

# Pupil Premium Strategy Statement 2017-18: St Michael's Catholic College

1. Summary information					
<b>School</b>	St Michael's Catholic College				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£295,315	<b>Date of most recent PP Review</b>	Autumn term 2017
<b>Total number of pupils</b>	873	<b>Number of pupils eligible for PP</b>	315	<b>Date for next internal review of this strategy</b>	Autumn term 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected progress in English / Maths at 4+ (2016/17 only)</b>	92.86% / 82.14%	64% / 64%
<b>% achieving expected progress in English / Maths at 5+ (2016/17 only)</b>	80.36% / 53.57%	49% / 45%
<b>Progress 8 score average</b>	+0.58	0
<b>Attainment 8 score average</b>	51.6	44.2

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Sustain and improve the Progress 8 score of all students including those in receipt of the pupil premium so there is no gap between Pupil Premium and non-Pupil Premium students
<b>B.</b>	Sustain the numbers of pupil premium students being entered for and achieving the EBacc
<b>C.</b>	Improve the progress of Pupil Premium students in KS4 Maths at Grade 5+
<b>D.</b>	Improve the progress and attainment of Pupil Premium students who also have SEN needs
<b>E.</b>	Improve the progress and attainment of the most able Pupil Premium students
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Pupil Premium students may not have access to a quiet place to work at home or internet access to study and complete homework

<b>G.</b>	Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holidays.
<b>H.</b>	Pupil Premium students are more likely to come from families where no one has completed higher education

<b>4. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and achievement of Pupil Premium students.	Pupil Premium students achieve positive Progress 8 scores and there is no gap in the progress of Pupil Premium and non-Pupil Premium students. In KS3 Pupil Premium students make positive progress in relation to other students and there is no gap between their attainment and progress when compared with non-Pupil Premium students.
<b>B.</b>	The numbers of pupil premium students being entered for and achieving the EBacc remains above national average.	Numbers of pupil premium students being entered for and achieving the EBacc in 2017-18 are higher than 2016-17 and continue to be above national average. The college EBACC Target 2018 is 55%.
<b>C.</b>	Pupil Premium students meet or exceed targets in KS4 Maths	Pupil Premium students achieve positive progress 8 scores in Maths and their results are above national average and in line with non-Pupil Premium students. Target for 2018: 75% achieve grade 5 in Maths and students make positive P8 scores.
<b>D.</b>	There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs	The results of Pupil Premium students with SEN needs are in line with all other pupils and national averages. Target for 2018 P8 score is for students to make positive progress.
<b>E.</b>	There is an improvement in the progress and attainment of Pupil Premium students identified as the most able	The most able Pupil Premium students achieve attainment 8 scores in line with or above national averages and positive progress 8 scores. Target for 2018 P8 score is for students to make positive progress.
<b>F.</b>	Pupil Premium students have access to places to work before and after school and during the school day in study periods this includes internet access so they can complete revision and homework	Daily study clubs, before and after school homework clubs, Saturday schools and school holiday revision lessons and workshops result in all students having access to a place to complete revision or homework.
<b>G.</b>	Pupil Premium regularly take part in cultural visits, enrichment activities and school trips overseas.	A varied programme of enrichment opportunities, trips and visits raises aspirations and impacts positively on the attainment and achievement of all students.
<b>H.</b>	Pupil Premium students are supported to apply for places in the 6 <sup>th</sup> form and at university.	All Pupil Premium students successfully apply and enrol on Post 16 courses. The % of Pupil Premium students applying to university is the same as Non Pupil Premium students. Target for 2018 = 90%.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. Improved progress and achievement of Pupil Premium students.	<b>Finding New Ways of Supporting Students to Learn (Learning Communities)</b>	Outstanding teaching and learning and the atmosphere in the classroom continue to be a whole College focus for 2017-18. This has developed through linking with King's College. Through teacher learning communities staff carry out action research into the School Improvement Plan priorities e.g. the development of independent learning with Google Classroom, a focus on White British students and developing creativity and challenge. Teachers then trial activities in lessons and share findings and good practice with colleagues in the form of a TeachMeet.	Time for staff to develop their action research has been built into the college meeting cycle. This is as part of a learning community group coached by a Middle Leader and a member of SLT is attached to oversee each group and monitor the progress and outcomes of the research.	AP T&L SLT Middle Leaders	Half termly at learning community meetings  Findings and outcomes of the research will be collated by the Principal, AP T&L and Lead practitioners and will be shared on the college website.
A: Improved progress and achievement of Pupil Premium students.  B: The numbers of pupil premium students being entered for and achieving the EBacc remains above national average.	<b>Lead Practitioners and The Modelling Teacher Group</b>	The Assistant Principal in charge of teaching and learning (AP T&L) continues to work with 3 Lead Practitioners and the Modelling Teacher Group, which is made up of experienced subject specialists to continue to secure and sustain improvement across the college including a focus on challenge for the more able. The Lead Practitioners regularly share good practice about teaching and learning and work with the AP T&L who works with the Principal to devise and lead inset and coach staff. They use work with other schools and action research projects to inform improvement.  All of these initiatives from excellent CPD provision to a continuous programme of supporting teachers to improve their teaching and students' learning impacts positively on the outcomes of all students especially those identified as disadvantaged or in receipt of the Pupil Premium.	The AP T&L meets weekly with Lead Practitioners to review the impact of their work and new initiatives and identify areas for future development.  The AP T&L meets the modelling teacher group once a month to review the impact of their work.  Staff surveys are used to evaluate the impact of CPD provision and inset days and inform future planning.	AP T&L Lead Practitioners	Weekly meetings with the AP T&L  Termly SLT reviews  Termly review re: the impact of CPD

