

# 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	St. Michael's Catholic Academy
Number of pupils in school	1015
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Humble
Pupil premium lead	Clare Humble
Governor / Trustee lead	Mary Tate

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 344,935
Recovery premium funding allocation this academic year	£ 94,668
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£439,603



## **Part A: Pupil premium strategy plan**

## Statement of intent

*What are your ultimate objectives for your disadvantaged pupils?*

That all disadvantaged pupils achieve their potential with respect to academic measures in order to give them the opportunities they need to move successfully to their chosen Post16 destinations. That they develop personal virtues that will allow them to contribute fully to the local communities in which they live and that they can live life to the full.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

Improving attendance remains the first priority due to COVID having destabilised routines. Making stronger links with the families where persistent absenteeism is a recurring problem is fundamental to improving engagement. Funding is being used to ensure this priority has impact.

Reading is the central core of our PP strategy as we work to mitigate against the loss of reading fluency and comprehension which is apparent following COVID. By implemented targeted reading plans across the whole KS3 cohort we will improve access to the curriculum.

Extra-Curricular activities and enrichment programmes are key to ensuring that students have a rich and varied school life and that they are fully involved in the school community. This is vital to provide a holistic school experience which supports the development of the students and their successful participation in academic and social aspects of school.

*What are the key principles of your strategy plan?*

We have one overriding principle which is to ensure that every student is provided with the support needed to reach their full potential and that poverty, in its many forms, whether it is financial, emotional, aspirational or spiritual, is alleviated by the actions of the school. This will be supported through a continual process of reflection and evaluation of the strategies in place to ensure that they are fully embedded and operational across the school.

## Challenges

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

Challenge number	Detail of challenge
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1	<b>Disadvantaged</b> absence for 2022/23 was at 18.0% (national 13.2%) compared to 7.9% for other pupils (national 7.4%), with disadvantaged absence 4.8% higher than their national counterparts with other pupils 0.5% higher than their national counterparts. The impact of this on lost learning is significant.
2	Low aspirations and self-esteem for a number of PP pupils across all year groups is having a detrimental impact on their academic progress.
3	A significant number of disadvantaged pupils, across Years 8-10, have lower literacy skills than their non-disadvantaged peers; this impacts the achievement of these disadvantaged pupils making progress across all subject areas.
4	To ensure that LPA disadvantaged boys and MPA disadvantaged girls are supported and challenged to achieve in line with their non-disadvantaged peers.

## 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
Increased attendance rates for pupils eligible for pupil premium (Barrier Lead – MSC)	<ul style="list-style-type: none"> <li>Attendance is above 95% for PP Pupils.</li> <li>Persistent Absence is in line with non-disadvantaged peers</li> </ul>
Increased self-esteem, resilience and ambition for the future (Barrier Lead – CCA/ Culture of Excellence Lead - VFI)	<ul style="list-style-type: none"> <li>Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil &amp; staff voice and Student Progress Reviews)</li> <li>Increased participation in extra-curricular activities</li> <li>PP pupils are engaged with the Culture of Excellence within the academy and are rewarded for the way in which they live out the Trust Virtues</li> <li>Increased proportions of PP pupils progress to a range of higher education establishments</li> </ul>
High levels of progress in literacy for pupils eligible for pupil premium (Barrier lead AAD)	<ul style="list-style-type: none"> <li>Work scrutiny will show extended writing that is well structured, ‘word rich’ and accurate in line with age related expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading ages will be in line with non-disadvantaged peers and will be in line with or above chronological age</li> <li>• Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4</li> <li>• Pupils will have access to phonics teaching where necessary</li> </ul>
Improved rates of progress, particularly, but not exclusively, for boys from the middle and high band of prior attainment (Barrier lead CHU –KS4; ABR - KS3)	<ul style="list-style-type: none"> <li>• Progress and attainment of pupil premium boys currently in school and at GCSE are in line with their non-disadvantaged peers and any differences between pupil premium pupils and 'national other' pupils are diminishing</li> <li>• Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress</li> <li>• Pupils' work deepens their knowledge, understanding and skills</li> </ul>

