

# Pupil Premium Strategy Statement



1. Summary information			
Academic Year	17/18	Total Pupil Premium (PP) budget	£412,755
Total number of students	1208	Number of Disadvantaged Students (DS)	499 (41%)

2. Headline figures			
	DS at St. Michael's		National average of students not eligible for PP 2016
	15/16	16/17	
Progress 8 score average	-0.27	-0.15	0.06
Attainment 8 score average	43.07	41.12	52.72
% Achieving 9-4 in English and Maths	42%	43%	70%
% Achieving Ebacc	7%	3.4%	29%

### 3. Barriers to future attainment (for students eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Continue to improve the outcomes of DS by ensuring the delivery of high quality Teaching and Learning to address issues of engagement.
B.	Improve Numeracy skills for DS in KS3, to support the progress of students in Maths at the end of KS4.
C.	The lack of extended writing and poor presentation in the books of DS compared to non-DS has a significant impact on the outcomes of students. Improve Literacy skills for students in KS3, to support the progress of students in English at the end of KS4.
D.	Continue to close the gap between high prior-attaining DS and other students nationally. This is due to a combination of low expectations and historically low aspirations.
E.	Improve the progress of all DS in Maths, English and Humanities at KS4. All are performing lower than other students nationally.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Ensure that the aspirations and drive to succeed for DS is the same as students not eligible for PP.
G.	Attendance rates for DS in 16/17 was 93.15% (below the target for all children of 96%) compared to that of other students (96.41%). This prevents access to the curriculum, dislocating learning and conspiring DS to fall behind.
H.	Social and emotional issues leading to more frequent behaviour incidents, having a detrimental effect on learning time for these students.

<b>4. Key Priority</b> <i>(desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To improve the outcomes of ALL students by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement.	By improving the quality of teaching and learning in the school overall this disproportionately affects the outcomes off DS. DS will have less resilience to poor teaching. This will be determined by the percentage of lessons where specific T&L strategies for DS are evident in lesson observations.
<b>B.</b>	Improve Numeracy skills for DS in KS3, to support the progress of students in Maths at the end of KS4.	All DS to be exposed to Numeracy tasks and cross-curricular activities in KS3 and to meet or exceed expected targets in this area. This will be evidenced using a number of assessments in data drops every term.
<b>C.</b>	Improve Literacy skills for students in KS3, to support the progress of students in English at the end of KS4.	All DS to be exposed to Literacy foci in KS3 and to meet or exceed expected targets in this area. This will be evidenced using a number of assessments in data drops every term.
<b>D.</b>	Continue to close the gap between high prior-attaining DS and other students nationally. This is due to a combination of low expectations and historically low aspirations.	DS identified as high prior-attaining from KS2 levels / standardised scores make as much progress as other students identified as high prior-attaining, across all years.
<b>E.</b>	Improve the progress of all DS in Maths, English and Humanities at KS4. All are performing lower than other students nationally.	To close the gap between DS and other pupils nationally in Maths, English and Humanities at KS4.
<b>F.</b>	Aspirations for DS will be the same as those of students not eligible for PP.	DS will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used from Connections/Positive Steps to track staying on rates post 16 and enrolment to pre-university courses.
<b>G.</b>	Increased attendance rates for DS.	Reduce the in-school gap between the attendance of DS and students not eligible for PP.
<b>H.</b>	Improve the behaviour of DS.	To rapidly reduce the behaviour points, Refocus days and External Isolation of DS.

