

Pupil Premium Strategy Statement 2019-20: St Michael's Catholic College (updated: 28/10/19)

School overview

| Metric | Data |
|---------------------------------------------|--------------------------------------|
| School name | St Michael's Catholic College |
| Pupils in school | 899 |
| Proportion of disadvantaged pupils | 34% |
| Pupil premium allocation this academic year | £283,305 |
| Academic year or years covered by statement | 2018/19 – 2019/20 |
| Publish date | October 2019 |
| Review date | October 2020 |
| Statement authorised by | Felicity Corcoran |
| Pupil premium lead | Joel Arda |
| Governor lead | Governors' Curriculum Committee |

Disadvantaged pupil performance overview for last academic year

| | |
|---------------------------------|-------|
| Progress 8 | +0.50 |
| Ebacc entry | 80% |
| Attainment 8 | 52.1 |
| % Grade 5+ in English and maths | 49% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---------------------------------|----------------------------------------------------------------------------------------|--------------|
| Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | September 20 |
| Attainment 8 | Achieve at least national average for attainment for all pupils | September 20 |
| % Grade 5+ in English and maths | Achieve at least average English and maths 5+ scores for similar schools | September 20 |
| Other | Maintain attendance with at least national average | September 20 |
| Ebacc entry | Better national average EBacc Entry for all pupils | September 20 |

i. Teaching priorities for current academic year

| Measure | Activity |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Finding New Ways of Supporting Students to Learn (Learning Communities) |
| Priority 2 | Developing the role of Lead Practitioners, The Modelling Teacher Group and CPD provision |
| Priority 3 | Embed 7S, 8S and 9S Pathways in the KS3 curriculum |
| Barriers to learning these priorities address | Ensuring access to the curriculum for all students. Further improving the progress made by pupils with higher prior attainment at KS2 |
| Projected spending | £73,182.56 |

ii. Targeted academic support for current academic year

| Measure | Activity |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Through Targeted Additional Provision (TAP) and art therapy to engage specific students in learning |
| Priority 2 | Target pupil premium students for additional support provision, English and Maths, SEN study clubs and use of a learning mentor to close attainment gaps compared to all students |
| Priority 3 | Develop external partnerships, including King's Scholars and The Brilliant Club to raise aspirations |
| Barriers to learning these priorities address | Increasing levels of parental engagement, providing capacity for staffing to enable opportunities for relevant events or wider curriculum provision for Pupil Premium students |
| Projected spending | £183,490.14 (+£7,992.70 paid by the main college budget) |

iii. Wider strategies for current academic year

| Measure | Activity |
|-----------------------------------------------|------------------------------------------------------------------------------------|
| Priority 1 | High quality careers advice to support in applications for further education |
| Priority 2 | Summer school and e-safety workshops including educate Pupil Premium students |
| Priority 3 | Targeted enrichment and trips along with provision in cases of hardship |
| Barriers to learning these priorities address | Ensuring equality of opportunity through scenarios which require financial support |
| Projected spending | £34,625 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of investment in staffing to support teaching and learning to address curriculum needs |
| Targeted support | Ensuring complex coordination of specific provision is timely and effective to impact positively on Pupil Premium student progress and outcomes | Ensuring communication between pastoral, support and middle/senior leadership teams is effective to meet the varied needs of Pupil Premium students with all relevant strategies |
| Wider strategies | Engaging the families facing challenging situations | Provision of funds to enable Pupil Premium students to gain access to further education and organised enrichment opportunities |

Review: last year's aims and outcomes

| Aim | Outcome |
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| Improved progress and achievement of Pupil Premium students. | Achieved |
| The numbers of pupil premium students being entered for and achieving the EBacc remains above national average. | Achieved |
| Pupil Premium students meet or exceed targets in KS4 Maths. | Not achieved – while there was an improvement between 2018 and 2019, there is further progress that can be made overall in maths |
| There is an improvement in the progress and attainment of Pupil Premium students who have SEN needs. | Achieved |
| There is an improvement in the progress and attainment of Pupil Premium students identified as the most able. | Achieved |
| 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. | Achieved |
| Pupil Premium regularly take part in cultural visits, enrichment activities and school trips overseas. | Achieved |
| Pupil Premium students are supported to apply for places in the 6th form and at university. | Achieved |