<p>A: Improved progress and achievement of Pupil Premium students. B: The numbers of pupil premium students being entered for and achieving the EBacc remains above national average. E: There is an improvement in the progress and attainment of Pupil Premium students identified as the most able</p>	<p><b>Embed 7G and 8G Pathways</b></p>	<p>In 2016 the previous Principal created an additional tutor/teaching group for students in the new Year 7 identified as the most able. Since 2017 there is now a group in Year 7 and 8 respectively.</p> <p>A bespoke curriculum has been created for these students that will challenge and stretch them from the start of KS3. This will include EBacc subjects as well as additional Latin and Philosophy lessons and a programme of enrichment and cultural activities linked to their specialised curriculum pathway.</p> <p>Lead Practitioners and experienced staff have been assigned to teach this group.</p>	<p>Half termly review of tracking data by AP T&amp;L/SLT.</p> <p>Dipsticks/Observations of 7G and 8G lessons.</p> <p>Interviews with teachers of 7G and 8G/students and parents.</p>	<p>AP T&amp;L SLT LOLs Year 7 LOLs Year 8</p>	<p>Half termly</p>
<p><b>Total budgeted cost</b></p>					<p>£44,500</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation ?</b></p>
<p>A: Improved progress and achievement of Pupil Premium students. D: There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs.</p>	<p><b>Drama Therapy</b></p>	<p>The Principal has employed additional Drama teachers from September 2017 to deliver a special programme with staff from the Inclusion faculty including those in receipt of the Pupil Premium.</p>	<p>Drama staff feedback regularly to the Principal.</p> <p>Drama staff present feedback to the Governor's curriculum committee.</p> <p>Half termly review of data to evaluate the impact of the intervention.</p>	<p>Head of Drama Principal</p>	<p>Summer term 2018</p>

<p>A: Improved progress and achievement of Pupil Premium students.</p> <p>F: Pupil Premium students have access to places to work before and after school so they can complete revision and homework:</p>	<p><b>Study support, study clubs, Saturday schools and half term revision</b></p>	<p>Study Clubs, Saturday schools and half term Revision days and half term and Easter revision sessions will continue to be held and this year the number of Saturday School study clubs will increase again in the spring term so that students can attend revision sessions both in the morning and afternoon on a Saturday.</p> <p>Sessions will be delivered by teachers and in some cases consultants who will provide revision materials and resources for students to help them prepare effectively for final examinations.</p> <p>An Assistant Principal responsible for standards in core subjects was appointed in September 2017 to coordinate targeted interventions for students to achieve Grade 5+ in English and maths.</p>	<p>Monitoring of attendance registers for study clubs, Saturday school and holiday revision sessions.</p> <p>HOFs and SLT to follow up non-attendance.</p> <p>SLT line managers to check content of Saturday schools and holiday revision sessions.</p> <p>Timetables sent home to parents and made available on the website.</p>	<p>Vice Principal HOFs Year 11 AP Standards</p>	<p>Summer term 2018</p>
<p>A: Improved progress and achievement of Pupil Premium students.</p> <p>D: There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs.</p> <p>F: Pupil Premium students have access to places to work before and after school and during the school day</p>	<p><b>SEN Study clubs</b></p>	<p>Following a review of provision for SEN students in KS4, the Heads of the SEN and Inclusion Faculty run a dedicated study club for SEN students in Year 11, a number are identified also as Pupil Premium. Since October 2016, an SEN study club for Year 11 students now runs 3 times a week after school from 3:30-5pm.</p> <p>This results in all SEN students having a space where they can receive support with revision, complete homework and prepare for controlled assessment tasks.</p> <p>HODs and class teacher liaise with the SEN staff re: setting work for completion in the SEN study club.</p>	<p>Feedback to Line manager and Principal at regular meetings.</p> <p>The Principal and SLT follow up any non-attendance.</p> <p>Half termly review of SEN data.</p>	<p>HOF Inclusion AP Inclusion Acting VP who oversees Year 11</p>	<p>Termly</p>

