

Saint Michael's CE High School

A Church of England Academy



Therefore, choose

Pupil Premium Strategy Statement 2021-2024

Year 1

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1135
Proportion (%) of pupil premium eligible pupils	91/1135= 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of a 3-year plan
Date this statement was published	16/12/21
Date on which it will be reviewed	30/11/22
Statement authorised by	Mrs J. Jenks, Headteacher
Pupil premium lead	Mr J. Allcock, Assistant Headteacher & Mr P. Clark
Governor / Trustee lead	Mr D. Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 116,210
Recovery premium funding allocation this academic year	Recovery £12,905 (School-led tutoring £12,521)
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	£129115

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 which can prevent pupils making good progress				
	Entering Yr 7	% Pupil Premium entering with a low reading age	Notes		
	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		
	2018	30%	Reading score of 96 and below		
	2017	18%	Reading score of 96 and below. Additionally, 1 PP pupil does not have a KS2 R score		
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
	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.
	2018	58%	Q CAT of 95 or less Additionally 1 PP pupil does not have a Q CAT score, their KS2 Ma score is 102.	25%	KS2 Ma below 100.

	2017	47%	Q CAT of 94 or less Additionally 2 PP pupils do not have a Q CAT score, however they have a KS2 Ma score of 100 or lower.	18%	KS2 Ma below 100. Additionally 1 PP pupil does not have a KS2 Ma score.
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: £16,501.22

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>-CPD focus on direct Knowledge based curriculum / development of skills (Memory, Spacing and Interleaving, Retrieval and Key Knowledge, Rosenshine’s Principles of Instruction, Questioning skills 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: £68,841.46

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 <ul style="list-style-type: none"> -Boys / gender aspirational targets- CJM -Pupil Premium Department Link SEN- 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</i></p>	<p>6</p>

	<p>by teachers to disadvantaged children’</p> <p>REA Impact of school closures on the attainment gap summary .pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,772.32

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>‘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’ 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>Recovering from Covid-19: What Pupils and Schools Need Now - Policy Briefing - NFER</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><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</i></p>	3,4,6,7

<p>CJM – Yr8 targeted Year 8 project</p>	<p><i>important space to have fun and relax away from the pressures of school work.</i></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>	<p>3,4,6,7</p>

Total budgeted cost: £129,115.00

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 2020 to 2021 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

	2021	2020	2019	2018	2017	2019 Nat
P8	0.46	0.42	0.38	0.56	0.33	-0.03
A8	61.59	62.71	58.35	58.96	58.6	46.7
Ebacc entry	49.6	64.4	53%	31%	29%	40%
Ebacc APS	5.55	5.74	5.31	5.00	4.57	4.07
Basics 5+	79%	83%	75%	74%	69%	43.2
Destinations		99%*	98%	99%	98%	94%

	2021	2020	2019	2018	2017	2019Nat (Oth)
P8	1.08	0.41	-0.03 (-0.45)	0.1 (- 0.44)	-0.18	0.13
A8	58.1	65.8	47.4	54.1	49	50.3
Ebacc entry	21%	75%	36%	27%	21%	40%
Ebacc APS	4.57	5.60	4.03 (3.08)	4.57 (3.07)	3.88	4.07
Basics 5+	58%	75%	40% (25%)	60% (25%)	71%	43%
Destinations		100%	100% (96%)	100%	90%	94%
No. + budget	91 116K	82 107K	96 110K	85 108K	91K	

Pupil Premium Outcome

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

EEF Family Schools: Ranking Comparing Disadvantaged (based on 2017 -2019)

Attainment 8: 2/50

Basic 9-4: 3 /50

Progress 8 :15/50

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). Using similar criteria, in 2020 PP and non PP had a positive SPI

and there was no real gap. In 2021, the measure remains positive for PP 1.08 and non-PP 0.46.

However, comparing the CAG grades of those pupils achieving 5 or more grade 4 (Basic measure) the gap unfortunately remains, 58% PP pupils vs. 79% non-PP. It should be noted that the Yr. 11 cohort of PP had a significantly lower attainment on entry, average PP scaled score 101 and non-PP 106.

It is hard to make significant conclusions, the cohort size of PP pupils is small and the comparison and quality of data challenging.

