

# Pupil premium strategy statement St Michael's Catholic College

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Michael's Catholic College
Number of pupils in school	954 (as of 18/12/23)
Proportion (%) of pupil premium eligible pupils	34% (255 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ms F Corcoran, Principal
Pupil premium lead	Mr J Arda, Assistant Principal
Governor / Trustee lead	Governors' Curriculum Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,925
Recovery premium funding allocation this academic year	£70,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£334,305

# Part A: Pupil premium strategy plan

## Statement of intent

### Key objectives for our disadvantaged pupils

Our aspirational objectives for disadvantaged pupils are:

- Pupil Premium (PP) students demonstrating good progress and high attainment across the curriculum, including SEND and those who are the most able.
- The numbers of PP students being entered for and achieving the EBacc remains above national average.
- PP students meet or exceed targets in KS4 Maths.
- PP students have access to places to work before and after school and during the school day in study periods. This includes the use of digital technologies for classwork, homework, and to revise.
- PP students regularly take part in enrichment activities, visits, and school trips locally and nationally, thus bridging the cultural capital gaps commensurate to all learners.
- PP students are supported to apply for places in the sixth form and at university.

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

- PP funding is identified in the budget by the college and spending is clearly allocated for specific initiatives targeted for PP students.
- The college's practice seeks to comply with the DFE's recommendations where practical and considered in the best interests of the individual.
- Recent research and reports relating to the use of PP e.g. from EEF, Ofsted and the DFE are reviewed to inform future decisions about the use of PP 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 Head of Finance and College Operations, and the Principal.
- The college never confuses eligibility of the PP 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 who have a good record of raising attainment in those subjects are deployed to support targeted students.
- Teachers and other practitioners are aware of those students who are in receipt of the PP and play a full part in deciding which strategies and targeted interventions might be appropriate for individual students at core subject (academic) or panelling (pastoral) meetings in KS3, 4 and 5.
- The projects set up by the college are intended to tackle a range of issues, for example, attendance, behaviour, factors outside the school, professional in-service training on PP pupils, effective teaching and learning, strong careers information, advice and guidance, literacy support, targeted support, good facilities for supported study, and further enrichment.

### **How St Michael's Pupil Premium Strategy Plan works towards achieving its objectives**

St Michael's Pupil Premium Strategy Plan has adopted the tiered model based on the Education Endowment Foundation's (EEF) research and the three pillars of: high-quality teaching, targeted academic support and wider strategies.

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

- Tracking the attainment, progress and achievement of PP students, at least twice a year, as compared to the progress of all students and sub-groups in the college e.g. SEN, most able, gender, as well as ethnicity groups to promote equality of opportunity no matter the background of each student.
- 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 for the Principal, Governors and SLT on the progress of PP 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. We maintain good practice to include case studies about students who have overcome significant barriers such as poor attendance or low engagement.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The college is prioritising new ways of learning using metacognition, reading, writing and subject-specific pedagogy for students to build independent learning and revision skills. There are still progress gaps between PP students and in every year group except year 9, whereby the end of 2022-23 performance of all students exceeds that of PP students. Although 2023 outcomes show that year 11 PP students make progress in line with all students, this work needs to be sustained between both groups in the current year 11. Therefore, the college continues an ongoing programme of training for teaching and support staff to consolidate teaching and learning non-negotiables and visibly consistent academic and pastoral practice. Helping PP students to learn independently, build good routines, manage their mental health, and improve their progress to that of all students requires practice to be planned, shared effectively and implemented. Google Classroom is our main virtual learning environment and students can further use established learning platforms.
2	Overall, at Key Stage 3 at the end of 2022-23, PP students met or exceeded progress to targets across all subjects. However, PP students made less progress than all students as follows: Year 7 in Maths and Science, Year 8 in English, Maths and Science. However, in Year 9 PP students outperformed all students. From analysis of data at KS4 for Year 10, the progress of PP students is slightly below that of all students. The college aims to close gaps between disadvantaged and all other students to make strong progress. Hence the use of study clubs and deployment of specialist staffing provides personalised provision. Raising attendance of PP students across the college is a priority to

