

Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Pupil Premium Strategy Statement 2021-2024

Year 3

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Saint Michael's C.E High School
Number of pupils in school	1140
Proportion (%) of pupil premium eligible pupils	98/1140 = 8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of a 3-year plan
Date this statement was published	7/12/21
Date on which it will be reviewed	7/12/23
Statement authorised by	Mrs J. Jenks, 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	£135,380
Recovery premium funding allocation this academic year	£20,148
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	£155,528

Part A: Pupil premium strategy plan

Statement of intent

Our vision is central to everything we are trying to achieve at St Michael's and is the driver for every decision we make. We desire for every pupil to 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. 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 '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 by the delivery of impactful intervention are key to closing this gap. The responsibility for tackling disadvantages lies with every member of staff at the school - knowing our pupils is key.

We believe we are preparing all pupils to have the knowledge and skills to take advantage of opportunities, responsibilities, and experiences in later 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.

Recovery remains essential for all pupils, there are common challenges but there are individual needs. We recognise that some pupils have been worst affected by the pandemic, to tackle this we intend to invest in small group tuition via school-led tutoring/Tuition Partners as part of the National Tutoring Programme.

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.
- Identifying individual needs early and developing 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		
	2023	21%/16%	Below 9 years/ Between 9-10 years		
	2022	22%/ 6%			
	2021	15%/25%	Below 9 years/ Between 9-10 years		
	2020	9% /13%	Below 9 years/ Between 9-10 years		
	2019	9%	Reading score of 96 and below		
2	Low maths scores which can prevent pupils making good progress 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
	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
	2020	55%	Q CAT of 94 or less		n/a
	2019	30%	Q CAT of 93 or less	15%	KS2 Ma below 100.
3	The behaviour of some disadvantaged pupils can be a challenge to learning.				
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.				
5	A minority of disadvantaged pupils have attendance and punctuality concerns.				
6	Some disadvantaged pupils have limited access to a supportive learning environment and resources outside of school.				
7	Covid-19 effect. In addition to the above all pupils have endured periods of time away from school during 2020/21.				

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
To close the gap and 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.
Improve attainment for all disadvantaged pupils at GCSE and remove variation between departments/subject areas.	For Progress 8 scores/Attainment 8 of disadvantaged pupils to be at least equivalent or greater than non-disadvantaged.
Support emotional wellbeing of pupils to remove barriers to learning.	<p>Increase the number of opportunities the voice of Pupil Premium pupils is heard including surveys, Prioritise Every Child Matters Interviews (ECMs with tutors and wellbeing staff.</p> <p>A sustained increase in the participation in enrichment activities, particularly among Pupil Premium pupils.</p> <p>Staff can recognise and support pupils who have Attachment concerns.</p>
Some disadvantaged pupils need additional support in adopting our 'Behaviour for Learning' strategy and in choosing 'excellent behaviour' to maximise learning.	Fewer behavioural incidents to be recorded for PP pupils on Synergy in accordance with standards laid out in BFL policy.
Implement and review strategies to improve attendance levels for disadvantaged pupils.	<p>Reduce the number of persistent absentees amongst disadvantaged pupils.</p> <p>To maintain the overall attendance for these pupils in line with non-disadvantaged pupils</p>

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: £92,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highest expectations and aspirations for all pupils achieved through quality first teaching</p> <p><i>-CPD focus on direct</i> Knowledge based curriculum / development of skills (Memory, Spacing and Interleaving, Retrieval and Key Knowledge, Rosenshine's Principles of Instruction, Questioning skills, Modelling and Metacognition</p> <p>-Curriculum offers opportunities for pupils to flourish, building strategies within lesson that modify the curriculum to allow for recovery</p> <p>-Pupil Premium Curriculum Link Team, staff are able to share good practice and ideas across departments</p>	<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></p> <p>DFE - Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015</p> <p><i>'Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.'</i> EEF Guide to Pupil Premium 2019</p>	<p>1,2,3,7</p>

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

Budgeted cost £19,948.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased opportunities for effective Intervention and Tuition which includes disadvantaged pupils</p> <ul style="list-style-type: none"> -School-led/online tuition as part of NTS to deliver 15 hours small group tutoring -Identify, deliver intervention Period 1 in maths, English, science, and SEN(Literacy). -Prioritise reading strategies recommended by the EEF such as 'disciplinary literacy' across the curriculum. -Focus on groups of learners and sharing good practice -Boys / gender aspirational targets- CJM -Pupil Premium Department Link - PC 	<p>National research on the impact of the pandemic on Yr. 7 and Yr. 8 ...</p> <p><i>'All year groups have experienced a learning loss in reading. In both primary and secondary schools, this was typically between 1.5 and 2 months. Primary aged pupils in mathematics experienced a much greater learning loss of over three and a half months. Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers).'</i> DfE complete findings from Autumn term</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 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>1,2,6,7</p>
<p>Increase number of laptops to support remote learning</p> <ul style="list-style-type: none"> -Repair and replace to maintain the number of laptops received during remote learning to allow for online intervention to continue with key pupils 	<p><i>'...Supporting effective remote learning will mitigate the extent to which the gap widens Pupils can learn through remote teaching... To increase access to teaching, it would also be valuable to test the feasibility of online tuition as a way to supplement the support provided by teachers to disadvantaged children'</i></p>	<p>6</p>

