

Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Pupil Premium Strategy Statement 2024-2027

Year 2

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2024 to 2027 academic year) 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 | Saint Michael's C.E High School |
| Number of pupils in school | 1134 |
| Proportion (%) of pupil premium eligible pupils | 76/1134 = 6.7% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | Year 2 of a 3-year plan |
| Date this statement was published | 15/12/25 |
| Date on which it will be reviewed | 5/12/27 |
| Statement authorised by | Mrs. R. Rongong, Headteacher |
| Pupil premium lead | Mr. J. Allcock, Assistant Headteacher |
| Governor / Trustee lead | Mr. D. Bennett |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £159,820 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £159,820 |

Part A: Pupil premium strategy plan

Statement of intent

Our vision is central to everything we try to achieve at St. Michael's and drives every decision. Our aim is that every pupil will **grow in body, mind and spirit**. We want every child to flourish so they experience the joy of life in all its fullness, irrespective of any circumstantial disadvantage. At St Michael's, every child matters, and they know that they matter. Our interventions are strategic and yet discreet. We celebrate the uniqueness of every individual without publicly identifying a child as disadvantaged or 'Pupil Premium'.

We recognise that 'disadvantage' is a process and not an isolated event. There are entrenched gaps in society, but we believe that our focus on quality first teaching (carefully planned through the lens of our disadvantaged pupils) and identifying (and removing) challenges through delivering impactful intervention are vital to closing this gap. The responsibility for tackling disadvantages lies with every member of staff at the school - knowing our pupils is vital.

We believe we are preparing all pupils with the knowledge and skills to take advantage of opportunities, responsibilities, and experiences later in life. Our current pupil premium strategy recognises that disadvantaged pupils are more likely to require specific intervention strategies to achieve this goal. Our policy is intertwined with the whole school improvement policy, using the EEF model to invest in improving teaching, targeted academic support and wider strategies.

Historically, PP (Pupil Premium) at Saint Michael's have made significantly more progress and attainment than national figures. Still, there has remained a stubborn gap between the key measures of PP and non-PP. Since the pandemic, we initially saw an increased gap, but we have continued to tackle common challenges and identify individual needs. As a result, we have started to see gaps reduce between PP and non-PP, and progress 8 measures (P8) are positive (in years when data exists for this measure). All pupils benefit from the continuity of school and high-quality classroom teaching. We recognise the legacy of the pandemic, which means some pupils have been more adversely affected than others, and creative intervention strategies remain important to support specific needs.

Key Principles

- High expectations and challenge for all pupils
- Pupils are discretely known as individuals rather than a collective group.
- 'Quality first teaching' supports all pupils.
- We identify individual needs early and develop intervention strategies to challenge and remove gaps in learning.
- Supporting the wellbeing of all pupils
- Evaluating the impact and developing strategies further to reduce the challenge

Challenges

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

| Challenge number | Detail of challenge | | | | |
|------------------|---|--|------------------------------------|--|------------------|
| 1 | Low reading age can prevent pupils from making good progress | | | | |
| | Entering Yr. 7 | % Pupil Premium entering with a low reading age | Notes | | |
| | 2025 | 25% | Between 9 –10 years | | |
| | 2024 | 7.7% / 0% (1 Pupil) | Below 9 years/ Between 9 –10 years | | |
| | 2023 | 21%/16% | Below 9 years/ Between 9-10 years | | |
| | 2022 | 22%/ 6% | Below 9 years/ Between 9-10 years | | |
| | 2021 | 15%/25% | Below 9 years/ Between 9-10 years | | |
| 2 | Low maths scores can prevent pupils from progressing well in maths in Year 7 to Year 11. | | | | |
| | Entering Yr.7 | % Pupil Premium entering with a low Quantitative CAT score | Notes | % Pupil Premium entering with a low KS2 Ma Score | Notes |
| | 2025 | 25% | Q CATS 93 or less | 13% | KS2 Ma below 100 |
| | 2024 | 39% | Q CATS 93 or less | 15% | KS2 Ma below 100 |
| | 2023 | 52% | Q CATS 93 or less | 42% | KS2 Ma below 100 |
| | 2022 | 44% | Q CATS 93 or less | 44% | KS2 Ma below 100 |
| | 2021 | 35% | Q CAT of 93 or less | | n/a |
| 3 | Some disadvantaged pupils need additional support to ‘choose excellent behaviour’ | | | | |
| 4 | The emotional wellbeing of some disadvantaged pupils can be a challenge to learning. This has been exacerbated by the impact of the | | | | |

