

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1228
Proportion (%) of pupil premium eligible pupils	35.34%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	C Handy-Rivett
Pupil premium lead	C Bending
Governor leads	C Nicholls/K Thornton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£470,665
Recovery premium funding allocation this academic year	£127,865
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£51,641
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>	£650,171

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 individuals' 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	Attendance for disadvantaged pupils: 2018-19 94.11% (in-school gap: 2.17%) 2019-20 93.12% (in-school gap: 2.67%) 2020-21 91.41% (in-school gap: 3.94%) 2021-22 88.13 (in-school gap: 5.09%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Data on behaviour incidences shows that disadvantaged pupils accumulate more negative points compared to their peers.
3	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 with pupils falling further behind age-related expectations.
4	Access to technology and educational materials. This was validated by audits carried out during partial school closures, revealing many of our disadvantaged pupils did not have access to a device and/or reliable internet access.
5	Assessments in reading show a significantly lower percentage of disadvantaged pupils are reading at or above their chronological age compared with other pupils. In a pilot study carried out with Year 7 last year (21-22), the standard aged score in the New Group Reading Test (NGRT) show that disadvantaged pupils' scores on average, is significantly lower than others. This gap also evident in Key Stage 2 prior-attainment and has remained steady since 2016.
6	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.

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.	<ul style="list-style-type: none"> ● Sustained high attendance for all pupils from 2024/25. ● Close the gap between disadvantaged pupils and their peers during the course of the 3-year plan.
Ensure disadvantaged pupils fulfil their academic potential.	<ul style="list-style-type: none"> ● A positive progress 8 score for disadvantaged pupils in all elements.
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"> ● Reduce the number of negative behaviour points. ● Ensure positive recognition for disadvantaged pupils is in line with others.
Improved reading comprehension among disadvantaged pupils.	<ul style="list-style-type: none"> ● 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.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> ● Qualitative data from student voice and teacher observations. ● An increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> ● Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. ● Homework completion rates across all classes. ● The pupils' ability to articulate their learning journey in class and during termly learning walks.

Activity in this academic year: This document 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: £364,095

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"> 1. PP First 2. PP Position 3. PP Leaders and Readers 	<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, 6</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). Effective CDP Education Endowment Foundation</i></p> <p>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> <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. In addition, a full programme of statutory sessions will be delivered to Early Career Teachers.</p>	<p>1, 2, 3, 4, 5, 6</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p>During an Inset day in September 2022, behaviour training was delivered by an external presenter to all staff including administration and technicians.</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 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>5, 6</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</p>
<p>PSCE (Personal, Social, Citizenship and Economic Education)</p>	<p>A review in 2021 indicated that PSCE 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</p>	<p>1, 2, 3</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p>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>PSCE 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 PSCE lead has sourced new resources that fully respond to the national requirements for PCHE, 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.</p>	
<p>Associate Assistant Headteacher with responsibility for student development.</p> <p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing support as part of the CPDL provision.</p>	<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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</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>	<p>1, 3, 5, 6</p>
<p>Associate Assistant Headteacher with responsibility for staff development.</p>	<p>The curriculum review 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 a half-termly curriculum review. This supports <i>Ofsted's advice using an evidence-based approach to assessing the quality of teaching and learning</i>. It also</p>	<p>1, 2, 3, 5</p>

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	provides SLT and subject leaders with an insight into the success of a department's intent and implementation.	
Advanced Skills Teacher (AST) and Curriculum, Teaching and Learning (CTLA) Coach.	The AST and CTLA coach work directly with staff to improve pedagogical techniques and strategies in the classroom. Support includes coaching (traditional and instructional), lesson observation opportunities and support with planning and marking.	1, 2, 3, 5, 6
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 has 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>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. 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> <p>Improving Literacy in Secondary Schools Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	5
Bedrock Vocabulary in Year 7.	Due to a lack of vocabulary, disadvantaged pupils sometimes are not able to comprehend texts and find higher-level skills such as inference challenging. 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; Quigley, 2020).	5

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p><i>Improving Literacy in Secondary Schools</i></p> <p>Our data from Bedrock has shown a strong correlation between the amount of time spent on Bedrock and the rate of improvement when comparing pre- and post-test reading ages. The aim of Bedrock is to expose all pupils to higher levels of vocabulary that will benefit them across the curriculum.</p>	
Read and Write Gold	A program designed to provide literacy support for pupils, including tools for reading and writing. The software has a text-to-speech function which enables pupils to have accessible documents read aloud to them.	4, 5
Purchase of the New Group Reading Test (NGRT). Training will be provided for staff to ensure assessments are interpreted correctly.	The standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	5
Purchase of Sparx Maths weekly homework for all pupils.	<p>Sparx Maths is an online learning resource that is used to set pupils' homework. Tasks are carefully planned to supplement the learning in the class. Develops every single student's understanding of maths concepts through personalised retrieval practice. Work is self-marked, providing pupils with feedback.</p> <p><i>Homework/EEF</i></p>	4