Pupil Premium Strategy Statement 2019-20: In-depth analysis (updated: 28/10/19)

| 1. Summary information | | | | | |
|------------------------|-------------------------------|----------------------------------|----------|------------------------------------------------|------------------|
| School | St Michael's Catholic College | | | | |
| Academic Year | 2019/20 | Total PP budget | £283,305 | Date of most recent PP Review | Autumn term 2019 |
| Total number of pupils | 899 | Number of pupils eligible for PP | 303* | Date for next internal review of this strategy | Autumn term 2020 |

| 2. Current attainment (to be validated in January 2020) | | |
|-------------------------------------------------------------------------|----------------------------------------------|----------------------------------|
| | <i>Pupils eligible for PP (St Michael's)</i> | <i>All pupils (St Michael's)</i> |
| % achieving expected progress in English and Maths at 4+ (2018/19 only) | 67% | 72% |
| % achieving expected progress in English and Maths at 5+ (2018/19 only) | 49% | 53% |
| Progress 8 score average | +0.50 | +0.52 |
| Attainment 8 score average | 52.10 | 53.34 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | 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. | Sustain the numbers of Pupil Premium students being entered for and achieving the EBacc |
| C. | Improve the progress of Pupil Premium students in KS4 Maths at Grade 5+ |
| D. | Improve the progress and attainment of Pupil Premium students who also have SEN needs |
| E. | Improve the progress and attainment of the most able Pupil Premium students |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| F. | Pupil Premium students may not have access to a quiet place to work at home or internet access to study and complete homework |
| G. | Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holidays |
| H. | Pupil Premium students are more likely to come from families where no one has completed higher education |

* Please note this figure is a calculation of the number of eligible students between the funding period of April 2019 – March 2020 as the financial year does not align with the college's academic year.

| 4. Outcomes | | |
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| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | 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. | 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 2019-20 are higher than 2018-19 and continue to be above national average. The overall college EBacc Target 2020 is 55%. |
| C. | 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. Overall target for 2020: 75% achieve grade 5 in Maths and students make positive P8 scores. |
| D. | 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. The target for 2020 P8 score is for students to make positive progress. |
| E. | 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. The target for 2020 P8 score is for students to make positive progress. |
| 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. | Daily study clubs, before and after school homework clubs, Saturday schools, school holiday revision lessons and workshops result in all students having access to a place to complete revision or homework. |
| G. | 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. |
| H. | Pupil Premium students are supported to apply for places in the 6 th 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. The target for 2020 = 90%. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2019/20 | | | |
| 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. | Finding New Ways of Supporting Students to Learn (Learning Communities) | <p>Outstanding classroom teaching continues to be a college focus for 2019-20. developed through links with King's College teacher learning communities, staff carry out action research into School Improvement Plan priorities:</p> <p><u>Focus: Self-regulation and metacognition</u> The Seven Step Model Pastoral Motivation for in-class self-regulation Modelling Structured reflection Explicit teaching of metacognitive strategies Revision (esp. Recall, low-stakes testing, memorisation, learning phases) Continued research from 2018-19</p> <p>Teachers then trial activities in lessons and share findings and good practice with colleagues in the form of a TeachMeet. This was a successful event in July 2019 with a number of colleagues from schools visiting St Michael's.</p> | 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. This is to be further developed having begun in 2018. | AP T&L SLT Middle Leaders | <p>Half termly at learning community meetings</p> <p>Findings and outcomes of the research will be collated by the Principal, AP T&L and Lead Practitioners and will be shared via the college's social media platforms</p> |

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| <p>A: Improved progress and achievement of Pupil Premium students.</p> <p>B: The numbers of pupil premium students being entered for and achieving the EBacc remains above national average.</p> | <p>Lead Practitioners and The Modelling Teacher Group</p> | <p>The Assistant Principal in charge of teaching and learning (AP T&L) continues to work with two Lead Practitioners and the Modelling Teacher Group comprising of experienced subject specialists continuing to secure and sustain improvement across the college including a focus on White British achievement and SEND students. The Lead Practitioners regularly share good practice working 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.</p> <p>All of these initiatives form excellent CPD provision to a continuous programme of supporting teachers to improve their teaching and students' learning impact positively on the outcomes of all students especially those identified as disadvantaged or in receipt of the Pupil Premium.</p> | <p>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.</p> <p>The AP T&L meets the modelling teacher group once a month to review the impact of their work.</p> <p>Staff surveys are used to evaluate the impact of CPD provision and inset days and inform future planning.</p> | <p>AP T&L Lead Practitioners</p> | <p>Weekly meetings with the AP T&L</p> <p>Termly SLT reviews</p> <p>Termly review re: the impact of CPD</p> |
| <p>A: Improved progress and achievement of Pupil Premium students.</p> <p>B: The numbers of pupil premium students being entered for and achieving the EBacc remains above national average.</p> <p>E: There is an improvement in the progress and attainment of Pupil Premium students identified as the most able.</p> | <p>Embed 7S, 8S and 9S Pathways</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 2018 there are now groups in Years 7, 8 and 9 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>After a revision of the sets, the 'G' groups are now known as 'S' as of 2019-20 after the Salesian fathers with letters SDB after their names.</p> | <p>Review of tracking data at each data drop by AP T&L/SLT.</p> <p>Dipsticks/Observations of 7S, 8S and 9S lessons.</p> <p>Interviews with teachers of 7S, 8S and 9S students and parents.</p> <p>A range of appropriate CPD courses to support teacher or whole school development will enable practice to be embedded. Examples of this include the development of the timetable to support the curriculum.</p> | <p>AP T&L SLT LOLs Year 7 LOLs Year 8 LOLs Year 9</p> | <p>With each data drop in January, April and July</p> |