| | |
|---|---|
| | pandemic and the partial school closure. A significant number of our pupil premium are also PLAC or LAC. |
| 5 | A minority of disadvantaged pupils have attendance and punctuality concerns and require more significant support to achieve 'excellent attendance and punctuality.' |
| 6 | Some disadvantaged pupils have limited access to a supportive learning environment and resources outside of school. |
| 7 | Learning is impacted when pupils are hungry. |

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 |
|--|---|
| Continue to reduce the progress gap (when data available) between disadvantaged and non-disadvantaged pupils, especially in English and Maths. | Disadvantaged pupils to progress so that the gap is closed. Progress 8 to be greater than +0.2 (2024), any in-school disadvantage gap to be smaller than the national gap. |
| Improve attainment for all disadvantaged pupils at GCSE and remove variation between departments/subject areas. | Maintain pupil progress and attainment so that all pupils are in the top 10% nationally. This would be achieved by Progress 8 scores/Attainment 8 of disadvantaged pupils to be at least equivalent or greater than non-disadvantaged nationally. Without P8 (2025, 2026), Attainment 8 (APS A8) is to be in line with all pupils nationally. |
| Support the emotional wellbeing of pupils to remove barriers to learning. | Develop the number of opportunities for the voice of Pupil Premium (PP) to be heard through surveys, prioritising Every Child Matters Interviews (ECMs) with tutors and wellbeing staff. A sustained increase in participation in enrichment and leadership activities, particularly among Pupil Premium pupils. |
| Some disadvantaged pupils need additional support in adopting our 'Behaviour for Learning' (BFL) strategy and choosing 'excellent behaviour' to maximise learning. | School Improvement priorities, CPD and the BFL policy will support excellent behaviour, resulting in a reduction in behaviour incidents and a further reduction of suspensions. |
| Maintain and enhance strategies to continue to improve attendance levels for disadvantaged pupils. | To return attendance and punctuality to (at least) pre-COVID measures of around 96%. Reduce the number of persistent absentees, including those who are disadvantaged. |

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: £88,831

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Highest expectations and aspirations for all pupils. This is achieved through a research-informed approach to learning and teaching that creates a zest for learning and secures the highest level of engagement, enjoyment, attainment and progress</p> <p><i>-CPD focuses on a direct knowledge-based curriculum/development of skills that include speaking and listening, oracy, pedagogy, key vocabulary, Rosenshine's Principles of Instruction, and memory through retrieval. Modelling and metacognition</i></p> <p><i>-Systematically check pupil understanding through a well-designed assessment and feedback strategy to include the use of visualisers, WAGOLL, questioning strategies, Live marking, designated feedback points (Learning checkpoints)</i></p> | <p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. The EEF guide to Pupil Premium, Sep 2024</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. EEF Tand L Toolkit Feedback EEF</p> | 1,2,3,7 |

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

Budgeted cost £24,823

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Earlier identification of pupils who are not meeting expectations, more timely parental engagement and interventions.</p> <ul style="list-style-type: none"> - Early identification of pupils (NGRT/CAT/SA) requiring additional interventions, e.g. support with phonics or extra English - Identify and deliver intervention Period 1 English, Maths and Science, and SEND(Literacy) - Coordinated additional afterschool intervention | <p>Targeted interventions to support language development, literacy and numeracy ...Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Using Pupil Premium - Guidance for School Leaders.pdf</p> | 1,2 |

