

Pupil premium strategy statement St Michael's Catholic School

December 2023



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2204
Proportion (%) of pupil premium eligible pupils	15.33%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	L Baker Executive Headteacher
Pupil premium lead	R. Morgans M. Maxted M. Trigg
Governor / Trustee lead	D. Wilder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 232,240
Recovery premium funding allocation this academic year	£30,203
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£N/A

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, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Post pandemic attendance rates for disadvantaged pupils, particularly.
2	Literacy development for disadvantaged pupils in relation to less disadvantaged peers across primary and secondary phases.
3	<p>The progress of disadvantaged pupils compared to their peers due to lock down closures over the past two years.</p> <p>Internal question level analysis data has also revealed that disadvantaged pupils have significant knowledge gaps relating to the topics that were taught during lock down. This implies a lack of engagement during the online learning period. A significant number of these pupils are middle or high prior attainers.</p>
4	<p>Level of consistency of engagement in learning of secondary disadvantaged pupils leading to less secure learning of concepts as seen in internal and external progress and attainment data. A large percentage of secondary pupils in detention (mainly due to lack of home learning) are disadvantaged pupils. A significant number of these are boys. An analysis of ethnic groups reveals that Asian Pakistani boys make up a significant proportion of those pupils struggling to engage.</p>
5	<p>Larger proportion of disadvantaged pupils accessing pastoral and mental health services (internal and external) post pandemic. There has been a significant increase in child protection and mental health multi-agency referrals.</p>
6	<p>Smaller proportion of disadvantaged pupils accessing extracurricular and enrichment opportunities post pandemic when compared to less disadvantaged peers.</p>
7	<p>Level of parental engagement (parents evenings, information days and evenings) for disadvantaged pupils lower in primary and secondary compared to less disadvantaged peers, especially where English is not the first language. Of particular note is the level of engagement of Asian Pakistani families in our secondary settings.</p>
8	<p>Time away from school during lockdown has had a negative impact on the aspiration of disadvantaged pupils in particular with once again, boys and particularly those of Asian Pakistani background being identified.</p>

9	Individual barriers identified within the Learning Needs Assessments.
10	In our primary setting in particular, some children have physical development issues. In our primary setting, as a result of lockdown and the lack of social engagement, some children have found it more challenging to establish friendships.

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
Across all of our phases, the gap in attendance between pupils eligible for the pupil premium and other pupils nationally remains lower than average or diminishes further.	<p>Termly analyses and annual reviews over the next 2 years demonstrates a positive trend in narrowing this gap.</p> <p>Attendance for disadvantaged pupils at St Michael's secondary settings should exceed the national average at that time (currently 92% Dec 2021).</p> <p>Case studies back up the approaches that have been used in addressing individual barriers with families and the subsequent improvement in attendance.</p>
Across all of our phases, the gap in literacy development between disadvantaged pupils and other pupils nationally remains lower than average and continues to diminish further.	<p>Analysis over time of external and internal progress data demonstrates a clear and sustained reduction in progress and attainment gaps.</p> <p>This should be seen in phonics, KS1 and 2 Reading and Writing Outcomes, AR</p>

	Reading Age Progression and P8 data for KS4.
<p>Across phases, a consistency high level of engagement is evident in lessons with disadvantaged pupils engaging as well as if not better than their peers.</p>	<p>Analysis over time of external and internal progress data once again demonstrates the narrowing of performance gaps between disadvantaged pupils and their peers. This should include an analysis of the secondary scores in “assessment scores” reported 3 times per year. (Behaviour, Learning Skills, Homework and Working With Others)</p> <p>There is clear evidence in the school’s monitoring of teaching and learning that planning, delivery and feedback to pupils that disadvantaged pupils are prioritised.</p> <p>The CPD programme for staff focuses on the EEF recommendations that make the most difference to disadvantaged pupils at St Michael’s (having considered its unique context) with clear and consistent approaches being evident in learning in relation to:</p> <p>Metacognition and Self-Regulation</p> <p>The explicit teaching of Reading and Comprehension skills</p> <p>Oracy</p> <p>Feedback</p>

