

# **St Michael's Church of England High School**

## **Pupil Premium Strategy Statement**

**2022-2025**

**Period 2024 - 2025**



This statement covers the period from September 2021-24 but outlines the activity for 2024 – 2025.

## 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.

The plan has been adapted from 23-24 to reflect the main school priorities.

### School overview

Detail	Data
School name	St Michael's Church of England High School.
Number of pupils in school	658 (60 in Sixth form)
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire McIntyre Head of School
Pupil premium lead	Cathryn Witterick Assistant Headteacher
Governor / Trustee lead	Chris Roberts, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£261,580</b>

## Statement of intent

*Our aim at St Michael's is that all of our students, irrespective of their ability or the challenges they face, achieve well and have access to opportunities which will enhance their life chances.*

*We want all our students to become independent learners who engage positively with their own education, who thrive to achieve the best they can and who are healthy, happy and optimistic about their futures.*

*The focus of our pupil premium strategy is to ensure that our disadvantaged students are supported at all stages of their educational journey by providing high quality teaching across the whole curriculum, access to targeted academic support when there is an identified need and other wider strategies such as pastoral and academic mentoring and the provision of technology for learning.*

*Fundamental to the aims of our pupil premium strategy is high quality teaching. This has proven to have the greatest impact on closing the disadvantage attainment gap and is at the heart of improving the outcomes for all the students at St Michael's. Our focus is to continue to develop the principles of instruction as a teaching framework as well as ensuring that adaptive teaching strategies are used throughout lessons. Research also informs us that the depth and breadth of a child's vocabulary has a direct impact on academic achievement and the vocabulary 'gap' between disadvantaged and non-disadvantaged pupils further disadvantages students as they progress through education. We therefore consider the development of vocabulary is key to improving academic outcomes across all disciplines and seek to achieve this aim through a robust and sustained approach to the teaching of literacy using established programmes and classroom practice.*

*As a school, we know our pupils well, including the challenges that disadvantage may have on their academic progress, how it may affect their well-being or limit their aspirations. We use this knowledge as well as robust diagnostic assessment to identify the needs of our students on an individual basis.*

*The outcomes of disadvantaged students are the responsibility of all at St Michael's and our key strategy aims reflect this by ensuring:*

- the delivery of high-quality teaching by all classroom teachers*
- a robust approach to interventions which are timely and appropriate*
- a culture of high expectations whereby all of our students are challenged to achieve the best they can*

## Challenges

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

	Detail of challenge
1	Attendance of PPG students continues to be a significant challenge. Attendance of PPG students in the year 2023-2024 was 84.08%, compared to national average of 90.8%.
2	On average our PPG students arrive with a significantly lower Reading Score (100.6) than our non-PPG students (105.5), and significantly below the national average of 105
3	The number of persistently and severely absent students who do not attend due to mental health and/or complex social issues continues to be high (e.g. at least 17 out of 26 severely absent students in 2023/2024 had significant SEMH needs).
4	Data shows that our PPG eligible students are far less likely to achieve a grade 5+ in maths than their non-PPG eligible peers. The gap in 2023/2024 was 24.6%. A similar gap exists at grade 4+ in maths.

## 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
Improved attendance, in line with national average, for our PPG students.	2024/2025 - attendance for PPG students is $\geq 92\%$
Improved reading comprehension among disadvantaged pupils across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers measured using reading age data. This will also be recognised in improved reading and comprehensions skills across all curriculum areas demonstrated in the quality of pupils' work in books and attainment in KS3 assessments.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Significantly higher levels of wellbeing by end of 2024/2025 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations (strengths and challenges survey). Improved attendance and engagement with school will also be a result.
Improved proportion of PPG students achieving grades 4+ and 5+ in maths.	In 2024/25, the gap between PPG and non-PPG for grade 4+ and 5+ in maths is less than 10%.

