

# Pupil premium strategy statement St Michael's Catholic College

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Number of Roll 11 -18: 949  Number of which PP may apply (11 -16): 339 (Males:175; Females 164) (as of 18/11/25)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Ms F Corcoran, Principal
Pupil premium lead	Mr N Bourke, Assistant Principal
Governor / Trustee lead	Governors' Curriculum Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,300.
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	The school does not pool Pupil Premium funding at
If your school is an academy in a trust that pools this	

funding, state the amount available to your school this academic year	Trust level. The full allocation is available to the school.
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# 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 demonstrate 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 and English.
- 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 that 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: quality first 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, after each data drop.
- 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.

Challenge number	Detail of challenge
1	<p>Although there is not a <i>significant</i> gap in the progress of PP students against non-PP students in the outcomes of any of year groups, there is a small gap in Year 7 and Year 8, where the end of 2024-25 average performance of all students exceeds that of PP students. However, in Year 10 PP students performed better than the average of all students.</p> <p>There were no discernible patterns of difference in PP performance when examined by ethnicity, for example Latin American, White British and Black Nigerian PP students all performed well in some subject areas/year groups but less so in others. By gender a pattern was in evidence: PP boys underperformed by more than girls consistently across subject and year groups.</p> <ul style="list-style-type: none"><li>➤ Year 7: Average performance of PP student -0.3, average performance of PP students: 0.0</li><li>➤ Year 8: Average performance of PP student -0.5, average performance of non-PP students: -0.3</li><li>➤ Year 9: Average performance of PP student -0.1, average performance of non-PP students: -0.1</li><li>➤ Year 10: Average performance of PP student -0.5, average performance of non-PP students: -0.8</li><li>➤ Year 11: Average performance of PP student -0.5, average performance of non-PP students: -0.4</li></ul> <p><b>Individual Subjects:</b></p> <p>Overall, at Key Stage 3 at the end of 2024-25, PP students met or exceeded progress to targets across all subjects. However, PP students made less progress than all students as follows:</p> <ul style="list-style-type: none"><li>➤ Year 7: Broadly equivalent in core subjects but slightly less in RE, Music, Hist, Geo and MFL. However higher in PE, Comp Science, Latin and DT.</li><li>➤ Year 8: Broadly equivalent but less slightly progress in English, Maths, Geography, Science, RE and MFL.</li><li>➤ Year 9 in Made, more progress than average in Maths, French and History. Made less progress than average in Latin and Spanish.</li><li>➤ Year 10: Made more progress on average and in most areas (although not in Double Science and Art)</li><li>➤ Year 11: Broadly equivalent. Made less progress in Biology, Chemistry, MFL and Music – although did make noticeably better than average progress in English Literature, Physics, Comp Science, Drama and Music.</li></ul>
2	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. To this effect, the college is implementing a new system, designed by the deputy Principal and Safeguarding Lead, of tracking and monitoring attendance.

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.
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## 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 (Note: There will be no national Progress 8 measure for either 2025/2025 or 2025/2026 exam data).
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: £ 85,344.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of 2 x Lead Practitioners to deliver the new college focus on Every Lesson Counts – Quality First Teaching; as well as continuing to embed the college metacognitive skills and building disciplinary reading, writing and</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 year is embedding the new Teaching and Learning priority of Quality First Teaching through Every Lesson Counts Teaching and Learning programme. All our staff are all subject specialists	1, 2

<p><i>subject-specific 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>Running careers and Enterprise Week, Young enterprise, Launch Pad, Small Business Challenge, Learn to Earn.</i></p> <p><i>A range of subject and school-specific CPD courses to provide personalised opportunities for our staff.</i></p>	<p>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><a href="#">Effective Professional Development   Guidance Report   Education Endowment Foundation   EEF</a></p>	
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<p><i>Sparx Maths Subscription with MIS Integration across the Maths curriculum.</i></p> <p><i>Software such as Bedrock, Seneca and Kay Science 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.</p> <p>At St Michael's, students' use of low-stakes testing supports their Learning Habits and pedagogy based on metacognition principles. Bedrock and Kay Science have over 4,000,000 students within over 500 schools. It is delivered in a neighbouring school successfully and has been introduced into our Science and 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 1000 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>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 142,456.

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="https://educationendowmentfoundation.org.uk">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>Running a bespoke SEND wrap around programme to support with core literacy and emotional literacy.</i></p> <p><i>Support staff overtime and staff costs (SEN Study club. HW club and Study Support).</i></p> <p><i>Staffing for core study support</i></p> <p><i>Emotional literacy session with SEND dept.</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 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="https://youthendowmentfund.org.uk">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>Furthermore, 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. Training is in place to support the LSA in developing these skills.</p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Targeted students at Key Stage 3 attend Emotional literacy sessions. 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="https://educationendowmentfoundation.org.uk">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><i>The Brilliant Club provides PP students with high aspirations for university study and future destinations.</i></p>	<p><a href="#"><u>EEF</u></a></p> <p>The college also has annual sessions run by therapists from Guys and St Thomas Hospital to support speech and language therapy of 19 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><a href="#"><u>The Brilliant Club</u></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="#"><u>Sutton Trust   Social Mobility Report</u></a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,500.00

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 clear sense of belonging show improved motivation, reduction in absenteeism and a growing sense of agency as active members of a community. Therefore, the development of our house system has been a driver of enrichment and high participation rates. Furthermore, a series of e-safety workshops supports the cultivation of culture of mutual respect among students and also secures 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 – Such as funding of Geography field trip for PP students.</i></p>	<p>Our PP students and their families can experience varied barriers across the academic year. Therefore, the college allocates nominal funds accordingly to enable these barriers to be overcome. This may include allocating specific resources that enable students to attend, allow students to access the curriculum where barriers might otherwise prevent this, or to access enrichment opportunities or school experiences which might otherwise be denied.</p>	3

**Total budgeted cost: £ 258,300.**

## 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 2023 to 2024 academic year.

As a result of end of year assessments in June 2025, Years 7 and 8 PP students slightly underperformed relative to whole cohort (Year 7: average performance of PP student -0.3, average performance of non-PP students: +0.0; Year 8: average performance of PP student -0.5, average performance of non-PP students: -0.3).

In Year 9, PP students performed equally to whole cohort (average performance of PP student -0.1, average performance of PP students: -0.1).

Year 10 PP students actually achieved better than non-PP students (Average performance of PP student -0.5, average performance of non-PP students: -0.8). This was a similar trend to Year 10 performance in 2023/2024.

Year 11 PP students made progress well above national averages (51.3 attainment 8 score, which was well above attainment 8 national averages for disadvantaged pupils, which was 34, and even above non-disadvantaged national averages).

However, these outcomes were slightly below the average attainment 8 outcome for all Year 11 students in the college during 2024/2025 (which was 58). Consequently, although there is still more to do to close the gap between outcomes for PP and Non-PP students, our PP students do make outstanding progress.

Comparing the outcomes of St Michael's PP students against national outcomes show that they are well above average in a range of other measures: English and Maths grades 5+ at 51% (+25% above national averages for disadvantaged); PP English and Maths grades 4+ at 57%; PP EBacc grades 5+ at 30%; PP EBacc grades 4+ at 40; The EBacc entry for PP students at 77% (+49% compared with national). This all 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 and English.	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 94.4% of 2023-24 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 2024-2025. 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, particularly in Years 7 and 8. 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 Plan, Review, Succeed	Learning Performance