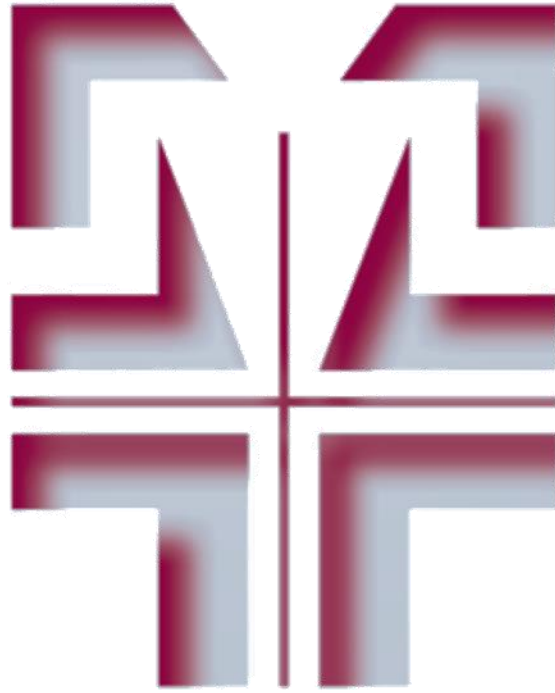


Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Pupil Premium Review 2019- 20

Plans for 2020-21

Use of Pupil Premium Grant in 2019-20 and plans for 2020-21

St Michael's CE High School was allocated a Pupil Premium Grant of £109,600 in 2019-20.

The purpose of this grant is to enable schools to close the gap in attainment between students from low-income families and service families, compared with other students. Schools have the freedom to employ this funding in order to close this gap, using their knowledge of the needs of each young person in their care. St Michael's priority is to fund additional support strategies so that every student, however financially disadvantaged makes the due progress they need to be the very best they can be.

Pupils eligible for Pupil Premium funding:

- Pupils on Free School Meals (FSM)
- Looked After Children (LAC)
- Children who are Adopted from Care, or those under Special Guardianship
- Military Service Children (Children whose parents are currently serving in the Armed Forces)
- Ever 6 pupils – children in these categories within the last six years.

Allocation of funding 2019-20

The Headteacher in consultation with the Governors decides how the Pupil Premium Grant is spent for the benefit of the eligible pupils, whilst taking into account the needs of all pupil in school.

1. Summary information			
School		St Michaels CE High School	
Academic Year	2019-2020	Total PP budget	£109,600
Total number of pupils	1129	Total number of pupils eligible for PP	96

1. Actual attainment and progress. Figures in brackets are 2018-19. 2019-20 figures for progress are unavailable following use of centre assessed grades.		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 5 A*-C incl EM	% 92.9 Standard % 71.4 Strong	% 94.2 Standard % 81.7 Strong
Basics Grade 4+ %	% 92.9	% 94.7
Basics Grade 5+ %	% 71.4	% 83.7
Progress 8 En element*	NA (-0.17)	NA (0.30)
Progress 8 Ma element*	NA (0.15)	NA (0.58)
Progress 8 overall*	NA (-0.09)	NA (0.40)

1. Barriers to Attainment 2019-20	
A	9% of disadvantaged pupils entering Year 7 in 2020 with a reading age below 9 years. 13% of disadvantaged pupil entering Year 7 in 2020 with a reading age between 9 and 10 years.
B	9% of disadvantaged pupils entering Year 7 in 2019 with a reading score of 96 and below receive PP, which can prevent them making good progress in Year 7 to Year 11.
C	30% of disadvantaged pupils entering Year 7 in 2018 with a reading score of 96 and below receive PP, which can prevent them making good progress in Year 7 to Year 11.
D	31% of disadvantaged pupils entering Year 7 in 2017 with a maths score of 96 and below are PP, which can affect the progress they make in maths in Year 7 to Year 11.
E	39% of disadvantaged pupils entering Year 7 in 2016 with a maths score of 96 and below are PP, which can affect the progress they make in maths in Year 7 to Year 11.
F	The behaviour of some Disadvantaged Pupils can be a barrier to learning.
G	The emotional wellbeing of some Disadvantaged Pupils can be a barrier to learning.
H	A minority of Disadvantaged Pupils have attendance and punctuality concerns.
I	Some Disadvantaged Pupils have limited access to a supportive learning environment and resources outside of school.
J	Covid19 effect. In addition to the above all pupils have endured periods of time away from school during 2020.