	<u>REA Impact of school closures on the attainment gap summary.pdf</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 42,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain, enhance and clarify the ‘wellbeing offer’</p> <p>-Respond to increased social and emotional wellbeing need amplified by Coronavirus. Supported through the Wellbeing team and specialist teachers including mental health support.</p> <p>-All Pupil Premium pupils to receive annual careers interviews/ experience to raise aspirations</p> <p>-Resources and support for those students in all subject areas, including contributions towards essential educational visits.</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>‘Most senior leaders reported that some of their pupils were suffering from Covid-related anxiety and a substantial minority reported an increase in incidents of self-harm. The pupils most affected were already vulnerable (for example, due to family circumstances or special educational needs)’</p> <p><u>Recovering from Covid-19: What Pupils and Schools Need Now - Policy Briefing - NFER</u></p>	3,4,5,6,7
<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 in greater engagement</p> <p>CJM – Yr8 targeted Year 8 project</p>	<p><i>We found from our analysis that extracurricular 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. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax</i></p>	3,4,6,7

	<p>away from the pressures of schoolwork.</p> <p>Social Mobility Commission report 'An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility'</p>	
<p>Hardship: reduce practical barriers to full engagement in Team Saint Michael's</p> <p>-Where required, provide financial assistance with uniform educational resources, curriculum related trips</p> <p>-Funding to allow FSM pupils to have access to a snack at break or lunch. Support those lacking breakfast or involvement in afterschool activities.</p>	<p>Confidence, concentration, and engagement in learning are impacted by poverty</p> <p><i>'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' Main, G 'Parents and children living in poverty have the same aspirations as those who are better off' The Conversation</i></p>	3,4,6,7

Total budgeted cost: £155,220

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 2021-2022 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.

KS4 Outcome

Whole School	2023	2022	2021	2020	2019	2018	2017	2019 Nat	2023 Nat(Prov)
P8	+0.5	0.47	0.46	0.42	0.38	0.56	0.33	-0.03	-0.03
A8	58.2	61.90	61.59	62.71	58.35	58.96	58.6	46.7	46.2
EBacc entry	50%	52.5%	49.6%	64.4%	53%	31%	29%	40%	39.3%
EBacc APS	5.18	5.53	5.55	5.74	5.31	5.00	4.57	4.07	4.05
Basics 5+	75%	76%	79%	83%	75%	74%	69%	43.2	16.9%
Destinations				98%	98%	98%	98%	94%	
Pupil Premium Outcome	2023	2022	2021	2020	2019	2018	2017	2019 Nat (Oth)	2023 Nat
P8	+0.06	0.44	1.08	0.41	-0.03 (-0.45)	0.1 (-0.44)	-0.18	0.13	-0.57 (sig-)
A8	43.20	48.71	58.1	65.8	47.4	54.1	49	50.3	34.9
EBacc entry	27.3%	41.2%	21%	75%	36%	27%	21%	40%	27.7
EBacc APS	3.61	4.33	4.57	5.60	4.03 (3.08)	4.57 (3.07)	3.88	4.07	2.97
Basics 5+	45.45%	70.6%	58%	75%	40% (25%)	60% (25%)	71%	43%	7.3%
Destinations				100%	100% (96%)	100%	90%	94%	
No. + budget	100 139K	90 126K	91 116K	82 107K	96 110K	85 108K	91K		

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

2023 data is provisional until confirmation from The Department for Education

EEF Family Schools: Ranking Comparing Disadvantaged (based on 2017 –2019 – latest available)

