

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1223
Proportion (%) of pupil premium eligible pupils	38.6%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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	£496,675
Recovery premium funding allocation this academic year <i>Recovery premium received in the academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£128,767
Total budget for this academic year	£625,442

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%) 2022-23 86.64% (in-school gap: 6.98%). 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	The reading ability of disadvantaged pupils. In 2022/23, the results for the New Group Reading Test (NGRT) in Key Stage 3 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: £375,265.20

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 <i>"teachers' expectations play a role in shaping pupil outcomes with the aim of communicating a belief in the academic potential of all pupils."</i></p>	1, 2, 4, 5, 6
<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."</i> Effective CDP Education Endowment Foundation</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. 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>	1, 2, 3, 4, 5, 6

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Whole school marking policy with teacher-pupil dialogue.	<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>	5, 6
All pupils receive regular homework in line with the school policy.	<p><i>EEF: "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 (EEF) 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>	3, 4, 5, 6
PSCE (Personal, Social, Citizenship and Economic Education)	<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 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</p>	1, 2, 3

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p>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, and 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><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></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
Associate Assistant Headteacher with responsibility for staff development.	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-	1, 2, 3, 5

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	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 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 (CTL) Coach.	The AST and CTL 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><i>Improving Literacy in Secondary Schools</i> <i>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</i></p>	5

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Purchase of Bedrock Vocabulary in for weekly homework 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. 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).</p> <p>Improving Literacy in Secondary Schools</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 scores. The aim of Bedrock is to expose all pupils to higher levels of vocabulary that will benefit them across the curriculum.</p> <p>Homework EEF</p>	5
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 MathsWatch weekly homework for all pupils.	<p>MathsWatch is an online learning resource that is used to set pupils' homework. Tasks are carefully planned to supplement the learning in the class, developing understanding of maths concepts through personalised retrieval practice.</p> <p>Homework EEF</p>	4

Targeted academic support

Budgeted cost: £106,325.14

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
Small group tuition with Academic Coaches in English, mathematics, and science.	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."	4, 5, 6
1:1 tuition with MyTutor as part of the National Tutoring Programme.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Homework Clubs are available to all pupils Monday-Thursday 3-3.50 in the library. An additional club is available for targeted pupils during lunch in the literacy lounge.	EEF: "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)." Homework EEF	4
Form time literacy in Year 7.	The literacy team delivers bespoke and targeted intervention sessions during form time to improve literacy skills. Improving Literacy in Secondary Schools	5
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	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	

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
<p>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 on 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</p>	<p><i>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
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> <p>Study support is offered universally with a timetable planned half-termly. Heads 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.</p>	1, 3, 4, 5, 6
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><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>	

Wider strategies

Budgeted cost: £143,851.66

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>	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>Improving behaviour in schools EEF Guidance Report</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 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>National School Breakfast Programme</p>	<p>We were successful in our application to be part of the National School Breakfast Programme in January 2023. This means we receive a subsidy for the food and delivery costs of breakfast provision. As such, we offer a free breakfast bagel at the canteen from 8:00 am until 8:30 am throughout this academic year. It is important for students to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>National School Breakfast Programme EEF</p>	

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
1:1 Wellbeing checks for pupils	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.	1, 2, 3, 4
Attendance Officer embedding principles of good practice set out in DfE's Improving School Attendance advice.	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.	1
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 success. Throughout the academic year, there are several key events planned: <ul style="list-style-type: none"> ● Parents' Evenings for each year group to discuss academic progress. ● 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 	<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-focused 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</i>	1, 3, 4

Activity	Evidence/rationale that supports this approach	Challenge number(s) addressed
	<p><i>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>Learning materials are purchased for disadvantaged pupils in need.</p> <p>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>	4
<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>	4

Total budgeted cost: £625,442

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 2022 to 2023 academic year.

Key performance indicators	2022	2023
P8 overall	+0.34	+0.12
P8 English	+0.05	-0.16
P8 maths	-0.18	-0.48
P8 EBacc	+0.14	-0.05
P8 open	+1.08	0.88
Average A8	46.51	39.8

Our GCSE results during 2022 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 increased from +0.16 to +0.34.

The progress 8 score for disadvantaged pupils in 2023 is +0.12. However, it must be noted that qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results reflect this and cannot be directly compared to measures from 2022. Moreover, there are ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

When comparing pupil premium eligibility to schools nationally, St Michael's is the top 30% most disadvantaged, while progress 8 for all pupils (in 2023) is in the top 20%.

Achieving a positive score in English and mathematics 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 the year 11 cohorts during 2022 and 2023. 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 22/23 and 23/24.

The overall attendance in 2022/23 was lower than the preceding 4 years at 90.96%; this falls below the national average of 92.5% for all pupils. Moreover, the attendance for disadvantaged pupils is 86.64% compared to 88.6% for disadvantaged pupils nationally. The gap between disadvantaged and their peers at St Michael's has grown since the pandemic. Therefore, attendance continues to be a focus in our current plan.

In 2022/23, the results from the New Group Reading Test (NGRT) show that disadvantaged pupils' score in Key Stage 3 on average, is significantly lower than others. An encouraging sign in this data is the improvement in average score from autumn (98.1) to summer (100.2). However, the rate of improvement was higher among other pupils (102.5 to 105.4). 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.

Externally provided programmes

2021/22

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 metacognition 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 PositivelyYou for revision techniques.</p>	<p>Aimhigher</p>

2022/23

Programme	Provider
<p>In Year 10, 3:1 online tuition in science and RE. The Head of Department (with input from class teachers) identified 21 pupils who they felt would engage with the tutoring. The attendance for the 11 students that completed the programme was 77% (out of 12 sessions). In Year 11, 3:1 online tuition English and maths. The pupils were identified based on their attainment in February mocks exams to increase their chances of achieving grade 4. The overall attendance to the 12 sessions was 83%. Feedback from pupils in Year 11 at the end of the programme was positive with 95.8% agreeing that sessions were useful, 87.5% felt more confident in the subject, and 87.5% felt it helped improve their grade since the February mock. The pupils in English tuition made 1.07 grade of progress, on average, compared to 1.02 for those not in receipt of this support. For maths, the pupils made 1.32 grade of progress, on average, compared 1.07 for those not in receipt of this support. As highlighted in 21/22, whilst there are other contributing factors to this improvement, the tuition allowed pupils to focus on areas of weakness from the February mock examination and address gaps in skills and knowledge.</p>	<p>MyTutor, National Tutoring Programme</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 2022/23, 7 campus visits were organised for pupils in years 10 and 11, including one residential revision trip and our multi-Uni day where the whole of year 10 attended a further education institute. Survey data showed that there was a 47% increase in the number of learners who will definitely apply to HE. In addition, funding from Aimhigher was used to facilitate sessions in school such as Grade 9 Club and group mentoring on topics such as careers/aspirations and revision techniques.</p>	<p>Aimhigher</p>