1. Outcomes		
	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
A-E	To close the gap, enable Disadvantaged Pupils to catch up with literacy and numeracy.	Disadvantaged Pupils to progress so that the gap between them and Non-Disadvantaged is closed.
A-J	Improve attainment for all Disadvantaged Pupils at KS4	For Progress 8 scores to be at least equivalent or greater so that attainment is matched.
F +G	To address behavioural issues and support emotional wellbeing of pupils to remove these barriers to learning	Fewer behavioural incidents to be recorded for these pupils on CPOMS in accordance with standards laid out in BFL policy.
H	Implement and review strategies to improve attendance levels for Disadvantaged Pupils.	Reduce the number of persistent absentees amongst Disadvantaged Pupils. To maintain the overall attendance for these pupils in line with Non-Disadvantaged Pupils.

1. 2019-20 Review of Expenditure	
Academic Year	2019-20

Desired Outcome	Chosen Action/Approach	Rationale	Impact	Cost
Highest expectations and aspirations for all pupils achieved through quality first teaching	<p>Focused CPD for staff including</p> <ul style="list-style-type: none"> *Learning and Teaching meetings *Collaborative planning *SIT meetings focusing on marking, feedback, growth mindset, character education *Understanding and Interpreting data *Regular refresh/raise awareness of needs and opportunities for Disadvantaged Pupils. *Evaluate and improved provision mapping 	<p>Effective CPD will enable staff to continue to plan and deliver lessons that allow excellent learning for all pupils, for challenging targets to be set and achieved and for their progress to be accurately evaluated over time.</p> <p>Meeting with Disadvantaged Pupil Governor</p>	<p>Staff now using strategies which benefit all learners including Disadvantaged Pupils.</p> <p>These include:</p> <ul style="list-style-type: none"> *Pupil questioning and involvement in lessons. *Marking and feedback strategies. * Use of Synergy to identify groups of learners in lessons, share strategies, identify groups of learners within within provision mapping 	£7,600
Continue to provide additional staffing	<ul style="list-style-type: none"> *Additional staffing in Key Stage 3 within English, Maths and Science. *Additional staffing in Key Stage 4 within English, Maths and Science, and small group intervention. 	<p>Additional staff will allow smaller teaching groups for key classes. Extra staff in these key subject areas will support Disadvantaged Pupils with targeted intervention classes.</p> <p>*SEN/Teaching assistants working with core groups of students.</p>	<p>*Disadvantaged Pupils at KS3 amongst other pupils being taught in smaller classes.</p> <p>COVID 19 had a significant impact on planned intervention. Staff redeployed in regular wellbeing calls, ensuring pupils had appropriate provisions and engaging with remote learning</p> <p>8 of the 14 disadvantaged pupils made positive progress overall relative to other pupils nationally of similar prior</p>	£44,946