<p>A: Improved progress and achievement of Pupil Premium students. F:Pupil Premium students have access to places to work before and after school and during the school day in study periods this includes internet access so they can complete revision and homework</p>	<p><b>TAP – Targeted additional provision</b></p>	<p>The College continues to use data to identify students who would benefit from individual tuition, in particular Pupil Premium students who are well below expected levels of progress in Year 10 and 11 via an alternative curriculum and individualised timetables. This tuition is tailored to meet the diverse individual needs of the students and there is regular liaison between the Leaders of Learning and the TAP teacher.</p> <p>The school counsellor will continue to be employed 2 days a week to support those students referred by the Inclusion team, including a significant number of Pupil Premium students.</p>	<p>Termly reports provided by the TAP teacher which evaluate the impact of TAP on student progress and achievement.</p> <p>Review of half termly data by the Principal and discussion at KS4 core subject meetings.</p>	<p>TAP Teacher Principal AP Inclusion</p>	<p>Termly</p>
<p>A: Improved progress and achievement of Pupil Premium students. C: Pupil Premium students meet or exceed targets in KS4 Maths</p>	<p><b>English and Maths intervention programmes</b></p>	<p>The College utilises study clubs, Saturday schools and holidays sessions to support students in Year 11 by running after school study programmes in core subjects for the academic year. Students targeted for the after school sessions are those at risk of not passing GCSE English and Maths including a high number of Pupil Premium students. Appropriate resources from organisations such as PiXL are being used by both subjects to improve progress and achievement. 1:1 mentoring for Y11 to be utilised for Pupil Premium students who are not making expected progress each term.</p>	<p>A newly appointed Assistant Principal oversees achievement in English and maths.</p> <p>The Heads of Maths and English monitor the progress of students taking part in the intervention.</p> <p>Half termly data is used to review student progress.</p>	<p>Vice Principal AP Standards Head of Maths Head of English</p>	<p>Summer term 2018</p>