| <p>A: 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</p> <p>C: Improve the progress of Pupil Premium students in KS4 Maths at Grade 5+.</p> | <p>CPD provision and resources</p> | <p>The professional development of all staff is important at St Michael's. A combination of both internal and external provision is used strategically to benefit all students and follows the principles of delivering value for money.</p> <p>The college has membership of the PiXL group for some time and has introduced GCSE Pod successfully with a significant uptake by students to take their learning forward outside of the college day. Other courses such as for timetabling or to support pedagogy enhances practice at all levels.</p> <p>A HegartyMaths subscription targets students for Maths as a priority for the college across Years 7-11. As students are to develop their mathematical ability, this is to consolidate and further increase their confidence in the subject.</p> <p>The impact college achieved its highest ever Progress 8 score at +0.52 (to be validated in Jan 2020).</p> | <p>A Vice Principal oversees CPD provision and its impact on teaching and learning by ensuring requests are aligned to college improvement priorities.</p> <p>Analysis of student outcomes takes places for all year groups with each data drop.</p> <p>Course evaluations are ongoing and submitted to the Vice Principal.</p> | <p>Vice Principal – Standards and Achievement</p> | <p>With each data drop in January, April and July</p> |
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| <p>Total budgeted cost</p> | | | | | <p>£73,182.56</p> |
| <p>ii. Targeted support</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</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>Art Therapy</p> | <p>The Principal has employed additional art staffing since to deliver a special programme with staff from the Inclusion faculty including those in receipt of the Pupil Premium.</p> <p>Students are referred from Years 7-9 and are grouped as according to their needs: low self-esteem, anger management, disruptive behaviour and work with the staff during the autumn, spring and summer terms.</p> | <p>Art staff feedback regularly to the Principal and Leaders of Learning.</p> <p>Art staff provide feedback to the Governor's curriculum committee.</p> <p>Review of data drops to evaluate the impact of the intervention using attainment data or effort and behaviour analyses.</p> <p>Student feedback on whether the therapy has made a difference.</p> | <p>Teacher of Art Principal</p> | <p>Summer term 2020</p> |

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| <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>Study support, study clubs, Saturday schools and half term revision</p> | <p>Study clubs, Saturday schools and half term revision days along with half term and Easter revision sessions will continue to be held and this year the number of Saturday School study clubs increases 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>Monitoring of attendance registers for study clubs, Saturday school and holiday revision sessions.</p> <p>Leaders of Learning and SLT 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 or via parent app.</p> | <p>Vice Principal LOLs Year 11 LOLs Sixth form</p> | <p>Summer term 2020</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>SEN Study clubs</p> | <p>Since October 2016, following ongoing review of provision for SEN students in KS4, the leaders of the SEN and Inclusion Faculty run a dedicated study club for SEN students in Year 11, whereby a number are identified also as Pupil Premium. A 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 regarding setting work for completion in the SEN study club.</p> <p>Provision for special needs therapy is ongoing with Guy's and St Thomas' NHS Foundation Trust.</p> | <p>Feedback to Line manager and Principal at regular meetings.</p> <p>The Principal and SLT follow up any non-attendance.</p> <p>Reviews of SEN data with each data drop.</p> | <p>HOD Inclusion SENCO AP Inclusion VP who oversees Year 11</p> | <p>With each data drop in January, April and July</p> |

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| <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>TAP – Targeted additional provision</p> <p>Learning Mentor</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 Years 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 Co-ordinator. A major part of this is the Parent Partnership programme where many involved include Pupil Premium students along with newly introduced Saturday sessions.</p> <p>A Learning Mentor post was created in July 2018. They are employed full-time to support those students referred by the Inclusion team, including a significant number of Pupil Premium students.</p> | <p>Reports provided by the TAP Co-ordinator which evaluate the impact of TAP on student progress and achievement.</p> <p>Review of data by the Principal and discussion at KS4 core subject meetings.</p> <p>Feedback during line management and qualitative feedback from students or parents.</p> | <p>TAP Co-ordinator Principal AP Inclusion</p> | <p>With each data drop in January, April and July</p> |
| <p>A: Improved progress and achievement of Pupil Premium students. C: Pupil Premium students meet or exceed targets in KS4 Maths.</p> | <p>English and Maths intervention programmes</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. GCSE Pod is an example of this. 1:1 mentoring for Y11 to be utilised for Pupil Premium students who are not making expected progress each term.</p> | <p>A Vice Principal oversees standards and achievement in English and Maths.</p> <p>The Head of English and Head of Maths monitor the progress of students taking part in the intervention.</p> <p>Data relating to student progress is reviewed with each data drop.</p> | <p>Vice Principal Standards Head of Maths Head of English</p> | <p>Summer term 2020</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>King's College Scholars</p> | <p>Students in Years 7-9 with Pupil Premium status are targeted specifically to join the King's Scholars programme. This is to raise aspirations especially in cases where students potentially are the first generation in their families to study at university. Arrangements for sufficient cover for trips to allow groups to visit King's College aid the logistics for this event.</p> | <p>Members of SLT oversee various projects and uses Pupil Premium data to select students who would benefit most from King's Scholars.</p> <p>Tracking data reviewed three times in the academic year to evaluate the impact of the project on student progress and attainment for PP students.</p> | <p>Vice Principal Curriculum</p> | <p>Summer term 2020</p> |