	<p>*To increase 1:1 pupil support.</p> <p>* Staffing of HL club</p>	<p>*To provide opportunities for shadowing pupils and monitoring success of support</p>	<p>attainment according to the subject progress index, based on 2019 data.</p> <p>79% = strong pass in Maths</p> <p>2/14 met their target grade in Maths`</p> <p>2/14 exceeded target grade in Maths</p> <p>86% = strong pass in English</p> <p>2/14 met their target grade in English</p> <p>12/14 = strong pass in Science</p> <p>7/14 met their target grade in Science</p> <p>7/14 met their target grade in RE</p> <p>4/9 achieve Geography target grade</p> <p>Strategies shared with all staff at School Inset meeting in, morning briefings and L&T meetings.</p>	
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Desired Outcome	Chosen Action/Approach	Rationale	Impact	Cost
<p>Strategies to support and allow progress for Disadvantaged Pupils exceeding non Disadvantaged Pupils.</p>	<p>*Resources and support for those students in all subject areas, including contributions towards necessary educational visits.</p> <p>* Providing additional support for students facing emotional barriers to learning, including 1:1 mentoring and home-school link - Individual meetings to be held with Disadvantaged Pupils and their parents/carers.</p>	<p>Clear focus on raising attainment and expectations of all Disadvantaged Pupils both in and out of the classroom.</p> <p>To increase pupils self-confidence, engagement and motivation.</p>	<p><i>All pupils able to attend educational visits necessary for the curriculum due to costs being paid, including: Theatre trips for Drama and English, fitness classes, swimming, squash, History and Geography trips.</i></p> <p><i>Additional trips such as Alton Towers paid for, ensuring inclusion in fun activities.</i></p> <p><i>Maths equipment / calculators provided for disadvantaged pupils allowing them to achieve target grades. 79% = strong pass in Maths</i></p> <p><i>Equipment in Product Design given to pupils to allow them to complete GCSE projects.</i></p>	£53,134

	<p>*CPD for all staff focusing on strategies for subject teachers and tutors to aid progress of Disadvantaged Pupils</p> <p>*Provide financial assistance with uniform and educational resources</p> <p>*Staffing to oversee extra curricular activities involving Disadvantaged Pupils.</p> <p>*Resources and funding for extra curricular activities eg trips, music and singing lessons, sports kit</p> <p>*Funding to allow Disadvantaged Pupils to have access to food before and during the school day.</p> <p>*Careers trip targeting Disadvantaged Pupils to raise aspirations.</p>	<p>When teachers and tutors recognise Disadvantaged Pupils in their class they can effectively intervene in raising progress.</p> <p>For Disadvantaged Pupils to actively engage in whole school life recognising the importance of participation in school sports, music, dance, drama and the arts.</p> <p>All Disadvantaged pupils to participate in PIPE programme to improve parental engagement</p> <p>Y11 pupils pre-GCSE mentoring by assigned SLT member</p>	<p><i>All disadvantaged pupils had gym attendance money paid, allowing them to attend every week, thus maintaining their wellbeing, health and fitness.</i></p> <p><i>All Year 11 disadvantaged pupils offered and/or provided with appropriate revision guides in almost all subjects: Science, Maths, English, ICT and others below. Impact link to data shared in section 'Continue to provide additional staffing'</i></p> <p><i>In RE: (revision guides / stationary packs / folders given to ALL pupils)</i></p> <p><i>In Science: revision guides given to pupils. 12/14 = strong pass in Science</i></p> <p><i>In History: revision guide given to pupils All pupils offered support with uniform in regular ECM interviews.</i></p> <p><i>Uniform and official school kit provision enabled pupils in Year 11 to attend school and participate fully in core PE lessons.</i></p> <p><i>PE uniform was provided to Year 11s – this enabled pupils to partake in GCSE PE.</i></p> <p><i>Leavers' hoodie bought for several disadvantaged pupils.</i></p> <p><i>The PIPE programme 2018/19 saw all Year11 disadvantaged pupils and their parents offered interviews with individual staff members where revision strategies and strategies for improvement were shared ahead of their GCSEs. This included resources for use at home and revision tailored to the needs of each learner. 8 out of the 11 parents/carers attended. The 3 who did not attend were in the bottom half disadvantaged pupils for Progress 8. Due to Covid 19 this was incomplete in 2019/20. It is hoped this will run again in 2020/21.</i></p> <p><i>All pupils attended individual ECM interviews with designated teachers. Tutors make regular calls to parents, maintaining the home-school partnership.</i></p>	
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			<p><i>Disadvantaged Pupil Pastoral link. All disadvantaged pupils were assigned a mentor with regular meetings, usually weekly.</i></p> <p><i>Pupils across year groups offered Music lessons. More pupils able to take up the offer of Music Lessons.</i></p> <p><i>Disadvantaged pupil achieved the progress award in Music Tech in 2019.</i></p> <p><i>Disadvantaged pupils in positions of student leadership.</i></p> <p><i>All disadvantaged pupils offered Breakfast Club money and several offered extra lunchtime moneys.</i></p> <p><i>Disadvantaged pupils offered priority places on the Careers' Fair trip.</i></p> <p><i>Disadvantaged Pupils given priority Careers Interviews in Years 9-11. 11 Year 11s received extra interviews.</i></p> <p><i>All Disadvantaged Pupils in 2020 have places in Education, Employment and Training.</i></p> <p><i>Year 11 disadvantaged pupils used breakfast club to start the day ready for their lessons.</i></p>	
<p>Continue to support Disadvantaged Pupils who are on the AGT register</p>	<p>*Resources and support for those students in all subject areas, including contributions towards necessary GCSE visits.</p> <p>*Oxbridge taster visit to local 6th form college</p> <p>Monitored individual progress from tracking data</p> <p>All AGT pupils identified and CPD in place to support learning and teaching</p> <p>Review of AGT provision</p>	<p>Focused work to raise attainment and expectations of all Disadvantaged Pupils who are also on the AGT register both in and out of the classroom</p>	<p><i>*Geography visit money offered to Disadvantaged Pupils taking GCSE.</i></p>	<p>£1,200</p>

