# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium **for the**

**2024 to 2025 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

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| **Detail** | **Data** |
| School name | St. Michael’s Catholic Academy |
| Number of pupils in school | 955 |
| Proportion (%) of pupil premium eligible pupils | 37%  (351 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025  To be reviewed annually |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Clare Humble |
| Pupil premium lead | Clare Humble |
| Governor / Trustee lead | Mary Tate |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 348,228.13 |
| 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 | £ 348,228.13 |

# 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.

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, as a way of ensuring that we can help to ensure that all our students are able to learn.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1  Physiological, safety and basic needs | Attendance is lower for disadvantaged students compared to non- disadvantaged. We know that poor attendance affects outcomes for PP more than for non- PP.  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.  There are financial and socio -economic challenges for PP students who lack basic provisions such as food/ breakfast, uniform, equipment and books. |
| 2  Belonging, achievement and self-esteem | Our reading assessments identify some disadvantaged students who have lower reading ages and proficiency than their peers. This also includes 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.  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.  Some disadvantaged parents need additional opportunities to engage with college and know how to effectively support their child’s achievement.  Some disadvantaged students need academic intervention to raise their self- belief and their potential to improve and achieve in assessments. |
| 3  Spiritual | 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. |

## 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.

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| **Intended outcome** | **Success criteria** |
| **Physiological, safety and basic needs** | |
| **Raising attendance through specific targeted support, mentoring and pastoral support systems**  Targeted Academic Support  Wider Strategies | * Increase PP attendance and reduce PP PA. * Identification of attendance patterns through analysis of year groups to reduce barriers to attendance * PLM focus on PP student attendance and needs, building positive relationships with parents/carers * Daily “We missed you conversations” –positive reinforcement for students and thank you to parents with improving attendance * Weekly pastoral reports based upon data and progress ensure early interventions and support plans are in place * SLT year group link meets with PP at risk of PA weekly * Catch up intervention from teachers reduces the impact of poor attendance on outcomes * Timely communication and intervention with parents |
| **Creating safe, inclusive spaces for students who face significant challenges in their lives to have their basic needs met**  To support students through the challenges they face with barriers to learning (social, emotional and mental health issues)  To enable students to be successful and build up their resilience, confidence and motivation  Teaching  Targeted Academic Support  Wider Strategies | * Rag rating of vulnerable PP students enables staff to support their individual needs * SLT and Pastoral Mentors advocate for pupil and support with homework, catch up, praise, rewards etc * Use of the ‘Renew Shop’ for uniform, equipment, revision guides, sanitary products etc * Food ingredients and materials for art and technology provided * CPD informs all staff about our students and their needs * Use of Class Charts to create PP Seating plans * PP students attend homework club in the LRC for support with homework * PP students achieve class chart points in line with their peers * PP students supported by the Good Shepherd Centre and the well- being team * Breakfast club daily |
| **Belonging and Achievement** | |
| **Providing resources and structures to enable student proficiency and confidence in self-organisation and independent learning**  Ensure students who struggle with self- regulation can learn to manage behaviours effectively  Teaching  Targeted Academic Support  Wider Strategies | * Reduction in late detentions * Positive class chart points increase towards being in line with non- PP * Referrals for PP to internal isolation are reduced * Intervention from pastoral mentors and SLT mentors in Year 11 to catch up with homework and coursework * CPD programmes for staff on strategies for metacognitive approaches. * Continuous positive reinforcement of expectations through PSHE curriculum, use of PREP and “catching pupils being good” approach. |
| **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.**  Teaching  Targeted Academic Support  Wider Strategies | * Increased reading ages and increased progress in literacy * PP are prioritised for increased opportunities for oracy in the classroom through questioning and accountable talk * Systematic use of whiteboards ensures full participation * CPD training on oracy enables to teachers to use effective methods * Departmental marking with formative feedback is prioritised for PP students first * Access and attendance to literacy and numeracy interventions |
| **Communicate effectively and actively engage with parents to increase aspirations**  Wider Strategies | * Strong attendance at Parents’ Evenings and Parents’ Information Evenings and Parents’ Revision Tips evenings through individual invitations from pastoral leaders * Ensuring all PP parents/ carers have the MCAS and class chart app. * Social Media reach and engagement through Facebook and the school website, successes of PP students * Use of text messages more effective for low-key communication * Building relationships with families, enabling them to get access to resources, early help and other external agencies. * PLM’s prioritise Parents’ Evening appointments for PP student |
| **Spiritual** | |
| **Planning an exciting and diverse curriculum for our students which interests them and challenges our higher prior attainers to aim high**  Teaching  Targeted Academic Support  Wider Strategies | * Broad, ambitious curriculum where students have equal access to qualifications including EBACC * PP students achieve equally with national non- disadvantaged. * Whole school CPD and the use of assessment reviews to identify gaps for PP students * Focus within Curriculum Leaders meetings * Positive discrimination for questioning and feedback * Prioritised for a wide range of intervention * Removing barriers for attending revision sessions |
| **Fulfilling potentials through a careers programme which helps our students explore dreams and aspirations to find a pathway to their future**  Wider Strategies | * PP students prioritised for more Careers interviews, trips to universities and colleges and careers events. * PP students to access additional college visit experiences to ensure they are fully aware of all opportunities post16 * Additional support to secure work experience placements * Monitoring and tracking of destinations shows strong % of PP students in post-16 education * NEET performance * PSHE programme has modules in confidence and aspirations for life |
| **Offering a wide range of enrichment experiences, trips and events in order to widen students’ horizons and support the building of their cultural capital**  Wider Strategies | * Strong participation through targeted attendance in enrichment. * Audit of the curriculum demonstrates how cultural capital is in every subject and everyone benefits * Educational visits and guest speakers from a range of backgrounds * Targeted participation in masterclasses, pupil parliament, debating opportunities * Financial support to go on retreat programmes and spiritual/liturgical experiences and any trips * Targeted opportunities to visit the theatre, book shops, Billingham Library * Universal events and trips ensure everyone participates * Data and registers of attendance reviewed and evaluated * Positive discrimination to be a student leader |