Attainment 8: 2/50

Basic 9-4: 3 /50

Progress 8 :15/50

Intended outcome	Success criteria																														
<p>To close the gap and enable disadvantaged pupils to catch up with literacy and numeracy.</p>	<p>Disclaimer</p> <p>In all GCSE comparisons between PP vs. non-PP or across academic years it is essential to remember that the Year 11 Pupil Premium cohort is very small compared to a typical year group of around 225. The data for 2022 reflected a cohort of 17 PP and a cohort of 11 PP in 2023. At Saint Michael's every child matter and knows that they matter, but statistical significance is obviously impacted by such a small sample size.</p> <p><u>Disadvantaged pupils to progress so that the gap between them and non-disadvantaged is closed.</u></p> <table border="1" data-bbox="392 714 1362 969"> <thead> <tr> <th>Filter Value</th> <th>KS2 Prior</th> <th>Stu Count</th> <th>A8 Pts</th> <th>Average A8 Grade</th> <th>Eng P8</th> <th>Mat P8</th> <th>EBacc P8</th> <th>Open P8</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>Not Pupil Premium</td> <td>108</td> <td>213</td> <td>58.6</td> <td>5.86</td> <td>0.52</td> <td>0.51</td> <td>0.45</td> <td>0.52</td> <td>0.52</td> </tr> <tr> <td>Pupil Premium</td> <td>102</td> <td>11</td> <td>43.2</td> <td>4.32</td> <td>-0.1</td> <td>0.42</td> <td>0.05</td> <td>-0.04</td> <td>0.06</td> </tr> </tbody> </table> <p>Review Oct 2022</p> <p>Gap in Progress 8 (P8) in Maths has been reversed (PP do marginally better 0.536 vs non-PP 0.513)</p> <p>Gap in P8 English remains at 0.14 (PP= 0.48 vs non-PP 0.62)</p> <p>Review Oct 2023</p> <p>Gap in P8 in Maths almost negligible at 0.09 (PP= 0.42 vs non-PP=0.51)</p> <p>Gap in P8 English increased 0.75 (PP= -0.21 and non-PP +0.54)</p> <p><u>Tutoring</u> School-led tutoring goes hand in hand with the outstanding learning and teaching that occurs every day in the classroom.</p> <p>2021/22</p> <ul style="list-style-type: none"> - 2021/22 Grant for 62 pupils but 116 pupils benefited. - The school delivered 1315 tutoring hours, averaging 11+ hours per pupil. - 93% of pupils said they thought they made some/lots of progress. - 26 PP pupils across Yr. 7-11 were involved in tutoring. - Yr.11 PP pupils involved in tutoring, 50% achieved their target or higher in the tutoring subject studied which was higher than non-PP <p>2022/23</p> <ul style="list-style-type: none"> • 129 pupils participated in school-led tuition, 43 PP (of which 16 also SEND) across Yr. 7-11. 	Filter Value	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	Eng P8	Mat P8	EBacc P8	Open P8	P8	Not Pupil Premium	108	213	58.6	5.86	0.52	0.51	0.45	0.52	0.52	Pupil Premium	102	11	43.2	4.32	-0.1	0.42	0.05	-0.04	0.06
	Filter Value	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	Eng P8	Mat P8	EBacc P8	Open P8	P8																					
	Not Pupil Premium	108	213	58.6	5.86	0.52	0.51	0.45	0.52	0.52																					
	Pupil Premium	102	11	43.2	4.32	-0.1	0.42	0.05	-0.04	0.06																					

	<ul style="list-style-type: none"> • 1329 'pupil hours' of tuition offered, an increase from previous year's attendance 82% to 87% which resulted in an average of 10.3 hrs of tuition per child. • 95% of pupils said they thought they made some/lots of progress. • Some younger pupils worked through a phonics programme. • Yr.11 PP pupils involved in tutoring, 50% achieved their target or higher in the tutoring subject studied, which was higher than non-PP 32%
<p>Improve attainment for all disadvantaged pupils at GCSE and remove variation between departments /subject areas.</p>	<p>-For Progress 8 scores/Attainment 8 of disadvantaged pupils to be at least equivalent or greater than non-disadvantaged.</p> <p>Since 2019 Yr. 11 Pupil Premium pupils (PP) have seen a significant increase in a similar measure to Progress 8 (Using our centre assessed grades and comparison with Fisher Family Trust)</p> <p><u>Progress</u></p> <p><u>2022</u></p> <p>There is no real difference between P8 for PP vs. non-PP. Progress of Free School Meal (FSM) is better than non-FSM. Progress of Ever 6 is better than non-Ever 6</p> <p><u>2023</u></p> <p>Unfortunately, the gap remains stubborn at 0.46. Our PP P8 is only +0.06, a slight improvement on comparable 2019 figure of -0.03. Yet nationally the gap has widened significantly for PP from +0.13 in 2019 to -0.57 in 2023.</p> <p>Free School Meal (FSM) P8 0.22 vs Not FSM +0.51, a gap has returned of -0.29. Yet boys who are FSM6 do better than boys who are non-FSM6.</p> <p><u>Attainment 8</u></p> <p><u>2022</u></p> <p>PP A8 has reduced from the previous two years of CAG to 48.71 yet is in line with 2019 and earlier. The gap of 13.18 is similar to the gap in 2019 of 10.95</p> <p><u>2023</u></p> <p>PP A8 has dropped and is at the lowest level at 42.96, but significantly higher than PP National A8 at 34.9. The gap of 14.87 is similar to last year and slightly higher than 2019 of 10.95.</p> <p><u>Percentage of pupils achieving Passes at 4+ in English and Maths</u></p> <p>2022, 76.0% PP vs. 90.3% non-PP, a gap of 13.8% which is similar to 2021 but reduces the gap from 2019</p> <p>2023, 66.7% PP vs 92.0 % non-PP, this equates to an increased gap of 25.3%.</p>

