

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Michael's Middle School
Number of pupils in school	588
Proportion (%) of pupil premium eligible pupils	13% (78 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 - July 2024
Date this statement was first published	December 2021
Date on which it will be reviewed 1	Sept 2022 (completed)
Date on which it will be reviewed 2	Sept 2023 (completed)
Date for final review	Sept 2024
Statement authorised by	Darren Ayling: Head Teacher
Pupil premium lead	Darren Ayling/Robin Wallis
Governor / Trustee lead	J.Spatchett

Funding overview 2022/2023

Detail	Amount
Pupil premium funding allocation this academic year	£98, 405
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	£98, 405

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low reading ability creates a barrier to learning in all subject areas - many disadvantaged pupils start St Michael's with a reading age more than 12 months below their actual age.
2	Gaps in learning from previous disengagement or absence - pupils start in Year 5 having fallen off their flightpath for their KS2 targets set at KS1.
3	Despite our efforts, some disadvantaged KS3 pupils underachieve in their KS2 SATs as we are unable to make the accelerated progress needed to help them meet these in just 5 terms.

4	Attendance for our disadvantaged pupils is lower than that of our non-disadvantaged.
5	Lack of aspiration, self esteem and/or ability to recognise their own strengths.
6	Challenging home circumstances can affect individuals' focus, effort and ability to engage with lessons and interact with peers.
7	Many disadvantaged pupils are unable to participate in the same breadth of extra curricular activities and opportunities as their peers.
8	Parental Engagement

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
All disadvantaged pupils have a reading age within 6 months of their current chronological age or better or make significant progress from their starting point with us.	Star reader assessments taken 3 times a year allow us to track their reading ages and will show that pupils are making increased progress.
Disadvantaged pupils make more progress than peers in Maths and Reading in order to meet or exceed their KS2 targets.	Distance to KS2 target (based on KS1 data) to be compared at Y5 entry data, November Mock, Feb Mock and KS2 Sats in order to show that the disadvantaged are making more progress than non disadvantaged.
KS3 pupils who have not met their KS2 targets make accelerated progress in order to get them back on their 'flightpath'.	Academy assessments and gap analysis/teacher assessments to highlight areas for improvement. Extra tuition and next step targets to show pupils 'filling' these gaps/target areas. Y5 to Y8 GL assessments to show that disadvantaged have made accelerated progress during their time at St Michael's.
Attendance for our FSM pupils to match that of our non FSM pupils.	Attendance data from SIMs. Monthly record of FSM vs Non FSM will show that gap is closing.
Every KS3 pupil is able to identify their strengths and future careers and pathways that these strengths link to.	Career interviews spreadsheet records with tutors will show that all pupils can identify strengths and link to careers.
Pupils with additional emotional/pastoral needs are able to fully engage and succeed academically/in the classroom.	Pastoral team records show the 1:1 support given to pupils with emotional/pastoral needs and the positive impact this has had on their engagement in the classroom.
All disadvantaged pupils are able to take part in the same opportunities and activities as their peers.	Every letter sent home for opportunities that require a cost will contain the offer of support for those in receipt of Pupil Premium Funding. Staff will actively check that disadvantaged pupils are engaging in clubs. e.g. personalised invites to some

	<p>disadvantaged pupils to join the school show.</p> <p>A clubs questionnaire will show that disadvantaged pupils are at least equally engaged in extra curricular activities as their peers.</p>
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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: £ 25255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff inset on accelerated reader, star reading tests and how to support/promote reading.	<p>The EEF has mixed reviews in recent blogs but does suggest that although AR is not necessarily better than other comparative interventions, the impact is significant enough to evidence that not using it would have a negative impact on pupils' outcomes.</p> <p>For us, since using AR our pupils have been more engaged with reading and we now have a way of tracking pupils' reading engagement and understanding of texts through the quizzes. This has enabled staff to identify target pupils for support and has also enabled us to use the star reading ages to start tracking reading ages across the school regularly which then informs interventions such as DI and phonics.</p>	1
Continued development of the whole school reading programme: TLR: training for English Lead and whole staff training time (including the purchase of books).	<p>EEF research e.g. https://educationendowmentfoundation.org.uk/news/eeef-bl-og-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Update Sept 22: Agreed reading plan for class book reads mapped out across the trust and individual schools. Now have a named TA organise and tracking the class reads for each class. Dedicated time allocated after morning reg and named 'lesson 1' to enforce its importance/place in our daily timetable.</p> <p>Update Sept. 23: New Trust-wide reading policy introduced.</p>	1
Professional development for all teachers in	Walk thrus by Tom Sherrington are driving forward our use of whiteboard work, recall, retrieval practise, cold calling,	2 and 3