<p>A: Improved progress and achievement of Pupil Premium students.  B: The numbers of pupil premium students being entered for and achieving the EBacc remains above national average.  G: Pupil Premium may not always have opportunities to take part many cultural visits, enrichment activities and holidays</p>	<p><b>External partnerships</b></p>	<p>The College has a wide range of external partnerships with companies and organisations each year and all targeted Pupils Premium students are selected to take part in a range of activities to raise their aspirations.</p> <p>Students have access to a diverse group of professionals (CEOs, entrepreneurs, creatives etc.) at their place of work and learn about their careers and experiences. Examples include Kings Scholars which are targeted towards Year 9 for an examinations skills workshop. Further to this there is a reading programme connecting our students with lawyers. Career advice is targeted through the “Career Ready” scheme and a careers advisor works with students in Years 10, 11 and the sixth form. This academic year sees the introduction of a partnership with Grant Thornton for Year 7 students to run microfinance businesses to provide loans for entrepreneurs abroad.</p> <p>The “Big Ideas” series are an inspirational set of weekly talks designed for sixth formers and precocious Year 11 students to engage with ideas at professional and undergraduate level. Lectures are delivered by specialists in their fields.</p> <p>Students also take part in workshops and hold assemblies for their year group to share their learning with other students. The aim of these partnerships remains the same: raise expectations and to motivate hard to reach students.</p>	<p>Members of SLT oversee various projects and uses Pupil Premium data to select students who would benefit most from such interventions to raise aspirations.</p> <p>The Principal and Leaders of Learning participate in workshops and assemblies to monitor the impact of the project on student behaviour and confidence.</p> <p>Half termly review of tracking data to evaluate the impact of the project on student progress and attainment.</p>	<p>Vice Principal Business and Enterprise Coordinator  AP 6<sup>th</sup> form enrichment</p>	<p>Summer term 2018</p>
<p><b>Total budgeted cost</b></p>					<p>£182,300</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation ?</b></p>
<p>A: Improved progress and achievement of Pupil Premium students.   E: Improve the progress and attainment of high</p>	<p><b>The Brilliant Club</b></p>	<p>Since September 2016 the college has been working with The Brilliant Club, an award winning charity that exists to widen access to highly-selective universities for pupils from under-represented groups including those in receipt of the Pupil Premium.</p> <p>The College is taking part in the Scholars Programme, with PhD tutors delivering programmes of university-style tutorials to small groups of pupils from Year 7 through to</p>	<p>The Assistant Principal in charge of teaching and learning has been assigned to oversee the project.</p> <p>Student results during the programme are collated and shared with the Principal along with examples of students work.</p>	<p>AP T&amp;L</p>	<p>February 2018 and again in June 2018</p>

achieving Pupil Premium students H: Pupil Premium students are supported to apply for places in the 6 <sup>th</sup> form and at university.		Year 12, which develop the knowledge, skills and ambition that help those pupils to secure places at highly-selective universities.	Half termly tracking data is used to evaluate the impact of the programme on student progress and achievement.		
H: Pupil Premium students are supported to apply for places in the 6 <sup>th</sup> form and at university. G: Pupil Premium may not always have opportunities to take part many cultural visits, enrichment activities and holidays.	<b>6<sup>th</sup> Form Scholarships</b>	Since September 2016 the college is awarding scholarships to students in the sixth form to provide them with financial assistance during Years 12 and 13. There are different scholarships available dependent on the results students achieve in their GCSE examinations.  Additional enrichment activities and access to Russell Group/Oxbridge university visits and study programmes also form a key part of this new scholarship programme.	Half termly tracking data is reviewed by the Heads of 6 <sup>th</sup> form and the Principal.  One of the Heads of 6 <sup>th</sup> form is responsible for ensuring that students take up as many additional enrichment activities as appropriate.  Heads of 6 <sup>th</sup> form meet weekly with the Principal to monitor and evaluate 6 <sup>th</sup> form priorities.	Heads of 6 <sup>th</sup> Form Principal	Summer term 2018
A: Improved progress and achievement of Pupil Premium students.  G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holidays.	<b>College Enrichment Programme</b>	The college enrichment programme, in conjunction with the new house system, is to foster high aspirations through enrichment.  This continues to develop in 2017-2018 which will provide all students including those in receipt of the Pupil Premium with opportunities to take part in enrichment and cultural activities that are closely linked to the new curriculum and courses offered in KS3-5. It provides students with opportunities to benefit from the College's location in central London, e.g. through trips to The Globe Theatre, The Science Museum, and The Olympic Stadium.  In KS4 enrichment activities are focused on aspirational career pathways and a programme of activities has been created in partnership with Wellington College and Dulwich College.	Review of curriculum maps and schemes of work by the SLT member in charge of the curriculum.  Mapping and review of enrichment activities by the Vice Principal responsible for enrichment and trips.  All subjects are to identify enrichment and activities to enhance learning in the classroom which are carefully mapped to link and enhance themes and topics taught in different subject areas.	Vice Principal - trips/enrichment  Acting Vice Principal – curriculum  AP T&L – cultural curriculum	Summer term 2018
G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment	<b>Targeted enrichment and Trips</b>	Key trips abroad to New York, Rome and Berlin will be as well as religious retreats will be taking place this year. Pupil Premium Students will be encouraged to participate and, in some cases, Pupil Premium monies will be used to pay for places on these trips to inspirational cities to widen students' horizons.	A Vice Principal is responsible for all trips and enrichment activities.  The Vice Principal provides feedback to the Principal re: details of students taking part in the trips and enrichment activities.	Vice Principal	Summer term 2018