Percentage of pupils achieving Strong Passes 5+ in English and Maths
2022 PP 71.0% vs. non- PP 76.2%, a gap of 5.2% the gap has narrowed significantly.

2023 45.5% PP vs. 76.9% non-PP, a gap of 31.4%, however compared to National PP at Saint Michael's are 38.2% higher (National PP is 7.3%)

% EBAC entries

Before pupils take their options, individual guidance is offered, targeted conversation implemented but a disparity in entries remained.

2022

Percentage of PP studying the EBAC is 41.2 % (non-PP 52.5%) and significantly higher than 2021 which was only 21% PP entry.
 EBacc Average Point Score (APS) for PP is 4.33 (non-PP 5.55) creating a EBAC APS gap of 1.22.

2023

Percentage of PP studying the EBAC is 27.3% (non-PP 50%) this is equal to the than national 2023 PP of 27.7%. PP entries in 2023 are less than 2022 (41.2%) but are close to 2019 and earlier.

EBacc APS PP is 3.61 (non-PP 5.18 and national for PP of 2.97) creating a EBAC APS gap of 1.53, this gap slightly higher than the 2023 national gap of 1.08.

- Increase the number of opportunities the voice of Pupil Premium pupils is heard including surveys, Prioritise Every Child Matters Interviews (ECMs with tutors and wellbeing staff.

2021-22 and 2022 -23 In addition to ECMs, school PP have completed two in depth surveys to identify specific needs, and these have been followed up

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

% Children who attend wider curriculum (in school)

	2017-18	2018-19	2019-20	2021-22	2022-23	2023-24	2021-22 (incl. DofE)	2022-23 (incl. DofE)	2023-24 (incl. DofE)
Whole school	86%	81%	86%	75%	82%		91%		
PP Pupils	80%	22%	82%	68%	74%		72%		

22-23 Leadership roles are similar to previous years, at 11.2% of PP have a leadership role compared with 16.3 % of all pupils in school.

-Staff can recognise and support pupils who have Attachment concerns.

Attachment training delivery ongoing

Support emotional wellbeing of pupils to remove barriers to learning.

Some disadvantaged pupils need additional support in

- Fewer behavioural incidents to be recorded for PP pupils on Synergy in accordance with standards laid out in BFL policy.

adopting our 'Behaviour for Learning' strategy and in choosing 'excellent behaviour' to maximise learning.		Number of pupil suspensions 2018 -19	Number of pupil suspensions 2021-22	Number of pupil suspensions 2022-23	Number of pupil suspensions 2023-24
	PP	0	19	13	
	Non PP	67	37	41	
	PP Pupils with more 1+ suspension	0	7	9	
	Non PP with more 1+ suspension	28	32	26	
<p>Summary</p> <p>Although there is a reduction in the number of PP receiving a suspension last year there is an increase post pandemic.</p>					
Implement and review strategies to improve attendance levels for disadvantaged pupils.	<p>-Reduce the number of persistent absentees amongst disadvantaged pupils. To maintain the overall attendance for these pupils in line with non-disadvantaged pupils</p> <p>2021-22 PA (Below 90%) gap remains of 5.4%, PP 33.7% vs non-PP 28%. COVID continues to impact this academic year</p>				
		Average attendance 2018-19 <small>(Sept – May)</small>	Average attendance 2021-22 <small>(Sept – May)</small>	Average attendance 2022-23 <small>(Sept – May)</small>	Average attendance 2023-24 <small>(Sept – May)</small>
	PP	92.9%	90.4%	93.2%	
	Non PP	97.0%	93.7%	92.8%	
	PP- Persistent Absence	13/86=15%	21/89 =24%	12/90=13%	
	Non-PP Persistent Absence	33/1041= 3.2%	152/1044= 15%	76/1046= 7.2%	
<p>With the intention to improve post pandemic attendance, 2023 is the first year when PP has surpassed non-PP. This is due to an increase by Male PP, however persistent absence (less than 90%) has improved PP remains higher than non-PP.</p>					

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

Participate in Chorley Secondary PP Partnership'