

# Pupil premium strategy statement – St. Michael's Catholic Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding **for the 2025 to 2026 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	903
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Year 1 – new/ updated plan
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Clare Humble
Pupil premium lead	Mrs Clare Humble
Governor / Trustee lead	Mary Tate

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£391,211.18
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£391,211.18

# Part A: Pupil premium strategy plan

## Statement of intent

*“Act justly, love tenderly, walk humbly with your God.” (Micah 6:8)*

St. Michael’s Catholic Academy has the words of the Prophet Micah at the heart of all it does. The prophet Micah is known for the courageous way he spoke out to the leaders of his time about grave injustices that been created in their society. At St. Michael’s we also believe in creating a just and fair community for the pupils and families that we serve.

We believe in equity and justice for all students so that they all have the opportunity to experience success through positive experiences that will enrich their lives and help them to know that they are valued as learners, members of our school community and as children of God. We aspire that all disadvantaged pupils achieve their potential with respect to academic measures; that they develop personal virtues that will allow them to contribute fully to the local communities in which they live and that they develop an appetite for excellence in all that they do.

High quality first teaching which is consistently tailored to the needs of all students is a central tenet of the strategy for narrowing the gap for disadvantaged students by focusing on the needs of the individual child through general teaching provision, intervention, challenge and mentoring. The ‘stmics’ pedagogy is specifically developed based on research to explicitly support disadvantaged pupils.

Targeted academic support, for example, through specific, tailored literacy and reading interventions, helps us to improve levels of literacy and reading so that disadvantaged students can achieve in line with their peers. We track and measure how our disadvantaged students are doing through having robust data analysis of outcomes such as GCSE attainment and progress, attendance, behaviour, safeguarding, engagement in wider opportunities and from choices students make at the end of KS3 and KS4.

Alongside our focused curriculum design, we have a strong pastoral system which allows our students to overcome potential barriers to learning. Our broad range of wider strategies help us to identify barriers to learning for disadvantaged students and put in place support to enable students to overcome these. With a particular focus on supporting attendance, extended learning time and an exciting range of extra-curricular activities to try to engage all, we are committed to overcoming all barriers.

*“If you treat an individual as he is, he will remain how he is. But if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.”*

— Johann Wolfgang von Goethe

Within the Bishop Hogarth Catholic Education Trust, work has been completed on linking the needs of all our pupils to Maslow's hierarchy of need, ensuring that all pupils can achieve, feel a sense of belonging to the school and can thrive.

## Challenges

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

Challenge	Detail of challenge
Fulfilling Basic needs 1.	<p>Attendance data tracking shows that attendance is lower for disadvantaged students compared to non-disadvantaged. We know that poor attendance affects outcomes for disadvantaged students more than their non-disadvantaged peers.</p> <p>Some Disadvantaged students need additional support to get to school and start the day with a positive, welcoming experience. Some Disadvantaged students need a trusted adult, like a "school parent" to advocate for their needs and support them through challenges.</p> <p>There are also financial and socio-economic challenges for disadvantaged students who lack basic provisions such as food/ breakfast, uniform, equipment and books.</p>
Belonging, Achievement & self-esteem 2.	<p>Our reading assessments identify that some disadvantaged students have lower reading ages and proficiency than their peers. This can also include lower confidence in basic numeracy functions. Some of our disadvantaged students lack self-esteem and can take a passive approach to learning and contribute less to class discussions.</p>
3.	<p>Class charts shows that some of our disadvantaged students struggle with self-organisation and independent learning such as homework. They can lack the metacognitive skills of perseverance and self-regulation.</p>
4.	<p>Some parents of disadvantaged students need additional opportunities to engage with the academy to understand how to effectively support their child's achievement.</p>
5.	<p>Some disadvantaged students need academic intervention to raise their self-belief and their potential to improve and achieve in assessments.</p>
6.	<p>Disadvantaged students, including high prior attainers, can have barriers that prevent them from achieving excellence and lack positive role models to encourage them. They need additional careers support to find a fulfilling pathway. They can lack the opportunities for cultural capital that non-disadvantaged students experience. Disadvantaged students need to compete with non-disadvantaged and achieve a set of qualifications that help them to be ambitious for their own next steps.</p>