## 1. Planned Expenditure

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i) Quality of teaching for DS

Key Priority	Action(s)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A Improve the quality of Teaching and Learning in school for DS</b>	All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of ALL students.	In order to diminish the difference for DS we are working on delivering quality first teaching and equity between ALL – Strategies sit within the school plan.	T&L surveys to get students' opinion on the following areas: quality of feedback, homework, opportunity to work independently and collaboratively and usefulness of intervention. Rigorous scrutiny of progress review data to assess progress.	F Jefferies	Lesson observation windows
	All students to receive regular homework in line with the School Policy.	Research from Education Endowment Foundation (EEF) shows that secondary homework is one of the most effective ways to improve progress and is also cost effective.	Planner checks will be carried out to monitor the amount of homework being set.	F Jefferies	Half termly
	Whole school marking policy with teacher-pupil dialogue in red pen.	Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. This ensures that students receive consistently high levels of teacher feedback and have the opportunity to respond in dedicated improvement time (DIT).	Marking Moderation within departments to ensure Whole School Policy is being adopted. Also, middle leaders to carry out book scrutiny.	C Handy	Staff CPD: October, December, February, March, May and July
	St. Michael's PP T&L Strategies: PP Position PP First – Q&A PP Readers & Leaders	To promote QFT for DS.	CB to present the strategies in staff briefing (September 2017). This to be followed by WOW sessions from different departments to share good practice of this. Also, staff are expected to include at least one of the strategies in	C Bending	Evidence of these strategies collated in lesson observation windows

			every lesson.		
<b>B Improve Numeracy skills for DS in KS3, to support the progress of students in Maths at the end of KS4.</b>	Maths Futures: peer-tutoring. High prior-attaining students to support middle-prior attaining students during after school intervention.	EEF toolkit suggests that this is one of the most effective ways to improve progress and is also cost effective.	Year 11 – track the progress of Maths Futures on a Tuesday afternoon form time.	S Smith / P Rigby	Review implementation when impact is measurable.
	Reduced class sizes and/or minimum 2 teachers in class to provide additional support or DS. Also, subject specialist support for withdrawn groups to develop key skills.	This allows for greater feedback to be given; EEF highlights this as one of the most effective ways to improve the progress of students.	Reduced class sizes from Year 9 (in some cases) onwards.	n/a	Tracking of Year 11 progress to challenge underperformance and ensure sustained progress is taking place. SSM to continue to investigate whether co-teaching or small class sizes is more beneficial to target underperformance.
	Form time Numeracy activities for Years 7-10 provided by the Maths Department.	Expose DS to more frequent numeracy challenges.	Monitored by SSM and results shared with staff in briefing. Successful forms receive prizes.	S Smith	Weekly review of engagement and understanding. Discussion with staff to discuss issues and tweak support given.
	Numeracy audit to identify cross-curricular opportunities in all subjects.	To enable students to apply their skills in a different context, taught by another member of staff.	Numeracy audit completed during 16-17; ensure this is still appropriate when subjects get more confident in the GCSE 9-1 curriculum.	P Rigby	At the end of the 2017-18 academic year.
	Numeracy links to be made with other departments during development time. The departments to support are: Science Business/ Computing MFL DT / Art PE Performing Arts History Geography RE		Numeracy links will provide regular support to their allocated subjects. The initial subjects to be supported are listed. Numeracy links will be allocated on 29/11/17.	Maths staff	Initial review immediately to ensure the support provided is relevant and supportive then another view towards the end of the 2017-18 academic year.
	MathsWatch available for all DS and Year 7 Catch-up students.	Provides an online Maths resource to students and parents/carers that can be accessed in school or at home.	PR to promote this is in assemblies and lessons. Also, regular monitor the use	P Rigby	Track usage of MathsWatch for all students.

		This includes all relevant topics and practice exam questions to support to progress of DS.	of this and ensure that homework tasks are set through the resource.		
	Additional resources provided to DS through Academic Panel Meetings set up by HoY.	Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of DS.	HoY/CB to identify underperforming students	KS3 – P Rigby	

