

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our pupils who are disadvantaged.

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	565
Proportion (%) of pupil premium eligible pupils	16% (91 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2024 - December 2027
Date this statement was first published	December 2024
1st review	December 2025
Next review	December 2026
Statement authorised by	Darren Ayling: Head Teacher
Pupil premium lead	Pam Gould
Governor / Trustee lead	Pending appointment

Funding overview 24/25

Detail	Amount
Pupil premium funding allocation this academic year	£123,388
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	£123,388

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 pupils who are disadvantaged to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by pupils who are vulnerable, 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 pupils who are disadvantaged 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 peers who are disadvantaged.

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 pupils who are disadvantaged 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 the outcomes of pupils who are disadvantaged and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low reading ability creates a barrier to learning in all subject areas - many pupils who are disadvantaged 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 KS3 pupils who are disadvantaged 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 pupils who are disadvantaged 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 pupils who are disadvantaged 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 pupils who are disadvantaged 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.
Pupils who are disadvantaged 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 teacher focus to show pupils 'filling' these gaps/target areas. Y5 to Y8 GL assessments (<i>or own academy assessments from Sept 2025</i>) 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 interview records with tutors and book work in PSHE 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 pupils who are disadvantaged 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

	<p>that pupils who are disadvantaged are engaging in clubs. e.g. personalised invites to some pupils who are disadvantaged to join the school show.</p> <p>A club questionnaire will show that pupils who are disadvantaged are at least equally engaged in extracurricular 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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training 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
<p>Teacher Led Reading lessons</p> <p>Agreed reading plan for class book reads mapped out across the trust and individual schools. We have a named TA organising and tracking the class reads for each class. Dedicated time allocated after morning reg and named 'lesson 1' to enforce</p>	<p>EEF research e.g. https://educationendowmentfoundation.org.uk/news/eeef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>TLR session allow us to guarantee our pupils are reading daily and enjoying the chance to share a range of age appropriate books as a class. The books have been carefully selected to cover a wide range of issues and current topics.</p> <p>A new trust-wide reading policy has been introduced to support this approach.</p> <p>Staff support/training is available where needed.</p>	1

its importance/place in our daily timetable.		
Professional development for all teachers in Rosenshine principles, using Walkthrus resources.	Walk thrus by Tom Sherrington are driving forward our use of whiteboard work, recall, retrieval practise, cold calling, 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.	2 and 3
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.	Professional development sessions led by Trust including two additional inset days to cover teaching and learning principles including: <ul style="list-style-type: none"> - Quality instruction - Values, Ethos and high expectations - Quality instruction and curriculum mastery - Effective feedback - Making learning stick Use of additional training days to develop the curriculum and work scrutinies on bottom 20% of pupils and PP children	2, 3, 5, 6
Pupil Premium Profile Meetings - whole staff discussion of key pupils at regular intervals.	We have recognised previous success when identifying/highlighting target PP pupils both in terms of academic and emotional need and discussing their profiles as a staff. Staff have felt more confident in understanding the best strategies and steps forward for each individual and as a result pupils have had a more consistent approach.	5, 6
All parents of pupils who are disadvantaged are contacted if they don't attend parent consultations to maintain a regular and positive contact with school.	We recognise the different barriers that can prevent parents from signing up to parents evening but also know the importance of building relationships and opening the doors for discussion in order to best support each individual child's needs. Reports are generated by SLT data lead to confirm which parents of pupils who are disadvantaged did not book an appointment. Tutors/teachers are given time to contact home, ideally by phone, to maintain contact. School cloud allows us to offer online meetings as an alternative to in person meetings which can be easier for some families/improve engagement.	4, 7, 8
Targeted Year Group meetings to discuss pupils who are disadvantaged.	Regular year team meetings and pastoral meetings introduced and standardised agenda item to look at learning/emotional needs of PP children.	2, 7, 6
Support groups for Maths in all year groups HLTA trained and leading alongside specialist Maths TA.	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 led by Careers Lead.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf	5

	<p>“High quality careers education and guidance in school or college is critical to young people’s futures”</p> <p>Careers education lead and PSHE lead roles merged to ensure more effective delivery through curriculum subject. Careers Lead working with Initio middle schools network, Dorset Careers Hub and the national middle school careers hub to develop our program and the range of opportunities on offer to meet the Gatsby Benchmarks</p>	
Pupil Premium Lead	We have a member of SLT responsible for leading on the tracking of the progress of our pupils who are disadvantaged and their engagement in the wider school life, as well as how the pupil premium funding is being spent.	1-8

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

Budgeted cost: £46, 238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct instruction reading program with small groups of pupils identified as being significantly below their reading age.	Evidence/data from DI South Hub leads. Our own in-house data shows a positive impact on reading progress and pupil confidence. Examples of very significant progress are available. Ofsted 2024 praised this reading intervention and the fact that ‘non-readers’ spoke positively about themselves as readers.	1
Year 5 and 6 intervention: -Writing Interventions -Small grp maths intervention	These programs target our the needs of pupils who are disadvantaged 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	2
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

<p>Sparx online package support knowledge retention in Maths</p> <p>Sparx Reader</p> <p>Sparx Science</p>	<p>Sparx for Maths tailors itself to the ability of the child ensuring each child is supported but also stretched in their learning. Positive feedback from parents and pupils who enjoy the personalised program and use of videos to support.</p> <p>Now also having success with Sparx Reader (since Autumn 2024) and more recently Sparx Science.</p> <p>Lunchtime sessions are run in school for pupils who wish to complete homework in school/use our computers/have support.</p>	<p>2 and 3</p>
<p>Laptops provided to support those with out a device</p>	<p>Pupils in receipt of pupil premium funding are prioritised to receive a loan of a chromebook device where there is no suitable device for them to use at home. This is to enable them to be able to complete online hmk.</p> <p>*10 additional chromebooks being ordered for early Spring 2026. An increase in online programmes being used by KS2 (previously just KS3) has meant we now require more devices.</p>	<p>1, 2, 3 and 6</p>