	achieve towards pre-pandemic attendance levels. The attendance of PP students is high within the college, but still slightly below that of all students across all year groups. This requires complex coordination, effective monitoring, evaluation and review to impact positively upon PP student progress and outcomes.
3	The college understands that engaging families facing challenging situations is to remove barriers and promote equality of opportunity for all students to make progress. The college uses monitoring via pastoral systems and knowledge of each group. Behind these themes, lie significant and individual needs for PP students, which often vary in their nature and require specific approaches. As such, having strategies and funding in place to address both known and unknown barriers to learning is essential.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8	Achieve top quintile for progress made by disadvantaged pupils amongst similar schools.
Attainment 8	PP students achieve above national average for attainment for all pupils.
Percentage of Grade 5+ in English and maths	Achieve above average English and Maths 5+ percentage scores for similar schools and nationally.
Attendance	Maintain PP students' attendance above the national average.
Ebacc entry	Above national average for EBacc entry for all pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 129,219.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of Lead Practitioners to deliver metacognitive skills and building disciplinary reading, writing and subject-specific</i>	The college has a successful learning communities programme that has successfully introduced writing strategies alongside subject-specific pedagogy and metacognitive strategies to pupils in response to school improvement priorities. The next phase within this academic	1, 2

<p><i>pedagogy across the college.</i></p> <p><i>Deliver the Learning Performance provision to students, including PP, across all Key Stages.</i></p> <p><i>Enrichment provision including the employment of a Sports Coach.</i></p> <p><i>Young enterprise, Launch Pad, Small Business Challenge, Learn to Earn.</i></p> <p><i>Membership of Partners in Excellence (PIXL) to reflect upon current and future practice.</i></p> <p><i>A range of subject and</i></p>	<p>year is upon embedding disciplinary reading. All our staff are all subject specialists and generating enthusiasm for teachers' curriculum areas is a key tenet of continued professional development (CPD). A revision toolkit based on metacognitive skills is synthesised to maximise funding with <a href="#">Learning Performance</a>. They have provided study skills workshops for more than 250,000 students annually for 30 years. St Michael's has aligned this with a metacognitive focus due to existing partnerships with King's College.</p> <p><a href="#">Learning Performance   Case studies</a></p> <p>Mental health in children has become an increasingly important topic in recent years especially given the pandemic. Physical education and school sports are central in promoting psychological wellbeing. The college has invested in a sport coach to support the expansion of a sports vision for the college. This is to support students to be active and to promote wellbeing. Further sports provision is being made available during the holiday periods and after school for students. Additionally a weekly Games and Sports therapy session runs to include PP SEND students to widen access to activities.</p> <p>The college emphasises the importance of the whole child as well as having high expectations of academic outcomes. As such having a budget for extra-curricular opportunities for students beyond the school day has led to personal development being advocated by Ofsted in their research of the Education Inspection Framework. These sessions may also impact upon academic progress with relevant links to students' subjects.</p> <p><a href="#">Psychological Wellbeing in Physical Education and School Sports: A Systematic Review</a></p> <p><a href="#">Research for the education inspection framework   Ofsted</a></p> <p>From a recent review of parental engagement, including for students with disadvantaged backgrounds, it is apparent that raising aspirations is important. Using opportunities for entrepreneurship can make a positive impact.</p> <p><a href="#">Enterprise Education   Influencing Students' Perceptions of Entrepreneurship</a></p> <p>Additionally, there are subject-specific courses for bespoke CPD along with resources and opportunities to reflect upon practice. The college has PiXL membership and benefits from regular advisory visits throughout the year, which corroborate the college's approach to school</p>	