## 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
<p>Raising attendance through specific targeted support, mentoring and pastoral support systems</p> <p>Targeted Academic Support</p> <p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Increase DS attendance and reduce DS persistent absenteeism.</li> <li>• Identification of attendance patterns through analysis of year groups to reduce barriers to attendance</li> <li>• PLM focus on DS student attendance and needs, building positive relationships with parents/carers</li> <li>• Daily “We missed you” conversations – positive reinforcement for students and thankyou’s to parents with improving attendance</li> <li>• SLT year group link meets with DS students at risk of persistent absenteeism weekly</li> <li>• Catch up/ Keep up intervention from teachers reduces the impact of poor attendance on outcomes</li> <li>• Timely communication and intervention with parents</li> <li>• Fully embedded Attendance curriculum</li> </ul>
<p>Creating safe, inclusive spaces for students who face significant challenges in their lives to have their basic needs met.</p> <p>To support students through the challenges they face with barriers to learning.</p> <p>To enable students to be successful and build up their resilience, confidence and motivation</p>	<p>A clear intent to ensure the inclusion of all students to have a positive and equitable educational experience, which includes the RAG rating of vulnerable and DS students, to enable staff to support their individual needs.</p> <p>SLT and Pastoral Mentors advocate for pupils and support with homework, catch up, praise, rewards etc</p> <p>Use of the ‘Pre-loved Shop’ for uniform, equipment, revision guides, sanitary products etc</p> <p>Food ingredients and materials for art and technology provided</p> <p>CPD informs all staff about our students and their needs</p> <p>Use of Class Charts to create DS Seating plans</p> <p>DS students attend homework club in the LRC for support with homework</p> <p>Disadvantaged students achieve Class Charts points in line with their peers and are as engaged in the academy’s Culture of Excellence as their non-disadvantaged peers.</p>

Teaching Targeted Academic Support Wider Strategies	<ul style="list-style-type: none"> <li>• Disadvantaged students are well supported by the well- being team</li> <li>• Disadvantaged students are happy to us the Breakfast club daily</li> </ul>
<p>Providing resources and structures to enable student proficiency and confidence in self-organisation and independent learning.</p> <p>Ensure students who struggle with self-regulation can learn to manage behaviours effectively</p> <p>Teaching Targeted Academic Support Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Reduction in late detentions for disadvantaged students</li> <li>• Positive class chart points increase towards being in line with non- disadvantaged students</li> <li>• Referrals for Disadvantaged students to internal isolation are reduced</li> <li>• Intervention from pastoral mentors and SLT in Year 11 to catch up with homework and coursework</li> <li>• CPD programmes for staff on strategies for identifying need and responding through adaptive teaching</li> <li>• Continuous positive reinforcement of expectations through Holistic Development curriculum, use of PREP and “catching pupils being good” approach.</li> </ul>
<p><b>Developing curricular opportunities for students to develop literacy, oracy and numeracy skills to ensure they have success in their learning as well as building self-confidence and self-esteem.</b></p> <p>Teaching Targeted Academic Support Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Increased reading ages and increased progress in literacy</li> <li>• Disadvantaged students are prioritised for increased opportunities for oracy in the classroom through questioning and accountable talk (A B C strategy)</li> <li>• Systematic use of whiteboards ensures full participation</li> <li>• CPD training on oracy enables to teachers to use effective methods</li> <li>• Departmental marking with formative feedback is prioritised for disadvantaged students first</li> <li>• Access and attendance to literacy and numeracy interventions are prioritised for disadvantaged students</li> </ul>
<p><b>Communicate effectively and actively engage with parents to increase</b></p>	<ul style="list-style-type: none"> <li>• Strong attendance at Parents’ Evenings and Parents’ Information Evenings and Parents’ Revision Tips evenings through individual invitations from pastoral and senior leaders</li> <li>• Ensuring all disadvantaged parents/ carers have the MCAS and class chart app.</li> </ul>