Rosenshine principles, using Walkthrus resources	questioning and feedback. These strategies are all based on historical evidence of best practice to improve the quality of whole class teaching and progress for all.	
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Update Sept 22: Professional development sessions led by Trust including two additional inset days to cover teaching and learning principles including:</p> <ul style="list-style-type: none"> - Quality instruction - Values, Ethos and high expectations - Quality instruction and curriculum mastery - Effective feedback - Making learning stick <p>Update Sept 23: Continued use of additional training days to develop the curriculum and work scrutinies on bottom 20% of pupils and PP children.</p>	2, 3, 5, 6
Next steps target system - all disadvantaged and SEN pupils to have personalised next step targets and actions for Maths and English 3 times a year. Whole staff training on Inset days led by SENCO and PP lead.	<p>Ofsted Spring 2018 were impressed with our systems and approaches to this strategy. We are continuing to develop the 'SMARTness' of these targets and the ways we can ensure other subject teachers can support the pupil's progress in these areas.</p> <p>Update Sept 22: Our next step is to develop how we share these targets with pupils. Targets are being put into marksheets for RE, Science and Hums to make it easier for teachers of other subjects to support the targets.</p> <p>Update Sept 23: Specific Target setting paused as impact not being seen and high teacher workload to generate. SEND pupils who are also PP are generating targets. Whole school system of target setting under review.</p>	1, 2, 3
All parents of disadvantaged pupils are contacted if they don't attend parent consultations to maintain a regular and positive contact with school.	<p>Reports are generated by SLT data lead to confirm which parents of disadvantaged pupils did not book an appointment.</p> <p>Tutors/teachers are given time to contact home, ideally by phone, to maintain contact.</p> <p>Progress reports are sent out three times a year and used to initiate contact with these parents if required (based on grades).</p>	4, 7, 8
Targeted Year Group meetings to discuss disadvantaged pupils	<p>Time given to make regular contact with the families to provide extra support where needed.</p> <p>Update Sept 23: Regular year team meetings introduced and standardised agenda item to look at learning around PP children. Dedicated directed time to ensure contact with all PP families around parent evening time.</p>	2, 7, 6
Support groups for Maths in all year groups	The ability to have smaller group sizes for our lowest ability pupils in each year group is supported by EEF research showing that if the smaller group sizes allow for the teacher to teach differently and improve the quality and quantity of feedback then the impact is significant.	2 and 3
Careers Programme development New programmes of work introduced for KS3 alongside tutor/pupil 1:1 meetings in Year 7 and	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf</p> <p>"High quality careers education and guidance in school or college is critical to young people's futures"</p>	5

<p>teachers sharing career profiles.</p>	<p>Update Sept 22: New SLT Careers Lead driving forward the careers programme in line with Gatesby Benchmarks and Baker Clause. Programme of careers speakers already in action.</p> <p>Update Sept 23: Careers education lead and PSHCE lead roles merged to ensure more effective delivery through curriculum subject.</p>	
<p>Update Sept 22 Mentoring and Coaching: 2 staff members have been involved in an 18 month Coaching apprenticeship and are actively coaching colleagues and sharing their learning with SLT to inform potential new appraisal formats.</p>	<p>This will link into our new appraisal system which is being led by the trust across all schools and is based on a three weekly drop in and 'actionable' step cycle.</p> <p>Research carried out by B.Boyes to create this new system.</p> <p>"In the last few years I have become increasingly convinced that a powerful way to support teachers' development and improve the quality of teaching is to use regular coaching." Andy Buck writer of The Basic Coaching Method.</p> <p>Update Sept 23: One of the staff members who completed the coaching apprenticeship is now on the SLT team and so will be advising and supporting the lead of the developmental dialogue cycles in order to ensure it is high impact and valuable as a process for staff.</p>	