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

Budgeted cost: £33,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support available for all PP pupils who require it.</p>	<p>EEF Toolkit: Social and emotional programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>6</p>
<p>Attendance monitoring - attendance lead in office, supported by leader for well being SLT and pastoral team in tracking and supporting low attendance families.</p>	<p>“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.</p>	<p>4</p>

Support with all school trips, musical tuition and other opportunities.	<p>Ofsted's publication ' The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support children attending educational visits.</p> <p>This is carefully tracked and support offered in all correspondence involving a cost. Tutors monitor engagement.</p>	7
School uniform grants	<p>Many of our families in receipt of free school meals have requested and received a school uniform grant in the last 2 academic years.</p> <p>We also have good quality used uniform now available for no cost to all pupils without the need to come through the school office.</p>	6
School cloud for parents evenings	<p>"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."</p> <p>Parents evenings are offered both in person and online all booked through school cloud. PP attendance at meetings tracked and followed up through tutors.</p>	8
Epraise reward system and seating plan system	<p>Pupils are rewarded for positive behaviours and can exchange the points they earn for items from a shop. Parents who download the app can hear about their child's successes/epraise points.</p>	5 and 8
Revision guides, workbooks and learning resources	<p>Removing barriers to learning</p>	2, 3
Funding of before and after school club for PP	<p>Pupils attending these clubs can feel more of a sense of belonging within the school.</p> <p>This childcare provisions can also relieve logistical problems that many families face around school day timings.</p>	
Additional opportunities	<p>Staff alongside PP lead are always looking for and considering additional opportunities for pupils who are disadvantaged to ensure they gain cultural capital.</p> <p>E.g. All PP pupils are offered a minibus lift to the careers fair at QE.</p>	

	All roles and responsibilities are represented by our PP pupils. All Y8 PP pupils receive their leaving hood for free so they can feel fully part of the school community/not miss out on this.	
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Total budgeted cost: 123, 388

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 2023 to 2024 academic year.

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)

	Y5 Entry		Y8 Exit	Progress
Reading	106	----->	112	6
Maths	98	----->	116	18

Disadvantaged pupils

Reading	97	----->	112	15
Maths	90	----->	110	20

It is pleasing to see that our pupils who are disadvantaged made broadly the same progress as the rest of the cohort over their time at St Michael's in Maths while exceeding the progress in English by more than double..

KS2 PP data (1,2)

Average Scaled Score	Reading	Maths
Disadvantaged	106.0	102.7
Not Disadvantaged	107.3	106.4

The average scaled score data shows that, although there is a gap between pupils who are disadvantaged and non-disadvantaged pupils, all groups performed above the national ARE expected standard.

Match data Y5 Entry to KS2

	Reading Y5 Entry	Reading KS2	Reading Progress	Maths Y5 Entry	Maths KS2	Maths Progress
PP (13)	100.1	106.0	+3.9	92.3	102.7	+10.4
Non-PP (127)	103.6	107.3	+2.7	97.0	106.4	+9.4

Direct Instruction reading programme Results/impact (1)

We are now into our fifth year of delivering Direct Instruction (DI) at St Michael's. When we decided to use the programme, we were shown clear evidence of how DI could be extremely effective in improving pupils' reading, over a substantial period of time.

Significant examples of progress for current pupils include 4 pupils making between 24 months and 32 months progress in 18 months and examples of pupils who started off several months behind their reading age and ended up 16 months ahead of their reading age.

In one group the average progress in terms of reading age was 32 months progress in 20 months.

*Ofsted Feb 2024 Reading is very important at St Michael's Middle School. Pupils read a wide range of texts for interest and pleasure. They are keen to share their views about books and offer recommendations to others. **The weakest readers are quickly identified and expertly supported by adults. These pupils share the same enjoyment of reading as their peers because they are building their skills and confidence.***

Attendance (4)

- We are above National data for similar schools but our attendance is not as good as it has been previously and so is still an area we continue to prioritise for all pupils.
- Lates have seen a significant rise across all year groups and more students have taken holidays than in previous years
- Individual students have established poor patterns of arriving late which is something we are going to focus on next. We will specifically look at any patterns and concerns for our pupils in receipt of pupil premium funding.

Pastoral Support (6)

Our pastoral team continue to be a strength at St Michael's and the way we meet the needs of pupils emotionally was praised during our last ofsted inspection in FEB 2024.

anything extra in or out of school. Tutors work closely with those identified pupils to help them make choices/get involved where possible.

The introduction of miMove by PE department will allow us to track this even closer.

School Trips and Music Tuition 2024/2025 (7)

£3000 spent on supporting pupils who are disadvantaged to engage in music tuition

£4500 spent on supporting funding of trips and activities to ensure that all pupils could take part.

Parental engagement (8)

An option of School cloud or in person parents evenings have allowed for all families to engage in parents evenings with their child's teachers. Where the parents of pupils who are disadvantaged' have not made appointments, key teachers/tutors made calls home to update families about their child's start to the year in the Autumn and address any initial concerns or questions families had. We continue to seek to improve the parental engagement of our most vulnerable families.

A times table maths workshop was run for year 5 families in the summer term. All pupils in receipt of Pupil Premium funding were invited along with other identified families.

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.