<b>C Improve Literacy skills for students in KS3, to support the progress of students in English at the end of KS4.</b>	Academic Coaches work with DS and Catch-Up students in small groups withdrawn from the classroom and in-class support.	Research has shown that small group 'intensive' intervention has improved literacy of pupils. One example of this is the PP Winner 2015 Parkfield Community School (albeit KS2) showed a huge improvement in results.	AG to measure the impact of this intervention after each data drop.	D Fullwood	Following each 6-week cycle of intervention
	English Intervention Co-ordinator to organise and facilitate structured support for DS.	Previous initiatives such as the Pyramid Project, have indicated that pupils have an improved attitude to learning and more confidence in learning situations.	AG to measure the impact of this intervention after each data drop. Review of questionnaires concerning attitude to learning.	A Griffin	Following each 6-week cycle of intervention.
	Marking for literacy in all subjects, using 'marking symbols'. Whole staff CPD on the importance of extended writing, grammar and punctuation. Literacy toolkit provided for staff as a resource.	EEF toolkit suggests that high quality feedback is one of the most effective ways to improve progress.	Staff marking moderation/trawls on high quality feedback to be co-ordinated by SLT. Our focus for assessment and feedback on writing for a purpose and will include: Whole school policy: Wow, Now, How. Teacher-student dialogue to enable students to respond to feedback given. Smart marking techniques-more focused feedback for DS through PP book being prioritised when marking Increased verbal feedback for DS	C Handy-Rivett / L Mitchell-Barnes	Every half term through marking trawls
	Literacy focus across all subjects each half term on the following: capital letters and full stops, apostrophes, semi-colons and colons, subject verb	Reinforcing basic technical areas in English, provide the students with consistent feedback on literacy.	Marking trawls. Literacy links working with each department to address areas of weakness, facilitate resources and provide expert	L Mitchell-Barnes	6 weekly through marking trawls and literacy links

	agreement, homophones and paragraphs.		help.		
	'Word of the day' distributed to staff by email, displayed on plasma screens and desktops and word walls in hub areas to improve subject specific terminology. Literacy posters around school with a focus on homophones and grammar.	Building academic vocabulary is key to progress in literacy based subjects and in speaking and listening.	CPD for academic language. Monitoring of adherence to literacy policy. Spelling and vocabulary tests in each subject area.	L Mitchell-Barnes	6 weekly through marking trawls and literacy links
	Dictionaries available in all departments for DS.	Access to dictionaries improves technical accuracy and communicates the need for whole school literacy.	Regular checks to ascertain availability of dictionaries in every room.	L Mitchell-Barnes	Termly
	English teachers assigned as Year 7 Form Tutors.	Providing students with additional literacy in form time can assist in addressing the slump following national tests.	Regular review of delivery in form. Literacy initiatives for engagement such as competition, spell-a-thon.	C Oakshott	Data drops, spelling and reading ages

<b>D Continue to close the gap between high prior-attaining DS and other students nationally.</b>	Academic panel meetings (APM) with families of high prior-attaining DS, resources provided in underperforming areas.	Both APM and AMS have both increased attendances in curriculum time and after school in recent years. It is also an opportunity for family engagement and to provide resources for key areas. Also, the Aspire Challenges supported our HPADS in outperforming our HPA Non-DS with regards to progress in 2017 results.	HoY to target underperforming DS and arrange a meeting with families to highlight areas for development and also provide differentiated resources that can be completed as additional homework tasks.	HoY, A Brooks and C Bending	Key Stage 3 Raising Attainment Group after each Data Drop
	Assertive Mentor Scheme (AMS): staff to mentor underperforming DS in Year 11 to support with mock exam preparation and time management; resources provided.		SB to identify the key cohort and assign students mentors in school for them to talk to mock exam preparation, time management, resources and general well-being.	S Beardsmore	Through Quality Assurance after each Data Drop 4 weekly through SLT meetings
	Aspire Challenges in all lessons.		All staff to encourage high prior-attaining DS to attempt Aspire Challenges in all lessons. This must be evident in lesson plans.	D Kelly	Through Quality Assurance after each Data Drop