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

Budgeted cost: £45,410

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Maintain, enhance and clarify the 'wellbeing offer'</p> <ul style="list-style-type: none"> -Respond to increasing social and emotional wellbeing needs Closely monitor attendance and intervene Supported through the Wellbeing team and specialist teachers, including mental health support. | <p>'We need to look beyond the figure and actively look for the specific factors that affect attendance. ...the Centre for Social Justice published their Lost and Not Found report... Factors include anxiety and mental health, SEND, disrupted home environments, a culture shift following the pandemic... Low Income and Social Disadvantage: travel,</p> | 3,4,5,6,7 |

| | | |
|--|---|--|
| <p>-All Pupil Premium pupils to receive annual careers meetings/ experience to raise aspirations</p> <p>-Resources and support for those students in all subject areas, including contributions towards essential educational visits.</p> | <p>food, toiletries; hygiene; food insecurity</p> <p>Attendance: Beyond the Percentage Bradford Research School</p> | |
| <p>Promote involvement in wider curricular activities</p> <p>-Monitor involvement in extra-curricular and leadership roles through surveys and ECM interviews</p> <p>-Identify and encourage Pupil Premium pupils who would benefit from greater engagement</p> | <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation EEF</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Physical activity EEF</p> <p>We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. ... were hugely valuable to young people themselves in ways that are not quantifiable. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p> | |
| <p><i>Hardship: reduce practical barriers to full engagement in Team Saint Michael's</i></p> | <p>Confidence, concentration, and engagement in learning are impacted by poverty</p> | |

| | | |
|--|--|--|
| <p>-Where required, provide financial assistance with uniform educational resources, curriculum-related trips</p> <p>- Annual 2nd hand uniform event</p> <p>-Funding to allow Free school meal (FSM) pupils to have access to a £1 snack at break or lunch. Support those lacking breakfast or involvement in afterschool activities.</p> | <p>'Children in low-income households were:4.5 times more likely to have not eaten or eaten enough when they were hungry,5.6 times more likely to have had to wear old or poorly fitting clothes or shoes.,5.2 times more likely to have pretended to their family not to need something' The Conversation</p> <p><u>Parents and children living in poverty have the same aspirations as those who are better off</u></p> | |
|--|--|--|

Reserve £756

Total budgeted cost: £159,820

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 2023-2024 academic year.

Teaching

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. 2025 Data Provisional until DFE confirm in January 2025.

KS4 Outcome

| Whole School | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 | 2025 Nat (Prov) |
|-----------------------|------------|------------|-------------|------------|------------|------------|-----------------|
| P8 | N/A | 0.59 | 0.5 | 0.47 | 0.46 | 0.42 | N/A |
| A8 | 58.9 | 59.6 | 58.2 | 61.90 | 61.59 | 62.71 | 45.9 |
| EBacc entry | 44.4 | 47.8 | 50% | 52.5% | 49.6% | 64.4% | 40.5 |
| EBacc APS | 5.3 | 5.3 | 5.18 | 5.53 | 5.55 | 5.74 | 4.08 |
| Basics 5+ | 72 | 73.5 | 75% | 76% | 79% | 83% | 45.2 |
| Destinations | | | | 96% | 98% | 98% | |
| Pupil Premium Outcome | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 | 2025 Nat (Prov) |
| P8 | - | +0.2 | +0.06 | 0.44 | 1.08 | 0.41 | N/A |
| A8 | 40.8 | 47.9 | 43.20 | 48.71 | 58.1 | 65.8 | 34.9 |
| EBacc entry | 25 | 50 | 27.3% | 41.2% | 21% | 75% | ? |
| EBacc APS | 3.45 | 4.2 | 3.61 | 4.33 | 4.57 | 5.60 | 3.02 |
| Basics 5+ | 31.6 | 54.5 | 45.45% | 70.6% | 58% | 75% | 25.6 |
| Destinations | | | | 94% | SUP | 100% | |
| No. + budget | 76 159K | 89 152K | 100 139K | 90 126K | 91 116K | 82 107K | |