<b>aspirations</b>  Wider Strategies	<ul style="list-style-type: none"> <li>• Social Media reach and engagement through Facebook and the school website highlights the successes of disadvantaged students alongside their non-disadvantaged peers</li> <li>• Use of text messages more effective for low-key communication with key families</li> <li>• Building stronger relationships with families, enabling them to get access to resources, early help and other external agencies.</li> <li>• PLM's prioritise Parents' Evening appointments for PP student</li> </ul>
<b>Planning an exciting and diverse curriculum for all students which interests them and challenges our higher prior attainers to aim high</b>  Teaching Targeted Academic Support Wider Strategies	<ul style="list-style-type: none"> <li>• Broad, ambitious curriculum where students have equal access to qualifications including EBACC</li> <li>• Disadvantaged students achieve equally with national non-disadvantaged.</li> <li>• Whole school CPD and the use of assessment reviews to identify gaps for disadvantaged students</li> <li>• Focus on disadvantaged students attainment and progress is built into all Curriculum planning, delivery and quality assurance</li> <li>• Positive discrimination for questioning and feedback</li> <li>• Prioritised for a wide range of intervention</li> <li>• Removing barriers for attending revision sessions</li> </ul>
<b>Fulfilling potentials through a careers programme which helps our students explore their dreams and aspirations to find a pathway to their future</b>  Wider Strategies	<ul style="list-style-type: none"> <li>• Disadvantaged students prioritised for more Careers interviews, trips to universities and colleges and careers events.</li> <li>• Disadvantaged students may access additional college visit experiences to ensure they are fully aware of all opportunities post16</li> <li>• Additional support to be given to secure work experience placements for disadvantaged students</li> <li>• Monitoring and tracking of destinations show strong %age of disadvantaged students in post-16 education</li> <li>• NEET performance for disadvantaged and vulnerable students</li> <li>• Holistic development programme has modules in confidence and aspirations for life</li> </ul>
<b>Offering a wide range of enrichment experiences, trips and events in order to widen students' horizons and support the building</b>	<ul style="list-style-type: none"> <li>• Strong participation through targeted attendance in enrichment.</li> <li>• Audit of the curriculum demonstrates how cultural capital is in every subject and everyone benefits</li> <li>• Educational visits and guest speakers from a range of backgrounds</li> <li>• Targeted participation in masterclasses, pupil parliament, debating opportunities</li> </ul>

<b>of their cultural capital</b>	<ul style="list-style-type: none"> <li>Financial support to go on retreat programmes and spiritual/liturgical experiences and any trips</li> <li>Targeted opportunities to visit the theatre, book shops, Billingham Library etc</li> <li>Universal events and trips ensure that everyone has the opportunity to participate</li> <li>Data and registers of attendance reviewed and evaluated</li> <li>Positive discrimination to be a student leader</li> </ul>
Wider Strategies	

## Activity in this academic year

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

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

Budgeted cost: £ 91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going CPD focusing on improving outcomes for all		
High Quality First Teaching	All research shows that developing cognitive and metacognitive strategies within the classroom, has a significant impact upon progress, attainment and self-confidence. High Quality Teaching – EEF “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving best outcomes for all pupils, particularly the most disadvantaged among them.” Teaching and Learning Toolkit - EEF	2, 3, 4, 5 & 6
Key staff delivering the use of phonics. Staff training on Reading Comprehension Strategies	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	2
Deployment of Key Staffing & roles to drive and fulfil PP strategy	“Offer more sustained and intensive support where needed.” EEF Report –	4



	Working with Parents to support Children's Learning	
Retention of School Librarian post	"The benefits of having a funded and staffed school library have been proven across the world, with school libraries having a positive impact upon attitude, well-being, academic outcomes and improved literacy." - School Libraries Association Report 2012	2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-to-1 maths support 1-to-1 English support	EEF Teacher's Toolkit – high impact for moderate cost "One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum."	
Tracker for progress and attainment at KS4 across all subjects	EEF Teacher's Toolkit – very high impact for very low cost	

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced practical strategy for dealing with attendance to increase levels of attendance for	"The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with	1

all pupils and get pupils into the classroom.	the lowest attainment.” “Improving attendance is everyone's business.” Working together to improve school attendance.	
Employment of a full time Attendance Officer and Attendance Administrator	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	1
Thrive Behaviour program	The ‘Thrive Approach’ is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. This is based on the work of CASEL (Collaborative for Academic, Social & Emotional Learning) in the 1990’s and reviewed by the EEF in their recent Social and Emotional Evidence Learning Review in January 2020.	1, 2, 3
ELSA practitioner and ELSA emotional support programme	“ . . . provide one-on-one or small group sessions to help students recognize, understand, and manage their emotions, develop social skills, and cope with life challenges.”	1, 3 & 6
Updated Holistic Development & RSHE curriculum	“ . . .the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance).	6
Accelerated Reader program	“The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.” AR Project Evaluation - EEF Accelerated Reader has been shown to have an impact on improving reading in National data collections.	2
Life Coach/ School Counsellor	“Offer more sustained and intensive support where needed.” EEF Report – Working with Parents to support Children’s Learning	6

Alternative Provision	<p>“Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves.”</p> <p>Alternative Provision Statutory Guidance – January 2013</p>	1, 5 & 6

**Total budgeted cost: £391,000**

## Part B: Review of the previous academic year (2024-2025)

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Sparx Maths support & homework program	Hegarty/ Sparx maths
Life to the Full RSE program	Ten: Ten Resources
Educake Science/History program	Educake Education
Accelerated Reader	Renaissance Learning
Positive pathways	Stockton Riverside College

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*