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<p><i>school-specific CPD courses to provide personalised opportunities for our staff.</i></p>	<p>improvement priorities.</p> <p><a href="#">Effective Professional Development   Guidance Report   Education Endowment Foundation   EEF</a></p>	
<p><i>Sparx Maths Subscription with MIS Integration across the Maths curriculum.</i></p> <p><i>Software such as Tassomai to provide opportunities for low-stakes testing.</i></p> <p><i>Bedrock software to support disciplinary reading.</i></p>	<p>The use of technology for learning with automated and standardised tests can provide data to inform teaching and learning. By offering gap analyses to help identify underachieving students quickly, this can lead to more personalised interventions or additional support in the classroom. At St Michael's, students' use of low-stakes testing supports their Learning Habits and pedagogy based on metacognition principles. <a href="#">Tassomai</a> has over 200,000 students within over 500 schools. It is delivered in a neighbouring school successfully and has been introduced into our Science and Computer Science curriculum provision. Specifically for Maths, the college has introduced <a href="#">Sparx Maths</a> to build upon the success of HegartyMaths, which is well-embedded and has regular usage across all teachers within the Maths Curriculum at Key Stages 3 and 4.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">Realising the potential of technology in education   Department for Education</a></p> <p><a href="#">Using Digital Technology to Improve Learning guidance report   Education Endowment Foundation</a></p> <p>The EEF advocates prioritising disciplinary literacy across the curriculum. This is as a strong predictor of outcomes in later life. Over 900 schools use Bedrock software. At St Michael's this software is used to provide specific reading support.</p> <p><a href="#">Improving Literacy in Secondary Schools   Guidance Report   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 179,565.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Study support, study clubs, Saturday schools and half term revision provides learning opportunities for all.</i></p> <p><i>Mornings for Maths and English Clubs. Homework clubs, morning examinations help students to identify and act upon learning gaps.</i></p>	<p>The college makes use of extensive study support, study clubs, Saturday schools and revision sessions to provide students with appropriate areas to learn. This is not always possible at home, so use of the college facilities and staffing provides space for targeting particular needs and knowledge gaps, so that underachieving students can benefit from 1:1 or small group tuition provided by school staff who know students well.</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p><i>Targeted additional provision (TAP).</i></p> <p><i>School counsellor staff costs.</i></p> <p><i>Employing three Learning Support Assistants for bespoke intervention.</i></p> <p><i>Support staff overtime and staff costs (SEN Study club. HW and Study Support).</i></p> <p><i>Drama therapy.</i></p>	<p>The college employs highly skilled staff to deliver impactful interventions. For example, St Michael's has a Teacher of Targeted Additional Provision (TAP) and a school counsellor on a part-time basis.</p> <p>Given the increased focus on wellbeing, the use of Cognitive Behavioural Therapy (CBT) can have a substantial impact upon students at risk of exclusion or students with poor attendance or engagement with school. The college also maintains case studies in recent years to document successful student interventions and how these have increased KS4 attendance or progress for students with very significant barriers to learning.</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>Furthermore, three Learning Support Assistants provides support to key PP and SEND students with a specific timetable. Provision such as in-class support or after school interventions focus upon academic progress.</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Targeted students at Key Stage 3 attend Drama therapy. This intervention is used to help students understand the social and emotional aspects of learning. Participation in the arts can impact upon student outcomes.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>	2, 3