activities and holiday H: Pupil Premium students are supported to apply for places in the 6 <sup>th</sup> form and at university.		Enrichment programmes in Years 11, 12 and 13 will continue to provide students in receipt of the Pupil Premium with access to broad educational experiences such as careers events, finance and banking events, residential university courses, extended work experience placements, sporting events as well as trips to the theatre, places of culture, and universities. Pupil Premium funding will also support targeted Year 8 and 10 students to attend religious retreats to Whitstable.	HODs feedback to SLT line managers re: the impact of trips and enrichment activities organised by their departments.		
A: Improved progress and achievement of Pupil Premium students.	<b>Inspirational Speakers</b>	A programme of talks by inspirational guest speakers has been organised for students in Year 11 and the sixth form. The aim of which is to give students the chance to hear from people who have achieved success in their field/life and to inspire all students to aim high and be aspirational.  The "Big Ideas" series of lectures features speakers from highly-regarded universities and companies such as Lloyds Bank also promote pathways to careers in finance as part of their outreach commitments.	The Principal/SLT attend the assemblies and review the quality of the guest speakers.  Students feedback their thoughts to the Principal/SLT.	Principal Vice Principal	March 2018
<b>Total budgeted cost</b>					£68,550

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016-17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A: Improved progress and achievement of Pupil Premium students. C: Pupil Premium students meet or exceed targets in KS4 Maths	<b>Enhanced Maths, English and Science staffing and core subject support including use of consultants.</b>	Overstaffing in English and Maths resulted in withdrawal groups being created to meet the needs of all students including those in receipt of the Pupil Premium, e.g. the creation of an additional IGCSE English class in Year 11. Class sizes were also smaller to allow for more individual tuition and departments were deliberately overstaffed to increase flexibility of deployment to enable targeted interventions, small group and personalised provision.  There were 61 students in receipt of the Pupil Premium in Year 11 2016-17. 92.9% of Pupil Premium students achieved at least a Grade 4 in English Language or English Literature. 82.1% achieved at least Grade 4 in Maths. Those Year 11 Pupil Premium students who gained at least a Grade 5 or above achieved 80.4% in English Language or Literature, while 53.8% achieved this in Maths.	Targeted support and withdrawal groups led by experienced subject teachers are more effective than TA support in lessons. In 2017-18 due to continued overstaffing in key areas subject specialist teachers will continue to be used as TAs.	(£109, 000)

A: Improved progress and achievement of Pupil Premium students.	<b>Working in partnership with other schools</b>	<p>The college is a strategic partner in the Catholic Teaching Alliance and has continued to work in partnership with other schools in the alliance to share good practice and to offer students learning opportunities of the highest possible quality including those students identified as being eligible for the Pupil Premium.</p> <p>Staff at all levels have continued to develop and have access to high quality CPD opportunities that meet the needs of both the College and its staff, whilst Teach First/School Direct trainees and NQTs took part in research activities that had a direct impact in terms of improving their improve their practice and understanding regarding the importance of raising the attainment and achievement of Pupil Premium students.</p>	We will continue to work in partnership with CTA schools as sharing good practice has been essential in terms of the preparation and implementation of new KS4 and 5 courses.	Covered by CTA Monies
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A: Improved progress and achievement of Pupil Premium students F:Pupil Premium students have access to places to work before and after school and during the school day in study periods this includes internet access so they can complete revision and homework	<b>Staffing for Study clubs, Saturday school and holiday revision sessions</b>	<p>Revision days and half term and Easter revision sessions continued to be held and in 2016-17 the number of Saturday School study clubs for students increased once more so that students could attend revision sessions both in the morning and afternoon on a Saturday. Teachers and consultants were paid for these sessions and revision materials were provided for students. These sessions were differentiated and matched the students' needs so that they could complete additional preparation and revision for their GCSE exams.</p> <p>As a result of the engaging activities planned by staff attendance at study clubs, Saturday school and holiday revision sessions was excellent and feedback from students was 100% in favour of this support by the College.</p> <p>The Principal's interviews with students consistently show they value this ongoing help with their learning.</p>	Students especially those in receipt of Pupil Premium need space to revise and complete homework.	(£67,000)