<b>E Improve</b>	To support APMs by providing differentiated resources to		HoY/AB to identify underperforming students	S Smith/P Rigby L Mitchell-Barnes/N	Through Quality Assurance after each Data Drop
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<b>the progress of all DS in Maths, English and Humanities at KS4. All are performing lower than other students nationally.</b>	underperforming DS.	Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of DS.		Eglinton J Bird I Sargent L Careless	
	Revision Guides provided to all DS in subjects identified.		Subject leaders to liaise with CB to ensure that PP is used to provide all DS with revision material.	C Bending	
	MathsWatch available to all DS.	Provides an online Maths resource to students and parents/carers that can be accessed in school or at home. This includes all relevant topics and practice exam questions to support to progress of DS.	PR to promote this is in assemblies and lessons. Also, regular monitor the use of this and ensure that homework tasks are set through the resource.	P Rigby	
	Maths specialist attached to every Year 11 form group for additional support ALL students during form time with differentiated tasks.	All DS to be exposed to additional support with Maths work in form time.	Ensure that resources are readily available for form time activities and time is designated for this support.	n/a	
	History Trip to Eyam Village in Derbyshire.	Cultural opportunities are essential for DS at St. Michael's. This gives students the opportunity to experience what is spoken about in the classroom to add context and inspire.	IS to organise the trip for all students involved.	I Sargent	
	QLA conducted in subjects identified to highlight areas for development for DS.	Strongly suggested at PiXL and now used by many schools; this clearly identifies what DS need to focus on in order to improve their grade.	Subject leaders/class teachers to record marks awarded in formal assessments, by question to enable students, staff and parents/carers to see areas for development for DS.	S Smith/P Rigby L Mitchell-Barnes/N Eglinton J Bird I Sargent L Careless	
<b>Total budgeted cost £293,056.05</b>					

<b>ii) Other Approaches</b>
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Key Priority	Action(s)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>F Aspirations for DS will be the same as those of students not eligible for PP.</b>	Extended school day activities to develop that sense of belonging amongst pupils and improved school provision.	The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that DS benefit disproportionately, making approximately two and a half months' additional progress. After school targeted intervention that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment.	Promoted in assemblies and extra-curricular timetables are shared with all pupils. Attendance to intervention recorded by departments.	All staff	Through Quality Assurance after each Data Drop
	Vulnerable Students Coordinator	To ensure that the looked after children (LAC) are supported with their learning with use of PP. P8 for LAC in 16-17 was 0.25; students with English as an additional language (EAL) 0.42. In the current Year 11, there is an increase to 12 EAL students and further increases in Year 10.	JM to meet with the social workers of LAC on a termly basis to discuss progress and use of PP to support their learning. JM to also oversee the provision for students with EAL, liaising with class teachers with regards to T&L strategies and differentiation. Important information regarding these students to be shared in staff briefing and during Academic Board. Further to this, their curriculum at KS4 is adapted to meet their needs.	J Mills	Termly
	Strong careers advice and guidance through outside provider. College/university visits that are best suited to the needs of each DS.	Destinations for KS4 in 2014/2015 for DS at St. Michael's is 7% below national average for DS.	To offer an additional support 1:1 support and guidance to DS in KS4 to ensure that they and parents/carers are fully aware of all opportunities that are available to them for life after St. Michael's.	P Stafford	September and October 2017 to finalise confirmed study/employment; March 2018 to check Destination data (most recent)
	AimHigher Plus	Support the government's objectives of doubling the proportion of disadvantaged young people entering higher education	JL to use AimHigher criteria to identify NCOP students at St. Michael's and plan interventions/opportunities that	J Loucas	Performance of students identified after each data drop Student feedback

		by 2020. Improve the Progress 8 and Attainment 8 outcomes of DS.	are relevant to the students and their potential options Post-16.		Destination data (most recent)
	Opportunities beyond the classroom organised to raise the aspirations of our DS: universities, theatres and sporting stadia.	This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.	CB to liaise with all staff to identify DS and plan opportunities beyond the classroom. Collate feedback from students on their experiences.	C Bending	Feedback gathered from students