P8 20 and 21 are FFT and not published

Red FFT

Green SISRA

Black ASP

*Own data

All Destination figures are sig + in ASP/IDSR Accessible Content

2024 data is provisional until confirmation from The Department for Education.

| Intended outcome | Success criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|----|---|----|----|----|----|----|--|---------------|-----|-----|-----|-----|-----|-----|-----|--|----|------|------|------|------|------|------|------|--|--------|------|------|------|------|------|------|------|--|-----|-------|------|------|-------|-------|-------|-------|--|-----|------|------|------|------|------|------|------|--|-----|------|-----|------|-----|------|------|------|--|----------|------|------|------|------|------|------|------|--|-----------|----|------|------|------|------|------|------|--|--|-------|-------|-------|-------|-------|-------|-------|-------|-----------|----|---|----|----|----|----|----|--|---------------|-----|-----|-----|-----|-----|-----|-----|--|----|------|-------|------|------|------|------|------|--|--------|------|------|------|------|------|------|------|--|-----|-------|-----|-------|-------|-------|-------|-------|--|-----|------|-------|------|------|------|------|------|--|-----|-----|-----|-------|-----|-----|-----|-------|--|----------|------|------|------|------|------|------|------|--|-----------|------|------|----|------|------|------|------|--|
| | <p><i>In all comparisons between PP vs. non-PP it is essential to remember that the cohort fluctuates and is small, impacting statistical significance and trend analysis. Year 11 Pupil Premium in 2023 there were 11 pupils; in 2024, there were 22 pupils; and 2025 there were 20 pupils. At Saint Michael’s, every child matters, and they know that they matter.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To close the gap and enable disadvantaged pupils to catch up with literacy and numeracy.</p> <p>Improve attainment for all disadvantaged pupils at GCSE and remove variation between departments /subject areas.</p> | <p>Success criteria:</p> <p>-<u>Disadvantaged pupils to progress so that the gap between them and the non-disadvantaged is closed.</u></p> <p>-<u>For Progress 8 scores/Attainment 8 of disadvantaged pupils to be at least equivalent or greater than non-disadvantaged.</u></p> <p><u>Progress</u></p> <p>2025 Progress- no national progress data</p> <p><u>Attainment 8 (A8)</u></p> <table><tr><th></th><th>18/19</th><th>19/20</th><th>20/21</th><th>21/22</th><th>22/23</th><th>23/24</th><th>24/25</th><th>25/26</th></tr><tr><td>PP Cohort</td><td>10</td><td>8</td><td>24</td><td>17</td><td>11</td><td>22</td><td>20</td><td></td></tr><tr><td>Non PP Cohort</td><td>214</td><td>214</td><td>200</td><td>206</td><td>213</td><td>204</td><td>205</td><td></td></tr><tr><td>PP</td><td>47.4</td><td>57.6</td><td>53.1</td><td>48.6</td><td>43.4</td><td>47.9</td><td>40.8</td><td></td></tr><tr><td>Non