## 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: £148, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced practical strategy for dealing with Attendance to increase levels of	"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	1, 2, 3, 4

attendance for all pupils	compared to those with the lowest attainment” “Improving attendance is everyone’s business.” <i>Working together to improve school attendance. 2023</i>	
Key staff delivering the use of phonics	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)	3
Staff training on Reading Comprehension Strategies	EEF Teacher’s Toolkit – very high impact for very low cost	3, 4
Deployment of Key Staffing & roles to drive and fulfil PP strategy	Work in the academy to oversee and drive forward the Disadvantaged agenda has seen many positive outcomes regarding pupil engagement. Extra-Curricular opportunities Lead AHT Literacy & Reading Family Support Worker Life Coach	1, 2, 3, 4
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	3

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

Budgeted cost: £ 138,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1-to-1 maths support	EEF Teacher's Toolkit – high impact for moderate cost	2, 3, 4
1-to-1 English support	EEF Teacher's Toolkit – high impact for moderate cost	2, 3, 4
Tracker for progress at KS3 across all subjects	EEF Teacher's Toolkit – very high impact for very low cost	1, 2, 3, 4
'Study Parent' mentor scheme and Parent Information Revision support	EEF Teacher's Toolkit – high impact for moderate cost	1, 2, 3, 4

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

Budgeted cost: £153, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time Attendance Officer	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 anti-social 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, 2
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, 4
Updated PSHE & RSE curriculum	" . . .the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will	1, 2



	enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance).	
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.	3, 4
Family Support Worker	“Offer more sustained and intensive support where needed.” EEF Report – Working with Parents to support Children’s Learning	1, 2
Life Coach/ School Counsellor	“Offer more sustained and intensive support where needed.” EEF Report – Working with Parents to support Children’s Learning	1, 2
Alternative Provision	“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.” Alternative Provision Statutory Guidance – January 2013	1, 2, 3, 4

**Total budgeted cost: £439,000**

## 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 2022 to 2023 academic year.

*KS4 outcomes (Still unvalidated)*

	2019	2023
Overall DS progress	-1.13	-1.09

The 2019 and 2023 grades are thought to be the most comparable of recent data post Covid, with that of the last year, pre-Covid. The fact that DS progress held steady and indeed slightly improved, shows that all the hard work and thought going into the DS strategy is ensuring that DS pupils are not falling any further behind others. It has been shown nationally that the recent pandemic and the events that followed have impacted DS pupils most dramatically.

*Impact of Reading strategies for DS pupils*

Lowest/ Weakest 20% of pupils	Total Pupils	PP	%age of DS pupils in the group of weakest readers in each KS3 year group
Y7	41	32	78% of the weakest readers in Y7 are registered as DS
Y8	40	22	55% of the weakest readers in Y8 are registered as DS
Y9	41	27	66% of the weakest readers in Y9 are registered as DS

Analysis of trips and extra-curricular data indicate that we have increased participation of PP pupils in this aspect of school life.80%+ of PP pupils across all age groups have accessed enrichment activities offered at school.

**What is your assessment of how successfully the intended outcomes of that plan were met?**

Once again, there has been some significant impact from some of the strategies as evidenced in some of the outcomes above. There is still much work to be done on raising attendance rates and reducing PA rates for pupil premium pupils. There is also a need to continue with the other parts of the strategy plan as there is a need to improve outcomes further.

## 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
Sparx Maths support & homework program	Hegarty/ Sparx maths
Life to the Full RSE program	Ten:Ten Resources
Educake Science program	Educake Education
Accelerated Reader	Renaissance Learning
Positive Pathways	The Skills Academy Stockton Riverside College
Step into Employability	The Learning Curve
Mentoring	Commando Joe's

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Good Shepherd Centre (Learning Support Team) dedicated to the emotional wellbeing and academic achievement of Service children, and others, within our school. Targeted interventions such as bespoke literacy timetabling to support Service children that have been impacted by increased school mobility.

What was the impact of that spending on service pupil premium eligible pupils?

Academic progress has been supported and literacy standards have improved.

## Further information (optional)

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