## 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: **£98, 000**

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| **Challenge** | **Activity** | **Evidence** |
| 1 - Attendance | Enhanced practical strategy for dealing with attendance to increase levels of attendance for all pupils and get pupils into the classroom. | “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 the lowest attainment.”  “Improving attendance is everyone's business.”  ***Working together to improve school attendance. 2023***  ***Attainment 8 for 18 pupil premium pupils with attendance 95% and above was 42.6 with an average progress 8 of 0.07 which was above the school average of -0.23.***  ***For 41 pupil premium pupil with attendance below 95% average attainment 8 was 26.1 and average progress 8 was -1.32.*** |
| 2 -  *Achievement* | High Quality 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*  *Achievement* | 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 kills, particularly for children from disadvantaged backgrounds. (EEF) |
| 2  Belonging, achievement and self-esteem. | Deployment of Key Staffing & roles to drive and fulfil PP strategy |  |
| 2  Belonging, achievement and self-esteem. | 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*** |

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

Budgeted cost: £ **98,228.13**

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| --- | --- | --- |
| **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.” | 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**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| 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, 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 enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance). | 1, 2 |
| 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: £348,228.13**

# 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 to 2024 academic year.**

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| **Intended outcome** | **Evidence of impact 2023 –24 cycle** |
| **Physiological, safety and basic needs** | |
| **Raising attendance through specific targeted support, mentoring and pastoral support systems**  Targeted Academic Support  Wider Strategies | Attendance rates for PP students have improved marginally since 22/23.  A change in overall leadership for attendance has started to show early improvements since September 2024.   * YTD Absence was at 9.2% this week, which is 0.2% lower than last week. * PA (27.6%) is similar to the Stockton average of 27.4% * Absence was at 8.7% this week, which 0.7% lower than the last week and 1.6% lower than the last week of autumn half term 1. In 2023-24, absence was at 9.2% during the tenth week of the academic year   Rewards for increased attendance are now being used and are having some impact on the overall attendance rates. Weekly prize draws for 100% attendance; Y7+8 Tutors sharing weekly and YTD attendance with pupils (to be rolled out throughout the school) and Year group cups were given to the winning house in each year group – shared on social media. Students are fully aware of the importance of improved attendance. |
| **Creating safe, inclusive spaces for students who face significant challenges in their lives to have their basic needs met**  To support students through the challenges they face with barriers to learning (social, emotional and mental health issues)  To enable students to be successful and build up their resilience, confidence and motivation  Teaching  Targeted Academic Support  Wider Strategies | The number of PP pupils engaging with our school-based emotional well-being support strategies is high. PP students are accessing the ‘Commando Joe’s’ mentoring scheme; ELSA sessions; the Thrive program and ‘Crafting’ sessions. Pupil voice shows that these strategies are helping those students involved with their emotional regulation.  After the November mocks, we ‘RAG’ rated vulnerable PP students and ensured staff support to meet their individual needs and improve outcomes.  The breakfast club is open from 8.00am each morning and is used predominantly by PP students. |
| **Belonging and Achievement** | |
| **Providing resources and structures to enable student proficiency and confidence in self-organisation and independent learning**  Ensure students who struggle with self- regulation can learn to manage behaviours effectively  Teaching  Targeted Academic Support  Wider Strategies | * Reduction in late detentions   In 2023-24, PP students accounted for 37313 of all positive class chart points. 5653 points were awarded for demonstrating self-belief and 4634 points for taking responsibility for their own learning in Class Charts.  Intervention from pastoral mentors and SLT mentors in Year 11 to catch up with homework and coursework   * CPD programmes for staff on strategies for metacognitive approaches. * Continuous positive reinforcement of expectations through PSHE curriculum, use of PREP and “catching pupils being good” approach. |
| **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.**  Teaching  Targeted Academic Support  Wider Strategies | PP funding has enabled the following interventions to run:     |  |  |  | | --- | --- | --- | | Reading Mentor Group | Average 0.7 months | Average increase of 7 months reading age (Apr – June ).  No. of students Red (UI) to Yellow (I) : 2  No. of students Yellow (I) to Blue (OW) : 3  No of Students Red (UI) to Blue (OW) : 3 | | Phonics BLA | Average 0.4 months | Average increase of 4 months reading age (Apr – June). | | Phonics Y7 | Average1.0 months | Average increase of 1 year reading age (Apr – June ).  1 student increased by 2yrs 1 month | | Phonics Y8 | Average1.0 months | Average increase of 1 year reading age (Apr – June ).  1 student increased by2yr 10 months | | Phonics Y9 | Average1.03 months | Average increase of 1 year and 3 months reading age (Apr – June).  1 student increased by 3yrs 1 month | |