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| <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>External partnerships</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 King’s Scholars which are targeted towards Year 9 for an examinations skills workshop. Career advice is targeted through the “Career Ready” scheme and a careers advisor works with students in Years 10, 11 and the sixth form. The partnership with Grant Thornton continues to flourish for Year 7 students to run microfinance businesses to provide loans for entrepreneurs abroad: a record £783 profit was achieved in 2019.</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. Boxing coaches, music workshops, visits to and by businesses contribute to the planned provision.</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>Tracking data reviewed three times in the academic year to evaluate the impact of the project on student progress and attainment.</p> | <p>Vice Principal AP Partnerships AP 6th form enrichment</p> | <p>Summer term 2020</p> |
| <p>A: Improved progress and achievement of Pupil Premium students. E: Improve the progress and attainment of high achieving Pupil Premium students H: Pupil Premium students are supported to apply for places in</p> | <p>The Brilliant Club</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 Year 12, which develop the knowledge, skills and ambition that help those pupils to secure places at highly-selective universities.</p> <p>In October, twelve STEM from Years 10 will go to the University of Oxford to launch their undergraduate-style program with The Brilliant Club. The charity aims at</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>Tracking data is used to evaluate the impact of the programme on student progress and achievement at three points in the academic year.</p> | <p>AP T&L</p> | <p>February 2020 and again in June 2020</p> |

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| the 6 th form and at university. | | opening access to highly selective universities by giving students training in a specific topic with a world-class expert. The students are studying with a PhD student from Kings College London. They will have small university-style seminars culminating in a substantial essay. A second cohort will run in the summer term from KS3, using the same format but a humanities subject. | | | |
| Total budgeted cost | | | | | £183,490.14 (+£7,992.70 paid by the main college budget) |
| iii. Other approaches | | | | | |
| 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? |
| G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday. | Summer School for new Year 7 students | The Summer School in July targets students in receipt of free school meals and has been running successfully for some years. Students' enjoyment with different activities include many KS3 subjects to help them acclimatise with the college environment. This has been a popular and well attended event which aids the students' start to college life. | Evaluation of the summer school with feedback from parents and students. Monitoring by the Leaders of Learning for the new Year 7 for 2020-21. | LOLs Year 7 | Summer term 2020 |
| G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday. | E-safety workshops | The college employed a specialist presenter in July 2019 for Year 7 to increase awareness of e-safety concepts. The college believes it must take proactive steps to promote positive behaviour given the prevalence of technology in students' lives. 138 Year 7 students responded highly positively. Students find the sessions very helpful with an average rating of 4.5/5. They have also increased their awareness of current issues to remain safe online with an average score of 4.4/5.0. Overall, the vast majority graded the session as 4.7/5.0. | The presenter will liaise closely with the Assistant Principal for Inclusion. A survey to take place as delivered by the presenter is to be shared with the relevant members of SLT. | Assistant Principal - Inclusion | Summer term 2020 |
| H: Pupil Premium students are supported to apply for places in | Career Advice Service | The college employs career advice from a specialist. Students receive one-to-one interviews, personalised support in applications, involvement of parents within the process. | Quality assurance by the Vice Principal in charge of curriculum takes place. Liaising with the careers specialist and supporting the organisation of events aids the work to support the students. | Vice Principal – Curriculum Careers Advisor | Summer term 2020 |