	<p>The National Tutoring Package offered to pupils is also steeped in the four principles outlined above</p>
<p>The school's Pastoral system and links with external agencies ensure that disadvantaged pupils (including those children who have been allocated a social worker) with complex emotional, behavioural and mental health needs (many of which may have escalated during the pandemic) are being addressed.</p>	<p>The school has updated its systems of recording referrals in order that clearer longer- term chronologies can be easily accessed. This includes the receiving and passing on of records from previous or future schools.</p> <p>The school's classcharts records, when analysed termly, demonstrate positive trends over time in relation to community credits and behaviour points.</p> <p>Case studies demonstrate the way in which the school addresses the complex challenges faced by our youngsters.</p>
<p>The proportion of disadvantaged pupils accessing extracurricular and enrichment opportunities (from after school clubs to trips to Christmas dinner) matches and, where possible, exceeds that of less disadvantaged peers.</p>	<p>Participation analysis (on a year group or phase basis) of extracurricular and enrichment opportunities show that as a result of proportionate support and subsidy that within context, the proportion of disadvantaged pupils is in line with overall participation.</p>
<p>To ensure that effective partnerships are built with parents of disadvantaged pupils and that they can fully access welcome events, parent information and parent progress meetings, especially where English is not their first language.</p>	<p>Analysis of parent attendance at welcome occasions, parents evening and information events (including parents with English as a second language) indicates high level of response for disadvantaged groups.</p> <p>Parent responses indicate that they were able to access information easily</p>

	(for example through translated text or a translator for those with English as a second language).
Disadvantaged pupils have clear aspirational goals that reflect their talent, ability and interests when compared with less disadvantaged peers.	<p>Frequent interaction with Bucks Skills Hub and other careers providers are tailored to the talents and needs of disadvantaged pupils across the phases. This includes calendared career fairs and guest speakers across our settings. Consequently, feedback from pupils and parents is positive and reflects those pupils' aspirations.</p> <p>The frequency of these interactions is enhanced by the coaching conversations offered by the schools careers lead, pupil premium co-ordinators and careers officers.</p> <p>Destination data for disadvantaged pupils shows the narrowing of gaps in areas such as the number of successful places taken up at University, on apprenticeships and in employment when compared to less disadvantaged peers.</p>
Individual barriers identified within the Learning Needs Assessments.	Clear progress made with individual barriers reported by Pupil Premium co-ordinator across each of the school settings.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality CPD that addresses those areas of teaching and learning (see bottom of p4) that have maximum impact on progress of disadvantaged pupils.</p> <p>CPD should also address individual needs and aspirations of teachers allowing them to progress from whichever point they are on the career ladder at St Michael's from ECF to aspiring middle and senior leaders.</p> <p>A culture of coaching should underpin CPD using directed time</p>	<p>High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)</p> <p>Using the principle outlined above this will ensure that St Michael's has</p> <ul style="list-style-type: none"> • Highly effective and reflective classroom practitioners. Our settings are currently investing in programmes based on impact on learning that can be evidence-based (looking at academic research). Staff will be provided with strategies to implement within their classroom. • A high challenge knowledge rich curriculum that has been designed using the research provided by OFSTED regular webinars. • High quality assessments based on a common assessment criteria that produces accurate feedback that is acted on by all classroom based staff 	<p>(3) And (4)</p>

<p>for coaching meetings.</p>	<p>Doug Lemov in his book ‘teach like a champion’ identifies instructional coaching as being one of the biggest contributing factors to implementing an effective teaching and learning programme. https://teachlikeachampion.com/</p>	
<p>Implement and utilise high quality setting-specific diagnostic assessments to target interventions</p>	<p>Standardised tests 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: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>Across our settings, high quality assessments are being developed by phase and subject leads with the following key principles:</p> <p>Accessibility for all</p> <p>A clear understanding within each assessment of the capture of skills and knowledge being assessed and how this serves as a clear developmental milestone on the curriculum journey.</p> <p>A requirement for each assessment to generate a question level analysis which is then used to adapt the curriculum to student need and to target interventions.</p> <p>Clear feedback to pupils, parents and other stakeholders leading to clear actions for improvement.</p>	<p>(3)(4)</p>
<p>Design and implement a high challenge curriculum that can be accessed by all pupils and should include a focus on</p>	<p>All subjects will have in place highly effective long-term planning resulting in a knowledge rich curriculum, Within the long-term plans:</p> <p>Core knowledge has been identified from specifications</p>	<p>(2) (3)(4)(10)</p>

<p>independent learning that fosters lifelong learning traits.</p>	<p>Key skills have been identified and planned for</p> <p>Misconceptions have been identified and planned for within lessons</p> <p>Assessments have been planned for using specific criteria</p> <p>Ambition for all questions have been created based on the LTP (If a student can answer these questions they have been successful in this unit of learning)</p> <p>From the LTP's the following have been developed</p> <p>Highly quality assessments that assess core knowledge and skills</p> <p>A knowledge organiser to support learning</p> <p>Homework activities based on retrieving information from the LTP.</p> <p>The curriculum model has been based on the OFSTED curriculum framework and webinars.</p>	
<p>Implementing an accountability cycle ensuring that the progress data for each key stage is accurate allowing effective interventions to be targeted from it.</p>	<p>After each assessment capture (there are 3 per year) a member of the SLT meets with head of subject or phase to discuss and hold them to account for the key stage progress data.</p> <p>From this meeting intervention in school and after school can be targeted effectively resulting in student progress. These interventions are setting-specific and take into account the best practice outlined in the EEF Teaching and Learning Toolkit.</p>	<p>(3) (4)</p>
<p>High challenge aspirational targets for all disadvantaged pupils.</p>	<p>All disadvantaged students have had their aspirational targets set at the upper limit of FFT20.</p>	<p>(3)(4)</p>