Targeted academic support

Budgeted cost: £130,035

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
Small group tuition with Academic Coaches in English, mathematics, and science.	<p>EEF: <i>“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>	
1:1 tuition with MyTutor as part of the National Tutoring Programme.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4, 5, 6
<p>Homework Clubs are available to all pupils Monday-Thursday 3-3.50 in the library.</p> <p>An additional club is available for targeted pupils during lunch in the literacy lounge.</p>	<p>EEF: <i>“Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g., through providing homework clubs for pupils).”</i></p> <p>Homework EEF</p>	4
Form time literacy in Year 7.	<p>The literacy team delivers bespoke and targeted intervention sessions during form time to improve literacy skills. Improving Literacy in Secondary Schools</p>	5

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
<p>Year 7 Fresh Start Programme. 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>Vocabulary Inference Programme (VIP). 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>Social Use of Language Programme (SULP). 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>	<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 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>5</p>

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
<p>Year 11 Study Support.</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.</p>	<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 is influenced by the targeted use of before and after school programmes, which have higher impacts on average."</i></p> <p>Study support has been made part of the school day for Year 11 since 2020 due to lost learning time. Prior to this, our data shows a clear correlation 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 and 2022 with increases in the attainment.</p>	<p>1, 3, 4, 5, 6</p>
<p>Year 11 Mentoring for a targeted group of 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.</p>	<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. 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>In 2021-22, Year 11 pupils in receipt of mentoring made on average +1.28 grade improvement compared to other pupils (+1.15) since the start point in October.</p>	

Wider strategies

Budgeted cost: £156,041

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 have carefully considered:</i></p> <p><i>3. Use classroom management strategies to support good classroom behaviour.</i></p> <p><i>4. Use simple approaches as part of your regular routine.</i></p> <p><i>6. Consistency and coherence at a whole-school level.</i></p> <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><i>Improving behaviour in schools EEF Guidance Report</i></p>	1, 2

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
<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 regard 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 pupils.</p>	<p>All pupils will receive a wellbeing check, allowing them to access a range of support for SEL. Pupils to be triaged in regard to level of need/vulnerability. This creates an opportunity for pupils 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 embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>Effective monitoring of attendance; absenteeism is checked on a daily basis. The attendance of key cohorts is provided to key stakeholders weekly. Communication is followed up for pupils with who are persistently absent and Children Missing Education referrals are made when necessary.</p>	<p>1</p>
<p>Year 11 Academic Learning Mentor.</p>	<p>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.</p>	<p>1, 2, 3, 4</p>

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
<p>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:</p> <p>Parents' Evenings for each year group to discuss academic progress:</p> <ul style="list-style-type: none"> ● Year 7 Settling in Evening ● Year 10 GCSE Preparation Evening ● Year 11 GCSE Success Fair ● Year 11 Mock Results Breakfast ● Christmas Fayre ● 21st Century Child 	<p><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></p> <p>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.</p>	<p>1, 4</p>
<p>Additional careers advice for disadvantaged pupils.</p>	<p><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></p> <p>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.</p>	<p>1, 3, 4</p>
<p>Learning materials are purchased for disadvantaged pupils in need. All pupils in Key Stage 4 are provided with revision guides for GCSE and BTEC courses.</p>	<p>To ensure that all pupils have the resources to support their learning at the beginning of their GCSE/BTEC courses. Each department 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.</p>	<p>4</p>

Activity	Evidence / rationale that supports this approach	Challenge number(s) addressed
<p>Subsidise enrichment opportunities for disadvantaged pupils to supplement the curriculum and develop cultural capital.</p>	<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>	<p>4</p>

Total budgeted cost: £650,171

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.

Measures for 2022	Value
P8 overall	+0.34
P8 English	+0.05
P8 maths	-0.18
P8 EBacc	+0.14
P8 open	+1.08
Average A8	46.51

**Results for 2022 are based on unvalidated data from performance measures*

Our GCSE results during 2021/22 suggested that the performance of disadvantaged pupils is higher when comparing the last set of validated results, prior to COVID-19. The overall progress 8 score has increased from 0.16 to 0.34. Although disadvantaged Progress 8 in mathematics is higher than disadvantaged pupils nationally, achieving a positive score remains a focus for the school. We also recognise that greater consistency is required in the progress of our high prior-attaining disadvantaged pupils.