<b>G Increase attendance rates for DS.</b>	Attendance Officer	We can't improve attainment for children if they aren't actually attending school. National Foundation for Educational Research briefing for school leaders identifies addressing attendance as a key step.	Effective monitoring of attendance; absenteeism is checked on a daily basis. A comparison of DS' attendance and other students is given to key stake holders weekly.	N Cartwright	Weekly
	HoY to monitor all students and follow up quickly on truancies and attendance. First hour of the day response and follow up. Letters about attendance to families/carers. HoY to visit all PA at home to discuss attendance with families/carers and explore barriers.		Pastoral and SLT weekly agenda item.	HoY	Weekly
	Family Liaison Officer	Attendance rates for DS in 16/17 was 93.15% (below the target for all children of 96%) compared to that of other students (96.41%). This prevents access to the curriculum, dislocating learning and conspiring DS to fall behind.	RH to assist in tackling underachievement and attendance by working in partnership with families, parents and carers in a school context to enable students, particularly the DS to have full access to educational opportunities and overcome barriers to learning and participation. This includes personal telephone calls and 'attendance sweeps' (prioritising Year 11).	R Hodgetts	Weekly
	DS Attendance Programme		CC/AC to meet with a targeted group of DS who have an attendance below expected standard. CC/AC to provide	C Croft A Clarke	Half termly

			weekly updates on the attendance of DS involved. The programme includes looking at the importance of attendance in relation to progress, attainment, rewards/incentives and recording attendance each week in planners.		
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<b>H Improve the behaviour of DS.</b>	Pastoral Team	Social and emotional issues have led to more frequent behaviour incidents, having a detrimental effect on learning time for these DS. The Pastoral Team ensure that all DS are in class and engaged in their learning.	Staff designated to certain roles within the Pastoral Team to ensure that all students are in lessons, engaged in their learning: Assistant Head of Year 7/Transition; Refocus/Behaviour Co-ordinator; Assistant Head of Year 8&9; Assistant Head of Year 10&11; Social, Emotional and Mental Health Lead.	K Whitehouse	Key Stage 3 Raising Attainment Group after each Data Drop Weekly Pastoral Meeting
	To monitor all students' willingness to learn (W2L) concerns each data drop to examine behaviour, homework and engagement across all subjects.	Highlighting students with 3 or more W2L concerns has enabled us to intervene with students previously to ensure they recover their approach and get back on track. This includes contact with family and monitoring with form tutor, HoY or SLT. The impact of this in 15/16 with Year 8 showed a big reduction in the number of pupils with 3+W2L concerns: Aut 1 35; Aut 2 27; Spr 1 26; Spr 2 26; Sum 1 21; Sum 2 16.	HoYs to identify/track the students who have 3 or more W2L concerns and ensure they are picked up on monitoring; information to be shared during form tutors' meeting. Those students who fail to respond to monitoring by form tutor(s) and then HoY to be picked up by SLT.	HoY	Key Stage 3 Raising Attainment Group after each Data Drop
	Positive phone calls home from HoY and SLT.	At the end of each term, members of SLT/ext. SLT and HoYs contact families of students who have most achievement points. Feedback from families to this has been extremely positive and students have revealed from surveys that this is the preferred way of recognition (as opposed to assemblies).	Identify the top students by year group and delegate to members of SLT and HoY; Phone calls to be logged on GO.	A Brooks & C Bending	n/a

	Introduction of Expectations Card in January 2017 to improve behaviour during unstructured time: in between lessons and at break/lunch.	Feedback from staff revealed that behaviour and standard of uniform had begun to drop in 15/16. This gives all pupils clear boundaries and an awareness of the consequences if they fail to meet the high expectations of a St Michael's pupil. Also, this system was employed at Durrington High, who received a rating of Outstanding for Behaviour.	Expectations and consistency to be reiterated to all students regularly in assemblies. Students' record is logged on a central system to ensure correct consequences are in place in the event that their current card is signed for the third time.	All staff	Termly
	St. Michael's House System	Introduce competition amongst students to increase positive points and reduce negative points. Praising effort, resilience, challenge seeking, optimism as well as praising intelligence, talent, speed of completion or 'being the best', build resilience and a tendency to try learning strategies.	SD to update points daily and display on TVs around school. All staff have a responsibility in awarding positive/negative points. Head of Houses to deliver a 'House Rewards Assembly' at the end of each term.	S Dix	Half termly Through Quality Assurance after each Data Drop: HoY Data Booklets
<b>Total budgeted cost £119,698.95</b>					