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| the 6 th form and at university. | | In 2018-19, the college are expected to be above national benchmarks in all Gatsby Benchmark categories for the support provided to students including those with pupil premium status. | | | |
| <p>A: Improved progress and achievement of Pupil Premium students.</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> | Targeted enrichment and Trips | <p>Key trips abroad to New York, South Korea and Rome will be planned 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.</p> <p>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, 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.</p> <p>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.</p> <p>The "Big Ideas" series of lectures features speakers from highly-regarded universities and companies to promote pathways to careers in finance as part of their outreach commitments.</p> | <p>An Assistant Principal is responsible for all trips and enrichment activities.</p> <p>The Assistant Principal provides feedback to the Principal re: details of students taking part in the trips and enrichment activities.</p> <p>HODs feedback to SLT line managers re: the impact of trips and enrichment activities organised by their departments.</p> <p>The Principal/SLT attend the assemblies and review the quality of the guest speakers.</p> <p>Students feedback their thoughts to the Principal/SLT.</p> | <p>Assistant Principal</p> <p>Principal</p> <p>Assistant Principal – 6th form enrichment</p> | <p>Summer term 2020</p> <p>March 2020</p> |
| G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday. | Provision for students to assist in cases of hardship | <p>A fund is to support provision for students including shoes, uniform, revision notes, travel cards or an emergency situation.</p> <p>This is to ensure relevant students have as normal an experience of school life as possible.</p> | The SLT monitor the impact of the provision e.g. checking a reduction in behaviour events or increase in attendance. | SLT | Summer term 2020 |
| Total budgeted cost | | | | | £34,625 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>A: Improved progress and achievement of Pupil Premium students.</p> <p>C: Pupil Premium students meet or exceed targets in KS4 Maths.</p> | <p>Finding New Ways of Supporting Students to Learn (Learning Communities)</p> <p>Lead Practitioners and The Modelling Teacher Group</p> | <p>The whole college focus for 2018-19 has included the following areas:</p> <p>Twilight sessions have included a wide range of areas including, but not limited to: pace, behaviour management, using the new marking policy, Google Classroom, independent learning, assessment for learning, memorisation and supporting analytical and extended writing.</p> <p>Action research projects developed in partnership with St Ursula's. Through teacher learning communities, staff carry out action research into the School Improvement Plan priorities. Topics included trialling mixed ability setting and impact on lowest attainers; putting grade 9 content into lower set lessons; developing partnerships with parents for our most vulnerable; developing critical thinking; mentoring as a tool for hard-to-reach students. Findings and impact were shared at a public TeachMeet that took place on 12th June 2019. This was a very successful event with a number of colleagues from neighbouring schools visiting St Michael's. This is to be further developed in 2020.</p> <p>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. This is also part of the Performance Management targets.</p> | <p>This will continue into 2019-20 with new priorities in light of the SLT Reviews carried out by the college with the following areas:</p> <p><u>Focus: Self-regulation and metacognition</u></p> <ul style="list-style-type: none"> • The Seven Step Model • Pastoral Motivation for in-class self-regulation • Modelling • Structured reflection • Explicit teaching of metacognitive strategies • Revision (esp. Recall, low-stakes testing, memorisation, learning phases) • Continued research from 2018-19. | £38,215 |

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| <p>A: Improved progress and achievement of Pupil Premium students.</p> <p>C: Pupil Premium students meet or exceed targets in KS4 Maths.</p> | <p>Finding New Ways of Supporting Students to Learn (Learning Communities)</p> <p>Lead Practitioners and The Modelling Teacher Group</p> <p>Embed 7G, 8G and 9G Pathways</p> | <p>The Assistant Principal in charge of teaching and learning (AP T&L) continues to work with two 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.</p> <p>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. This is supported by the requirement for them to be addressed in lesson planning and the college pro-forma seating plan shows this.</p> <p>The AP T&L meets regularly 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 have evaluated the impact of CPD provision and inset days and inform future planning.</p> <p>Lead practitioners have contributed to and overseen the sharing of good practice. INSET has been arranged to inform teaching and learning at the college. These sessions have been well received by staff who have stated a preference for in-house support to reflect on teaching that impacts upon pupil premium students as below.</p> <p>Our G group provision has continued into its third year, with bespoke curriculum choices for this class as defined by a group of most able students studying EBacc subjects as well as additional Latin and Philosophy lessons and a programme of enrichment and cultural activities linked to their specialised curriculum pathway. Year 9 have begun Classics, and in English (for example) have tackled essays far beyond the expectations of their age - "To what extent is Medea a misandrist / proto-feminist?". This has been replicated across subjects, with curriculum maps drawing links between KS3 content and GCSE or A level. This is being supported by a college-wide roll-out of visible challenge and targeted questioning which will continue into the 2019-20 academic year.</p> | <p>Targeted support and withdrawal groups led by experienced subject teachers are more effective than TA support in lessons. In 2019-20 due to continued overstaffing in key areas subject specialist teachers will continue to be used as TAs.</p> <p>Two Lead Practitioners continue into 2019-20 to lead developments in teaching and learning for college priorities.</p> | |
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Students' overall progress shows that Pupil Premium students are slightly under the progress of their peers in Year 7. In Year 8 there was no gap. Standards at Year 9 indicate progress was almost in line at -0.2, while at Year 10 there is a difference that needs to be closed into 2019-20.

There were 61 students in receipt of the Pupil Premium in Year 11 2018-19. 88.5% of Pupil Premium students achieved at least a Grade 4 in English Language or English Literature. 67.2% achieved Grade 4 or better in Maths. Year 11 Pupil Premium students who gained Grade 5 or above achieved 78.7% in English Language or Literature, while 59.8% achieved this in Maths.

A range of appropriate CPD courses to support teacher or whole school development enabled practice to be embedded. Examples of this include the development of the timetable to support the curriculum. CPD courses including membership of PiXL has led to the implementation of GCSE Pod, which has been widely used by Y11 students in 2018-19.

Southwark Inclusive learning has continued for a number of years to support the SEN department.