## 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: £ 82,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Trust quality assurance lead to develop systems and accountability.	<p>Evidence based approach from WalkThrus.  <a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p> <p>Evidence based teaching and learning strategies implemented from EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	2,4
Teaching and learning CPD (including team teach, walkthrus, trauma informed practice).	<p>Evidence based approach from WalkThrus.  <a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p> <p>Evidence based teaching and learning strategies implemented from EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	2,3,4

**Commented [RH1]:** You will need to make sure that the activity matches any changes that you make to the challenges and intended outcomes above! Also review are these activities actually happening??? If not what is happening instead? You are going to have to review the impact of these actions at the end of this year so they need to be happening. I would also check that the evidence is updated to match with the EEF Evidence Brief  
<https://d2tic4wvo1jusb.cloudfront.net/production/documents/quiet-dance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833>

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

Budgeted cost: £79,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics program training and delivery.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Employ reading lead (TLR) to coordinate reading interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2

Employ additional TAs to deliver reading interventions both within lessons and in small groups.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of transport (including school bus and taxis).	<a href="https://bettertransport.org.uk/wp-content/uploads/legacy-files/research-files/16.05.25.school-transport-matters.pdf">https://bettertransport.org.uk/wp-content/uploads/legacy-files/research-files/16.05.25.school-transport-matters.pdf</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	1
Attendance SLA with Sefton LA.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	1
Provision of counselling service for most severe mental health needs.	<a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a>	3
Employ attendance officer to implement EEF attendance strategies.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	3
Provision of Hive SEMH program to support students with anxiety and related attendance issues.	<a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a>	1,3
Provision of resources to ensure students feel able to access school (removing	Our knowledge and understanding of our cohorts means that you are aware that a contingency fund is required to provide ad hoc financial support to students to ensure equitable access to all areas of the curriculum.	1,2,3,4

barriers to attendance and learning) - including but not limited to: uniform, food tech supplies, peripatetic lessons, school trips etc.		
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**Total budgeted cost: £274,300**

## 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.

#### Teaching:

**Outcomes – not on track for the gap between PPG and non-PPG for grade 7+ in maths to be less than 2%.**

*In 2024, the gap between PPG and non-PPG students attaining a grade 7+ in maths was 5.2%. This is a 4.3% improvement from the previous year. However, this data does not represent an increase in the number of students achieving a grade 7+ in maths.*

*Ongoing investment in our more able PPG eligible students is needed from an earlier age in order to better support these students to achieve higher grades at the end of KS4.*

*Going forward, our focus will be improving the performance of higher ability students in KS3 mathematics in order to secure better outcomes for them in the long run. This will include extra curricular maths groups as well as investing in a new online platform that will stretch our most able students.*

#### Targeted Interventions:

**Reading – not on track to achieve improved comprehension in KS3.**

*Reading assessments from the start of year 7 and the start of year 8 for the 2023 intake show that non-disadvantaged students made on average 10.2 months of progress over the course of the year, compared to just 2.8 months of progress for disadvantaged students. This data demonstrates that the level of intervention used last year did not have the desired impact on our disadvantaged students. To rectify this, additional teaching assistants have received updated phonics training and are now delivering short, sharp interventions with daily 30 minute sessions for those most in need (and who are disadvantaged).*

#### Wider Strategies:

**Attendance – not on track to achieve >90.7% attendance for PPG students.**

*In 2023-2024, PPG attendance was 84.08%, whilst non-PPG attendance was 91.6%. Whilst this is a 1% increase for PPG eligible students, this is still a significant gap and one that will need addressing in the coming academic year. In 2022-2023, PPG attendance was 83.01%, whilst non-PPG attendance was 90.06% - this shows a slight uptick in attendance. We have taken*



steps to address this by taking an SLA for attendance support from the local authority which will be targeted at PPG families.

***Student Well-being – some evidence of improved wellbeing scores based on pupil voice.***

A revised PSHE curriculum was delivered throughout 2022-2023 and 2023-2024, including weekly ½ hour lessons on health (including mental health, physical health, relational health, financial health and more). These were delivered as part of our wider Curriculum for Life which comprises of 5 x 30min sessions a week led by form tutors.

In addition to this, a member of the senior leadership team completed the senior mental health leader training, and has introduced the Wave 8 mental health program which includes a level 1 counsellor who works with students with low-level mental health needs before they escalate. Whilst this project is in it's infant stages, data suggests that the students accessing our counselling provisions have improved attendance and engagement with education.

Over the past two years the school has achieved the Rainbow Flag award, which celebrates the inclusion work that is ongoing in the school. The number of students accessing the Rainbow Club drop in has increased over the past 12 months and students speak highly of the support that they receive from this provision.

Our SLA with a qualified counsellor continued during 2023-2024.

**Externally provided programmes**

NA

Programme	Provider