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

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct instruction reading program with small groups of pupils behind with their reading.</p>	<p>Evidence/data from DI South Hub leads Evidenced impact in other schools performing in the top 10% nationally. Our first group trial of DI in 20/21 showed:</p> <p><i>The group of 12 pupils made 8 months progress from March-July (3-4 months of intervention). 10 made an average of 13 months progress across the 3-4 months.</i></p>	<p>1</p>
<p>Year 5 and 6 intervention programmes including Pre-teach sessions</p>	<p>These programs target our disadvantaged pupil's needs but other pupils may be invited to join too. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. EEF</p>	<p>2</p>

1:1 tuition and additional support in class for individuals.	EEF supports 1:1 tuition as a high impact, moderate cost strategy. “Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.” We have found it to be successful in meeting specific gaps and have individualised record sheets from tuition to show impact/progress in specific target areas.	2 and 3
School Led Tutoring programme	As above. This is a new initiative this year (Sept 2021) but we feel confident that small group work focused on pupils’ specific target areas will enable them to make accelerated progress. Updated Sept 23: We will not be able to continue with this tutoring in our third year of this strategy as the funding has reduced to a point where pupils would need to be 6:1 to fully fund the program.	2 and 3
Tassomai online package to support knowledge retention in English, Maths and Science	Evidenced impact in other schools performing in the top 10% nationally	2 and 3
Hegarty online package support knowledge retention in Maths	Evidenced impact in other schools performing in the top 10% nationally Update Sept 23: Now using Sparx for Maths which tailors itself to the ability of the child ensuring each child is supported but also stretched in their learning.	2 and 3

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

Budgeted cost: £31, 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	EEF Toolkit: Social and emotional programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	6

Attendance monitoring	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Ofsted also states that addressing attendance is a primary step in the use of PP funding.	4
John Eggings trust	Previous engagement with this initiative showed an improvement in attendance for many of the pupils involved.	4
Support with all school trips, musical tuition and other opportunities.	Ofsted's publication ' The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support children attending educational visits.	7
School uniform grants	Many of our families in receipt of free school meals have requested and received a school uniform grant in the last 2 academic years, especially during last year where many struggled even more so financially due to Covid. Update Sept 23: Good quality used uniform now available for no cost to all pupils without the need to come through the school office.	6
School cloud for parents evenings	"EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps." We are also able to closely monitor who does not book appointments in order to ensure contact is made with disadvantaged pupil families. Update Sept 23: Parents evening now one in person and one online per cycle. PP attendance at meetings tracked and followed up through tutors.	8
Epraise reward system and seating plan system	We have always had a house point system that has motivated pupils and been a way of staff recognising pupils for their positive behaviours. This new online system is a brilliant way of pupils to exchange the points they earn for rewards and also for us to communicate with parents about their child's successes. We are in the early days of improving parental engagement with this programme.	5 and 8
Revision guides, workbooks and learning resources	Removing barriers to learning	2, 3

Funding of before and after school club for PP	Pupils attending clubs gives them more a sense of belonging within the school. It allows pupils to make friends with like-minded individuals.	
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Total budgeted cost: £98, 405

Service Pupil Premium Funding

“Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.” Gov.uk guidance paper.

At St Michael’s, our forces pupils have termly 1:1 check ins from our pastoral team to assess if any pastoral support or intervention is needed but also to identify any other support or provision we may want to provide depending on the individual child’s circumstances and needs.

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 2022 to 2023 academic year. Please see previous versions for outcomes in 2021-2022 and 2020-2021.

Key stage 3 PP data (3)

Y5-Y8 Progress

Matched data (only using pupils who have been at St Michaels from Y5 entry to Y8 exit)

Cohort Y8	Reading		Maths	
	Y5 Starting point	Progress	Y5 Starting point	Progress
PP (23)	97.52	8.39	88.35	18.45
Non-PP (111)	103.8	10.2	96.80	20.27

Our Year 8 GL tests show that progress of the disadvantaged pupils is broadly in line with the rest of the cohort (moving from below the National average (100) to significantly higher) during their time in the school (Y5 entry to Y8 exit).

KS2 PP data (1.2)

Progress scores from KS1 to KS2

	Reading	Writing	Maths
PP	0.25	-1.61	1.09
Non-PP	0.13	-2.31	0.20

Our disadvantaged pupils outperformed the rest of the cohort in every subject when considering their progress from KS1.

When comparing the disadvantaged pupils from Y5 Entry to KS2 we can see that the amount of progress over the 18 months of KS2 they have in the school is even more significant.