<p><i>Guys and St Thomas Hospital (speech and language therapy).</i></p>	<p>The college also has annual sessions run by therapists from Guys and St Thomas Hospital to support speech and language therapy of seven students across years 7 to 11 respectively continuing from primary school. They are PP and SEND, either an Educational Health Care Plan (EHCP) with Autistic Spectrum Disorder or Moderate Learning Difficulty, which the therapy supports their most severe communication needs.</p> <p>The Early Intervention Foundation (EIF) report regarding adolescent mental health also shows evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a>  <a href="#">Early Intervention Foundation (eif.org.uk)</a></p>	
<p><i>The Brilliant Club provides PP students with high aspirations for university study and future destinations.</i></p>	<p><a href="#">The Brilliant Club</a> works across UK schools to support less advantaged students to access the most competitive universities. To support social mobility, providing disadvantaged students, including those classified as PP, with opportunities to meet role models and access knowledge from higher education institutions is to raise aspirations.</p> <p><a href="#">Sutton Trust   Social Mobility Report</a></p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Summer school in preparation of new academic for incoming year 7.</i></p> <p><i>Career Advice Service to provide support for future destinations.</i></p> <p><i>Provision such as e-safety workshops and House system ties to promote positive attitudes.</i></p>	<p>Students with a sense of belonging has been linked to increased student motivation, staff wellbeing, motivation and retention, reductions in student absenteeism and a growing sense of agency. Within our Catholic ethos and actions to develop aspirations for young people, including those who are PP, the college has been successful in meeting the Gatsby benchmarks for careers. The development of our house system has been a driver of high enrichment participation rates and e-safety workshops support the cultivation of respect and secure safeguarding practice.</p> <p><a href="#">Place and belonging in school: why it matters today   Case studies   UCL &amp; NEU</a></p>	3



<p><i>Contingency fund (For example, shoes, uniform, emergency fund, revision notes, travel cards)</i></p> <p><i>Funded trips for PP students to access school experiences.</i></p>	<p>To support the day-to-day running of the college, our PP students and their families can experience varied barriers across the academic year. The college allocates nominal funds accordingly to enable these barriers to be overcome to have parity of experience to that of all students. That may include allocating specific resources that enable students to attend school or to access school experiences based on the principles of equality and social justice.</p>	<p>3</p>
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## **Total budgeted cost: £ 343,285.27**

*includes £8980.27 from the central college budget with the Pupil and Recovery Premium funding*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

As a result of end of year assessments in 2023, Years 7 and 8 PP students achieved virtually in line with all students. In Year 9, PP students outperformed all students. Year 10 PP students achieved broadly in line with non-PP students. For Year 11 PP students, they made progress well above national averages (+0.49 unvalidated Progress 8 score, which was +0.32 above non-disadvantaged students in England). These outcomes were in line with all students in the school during 2023 (+0.58 unvalidated Progress 8 score). The Attainment 8 score was 54.8 which was 4.6 points above non-disadvantaged students in England. Consequently, our PP students make outstanding progress.

Comparing the outcomes of St Michael's PP students against national outcomes show that they are well above average: English and Maths grades 5+ at 56% (+4% above national), English and Maths grades 4+ at 79% (+6%), EBacc grades 5+ at 30% (+10%), EBacc grades 4+ at 47% (+19%). The EBacc entry for PP students at 79% (+36%) and EBacc Average Point Score at 4.95 (+0.52) demonstrates the impact of an ambitious curriculum at the college.

The impact measures below consider numbers that are statistically significant where each category exceeds ten students.

Positive progress and achievement of PP students at KS4.	Met
The numbers of PP students being entered for and achieving the English Baccalaureate remains above national average.	Met
PP students achieve a positive progress score in KS4 Maths.	Met
PP 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.	Met
PP students are supported to apply for places in the 6th form and at university.	Met

The attendance of PP students is in line with that of all students. PP students in the main school attended 94% of 2022-23 while all students attended 95%. These percentages are well above national averages.

The data indicates that St Michael's delivers strong outcomes for PP and disadvantaged students. They have achieved year-on-year positive progress to targets prior to the pandemic and this trend has continued in externally validated outcomes in 2023. The strategies used at St Michael's deliver the desired impact of PP students achieving in line with all students at well above national averages and therefore exceeding expectations.

The next steps for the college are to continue to reduce variation between progress and attainment of PP and all students. This is part of the strategy to strengthen core teaching and learning in this plan, while responding to new and emerging needs.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Introduction to Secondary Essential Study Skills #GOTdreams Plan, Review, Succeed	Learning Performance