<p>D: There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs.</p>	<p><b>SEN Support</b></p>	<p>Pupil Premium Funding was used to deliver a wide range of intervention strategies for SEN students to raise attainment in reading, writing, communication and mathematics. Clear success criteria mean that staff who lead the interventions were focussed on what they needed to do to help students catch up and make progress. The impact of interventions was reviewed at department meetings and at half termly Core Subject meetings led by senior staff.</p> <p>The SEN team also led withdrawal groups to work with students who require additional support with their speech and language and literacy skills including those designated as Pupil Premium.</p> <p>Evaluation of 2017 results indicated that further SEN support is required in order for students to continue to meet or exceed their targets.</p>	<p>A specific SEN study club was created in 2016-17 that took place after school 3 days a week to provide support for those SEN students identified as requiring additional support with revision and homework. This is continuing into 2017-18.</p>	<p>(£22,400)</p>
<p>D: There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs.</p> <p>F: Pupil Premium students have access to places to work before and after school and during the school day in study periods this includes internet access so they can complete revision and homework</p>	<p><b>Targeted Additional Provision (TAP)</b> <b>School Counsellor</b></p>	<p>The College used data to identify students who would benefit from individual tuition, in particular Pupil Premium students who are well below expected levels of progress in Years 10 and 11 via an alternative curriculum and individualised timetables.</p> <p>Data and reports written by the TAP teacher and inclusion staff show clear progress against targets. The TAP teacher also provided additional cognitive learning support/outreach in the library before school and at break time and lunch time to targeted students including those designated as Pupil Premium. Cognitive Behaviour Training has been implemented alongside this work and the record of support provided shows the positive impact. For example 79% of students rated TAP as excellent (100% good). All parents in feedback considered it was a positive intervention including 57% of parents regarding it as excellent. Further impact was demonstrated through improved attendance and punctuality for many students while all of them improved their confidence. Many raised their aspirations or self-esteem through the provision.</p> <p>The School Counsellor continued to work in the College for 2 days a week and last year worked with over 20 students. Support for the vulnerable is viewed as key to improved student results and improved learning.</p>	<p>The bespoke nature of the TAP programme was very effective with all TAP students meeting / exceeding targets, hence this continues 2017-18.</p> <p>Student, staff and parental feedback regarding counselling shows it has a very positive impact on student well being and therefore attainment and achievement.</p>	<p>Targeted Additional Provision (£45,400) and School Counsellor (£7,000)</p>

