St. Michael’s Catholic Grammar School

**Pupil premium strategy statement**

**Founded by the Sisters of the Poor Child Jesus, a Voluntary Aided school in the trusteeship of St Michael’s Catholic School Trustee and a member of the Loreto Education Trust.**

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| **Approved by:** | Curriculum and Standards Committee | **Date:** 25th January 2023 |
| **Last reviewed on:** | 24th January 2022 | |
| **Next review due by:** | Spring 2024 | |

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2023 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 Grammar School |
| Number of pupils in school | 850 (including 6th Form) |
| Proportion (%) of pupil premium eligible pupils | 11% (of Y7 – Y11) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022  to 2024/2025 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Michael Stimpson, Headteacher |
| Pupil premium lead | Kat Heron, Assistant Headteacher |
| Governor / Trustee lead | Marianne Corcoran |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,250 |
| Recovery premium funding allocation this academic year | £13,800 |
| 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 | £63,050 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Michael’s we fully support this government initiative, it is part of our Christian mission to treat each student as an individual and to have particular concern for the poor.  In undertaking work as part of our Pupil Premium provision, we aim to make our society more just and to improve the life chances of all our under-privileged students.    The number of students attracting Pupil Premium funding at St Michael’s is increasing but is still much smaller than for most other similar-sized schools. The support we offer includes facilities which will directly support our underprivileged students – such as providing access to out-of-hours library and computer access and to careers and enterprise education. In addition, we reserve funds to directly support individual students with items such as music lessons or the payment for voluntary trips and curriculum excursions. Tailored support is offered through the Head and Deputy Heads of Key Stage, who know each Pupil Premium student individually; she/he is best placed to focus funding upon individual learning needs and enhancement of life chances. Pupil premium students have also been prioritised for additional support as part of our recovery curriculum. Our system of support has been in place since the introduction of the Pupil Premium and has ensured that our Pupil Premium students will progress at a rate comparable to all students at the school. The school measures the impact of this Pupil Premium strategy by monitoring progress at three points during the academic year (as it does for all students) as well as using nationally-published data (i.e. Progress-8). |

## 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 | The latest Progress-8 data (2022) indicates that progress for Pupil Premium students is less than that for all pupils (Progress-8 score of +0.36 in comparison with +0.78 for all pupils)  Internal data shows us that the progress of current Pupil Premium students is the same in mathematics than for the student body as a whole. Using data from the most recent data drop (Autumn 2022) current progress for all students is such that 54.2% are at or above their targets, whereas for Pupil Premium students that figure is 54.4%. However, the progress of different key stages varies 38% of the Pupil Premium students in our current Year 10 and Year 11 are on or above target compared to 62% of our non-Pupil Premium. |
| 2 | Internal data shows us that the progress of current Pupil Premium students is very similar in English as than for the student body as a whole. Using data from the most recent data drop (Autumn 2022) current attainment for non PP students is such that 78% are at or above their targets, whereas for Pupil Premium students that figure is 81%. However, the progress of different cohorts varies slightly, with the current Year 7 showing the greatest difference with 51% for non PP pupils and 70% for Pupil Premium students. |
| 3 | Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.  This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths. |
| 4 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. These findings are backed up by several national studies.  Our student support service has been in great demand this term, 19% of students in Y7-Y11 are currently using this service, whereas 25% of all Pupil Premium students are currently using it. |
| 5 | Our attendance data (from FFT) for the Autumn Term 2022 puts our average attendance at 94.2% for all pupils. Our Pupil Premium students have a slightly higher average attendance of 94.9%.  The systems of support we have in place for all students also works for Pupil Premium students, our challenge is to maintain these good attendance figures and to continue to monitor attendance and identify students early whose attendance falls below 95%, and to put in place strategies to support. |

## 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 |
| Sustaining the progress of disadvantaged pupils across the curriculum at the end of KS4. | Throughout our current plan between now and 2024/25, we will work to ensure that the Progress-8 score of our Pupil Premium students is at least as good as the value for all students at the school. |
| Enhancing the life chances of disadvantaged students so that they can enjoy the same outcomes and destinations as non-disadvantaged. | By supporting both the academic journey and also the pastoral and extra-curricular journey of our disadvantaged students, we will work to narrowing the disparity between groups of students along lines of socio-economic background. This will be evident in Pupil Premium students getting involved in trips, events and musical activities. |
| Students build resilience and are able to cope with the demands modern living places on them. | All students (including disadvantaged students) have easy access to student support services and this leads to enhanced life chances and more positive outlook upon life. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations. * a significant participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%. |