PP</td><td>58.9</td><td>63.1</td><td>62.6</td><td>62.9</td><td>58.0</td><td>60.8</td><td>60.6</td><td></td></tr><tr><td>Gap</td><td>-11.5</td><td>-5.4</td><td>-9.6</td><td>-14.3</td><td>-14.6</td><td>-12.9</td><td>-19.8</td><td></td></tr><tr><td>FSM</td><td>49.6</td><td>65.8</td><td>58.0</td><td>51.5</td><td>45.6</td><td>50.2</td><td>35.9</td><td></td></tr><tr><td>LAC</td><td>37.0</td><td>n/a</td><td>48.0</td><td>n/a</td><td>15.5</td><td>26.0</td><td>51.8</td><td></td></tr><tr><td>PP (Nat)</td><td>36.8</td><td>40.2</td><td>40.3</td><td>37.7</td><td>35.1</td><td>34.6</td><td>34.9</td><td></td></tr><tr><td>PP (Lanc)</td><td>35</td><td>38.2</td><td>37.8</td><td>34.9</td><td>32.4</td><td>32.1</td><td>32.6</td><td></td></tr></table> <p>24/25 PP A8 has dropped, increasing the internal school gap but A8 remains slightly higher than the national comparison. With no progress data, prior attainment is not reflected in A8. Internal analysis shows the prior attainment of this cohort to be lower than previous years. The Yr.11 PP mean CAT is 95.7 compared to non-PP of 103.5. (65% of the PP had low/ or lower medium CAT scores).</p> <p><u>Percentage of pupils achieving Passes at 4+ in English and Maths</u></p> <table><tr><th></th><th>18/19</th><th>19/20</th><th>20/21</th><th>21/22</th><th>22/23</th><th>23/24</th><th>24/25</th><th>25/26</th></tr><tr><td>PP Cohort</td><td>10</td><td>8</td><td>24</td><td>17</td><td>11</td><td>22</td><td>20</td><td></td></tr><tr><td>Non PP Cohort</td><td>214</td><td>214</td><td>200</td><td>206</td><td>213</td><td>204</td><td>205</td><td></td></tr><tr><td>PP</td><td>50.0</td><td>100.0</td><td>79.2</td><td>76.0</td><td>64.0</td><td>77.3</td><td>57.9</td><td></td></tr><tr><td>Non PP</td><td>93.0</td><td>94.0</td><td>97.0</td><td>95.0</td><td>92.0</td><td>93.6</td><td>94.2</td><td></td></tr><tr><td>Gap</td><td>-43.0</td><td>6.0</td><td>-17.8</td><td>-19.0</td><td>-28.0</td><td>-16.3</td><td>-36.3</td><td></td></tr><tr><td>FSM</td><td>50.0</td><td>100.0</td><td>87.0</td><td>84.6</td><td>71.4</td><td>72.7</td><td>57.1</td><td></td></tr><tr><td>LAC</td><td>0.0</td><td>n/a</td><td>100.0</td><td>n/a</td><td>0.0</td><td>0.0</td><td>100.0</td><td></td></tr><tr><td>PP (Nat)</td><td>44.9</td><td>52.5</td><td>53.1</td><td>48.6</td><td>43.7</td><td>43.4</td><td>43.5</td><td></td></tr><tr><td>PP (Lanc)</td><td>42.5</td><td>49.7</td><td>50</td><td>43.7</td><td>38.3</td><td>38.9</td><td>38.7</td><td></td></tr></table> <p>24/25, this year the gap has increased, but achieving a pass at 4+ in English and Maths remains higher than national measures.