<p>St Michael’s will continue invest in bespoke literacy programmes that meet the needs of the different settings and phases and ensure that a positive culture where high quality reading and writing is the expectation continues to develop and thrive. These include but are not limited to Accelerated Reader (including the MyOn remote add-on), primary whole class readers, the Write Stuff, KS1 reading and comprehension programmes such as Rising Stars, guest authors and CSI reading workshops.</p>	<p>From the EEF Teaching and Learning Toolkit Reading and comprehension activities should be explicitly taught.)</p> <p>These must include:</p> <p>inference, summary and identifying key points; using graphic or semantic organisers; developing questions to ask; monitoring own comprehension, problem solving.</p> <p>From MaryMyatt.com:</p> <p>“Stories Matter: there are simple criteria to follow in order to ensure that we can mitigate against pandemic related learning loss and expose youngsters to high quality texts in every part of the curriculum:</p> <p>Visuals – captivating visuals where appropriate</p> <p>Tone of the book – should be serious, appropriately demanding but not patronising</p> <p>Rich vocabulary that challenges. (as a rough guide, should extend to around a year beyond the child’s reading age to be accessible and challenging)</p> <p>Doug Lemov: “To mitigate learning loss, read aloud or with children at a book slightly above their reading age”. “Reading should be challenging, not pandering”.</p>	<p>(2) (3) and (4)</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programmes</p> <p>St Michael’s will continue to build on the initial NTP partnerships started in 2021 and ensure that there is a bespoke flexible programme that serves the needs of different settings. This should include the NTP partners, academic mentoring and school-based tutoring.</p>	<p>Andy Mellor (Wellbeing Director for National School’s Advisory Service)</p> <p>“I know the programme can play a pivotal role in reducing the attainment gap between pupils from disadvantaged backgrounds and their classmates”</p>	<p>(2) (3) (7)(9)</p>
<p>Y6, 11 and 13 intervention during and after school.</p> <ul style="list-style-type: none"> • Timetabled lessons • Targeted after-school catch up sessions <p>MYP “Maximise Your Potential” Easter/half term structured sessions.</p>	<p>From the post assessment capture meetings discussed in the previous section students are selected for interventions based on the knowledge gaps that they have. Disadvantaged students are given priority when students are selected for interventions. All interventions are based on the small group targeted intervention model explained in the EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>(3)(4)(9)</p>
<p>Implementing an adapted curriculum to meet the needs of KS3 students identified as being behind their peers</p> <ul style="list-style-type: none"> • Curriculum development time for subject experts <p>Training and use of learning support assistants</p>	<p>The data produced from assessments in KS3 (and KS2 legacy) identified a group of students that could not access the normal school curriculum. Their current skills in English and maths are far too low to engage effectively in lessons. These students have been take out of a select number of lessons a week to focus on the key basic skills in English and Maths they need to reintegrate back into the normal curriculum</p> <p>The decision to do this is supported by the following evidence:</p> <p>https://educationendowmentfoundatio</p>	<p>(3)(4)(8)</p>

	<p>n.org.uk/education- evidence/guidance-reports/literacy- ks3-ks4</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p>	
<p>Use of maths and English tutors across the phases</p> <p>Allocated Funds from the recovery fund to employ tutors</p>	<p>Maths and English tutors are currently or will be employed and targeted towards the disadvantaged student currently behind in our settings.</p> <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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	(2)(3)(8)(9)
<p>Homework catch up sessions for disadvantaged pupils across the phases</p> <p>Designated Pastoral Support Staff to run sessions 4 days a week</p>	<p>A large proportion of the student in detention due to a lack of homework are from disadvantaged backgrounds. One of the main reasons for a lack of homework from these students is a lack of headspace at home. The homework club provides this space.</p> <p>The EEF toolkit has also shown effective homework to improve the progress of disadvantaged students by 5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	(3)(4)(8)(9)
<p>Reading interventions through the accelerated reader programme.</p>	<p>As outlined in the “Teaching” Section, the explicit teaching of reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	(2)