## 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: **£11,800**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments (CATS) and continue to develop the school’s Google-based data tracking system.  Training will be provided for staff to ensure target grades and analysis of data leads to the support of individuals. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training). | The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: [KS2\_KS3\_Maths\_Guidance\_2017.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 3 |
| Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) guidance.  We will fund professional development and instructional coaching focussed on each teacher’s subject area.  It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf) | 2, 3 |

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

Budgeted cost: **£21,250**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3 |
| Enhance the careers Support Programme – Unifrog has been introduced with 6th form with the intention of using these resources further down the school. | This will encourage a long-term view of career progression and will culminate in support with CV writing in Tutorials and an individual Careers interview for all Year 11 students with feedback from a qualified and independent Careers Advisor. All students will be involved in an Enterprise event for Year 9 and Interview skills for Year 10. Careers support is well-known to be a key element of raising aspirations amongst young people. | 3, 4 |

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

Budgeted cost: **£30,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 5 |
| Pastoral Support – Learning Mentors, Counsellors, (Provision of Learning Mentors and Counsellors has been increased during and post lockdown) | Attendance Officer and Heads of Key Stage and Deputy Heads of Key Stage are in post and oversee the needs of each PP student. They will identify the individual needs of each PP student and ensure the school response is focused on identified needs and interventions. | 4 |
| Provide a wide range of extracurricular activities and opportunities. | Individual pupils supported with music lessons and voluntary trips to increase cultural capital. | 4 |
| Provide Leadership and Outreach Opportunities for our pupils. | Pupil premium pupils are encouraged to take part in leadership and outreach opportunities. | 4 |
| In-School Study Facilities – To ensure there is access to in-school computing and library facilities before school, during break and lunch and after school. Chromebooks are available for pupils with limited computer access at home. | This will enable PP students to freely access these facilities in a safe environment with adult supervision. The school will also employ the ‘Pupil Premium First’ approach where PP students are targeted in preference to others in normal classroom activities. | 1, 2, 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost:** £63,050

# 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 to 2022 academic year.

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| The latest Progress-8 data (2022) indicates that progress for Pupil Premium students is less than that for all pupils (Progress-8 score of +0.36 in comparison with +0.78 for all pupils) this was disappointing as the school has a tradition of progress very similar to if not above that for all students. The number of disadvantaged students in the year was 3, and 1 of these performed above the average for all students at the school – illustrating the fact that when dealing with small numbers, a single student can impact the average significantly.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain our high quality curriculum including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and via many live Google Meet sessions. The highly positive feedback from both parents and students to this high-quality Remote Education provision can be seen on our website under ‘Curriculum/Remote Education’  Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. The provision of Student Support has increased in capacity this year and the number of Pupil Premium students receiving support is higher than that of non-pupil premium students.  The individual and small group tutoring programme has increased the confidence of the pupils in Maths and English particularly. In school supervised study facilities and the opportunity for pupils to borrow chrome books for homework has improved the equality of access to technology. Financial support for trips and Individual support with music lessons and voluntary trips have enabled all pupils to access the opportunities available to pupils at St Michael’s. |

## Externally provided programmes

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| Programme | Provider |
| 3/1 Maths support | MyTutor |
| Individual Tutoring | MyTutor |

## Service pupil premium funding (optional)

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| **Outreach work – to attract more Pupil Premium students to this selective school.**  St Michael’s was successful in the first round of the Selective Schools Expansion Fund (SSEF) this has led to us moving from a three to a four form entry school. We altered our admissions policy to give an advantage to Pupil Premium students – they do not need to do as well in our entrance test to gain a place and 32 places each year are reserved for Pupil Premium students (please refer to the Admissions Policy on the school website for further details). We currently have expanded in all KS3 years and Year 10. This policy change has resulted in a significant increase in the numbers of Pupil Premium students in younger years (for example there are currently 20 in Year 7 but only 4 in Year 11).  In order to attract eligible Pupil Premium students, the school is involved in a number of outreach opportunities for students in local schools (with an emphasis upon disadvantage), this includes the following (either planned or done previously): Summer school (incorporating Maths and English support), visits to feeder schools, Year 12 volunteering as reading buddies, information event and tour/familiarisation with entrance tests (just for PP families), Maths/English/Science booster days, dance classes and MFL outreach for local primary schools. |