</p> | | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | PP Cohort | 10 | 8 | 24 | 17 | 11 | 22 | 20 | | Non PP Cohort | 214 | 214 | 200 | 206 | 213 | 204 | 205 | | PP | 47.4 | 57.6 | 53.1 | 48.6 | 43.4 | 47.9 | 40.8 | | Non PP | 58.9 | 63.1 | 62.6 | 62.9 | 58.0 | 60.8 | 60.6 | | Gap | -11.5 | -5.4 | -9.6 | -14.3 | -14.6 | -12.9 | -19.8 | | FSM | 49.6 | 65.8 | 58.0 | 51.5 | 45.6 | 50.2 | 35.9 | | LAC | 37.0 | n/a | 48.0 | n/a | 15.5 | 26.0 | 51.8 | | PP (Nat) | 36.8 | 40.2 | 40.3 | 37.7 | 35.1 | 34.6 | 34.9 | | PP (Lanc) | 35 | 38.2 | 37.8 | 34.9 | 32.4 | 32.1 | 32.6 | | | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | PP Cohort | 10 | 8 | 24 | 17 | 11 | 22 | 20 | | Non PP Cohort | 214 | 214 | 200 | 206 | 213 | 204 | 205 | | PP | 50.0 | 100.0 | 79.2 | 76.0 | 64.0 | 77.3 | 57.9 | | Non PP | 93.0 | 94.0 | 97.0 | 95.0 | 92.0 | 93.6 | 94.2 | | Gap | -43.0 | 6.0 | -17.8 | -19.0 | -28.0 | -16.3 | -36.3 | | FSM | 50.0 | 100.0 | 87.0 | 84.6 | 71.4 | 72.7 | 57.1 | | LAC | 0.0 | n/a | 100.0 | n/a | 0.0 | 0.0 | 100.0 | | PP (Nat) | 44.9 | 52.5 | 53.1 | 48.6 | 43.7 | 43.4 | 43.5 | | PP (Lanc) | 42.5 | 49.7 | 50 | 43.7 | 38.3 | 38.9 | 38.7 | |
| | | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP Cohort | 10 | 8 | 24 | 17 | 11 | 22 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non PP Cohort | 214 | 214 | 200 | 206 | 213 | 204 | 205 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | 47.4 | 57.6 | 53.1 | 48.6 | 43.4 | 47.9 | 40.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non PP | 58.9 | 63.1 | 62.6 | 62.9 | 58.0 | 60.8 | 60.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Gap | -11.5 | -5.4 | -9.6 | -14.3 | -14.6 | -12.9 | -19.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FSM | 49.6 | 65.8 | 58.0 | 51.5 | 45.6 | 50.2 | 35.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | LAC | 37.0 | n/a | 48.0 | n/a | 15.5 | 26.0 | 51.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP (Nat) | 36.8 | 40.2 | 40.3 | 37.7 | 35.1 | 34.6 | 34.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP (Lanc) | 35 | 38.2 | 37.8 | 34.9 | 32.4 | 32.1 | 32.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP Cohort | 10 | 8 | 24 | 17 | 11 | 22 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non PP Cohort | 214 | 214 | 200 | 206 | 213 | 204 | 205 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 50.0 | 100.0 | 79.2 | 76.0 | 64.0 | 77.3 | 57.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non PP | 93.0 | 94.0 | 97.0 | 95.0 | 92.0 | 93.6 | 94.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gap | -43.0 | 6.0 | -17.8 | -19.0 | -28.0 | -16.3 | -36.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FSM | 50.0 | 100.0 | 87.0 | 84.6 | 71.4 | 72.7 | 57.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LAC | 0.0 | n/a | 100.0 | n/a | 0.0 | 0.0 | 100.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP (Nat) | 44.9 | 52.5 | 53.1 | 48.6 | 43.7 | 43.4 | 43.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP (Lanc) | 42.5 | 49.7 | 50 | 43.7 | 38.3 | 38.9 | 38.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Percentage of pupils achieving Strong Passes 5+ in English and Maths

| | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| PP Cohort | 10 | 8 | 24 | 17 | 11 | 22 | 20 | |
| Non PP Cohort | 214 | 214 | 200 | 206 | 213 | 204 | 205 | |
| PP | 40.0 | 75.0 | 58.3 | 71.0 | 45.0 | 54.5 | 31.6 | |
| Non PP | 76.0 | 83.0 | 81.5 | 76.2 | 77.0 | 80.4 | 75.7 | |
| Gap | -36.0 | -8.0 | -23.2 | -5.2 | -32.0 | -25.9 | -44.1 | |
| FSM | 50.0 | 75.0 | 67.0 | 77.0 | 57.1 | 63.6 | 42.9 | |
| LAC | 0.0 | n/a | 100.0 | n/a | 0.0 | 0.0 | 100.0 | |
| PP (Nat) | 24.8 | 30.4 | 31.7 | 29.7 | 25.4 | 25.8 | 25.6 | |
| PP (Lanc) | 23.2 | 27.3 | 28.4 | 24.6 | 20.8 | 21.1 | 21 | |

24/25 after an improving situation, the gap has widened, but PP achieving a pass at 5+ in English and Maths remains slightly higher than national measure.

% EBacc entries 2025

The percentage of PP studying EBacc in 2025, 21.1% vs. 46.6% non-PP.

Individual guidance is offered before pupils take their options, in addition PP receive additional support when selecting options, including contact with a career's advisor. If they haven't selected the EBacc route, follow-up discussions take place to check their selection.

Pupil premium EBacc APS

| | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| PP Cohort | 10 | 8 | 24 | 17 | 11 | 22 | 20 | |
| Non PP Cohort | 214 | 214 | 200 | 206 | 213 | 204 | 205 | |
| PP | 4.0 | 0.0 | 4.6 | 4.3 | 3.6 | 4.2 | 3.5 | |
| Non PP | 5.4 | 0.0 | 5.7 | 5.6 | 5.3 | 5.4 | 5.4 | |
| Gap | -1.3 | 0.0 | -1.1 | -1.3 | -1.6 | -1.2 | -2.0 | |
| FSM | 4.3 | | 4.7 | 4.7 | 3.8 | 4.2 | 3.1 | |
| LAC | 2.3 | | 3.7 | n/a | 0.5 | 2.7 | 4.5 | |
| PP (Nat) | 3.09 | 3.39 | 3.4 | 3.2 | 2.99 | 2.99 | 3.02 | |
| PP (Lanc) | 2.88 | 3.16 | 3.15 | 2.93 | 2.72 | 2.74 | 2.79 | |

24/25 Although higher than national measure, compared to the previous year the PP APS has seen a dip, increasing the internal gap. The small cohort will cause a natural variation in these comparisons.

Support the emotional wellbeing of pupils to remove barriers to learning.

Success Criteria: Increase the number of opportunities for Pupil Premium pupils to be heard, including surveys and Prioritise Every Child Matters Interviews (ECMs with tutors and wellbeing staff).

-A sustained increase in participation in enrichment activities, particularly among Pupil Premium pupils.

% Children who attend wider curriculum (in school)

| | | 2021-22 (incl. DofE) | 2022-23 (incl. DofE) | 2023-24 (incl. DofE) | 2024-25 (incl. DofE) |
|---|---|-------------------------|-------------------------|-------------------------|-------------------------|
| | Whole school | 91% | 82% | 74% | 75% |
| | PP Pupils | 72% | 74% | 63% | 69% |
| | <p>24/25 The gap between engagement in wider curriculum between PP and non-PP is reducing. We must continue to actively promote and monitoring wider curriculum and school leadership opportunities with all pupils. This year, Yr. 7 and Yr.8 attended an internal fair to promote pupil awareness and engagement of these opportunities.</p> <p>This year, 321 pupils in school hold a pupil leadership position out, we had a significant increase in prefects and deputy positions on School Council, etc. In terms of PP, 21 pupils hold a pupil leadership position - 27.6%. Multiple PP pupils hold more than one position.</p> <p>In addition to every child matters interviews (ECMs), PP complete biannual surveys to identify specific needs. This detailed information has been used to identify further specific support. The support provided ranges from curriculum intervention in (Maths, English, and Science), wellbeing and emotional support, career awareness and resourcing practical equipment to support and equalise the learning experience.</p> | | | | |
| Some disadvantaged pupils need additional support in adopting our 'Behaviour for Learning' (BFL) strategy and in choosing 'excellent behaviour' to maximise learning. | <p><u>Success criteria:</u> Fewer behavioural incidents are to be recorded for PP pupils on Synergy in accordance with standards laid out in BFL policy.</p> <p>24/25, 21% of individual internal referrals were received by PP, this is similar to last year, the system is effective as the number of PP with repeat referrals is low.</p> <p>Post-pandemic suspensions initially increased, but PP and non-PP are now reducing.</p> <p>24/25 FSM with 1+ suspension are also significantly lower</p> <p>CPD and whole school BFL strategies support more pupils to choose 'excellent behaviour'</p> | | | | |
| | <p><u>Success criteria:</u> Reduce the number of persistent absentees amongst disadvantaged pupils. To maintain the overall attendance for these pupils in line with non-disadvantaged pupils</p> | | | | |

Implement and review strategies to improve attendance levels for disadvantaged pupils.