Desired Outcome	Chosen Action/Approach	Rationale	Impact	Cost
Maintain levels of attendance and punctuality of Disadvantaged Pupils in line with other pupils	Staffing to monitor and maintain high levels of attendance. Intervention strategies used when appropriate	Regular checking and monitoring of attendance data to ensure that excellent attendance allows progress in learning to be made within the classroom	<i>Before school closure the attendance of disadvantaged pupils was 94.2 % in 2019/20.</i> <i>The attendance for other pupils in the same period was 96.5%.</i>	£1429
Summer school to assist with Year 6 to 7 transition.	Disadvantaged Pupils to attend school at the start of the summer holidays at the end of year 6 for support in learning and to ease emotional worries about changing school.	To ensure a smooth transition to high school for Disadvantaged Pupils to help remove barriers to learning	<i>Covid 19 resulted in this not taking place</i> <i>Instead transition data used more effectively</i> <i>Online series of transition videos created</i>	N/A
1:1 Projects in all years.	Two staff members to run separate projects as part of middle leader and NPQSL qualifications. 1:1 interviews and meetings with disadvantaged pupils with emotional and behavioural needs. Specialist Teacher KR.	Both projects will engage pupils, parents and carers and develop staff. These meetings allow the pupil to meet with someone they view as more 'independent' of school. They provide the learner with another source of support.	<i>NPQSL continuing during Lockdown. This project provided additional training and raised awareness of issues and strategies. Supplemented existing CPD for teachers and enabled them to provide high quality support and intervention, improving and developing their practice.</i> <i>Middle leaders now developed into NPQML course. This project enhanced pupil and parental engagement especially amongst disadvantaged boys in earlier years within school.</i> <i>Pupils come through challenging times and complete their GCSEs, making the transition to the next stage in their education.</i>	TBC

Fact finding mission	Attend Church of England, Removing Disadvantage Conference	View best practice with schools making best progress with PP.	It was here that we examined the research concerning the education of all pupils using mixed ability teaching. The rationale for the further development of our strategy and also the draft Pupil Premium Policy stemmed from this visit.	£0