Match data Y5 Entry to KS2

	Reading	Reading	Reading	Maths Y5	Maths	Maths

	Y5 Entry	KS2	Progress	Entry	KS2	Progress
PP (17)	-4.88	0.25	5.13	-6.59	1.09	7.68
Non-PP (127)	-3.63	0.13	3.76	-5.92	0.2	6.12

Accelerated Reader results/reading focus impact (1)

Months progress

	PP	Non-PP
Y5	7.75	2.09
Y6	9.67	10.02
Y7	-0.68	1.18
Y8	-5.82	-5.21

In Y5, the disadvantaged pupils significantly outperformed the rest of the cohort by achieving more months progress. In Y6, 7 and 8 the two groups were comparable. Results with Year 8 pupils to be investigated alongside trust wide data.

Direct Instruction reading programme Results/impact (1)

As directed by our DI coach/trainer, we have used the toes by toes assessment as our means of assessing progress for our DI pupils this year. This assesses our pupils' abilities to decode words. Almost all pupils have made more progress than their actual reading age. For example, we had pupils making 21 months progress in addition to their natural progress in months this year.

Y5 AND 6 group gains across the year:

Gains	Real Gains	Real Gains
Extra gains over the year in addition to natural progress in months	Extra gain in months over and above natural progress	Extra gain in months over and above natural progress since May 22
	+17m	
	0m	
+ 1m	+12m	+10m
+19m	+9m	+2m
+21m	+21m	+7m
+8m	+12m	-2m
+7m	+3m	+16m
+7m	+2m	+9m
+14m		+12m
0m	+14m	+5m
+7m	+15m	+9m

Three of our Y7 pupils fully completed the B2 Level 1 D1 program (having started in Y6) - All pupils are now between 7 months and 16 months ahead of their actual age for decoding words.

School Led Tutoring result/impact (1,2)

2022-23 data

Reading	Y5 GL	Y5 AQA	Progress
SLT	88.5	105.4	16.9
NOT_SLT	104.4	106.1	1.7

Maths	Y5 GL	Y5 AQA	Progress
SLT	85.0	100.1	15.1
NOT_SLT	99.3	105.9	6.5

In both Maths Reading our year 5 pupils who received SLT made more progress than their peers. We also have individualised record sheets that show how target areas were identified and addressed throughout pupil's SLT sessions.

Attendance (4)

Our attendance gap for FSM vs Non FSM in July 2022 was the lowest it has been in at least 5 years due to work from our attendance lead (tracking, early intervention/support, staff training on attendance tracking and support).

GAP FSM vs Non FSM JULY 2018 = -3.26

GAP FSM vs Non FSM JULY 2019 = -3.93

GAP FSM vs Non FSM JULY 2020 = -2.95

GAP FSM vs Non FSM JULY 2021 = -3.16

GAP FSM vs Non FSM JULY 2022 = -2.17

GAP FSM vs Non FSM July 2023 = -4.75

The attendance role from Sept 2023 is being taken on by the leader for well being and pastoral team.

Pastoral Support (6)

Feedback from ALovett deep dive report 15.6.22

“There is a genuine passion evident among senior leaders for ensuring that the personal development of pupils is at the forefront of the work of the school. There is an established and well-regarded pastoral team who work with pupils and their families. Leaders and pupils are both highly complementary of the work they do.”

John Eggings initiative:

11 of the 16 pupils had improved attendance following the project

All showed an increase in their ‘skills scores’ (e.g. communication skills, leadership, behaviour, attitude to learning..)

Careers (5)

Our careers provision has developed hugely this year and you can see below a montage of some of the exciting opportunities that have been on offer to our KS3 pupils. We have ensured that our disadvantaged pupils have been offered access to all provisions including assemblies, taking them to the QE career fair by minibus, priority access for trips to manta makes and bournemouth university and more. In our most recent compass review, we showed we are now 100% meeting the Gatesby benchmarks (which we assess ourselves against) in all but one area. That area is personal guidance which we are unable to meet as a middle school due to pupils not receiving one to one guidance from a qualified careers guide until year 9.

School Uniform Grant

We now have a larger uptake on the school uniform grant and have clear records to see who has taken up the offer. We ensure parents know about this offer in all letters regarding school uniform purchasing and PE kit purchasing as well as reminding individual families that we work with.