Pupil Premium Average Attendance

| | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| PP | | | | | | | | |
| Non PP | | | | | | | | |
| PP % | 92.9 | 94.2 | 92.6 | 90.2 | 93.2 | 93.3 | 94.2 | |
| Non PP % | 97.0 | 96.5 | 96.5 | 93.5 | 92.8 | 94.9 | 95.9 | |
| Gap | -4.1 | -2.3 | -3.8 | -3.2 | 0.3 | -1.6 | -1.7 | |
| M PP % | 92.8 | 93.9 | 91.0 | 89.5 | 94.3 | 94.8 | 96.2 | |
| F PP % | 92.9 | 94.5 | 94.0 | 90.8 | 88.9 | 91.6 | 95.6 | |
| FSM E6% | 92.3 | 91.9 | 87.9 | 85.7 | 88.7 | 88.5 | 90.5 | |
| LAC % | 91.2 | 100.0 | 82.1 | 88.8 | 93.9 | 95.4 | 96.3 | |
| FSM E6 (Nat) % | 91.8 | - | 91.1 | 86.8 | 86 | 86.65 | 87.34 | |
| FSM E6 (Lanc) % | 91.7 | - | 91.1 | 86.5 | 85.5 | 85.66 | 86.62 | |

Pupil Premium % Persistent Absentees (90%)

| | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| PP | 13 | 11 | 19 | 21 | 14 | 15 | 14 | |
| Non PP | 33 | 49 | 64 | 152 | 76 | 88 | 50 | |
| PP % | 15.1 | 11.6 | 18.8 | 23.6 | 15.7 | 15.0 | 15.7 | |
| Non PP % | 3.2 | 4.7 | 6.2 | 14.6 | 7.3 | 8.5 | 4.8 | |
| Gap | | | | | | | | |
| M PP (No) | 5.0 | 6.0 | 10.0 | 11.0 | 6.0 | 9.0 | 4.0 | |
| F PP (No) | 8.0 | 5.0 | 9.0 | 10.0 | 8.0 | 6.0 | 10.0 | |
| FSM (No) | 6.0 | 8.0 | 12.0 | 12.0 | 12.0 | 13.0 | 13.0 | |
| LAC (No) | 1.0 | 0.0 | 4.0 | 2.0 | 2.0 | 1.0 | 1.0 | |
| FSM E6 (Nat) % | 24.7 | - | 27.7 | 43.6 | 43.8 | 39.6 | 36.81 | |
| FSM E6 (Lanc) % | 25 | - | 28.4 | 46.4 | 47.1 | 43.8 | 39.61 | |

24/25 Whole-school attendance is significantly above national measures, but a small gap between PP and non-PP remains at 1.7%.

FSM attendance average at 90.5%, is higher than national FSM (87%).

Persistent absence still a priority

The dedicated work of the SLT, the Wellbeing team, tutors, Pupil Managers, and the Attendance Officer continues to support the improvement of attendance for all pupils.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We have a very small number of pupils eligible for Service Pupil Premium (SPP). Additional pastoral support is delivered through the Wellbeing Team, including *Every Child Matters* (ECM) meetings and surveys to identify and address any additional needs.

The impact of that spending on service pupil premium eligible pupils

At Saint Michael's, every child matters, and they know that they matter. This includes those who are eligible for SPP. Their needs have been identified, and they have received additional wellbeing support, careers interviews, and increased engagement with parents (including through the *PIPE project*). These measures help ensure that these pupils are fully supported and engaged with school life.

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 |
|-----------|----------|
| | |
| | |

Further information