<p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday</p>	<p><b>Bryanston Square Unlock Project</b></p>	<p>A raising aspirations programme with School business partners Bryanston Square took place again last year involving mainly Pupil Premium Students. Through Unlock, students in years 8 and 9 met diverse professionals (CEOs, entrepreneurs, creatives etc.) at their place of work who share their unique stories opening students' minds to the opportunities available later in life and have held their own careers and workshops to share their learning with other students. The aim of the project is to raise expectations and to motivate hard to reach students with the result that the students taking part in the project feedback what they have learnt through creating and holding their own workshops and events for all year groups across the College. An analysis of data after the project showed that all students had made progress towards meeting their targets, compared with 65% at the start of the project and 90% of students achieved positive effort grades on average across all subjects.</p>	<p>The project completed this year and the focus has been amended with the most successful aspects identified which have informed the delivery of in house intervention programmes.</p>	<p>(£10,000)</p>
<p>E: There is an improvement in the progress and attainment of Pupil Premium students identified as the most able</p> <p>H: Pupil Premium students are supported to apply for places in the 6th form and at university.</p>	<p><b>King's College Scholars</b></p>	<p>Since 2015-16 the college started a three-year project, working with the widening participation department at King's College. A key requirement of this project is that the students who participate must be in receipt of the Pupil Premium. The project aims to: "support talented Pupil Premium students by providing a framework that will engage them during Years 7-9 with a focus on enjoyment of learning, university awareness and qualification choice."</p> <p>Parents have also been involved in the experience and have responded very positively within the sessions and during the informal feedback afterwards.</p> <p>Evaluations to date show that student outcomes were met in terms of increased understanding and familiarity with university life and that they are enjoying participating in this project.</p>	<p>This three year project continues into its final stage in 2017-18.</p>	<p>(£3600)</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>D: There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs. F: Pupil Premium students have access to places to work before and after school and during the school day in study periods this</p>	<p><b>Homework and Study Support</b></p>	<p>The College ran daily breakfast clubs, homework clubs and computer clubs for vulnerable and SEN students of which a high percentage are Pupil Premium Students. This means that these students had time and space to study, revise and complete homework tasks and were able to use ICT facilities to support their work which they do not have access to at home.</p> <p>Student attendance at homework clubs continues to be high, the club is full every day and often oversubscribed, hence this provision will continue 2017-18.</p>	<p>Having this time and space to work is very important to students and impacts positively on their progress. The college will continue to offer this to students in 2017-18.</p>	<p>(£7000)</p>									
<p>C: Pupil Premium students meet or exceed targets in KS4 Maths H: Pupil Premium students are supported to apply for places in the 6th form and at university. F: Pupil Premium students have access to places to work before and after school and during the school day in study periods this includes internet access so they can complete revision and homework</p>	<p><b>Revision workshops with University mentors</b></p>	<p>The College arranged for an organisation called Team Up to support students in year 11 by running after school study programmes in core subjects for Students targeted for the after school sessions were those at risk of not passing GCSE English and Maths including a high number of Pupil Premium students.</p> <p>The College used links with Imperial College to provide revision sessions and study support for Year 12 students in Science and Maths. The sessions and support were delivered by undergraduate students from Imperial College to increase the academic attainment of participating students from St Michael's and to raise awareness and aspirations amongst these students regarding the benefits of higher education.</p> <table border="1" data-bbox="770 839 1464 954"> <thead> <tr> <th>Year 11 performance in 2016-17</th> <th>Pupil Premium students</th> <th>Non-Pupil Premium students (national average in brackets)</th> </tr> </thead> <tbody> <tr> <td>% achieving English / Maths at 4+</td> <td>92.86% / 82.14%</td> <td>96.83% / 84.13% (64% / 64%)</td> </tr> <tr> <td>% achieving English / Maths at 5+</td> <td>80.36% / 53.57%</td> <td>80.95% / 60.32% (49% / 45%)</td> </tr> </tbody> </table>	Year 11 performance in 2016-17	Pupil Premium students	Non-Pupil Premium students (national average in brackets)	% achieving English / Maths at 4+	92.86% / 82.14%	96.83% / 84.13% (64% / 64%)	% achieving English / Maths at 5+	80.36% / 53.57%	80.95% / 60.32% (49% / 45%)	<p>Feedback from students shows they value this support, however following a careful analysis of the Team Up provision it was clear that targeted intervention from the college's own English and Math's teachers was preferred by students and helped prepare them more effectively for final exams. Therefore in 2017-18 all English and Maths interventions will be delivered in house.</p> <p>Imperial mentoring in the 6<sup>th</sup> form did impact positively on progress and attainment in Maths and Science with increases of at least half a grade on average on attainment at the end of the programme, this will continue 2017-18.</p>	<p>(£3000)</p>
Year 11 performance in 2016-17	Pupil Premium students	Non-Pupil Premium students (national average in brackets)											
% achieving English / Maths at 4+	92.86% / 82.14%	96.83% / 84.13% (64% / 64%)											
% achieving English / Maths at 5+	80.36% / 53.57%	80.95% / 60.32% (49% / 45%)											
<p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday</p>	<p><b>Summer School for new Year 7 students</b></p>	<p>The college-targeted pupils in Year 6 who are in receipt of free school meals and who were joining us in September 2017 to attend our Summer School in July 2017. Each day the students participated in a variety of activities include sport, dance and drama to help them become more familiar with the college and to support students' transition from primary to secondary education.</p> <p>An evaluation of the programme shows that the college summer school is key to effective transition and feedback from parents and students was 100% positive.</p>	<p>This is a key part of our transition provision and will continue in 2018.</p>	<p>(£6000)</p>									