| **Communicate effectively and actively engage with parents to increase aspirations**  Wider Strategies | * Strong attendance at Parents’ Evenings and Parents’ Information Evenings and Parents’ Revision Tips evenings through individual invitations from pastoral leaders * Ensuring all PP parents/ carers have the MCAS and class chart app. * Social Media reach and engagement through Facebook and the school website, successes of PP students * Due to PLM’s prioritising Parents’ Evening appointments for PP students, the number of PP families attending Parents’ Evenings afterschool increased. * Building relationships with families and enabling them to get access to resources such as early help and other external agencies was a key drive in 2023/24. This led to **95** PP students benefitting from additional support through Early Help & Support systems over the last academic year. The breakdown per year group is as follows:17 x Y7; 22 x Y8; 19 x Y9; 18 x Y10 and 19 x Y11. |
| **Spiritual** | |
| **Planning an exciting and diverse curriculum for our students which interests them and challenges our higher prior attainers to aim high**  Teaching  Targeted Academic Support  Wider Strategies | * Broad, ambitious curriculum where students have equal access to qualifications including EBACC. The Average Point Score (APS) for PP students increased in August 2024 from 2.39 to 2.57 for EBACC subjects. * Whole school CPD and the use of assessment reviews to identify gaps for PP students has helped to improve outcomes for PP students from a progress score of –1.53 in August 2023 to –0.85 in August 2024. * Focus within Curriculum Leaders meetings on PP students has ensured that their achievement is at the forefront of planning and delivery of high-quality teaching, this includes the use of positive discrimination for questioning and feedback. * Prioritised for a wide range of intervention at lunchtimes; after-school and during holiday times to offer support with revision. * Minibuses and taxi/ bus ticket support was offered to all PP students afterschool and during holiday intervention sessions to remove barriers for attending revision sessions. This enabled at least 10 students that otherwise would not have been able to attend to come in/ stay in for these sessions. |
| **Fulfilling potentials through a careers programme which helps our students explore dreams and aspirations to find a pathway to their future**  Wider Strategies | * Monitoring and tracking of destinations shows strong % of PP students in post-16 education. From the entire 2023-2024 cohort, 30 students were identified as RONI which made up 15% of the year group. From those 30 students, all of which were PP: * 25 (83%) have moved on to further education, apprenticeships or training * There is additional support to secure work experience placements for PP students. Out of the 71 PP students for last year only 9 did not complete a WEX placement. Meaning that 92% PP students had a successful WEX encounter/Placements. Mr. Butt personally secured placements for those who struggled to find ones of their own. * All students are monitored on a spreadsheet where our careers advisor Chris Rea collates his information. We access this and add additional information as and when things need to be added. RONI, PP and SEND students are all highlighted to ensure they are given priority. We also have Katie Wilkinson from the LA Careers team, who attends to meets with RONI/PP students to ensure they secure post 16 provision * All students are given the opportunity to attend college experience days. PP students are awarded additional opportunities. For example, this year 20 PP students participated in a taster day at Bede College. |
| **Offering a wide range of enrichment experiences, trips and events in order to widen students’ horizons and support the building of their cultural capital**  Wider Strategies | * Strong participation through targeted attendance in enrichment. For example, 20/48 pupils are PP in the current student council. * Of the 359 students registered as PP in 2023/24, 242 students engaged in enrichment activities at some point in the year, an equivalent of 67.4% engagement. * PP students were represented on all the following activities over the last academic year: Serre Chevalier ski Trip; Retreats; UKMT maths challenge; Maths masterclass; Catalyst project (Oxford University visit); Army taster days; Aspire program; Outward bound trip (Ullswater); Aladdin theatre trip; Y10 College visits; Blood Brothers theatre visit; Flamingo Land reward trips; Vardy Ethics conference; Languages trip to Barcelona; *‘DebateMate*’ Debate competition; Billingham Library visit; London literacy trip and Trust Athletics competition. * To ensure that opportunities were open to all, there was a strategy to targeted participation in masterclasses, pupil parliament, debating opportunities. * A range of universal events and trips ensure everyone participates. * PP Curriculum Champions/ Virtues Awards |

## 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*

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| --- | --- |
| **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 | 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:*

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| --- | --- |
| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | ELSA input and use of the school counsellor by Service children, to support their emotional needs.  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.*