensure that remote provision was of ultimate benefit to our learners, and we had to be brave in doing so, ensuring effective communication and CPDL for all key stakeholders. We enacted our remote learning strategy by delivering all lessons remotely via Microsoft Teams with supplementary work set on Google Classroom, on which the students received feedback. All pupils received their full curriculum entitlement; there was no narrowing of the curriculum.

Empowering staff with regards to taking ownership of their own CPDL was a major success during the first partial closure in 2019/2020 and feedback was extremely powerful. Taking into account the findings of Robinson et al (2009), it was of upmost importance when planning the CPDL in the autumn term for the launch of the remote learning survey, that promoting and participating in teacher learning and development (ES 0.84) was at the core of the planning process. In correlation with the findings, we ensured that it had a focus on teaching and learning, and we spent time conveying to staff that we understood what they were facing with regards to the pandemic. Planning a myriad of supportive measures in a variety of modes was essential.

## Evidence of the success

		Total
Year 7	Full Engagement	74%
	Partial Engagement	19%
	No Engagement	7%
Year 8	Full Engagement	68%
	Partial Engagement	23%
	No Engagement	9%
Year 9	Full Engagement	66%
	Partial Engagement	26%
	No Engagement	8%
Year 10	Full Engagement	68%
	Partial Engagement	23%
	No Engagement	8%
Year 11	Full Engagement	69%
	Partial Engagement	24%
	No Engagement	7%
Whole School	Full Engagement	69%
	Partial Engagement	23%
	No Engagement	8%

### Leaders considered feedback from all stakeholders involved by conducting a parental, student and staff survey:

#### Pupil

- 56% (672 pupils) completed the student survey and 93% of students strongly agreed or agreed that lessons were of a good quality. 91% strongly agreed or agreed that provision improved from lockdown 1 to lockdown 2. 100% strongly agreed or agreed that instructions had been clear allowing them to work easily from home.
- All students received weekly wellbeing calls which included a discussion about their engagement in lessons.

#### Parental

- 188 parents completed the parental survey and 92% strongly agreed or agreed that their child's learning experience improved during lockdown 2 compared to lockdown 1. 98% strongly agreed or agreed that instructions were clear allowing their children to easily access live lessons from home. 96% strongly agreed or agreed that school supported their child with access to remote learning during the pandemic. 95% stated they were happy with the variety of work set.
- Staff responses with regards to remote learning CPDL: 99% strongly agreed or agreed that they were satisfied with the clarity of information provided regarding our remote learning strategy. 100% of staff strongly agreed or agreed they were satisfied that the CPDL received with regards to teaching and learning supported them with the delivery of live lessons. 100% strongly agreed or agreed that they were supported to develop pedagogy and practice with regards to remote learning.