COVID-19 has disrupted all of our subject areas to varying degrees. This has affected the learning journey of all pupils in this Year 11 cohort. The partial school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded interventions within our tiered approach to the degree that we intended. The impact was mitigated by our resolution to maintain high quality teaching with no narrowing of the curriculum. We enacted our remote learning strategy by delivering all lessons remotely via Microsoft Teams with supplementary work set on Google Classroom that the pupils received feedback on. Empowering staff to take ownership of their CPDL proved to be major success in the implementation stage and this was validated by feedback from pupils. All pupils received weekly wellbeing calls which included a discussion about their engagement in lessons. As part of this, an audit was carried to identify those that did not have access to necessary equipment and/or reliable internet access. In response, 180 devices and 40 4g dongles were issued.

The pandemic has also impacted on mental health and wellbeing, and this is particularly acute for disadvantaged pupils. As a result, we have adapted our strategy and appointed a Senior Mental Health Leader, ensuring a seamless approach to the vision, support, and provision. Wellbeing checks were carried out with all pupils in order to identify SEMH issues that would otherwise have not been brought to the surface. Pupil premium funding has been used for targeted interventions to provide support for pupils. In May 2022, this was recognised by The Carnegie Centre of Excellence, achieving a Gold Standard in the Schools Mental Health and Wellbeing Award. This continues to be a priority for the school to ensure our provision has a sustainable impact on pupils. Mental Health First Aid has been included in the carousel of training activities as part of the CPDL programme 2022/23.

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 91.36%, it was higher than the national average**. Moreover, attendance for disadvantaged pupils is above disadvantaged pupils nationally (+1.6%)**. However, it is important to highlight that the gap between disadvantaged and their peers at St Michael's has grown since the pandemic. Therefore, attendance is a focus in our current plan.

Assessments in reading show a significantly lower percentage of disadvantaged pupils are reading at or above their chronological age compared with other pupils. In a pilot study carried out with Year 7 last year, the standard aged scores in the New Group Reading Test (NGRT) show that disadvantaged pupils' score on average, is significantly lower than others. However, an encouraging sign in this data is the rate of improvement was higher among disadvantaged pupils when comparing the mid- and end-point assessments. This is strong evidence to support our strategic approach at the beginning of Key Stage 3. At St Michael's, we value the importance of teachers understanding the complexity of reading and continue to ensure reading opportunities are embedded across the curriculum through a well-planned, sequenced approach grounded in subject discipline. To assess the impact of this work and evaluate the progress in reading, pupil premium funding has been used to purchase NGRT for the entire pupil population in Key Stage 3. This termly assessment will identify the pupils' strengths and areas for improvement in reading to inform pedagogical practice, and also targeted intervention.

***Data from FFT based on 2709 schools*

Externally provided programmes

Programme	Provider
<p>1:1 and 3:1 online tuition English, maths, and science in Key Stage 4. The pupils were identified based on summative assessments in lessons and also included those who are not eligible for pupil premium. A total of 50 pupils in Year 10 received virtual tutoring in the summer term of 2022. In this targeted approach, pupils attended 61% of the 150 hours of tutoring. Feedback from pupils in Year 10 at the end of the programme was extremely positive with 100% agreeing that sessions were extremely useful; 88% felt more confident in the subject. The attendance of Year 11 pupils who received 1:1 tuition in maths was more positive, attending 76% of the 150 hours. The pupils in receipt of this support in maths made 1.2 grade of progress, on average. Whilst there are other contributing factors to this improvement, the 1:1 tuition allowed pupils to focus on areas of weakness from the first mock examination and address gaps in skills and knowledge.</p>	<p>MyTutor, National Tutoring Programme</p>
<p>The tuition programme, as part of The Brilliant Club aims to re-engage and rebuild pupils' confidence in core subjects by working with a subject expert. A targeted approach identified six pupils on the maths higher GCSE in Year 10. All pupils attended four or more sessions; one attending all 15. Due to the small sample size, no statements about causality should be made. However, average attainment in the knowledge check at the end of the module shows an improvement of 19%. Survey data shows, on average, pupils scored 4.3/7 on the meta-cognition scale before the programme and 4.5/7 at the end.</p>	<p>The Brilliant Club</p>
<p>Aimhigher West Midlands is a partnership of universities working to support learners who face a number of challenges to broaden their horizons and make informed decisions about their future educational and career choices. During the academic year 2021-22, 6 trips to universities were organised for pupils in years 9, 10, and 11. Survey data showed that 61% of pupils are likely to apply to study at a university compared to 32% before the event. In addition, funding from AimHigher was used to facilitate sessions in school such as Grade 9 Club and PostivelyYou for revision techniques.</p>	<p>Aimhigher</p>