<p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday</p> <p>H: Pupil Premium students are supported to apply for places in the 6th form and at university.</p>	<p><b>Careers and Higher Education including PwC mentoring</b></p>	<p>Careers advice and experiences were carefully mapped and recorded for all disadvantaged students. These students were provided with the best work experience placements. Students also received a wide range of preparation activities for future life: work related learning activities, one to one interviews, mock interviews at local businesses, careers fairs and Post 16 information sessions. This ensured that disadvantaged students can make informed decisions about their courses and choices and be prepared for their future lives. All Year 11 students received an individual interview to support them with their college applications and the College employed a careers officer for two days a week to provide specialist support and guidance.</p> <p>Targeted Pupil Premium students in Year 9 were provided with a mentor from Pricewaterhouse Coopers (PwC) to help raise aspirations. Raising aspirations trips to the PwC head office were also held for targeted students in Years 9 and 10.</p> <p>The College provided students in Year 12 with the opportunity to attend Oxbridge and Russell group conferences as well as master classes at Oxford and Cambridge universities. The College has covered the cost of these courses and transport for Pupil Premium students which have helped raise aspirations.</p> <p>All students who applied for university in 2017 secured a place on a degree course, with a number of students gaining places at Russell Group Universities.</p> <p>A Year 13 student who participated in this programme whilst in Year 12 has recently started as an undergraduate at Oxford University to read Law in September 2017.</p>	<p>The careers provision and higher education opportunities will continue 2017-18 as they have a proven, positive impact on students 6<sup>th</sup> form and university choices.</p>	<p>(£12,400)</p>
<p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday</p> <p>H: Pupil Premium students are supported to apply for places in the 6th form and at university.</p>	<p><b>Targeted Enrichment and Trips</b></p>	<p>Key trips abroad to China, New York and Paris were organised by the College last year. Pupil Premium students were encouraged to participate and in some cases Pupil Premium monies were used to pay for places on these trips for disadvantaged students. These trips have enriched students' lives, widened their horizons and raised aspirations.</p> <p>Enrichment programmes in Years 11, 12 and 13 provided students in receipt of the Pupil Premium with access to broad educational experiences such as careers events, finance and banking events, residential courses, extended work experience placements for Business and Science students, sporting events as well as trips to the theatre, places of culture, universities and talks from guest speakers.</p>	<p>Targeted enrichment and trips result in students having experiences to draw on and reference when they are applying for 6th form courses, university places or apprenticeships, hence they will continue 2017-18.</p>	<p>(£22,500)</p>

## 7. Additional detail

### Key principles for use of the Pupil Premium at St Michael's Catholic College

- Pupil Premium funding is identified in the budget by the College and spending is clearly allocated for specific initiatives targeted at Pupil Premium students.
- The College's practice seeks to comply with the DFE's recommendations where practical and considered in the best interest of the individual.
- Recent reports relating to the use of Pupil Premium e.g. from Ofsted and the DFE are read, understood and used to inform future decisions about the use of Pupil Premium funding and to ensure that funding is allocated to activities that are most likely to have an impact on improving achievement.
- The College reviews this policy on a systematic basis following the publication of examination results, ASP and termly tracking data to assess the impact and relative effectiveness of initiatives and interventions on student progress.
- The College ensures the Principal and a designated member of the senior leadership team have a clear overview of how the funding is being allocated and review data termly to monitor the outcomes and impact. This is also monitored termly by the School Business Manager and the Principal.
- The College never confuses eligibility of the Pupil Premium with low ability, and focuses on supporting our disadvantaged students to achieve outstanding academic progress. The key to student success is ensuring that all teaching is carefully planned to meet the differing needs of all learners, rather than relying on interventions.
- Where more support is needed skilled teachers are allocated to teach intervention groups to improve Mathematics and English while support teachers and consultants who have a good record of raising attainment in those subjects are deployed to support targeted students.
- Teachers and other practitioners are well aware of those students who are in receipt of the Pupil Premium and play a full part in deciding which strategies and targeted interventions might be appropriate for individual students at core subject meetings in KS3, 4 and 5.
- The projects set up by the College are intended to tackle a range of issues e.g. attendance, behaviour, factors outside the school, professional inset on Pupil Premium pupils, effective teaching and learning, strong careers information, advice and guidance, literacy support, targeted support, good facilities for supported study, further enrichment.

### Measuring Impact

The College measures the impact of the Pupil Premium spending by:

- Tracking the progress of Pupil Premium students each term to compare their attainment and achievement to Non Pupil Premium students and other groups of students in the college e.g. SEN/EAL. This also includes an analysis of the results of boys and girls.
- Assessing the success of students at the end of Key Stage 4 relative to their target grades and against national threshold measures including % of students passing English and Mathematics, EBacc and new Progress 8 and Attainment 8 measures.
- Producing termly reports for the Principal, Governors and SLT on the progress of Pupil Premium students across the whole College, in each year group and across individual subject areas compared to all students and other significant groups of students across the College.
- Evaluating feedback from student questionnaires and discussions with individual students about intervention and support they have received.