PUPIL PREMIUM Students – Progress July 2019

Understanding the new Tracking System (introduced July 2019)

In KS3 at this stage in the year, please note the new tracking system is not comparable to previous reports. For KS4, this is unchanged and is calculated with GCSE points. Although KS3 data now uses the same 1-9 number system as GCSE, it is only indicative of student performance in preparation towards GCSE standards, as the KS3 curriculum is distinct from KS4.

| Average progress to targets Year 7 July 2019 | | | | |
|----------------------------------------------|------|------|------|--------|
| Year 7 | E | M | S | AV ALL |
| P Premium | -0.1 | -0.1 | -0.8 | -0.3 |
| All | -0.3 | -0.1 | -0.7 | -0.1 |

In year 7 pupil premium progress is slightly lower than others across all subjects. Although lower than others, the progress to target grades are virtually on target overall. The difference is -0.2 with the average for all subjects. Science would be the focus for improvement across the board for pupil premium students.

| Average progress to targets Year 8 July 2019 | | | | |
|----------------------------------------------|------|------|------|--------|
| Year 8 | E | M | S | AV ALL |
| P Premium | -0.3 | -0.2 | -0.8 | -0.2 |
| All | -0.3 | -0.1 | -0.9 | -0.2 |

In year 8 pupil premium pupils' progress is overall in line with other students across all subjects. The key emerging theme is for Science to close average progress to targets for all students including pupil premium.

| Average progress to targets Year 9 July 2019 | | | | |
|----------------------------------------------|------|------|------|--------|
| Year 9 | E | M | S | AV ALL |
| P Premium | -0.2 | -0.4 | -1.5 | -0.3 |
| All | -0.1 | -0.2 | -1.6 | -0.2 |

In year 9 the gap between pupil premium progress and that of others is lower generally in subjects except Science where it is +0.1 better though overall all students could make more progress.

All courses taken by Year 10 pupils are graded 1-9. They are all on the target setting model derived from Progress 8.

| Average progress to targets Year 10 July 2019 | | | | |
|-----------------------------------------------|------|------|---------|--------|
| Year 10 | E | M | S (dbl) | AV ALL |
| P Premium | -0.4 | -0.6 | -1.7 | -1.7 |
| All | -0.4 | -0.3 | -1.4 | -0.7 |

On average for all subjects, pupil premium students perform over one grade below all students. In English pupil premium students achieve similar outcomes, but in Maths and Science they are lower by -0.3 of a grade.

£28,138.57
(+£3,011.50 from main college budget)

| ii. Targeted support | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <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> | Learning Mentor | <p>A Learning Mentor post was appointed in July 2018. They were employed full-time to support those students referred by the Inclusion team, including a significant number of Pupil Premium students.</p> <p>The Learning Mentor (LM) worked predominantly supporting the following two classes across all subject areas, 9I and 7O. Both classes consisted of 50% pupils who were PPI.</p> <p>Support included: One to one support with organisation and action planning, completing homework and coursework. Contributing to producing differentiated materials eg mind maps and revision cards, small group work focussing on completion of assessments for example using writing frames. The LM also played a key role in acting as a reader and scribe providing important Access Arrangements for both Year 11 and 13 including pupils who were PPI.</p> <p>The LM also supported two pupils with attendance issues and social anxiety helping them to improve their attendance by providing a secure base, one of these pupils was PPI.</p> | The role of Learning Mentor contributes to supporting students with additional educational needs to aid their learning, increase attendance and engagement in lessons. The post is retained for 2019-20. | £22,715 |