Plans for 2020-21

2. 2020-21 Expenditure	
Academic Year	2020-21

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed / impact
<p>Highest expectations and aspirations for all pupils achieved through quality first teaching</p>	<p><u>To research, embed and enhance learning and teaching strategies to make learning memorable and challenging for all</u> Focused CPD on:</p> <ul style="list-style-type: none"> -Knowledge based curriculum / development of skills----Memory Spacing and interleaving Retrieval and Key Knowledge Rosenshine’s Principles of Instruction Questioning skills Metacognition A CA focus on planning for pedagogical knowledge and pedagogical content knowledge To embed strategies and approaches to raise the attainment/ enhance the attitude to learning of boys 	<p>CPD will enable staff to continue to plan and teach lessons that allow excellent learning for all pupils, for challenging targets to be set and achieved and for their progress to be accurately evaluated over time.</p> <p>When teachers and tutors recognise Disadvantaged Pupils in their class, they can effectively intervene in raising progress.</p> <p><i>‘The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially paired or small group additional teaching; improving feedback; and one-to-one tuition’</i> DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015</p> <p>‘Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.’ EEF Guide to Pupil Premium 2019</p>	<p>Planned CPD</p> <p>Observations</p> <p>Work Scrutiny</p> <p>Curriculum Reviews</p>	<p>SLT/KAT</p>	<p>Please see Pupil Premium Strategy Statement 2021-22</p> <p>Part B: Review of outcomes in the previous academic year</p>

	Cultural capital – -Careers built into scheme of work				
Continue to provide additional staffing to address barriers to learning	<p>To increase 1:1 pupil support to support wellbeing, mental health, behaviour and attendance</p> <p>Additional staffing within English, Maths and Science, and small group intervention.</p> <p>Staffing of the library before and afterschool for home learning</p>	<p><i>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments’.</i></p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015</p> <p>SENDCo, Pupil Engagement officers, Christian Youth Worker, Attendance Officer, Tutors and Pupil Managers and members of SLT coordinate and deliver the individual approach in tackling barriers to learning for disadvantaged pupils</p> <p>Teaching assistants working with core groups of students.</p> <p>Additional staff will allow smaller teaching groups for key classes. Extra staff in these key subject areas will support Disadvantaged Pupils with targeted intervention classes.</p>	<p>Provision Mapping software</p> <p>ECM interview</p> <p>Performance Management targets</p> <p>Learning and Teaching Meeting</p> <p>Curriculum Review</p> <p>School Improvement review by SLT and governors</p>	SLT/JLJ	<p>Please see</p> <p>Pupil Premium Strategy Statement 2021-22</p> <p>Part B: Review of outcomes in the previous academic year</p>
Close gaps between groups of learners through targeted	<p>To identify and close any gaps in progress between groups of learners</p> <p>Intervention Period 1</p> <p>Focus for NPQSL and NPQML to trial strategies to develop</p> <p>– Boys / gender aspirational targets</p>	<p><i>Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link</i></p>	<p>SLT monitoring</p> <p>Provision Mapping</p> <p>Supporting staff on national qualifications</p> <p>Tutors ECM interviews</p>	SLT/JA	<p>Please see</p> <p>Pupil Premium Strategy Statement 2021-22</p>

<p>intervention and progress</p>	<ul style="list-style-type: none"> - Close monitoring and development of staff to share and monitor strategies within departments - SEN <p>Staffing to oversee wider curricular involvement of Disadvantaged Pupils.</p> <p>All Disadvantaged pupils to participate in PIPE programme to improve parental engagement</p> <p>Y11 pupils pre-GCSE mentoring by assigned SLT member</p>	<p><i>structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</i> EEF Guide to Pupil Premium 2019</p> <p>Clear focus on raising attainment and expectations of all disadvantaged pupils both in and out of the classroom(Every child matters and knows they matter)</p> <p>To increase pupils self-confidence, engagement and motivation.</p> <p>For Disadvantaged Pupils to actively engage in whole school life recognising the importance of participation in school sports, music, dance, drama and the arts. (Growing in Body ,Mind and Spirit)</p>			<p>Part B: Review of outcomes in the previous academic year</p>
<p>Maintain, enhance and clarify the 'wellbeing offer'</p>	<p>Resources and support for those students in all subject areas, including contributions towards essential educational visits.</p> <p>Resources and funding for extra curricular activities e.g. trips, music and singing lessons, sports kit</p> <p>Funding to allow Disadvantaged Pupils to have access to food before and during the school day.</p> <p>Careers trip targeting Disadvantaged Pupils to raise aspirations</p> <p>Provide financial assistance with uniform and educational resources</p> <p>Responding to wellbeing needs as a result of Coronavirus and school closure</p>	<p>Continuing impact of COVID</p> <p><i>'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category'</i> EEF Guide to Pupil Premium 2019</p>	<p>Wellbeing staff</p> <p>Specialist teachers</p> <p>ECMs</p> <p>Pupil Managers and Tutor Team</p> <p>MS Surveys</p> <p>Provision Mapping</p> <p>Christian Youth worker</p>	<p>SLT/ JA/JFC</p>	<p>Please see Pupil Premium Strategy Statement 2021-22</p> <p>Part B: Review of outcomes in the previous academic year</p>