Destination data shows that we are significantly above the national average every year. This demonstrates success in developing pupils as lifelong learners, resilient, prepared and ready for the next stages in their education and training. We are so pleased that destination data (SEET) shows 100 % PP pupils vs. 99% non-PP.

The funding continues to support CPD, it is always essential to equip teachers with the knowledge and resources to support learners. It became vital to equip the use of new technology and support the pedagogy of remote learning. What was learned during this time continues to enhance learning opportunities today and has created a legacy that will continue to support recovery and benefit disadvantaged pupils.

- During lockdown some vulnerable pupils and key workers continued to attend school
- Between Jan- March 2021 all teachers delivered blended learning through MS Teams and Synergy, with a high proportion of lessons containing a live component.
- All staff trained in the use of Synergy to upload lesson resources and multiple training sessions focussed on enhancing remote lessons using online resources.
- Access to remote learning was monitored, registers and surveys used to identify pupils who needed technical support, government laptops, video cameras to ensure remote challenges didn't impact disadvantaged pupils.

Since returning to school the impact of CPD on strategies such as memory have been evident throughout observation. Recovery to support all learners is evident through the adjustment of curriculum plans.

We have continued to contribute towards additional staffing to reduce the class size, support SEN needs as well as wellbeing of all learners, including PP pupils. Due to the impact of teacher absence and contact tracing isolation we were able to ensure specialist teachers continued to deliver the curriculum while the school remained open

Targeted academic support

The impact of the second lockdown quickly resulted in ensuring all PP pupils had access to the resources required to access remote learning. In addition to directly

asking if parents needed loan of extra resources such as cameras and laptops, we delivered an average of 75% lessons included a live component. This blended learning approach enabled us to track the engagement of PP pupils and in several situations identify and resolve hidden needs directly. Our Key workers and vulnerable pupils included PP were closely monitored in school and received additional reading intervention.

During to Covid restrictions, we continued to promote reading with Yr7-9 PP pupils through a 1 to 1 mobile library service. The librarian conducted interviews with the pupils, listened to them read and provided appropriate levelled books, this was then followed up on three occasions with each pupil to encourage a love for reading. The impact is hard to measure but several of these pupils have now taken up leadership roles as librarians.

With the introduction of the National Tutoring Program and the return to school we identified the pupils we felt would benefit from the opportunity of online tutoring. The trial group contained 20/43 PP pupils, who completed online revision twice a week for an hour. On average there was no difference between the attendance of PP and non PP pupils' attendance (11/15 sessions in maths and 10/15 sessions in English). In reflection, further engagement would have been achieved by delivering sessions only once a week.

Wider strategies

Restrictions resulted in a significant reduction in the number of wider curriculum opportunities. On return to school, we invested in opportunities to build a sense of team through the funding of several of our enrichment days. This included practical resources to allow all of Year 9 and Year 10 to complete their Duke of Edinburgh Expedition.

All year groups received external training on managing their wellbeing and mental health. Individual pupils were identified and received 1 to 1 and small group specialist support. A recent survey of 89 of our current 91 PP pupils , when asked 'Do you feel safe' 99% said yes and follow up was immediately made for the one individual who didn't. When asked How well do you feel supported in your learning at St Michael's?' 94% Well/ Extremely well supported.

Challenges experienced by individual pupils were identified through surveys and ECMs and individual support was implemented.

Provision mapping software was used to monitor interventions. This has allowed clearer monitoring and further intervention

Attendance was obviously impacted by the periods of isolation due to contact tracing, but pupils continue to receive some live components as part of blended learning. Further intervention with some individual pupils is required, comparing attendance

before and after lockdown in 2021, there seems to be a difference in average attendance PP 93.55% vs. non-PP 96.6%.

Additional funding allowed the running of a Yr. 7 transition Summer School which saw 178 pupils attending daily. [DfE Summer School Funding 2021 | St Michael's CE High School \(saint-michaels.com\)](#)

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
NTS – Tuition Partners	TLC Live

Participate and act as a lead school in Chorley for Lancashire EEF Partnership' Making the Difference for Disadvantaged Learners 2020-21'.

Further information

Participate and act as a lead school in Chorley for Lancashire EEF Partnership' Making the Difference for Disadvantaged Learners 2020-21'.