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| <p>A: Improved progress and achievement of Pupil Premium students.</p> <p>C: Pupil Premium students meet or exceed targets in KS4 Maths.</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>Study support, study clubs, Saturday schools and half term revision</p> | <p>Revision days and half term and Easter revision sessions continued to be held and in 2018-19 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 were paid for these sessions and revision materials were provided for students. These sessions along with study support, morning, English and Maths clubs were differentiated and matched the students' needs so that they could complete additional preparation and revision for their GCSE exams. 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. The Principal's interviews with students consistently show they value this ongoing help with their learning.</p> <p>The college utilised existing staffing in the core subjects to support students in Year 11 by running after school study programmes in core subjects. The sessions were aimed at students who were those at risk of not passing GCSE English and Maths including a high number of Pupil Premium students. It was clear that targeted intervention from the college's own English and Maths teachers are preferred by students and helped prepare them more effectively for final exams.</p> <p>Curriculum provision was reviewed in 2018 with a selection of parents feeding back to the college a preference for their son or daughter to have more time to study core subjects such as English or Maths. The parental feedback led to an alternative pathway for a small group of Year 11 students to have study support sessions with the Assistant Principal in charge of inclusion.</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 such as GCSE Pod are being used by both subjects to improve progress and achievement. 1:1 mentoring for Year 11 to be utilised for Pupil Premium students who are not making expected progress each term.</p> <p>Overall, the provision for pupil premium students contributed to the 2019 P8 score of +0.50 showing a minimal gap compared to all students in the college with the overall score of +0.52 (to be validated in January 2020).</p> | <p>Students especially those in receipt of Pupil Premium need space to revise and complete homework.</p> <p>It was clear that targeted intervention from the college's own English and Maths teachers continue to be preferred by students and helped prepare them more effectively for final exams. Therefore in 2019-20 all English and Maths interventions will continue to be delivered in house.</p> <p>The various approaches will continue in 2019-20.</p> | <p>Study clubs/ sessions £16,042</p> <p>English and Maths study clubs £2,298</p> |
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| <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. F: Pupil Premium students have access to places to work before and after school and during the school day.</p> | <p>SEN Study clubs</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 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>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 the time, space to study, revise and complete homework tasks. They 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 2019-20.</p> <p>Provisional evaluation of 2019 results indicated that Y11 SEND students had a P8 score of +0.2. This is likely to be above national averages for all students including SEND and represents strong progress.</p> | <p>A specific SEN study club was created in 2016-17 that has continued to take 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 2019-20.</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 2019-20.</p> | <p>£26,903.15</p> |
| <p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday sessions.</p> | <p>Enrichment opportunities within the college and in partnership with external organisations</p> | <p>A Y11 drama workshop linked with the English department took place. Several PE activities have been running to aid participation and access for Pupil Premium students. Programmes such as Young enterprise, Launch Pad, music workshops and Small Business Challenge and Learn to Earn events have provided students with commercial or cultural links to the world of work.</p> <p>The feedback from students and staff has been very positive. For example, volunteers from Young Enterprise remark upon the engagement of students from St Michael's. Attendance of events is high.</p> | <p>Generally the events are ephemeral and are shaped towards the availability of the external organisations. Where activities are run by the college, these will continue. They are of considerable value because they raise students' aspirations.</p> | <p>Drama Impact workshop £600</p> <p>Enterprise activities £2,500</p> <p>Netball, basketball coaching and boxing sessions £3,637.50</p> <p>Music workshop £120</p> |

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| <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>Targeted Additional Provision (TAP)</p> <p>Guy's and St Thomas Hospital (Special needs therapy)</p> <p>Alternative provision placement</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. Different interventions through in-house drama therapy provision, Guy's and St Thomas Hospital and an alternative provision facilitates a lot of wrap-around care for students including those with pupil premium status.</p> <p>Data and reports written by the TAP Co-ordinator and inclusion staff show clear progress against targets. The TAP Co-ordinator also provided additional cognitive learning support/outreach in the library before school and at break and lunch times to targeted students including those designated as Pupil Premium. Cognitive Behaviour Training was implemented alongside and records of support provided shows positive impact. The Parent Partnership is also a significant part of TAP – it is run as part of a wider intervention with the Attendance Officer. Sessions provide practical ideas, guidance and support for parents who can discuss attendance, behaviour, punctuality or learning vulnerabilities and external challenges in the home context, which may affect student progress.</p> <p>PARENT PARTNERSHIP - all parents found the input beneficial with 100% positive feedback. There are requests for on-going support.</p> <ul style="list-style-type: none"> i) Autumn term – on 17/11/18, the TAP Co-ordinator led a general solution-focussed Parent Partnership workshop on a Saturday for 13 (2 couples) Y11 parents as a new initiative to promote inclusion & extend the partnership offer to working parents who completed a written evaluation. All rated the session as excellent. Overall, 22 sessions were attended by 27 parents where 68% were students with PP status. ii) Spring term – on 15/03/19, the TAP Co-ordinator led an ASD PP group workshop. Parents completed written evaluation and all rated the session as excellent. Overall, 18 sessions were attended by 16 parents. Those involved in the PP meetings were 56% PP status. As one outcome (where appropriate) attendance improved for 15/16 attendees where this was a factor. iii) Summer term – there were 18 Parent Partnership sessions. 67% were PP status. As one outcome (where appropriate) attendance improved for 61%, remained same for 17%, & 22% S/G. <p>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. Support for the vulnerable is viewed as key to improved student results and improved learning.</p> | <p>The bespoke nature of the TAP and Parent Partnership programme was very effective with all TAP students meeting / exceeding targets, hence this continues 2019-20.</p> <p>A School Counsellor has been appointed. Art therapy provision will be in place for 2019-20.</p> | <p>Targeted Additional Provision, drama therapy staffing totals £137,643.26 (This is supplemented with a further £8,315.67 from the main college budget)</p> <p>Guy's and St Thomas Hospital £4,440</p> <p>Alternative provision £9,625</p> |
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| | Drama therapy | <p>Through case studies, a variety of Drama Therapy outcomes have been explored. Qualitative outcomes have included overwhelmingly positive verbal feedback from both parents and attending pupil premium students gained through regular audits/questionnaires taken at the start and end of courses. One student said "These sessions helped me to say what I was feeling. Also it made me calmer and more patient."</p> <p>Reviews of data drops were also carried out and comparisons made with not only attainment data but behaviour points logged at the start and end of the course. In the case studies carried out, the greatest improvement was seen in the decrease of behaviour incidents seen in part to the benefits of drama therapy once a week.</p> | The extra provision of therapy via capacity from selected teaching colleagues will be continued. Art therapy will take place in 2019-20 on a termly basis. | |
| <p>E: Improve the progress and attainment of the most able Pupil Premium students.</p> <p>H: Pupil Premium students are supported to apply for places in the 6th form and at university.</p> | The Brilliant Club | <p>The college took part in the Brilliant Scholars Programme, with PhD tutors delivering programmes of university-style tutorials to small groups of pupils from Years 12 and 7 (with 90% meeting deprivation criteria set by the programme), which develop the knowledge, skills and ambition that help those pupils to secure places at highly-selective universities. The programme is bookended with trips to Russell group universities.</p> <p>8 Year 12 Science students completed a 2000 word assignment on the theme of 'Cancer: When Cells Go Rogue' with a PhD tutor. 12 Year 7 students completed an assignment on the theory of war, culminating in a trip to Downing College Cambridge.</p> <p>Students have valued the chance to work with PhD tutors and their feedback demonstrates their positive involvement in the project.</p> <p>Staff feedback has included:</p> <ul style="list-style-type: none"> • "There is improved thinking and reflection." • "There's something for everyone to try, always." • "The students know they are expected to participate. This has improved learning." | <p>Following feedback from staff, the Brilliant Club has developed individualised feedback on progress for each pupil who takes part. This will be available for the 2019-20 cohorts.</p> <p>Also, The Brilliant Club has started to track deprivation level through IDACI rankings – not just PP, this means more of our students are eligible than just PP would suggest.</p> <p>The programme has been very successful in providing students with an experience of university life and will go forward in 2019-20.</p> | £2,400 |