	Monitor closely the impact of COVID19 on these pupils				
Continue to support Disadvantaged Pupils who are on the Most Able register	*Resources and support for those students in all subject areas, including contributions towards necessary GCSE visits. Investigate and plan to take part in Scholars Programme - The Brilliant Club	Continue to support Disadvantaged Pupils who are on the AGT register <i>'Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers'</i> EEF Guide to PP 2019	Specialist teachers ECMs Pupil Managers and Tutor Team Provision Mapping Leader in Learning	SLT/JMH	Please see Pupil Premium Strategy Statement 2021-22 Part B: Review of outcomes in the previous academic year

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	Reviewed/Impact
Curriculum Enrichment Programme Year 9	Evaluation and improvement of Year 9 programme Evaluation and impact of Coronavirus on programme / catch-up programme to allow Year 9 (2019-20) to complete DofE <ul style="list-style-type: none"> - DofE expedition (plus CVE Day in June – practice) - Further inclusion of visits to workplaces 	<i>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. Closing the attainment gap: key lessons learned in the EEF's first six years 2017</i>	Planned timetabled opportunity Staff training Curriculum Enrichment	SLT/CJH RLR	Please see Pupil Premium Strategy Statement 2021-22 Part B: Review of outcomes in the previous academic year
Alternative Provision /	Evaluate the Alternative Provision / College Courses introduced in 2018-19 including cost effectiveness	<i>'The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds'. EEF Closing the</i>	Planned college program	SLT/ CJH	Please see

College Courses		attainment gap: key lessons learned in the EEF's first six years	Pupil taster session/selection Transportation		Pupil Premium Strategy Statement 2021-22 Part B: Review of outcomes in the previous academic year
Attendance Target <3% absence	Monitoring of attendance (PM liaison with JB) -Persistent absence -Home visits Attendance- reporting back to SLT/Governors Providing additional support for students facing emotional barriers to learning, including 1:1 mentoring and home-school link - Individual meetings to be held with Disadvantaged Pupils and their parents/carers	'Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support' EEF	Student Engagement Coordinators ECMs Pupil Managers Specialist staff Christian Youth Worker SLT link meetings	SLT/JFC	Please see Pupil Premium Strategy Statement 2021-22 Part B: Review of outcomes in the previous academic year
Introduction of provision mapping software	Trial Use of Synergy Provision Mapping	'How a project is implemented is vital and arguably as important as its content' EEF Closing the attainment gap: key lessons learned in the EEF's first six years	Training Small scale trials with intervention groups Staff training	JA/JFC	Please see Pupil Premium Strategy Statement 2021-22 Part B: Review of outcomes in the previous academic year
Summer School	Plan to return to running Summer 2021	The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. EEF Attainment Gap 2017	Staff responsible for implementation Data collected before and after attending, Question added to transition ECM	SLT/JA	Please see Pupil Premium Strategy Statement 2021-22 Part B: Review of outcomes in the previous academic year

Working with other Schools	Participate and act as a lead school in Lancashire EEF Partnership Making the Difference for Disadvantaged Learners'.	<i>Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap EEF Attainment Gap 2017</i>	CPD Time	JA	
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