<p>Summer school provision in order to support KS2 to 3 transition and KS5 to University.</p>	<p>Sharp, Martin, Mehta (NFER 2013): Attending a Summer School was related to more positive attitudes for confidence, socialisation and school readiness.</p> <p>Build on the summer school provision of August 2021 in order that those pupils from disadvantaged backgrounds (and particularly those joining in Year 7) are able to engage in advance with our staff in order to develop a thorough understanding of barriers to learning in advance. Summer schools will be developed for KS5 working with the Sutton Trust on University Summer Schools.</p>	<p>(4)(8)(9)(10)</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance interventions based on weekly data analysis</p> <p>Increased capacity of attendance officer and PSA provision across the sites to monitor and promote attendance</p>	<p>Disadvantaged students' current attendance, PA and punctuality is at least in line or higher than the cohort as a whole.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>(1)</p>
<p>Use of school counsellors to promote wellbeing in pupils that are struggling</p> <ul style="list-style-type: none"> • Employment of counsellors <p>Employment of staff and pupil mental health expert</p>	<p>Many pupils have reported struggling during and after lockdown. In response to this the school has acquired more school counsellors with a variety of backgrounds who are expertly trained and ready to respond to student needs using a variety of bespoke programmes. This is in addition to a full-time school counsellor for staff and pupils.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	<p>(5)</p>

<p>The development of enrichment and an extracurricular curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> • Teacher time developing enrichment • Funding for different enrichment programmes • Cost of the necessary equipment <p>Afterschool activities trips</p>	<p>Many clubs ranging from sports to the arts run after school. Disadvantaged student have access to all of these opportunities.</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socialising.</p> <p>Disadvantaged pupils will be encouraged and supported to participate</p>	<p>(6)(10)</p>
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Total budgeted cost: £ 235,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review

Primary KS2 SATS results 2023

The number of primary pupil premium pupils eligible for KS2 SATS was 7 pupils. Of the 7 pupils, 3 also had additional special educational needs.

	Stu Count	KS2 Combined (R,W,M)	KS2 Reading	KS2 Writing	KS2 Maths
not PP	53	70%	87%	80%	87%
PP	7	43%	43%	43%	43%

Primary Attendance

Time period	PP attendance	Non-PP attendance
2022 – 2023	91.5%	94.5%
Sep 2023 – Nov 2023	90.5%	96.7%

Parents evening participation

Primary

For 2022-2023, there were 2 Primary Parents evenings across all year groups. These take place in October and March. Parents/carers of PP students not attending are followed up by telephone.

For 2023-2024, a further parents evening was held in October 2023.

Reading Primary 2022-2023

We use Accelerated Reader (AR) to track and monitor children's reading habits (years 2-6) and assess (summative) termly using standardised assessment tests in reading (NTS) for years 1-5.

For Year 6 we assess using SATs past papers.

	Number (Y2-6)	AR Reading Age at or above chronological age	Number (Y1-6)	Meeting ARE
not PP	269	71%	323	81%
PP	30	40%	36	42%

Primary Pupil Premium pupils receive frequent (daily or weekly) 1:1 reading, and additional guided reading group interventions with an adult. The proportion of PP students whose reading age matches or exceeds their chronological age is 40%. Whereas, for non-PP students, over 70% are meeting or exceeding their chronological age.

Primary Behaviour

For 2022-2023, there was no difference noted in behaviours between PP and non-PP students. For the period September to December 2023, PP students account for 10% of all positive rewards given which is in line with the percentage of primary PP students (9%).

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Primary:

- Implementing a programme of Targeted Interventions for PP children (focus on reading comprehension).
- IDL Literacy programme after school targeted intervention.
- SATs Booster groups (Spring Term) and accompanying revision materials
- Termly Pupil Progress meetings with class teachers, focusing on the progress of PP children and their progress and attainment.
- Creating profiles of all PP students using Edukey to determine student aspirations, barriers to learning, aids to learning, likes and dislikes.
- Recording all interventions and provisions for PP children centrally using Edukey.
- Homework club for PP children from January 2023 – invitation only.
- Embedding effective practice around feedback. This demonstrates this has significant benefits, particularly for disadvantaged pupils.
- Employing a school councillor for tackling mental health and wellbeing issues, many of whom are disadvantaged.
- Senior Mental Health Lead appointed and trained; focus on wellbeing of disadvantaged students.
- Talk and Toast in place from September 2023 (invited pupils) to boost confidence and speaking skills.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Targeted individual items purchased. E.g. School shoes, water bottle, revision guides, dictionaries and thesauruses, class readers.
- Participation in cultural capital opportunities, school trips, workshops and Y6 residential adventurous activities program, extra-curricular activities and clubs.

Secondary

GCSE results

	A8	Total P8
not PP	50.5	0.57
PP	36.7	-0.50

The GCSE results of Pupil Premium Students in Summer 2023 as above were considerably lower than non-disadvantaged students at SMCS. Although their KS2 was lower on average than non-disadvantaged the progress and attainment is alarmingly different.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A