| <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>King's College Scholars</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. 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>Due to its success, this will continue in 2019-20.</p> | <p>£1593.75</p> |
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| <p>iii. Other approaches</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |
| <p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday.</p> | <p>Summer School for new Year 7 students</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. Each day the students participated in a variety of activities include sport, dance and drama to help them become more familiar with the college environment and to support students' transition from primary to secondary education in preparation for the 2017-18 academic year.</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 highly positive.</p> | <p>This is a key part of our transition provision and will continue in 2019-20.</p> | <p>£3,900</p> |

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| <p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday.</p> | <p>E-safety workshops</p> | <p>E-Safety workshops delivered by a specialist presenter took place in July 2019 for Year 7 to increase awareness about their use of the Internet and digital technologies. This was also in response to a number of students who had Pupil Premium status who were deemed not to follow the e-safety policy.</p> <p>Year 7 students responded positively to the event in survey feedback. 138 respondents provided an average rating out of 5:</p> <ul style="list-style-type: none"> • 4.5 / 5.0 Did you find the session helpful? • 4.4 / 5.0 Has it increased your awareness and understanding of current issues? • 4.7 / 5.0 How would you rate the session overall? <p>Students' comments included:</p> <ul style="list-style-type: none"> • "I think that this session was very informative and effective and I like how we were showed an example of what we should not do to help us understand it more." • "The session was very helpful." • "It was a very good and informative session and I learnt a lot." • "Great session, really recommend it for teens as it teaches them essentials things." | <p>Provision will continue in 2019-20 to support the students.</p> | <p>£1,125</p> |
| <p>H: Pupil Premium students are supported to apply for places in the 6th form and at university.</p> | <p>Career Advice Service</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>In 2017-18, the college scored well above national benchmarks in all Gatsby Benchmark categories for the support provided to students including those with pupil premium status. This is expected to be the case in 2018-19 when the benchmarks are released.</p> | <p>Processes are in place which involve the Vice Principal in charge of curriculum liaising with the careers specialist such as the 1:1 interviews given to Year 11 students will continue.</p> <p>The careers provision and higher education opportunities will continue 2019-20 as they have a proven, positive impact on students 6th form and university choices.</p> | <p>£24,400</p> |

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| <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>Targeted Enrichment and Trips</p> | <p>Key trips abroad to New York, South Korea and Rome 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 2019-20.</p> | <p>£1,950</p> |
| <p>G: Pupil Premium may not always have opportunities to take part in many cultural visits, enrichment activities and holiday.</p> | <p>Provision for students to assist in cases of hardship</p> | <p>Monies are made available to support Pupil Premium students with specific circumstances including, but not restricted to, buying shoes, uniform, revision notes, travel cards or college-approved purchases.</p> <p>This helped relevant students to have provision comparable to others so as not to highlight their personal circumstances.</p> | <p>This has helped in pastoral matters to prioritise the needs of students in challenging circumstances and is an essential part of giving flexibility to SLT or LOLs to resolve any issues that arise.</p> | <p>£1,300</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, IDSR 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.
- 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 with each data drop to compare their attainment and achievement to all students and other groups of students in the college e.g. SEN/most able. 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 alongside Progress 8 and Attainment 8 measures.
- Producing reports after each data drop 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.