

Pupil Premium Strategy Statement: St. Michael's Catholic Academy 2016 - 2017

1. Summary Information					
School	St. Michael's Catholic Academy				
Academic Year	2016/17	Total PP Budget	TBC		
Total number of Pupils	862	Number of pupils eligible for PP	245	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Provisional Progress 8 Score	-0.71	-0.26
Attainment 8 Score	43.72	53.99
% A*-C in English & Maths	49%	65%
Achieved English Baccalaureate	5%	21%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Disadvantaged students underperforming in English and Maths.
B	Increase numbers of PP students achieving successful EBACC outcomes.
C	Attendance is a high concern for some PP students.
D	Social, Emotional and Mental Health difficulties which impact on behaviour.
E	Raising Disadvantaged boys' achievement.
F	Low levels of basic numeracy and literacy particularly in Year 7 students.
G	Limited cultural, social and economic expectations and opportunities for many PP students.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Improve progress of PP students in English and Maths	Progress 8 measure to improve to at least within -0.25 of non-PP students
B	Students' performance in languages and the open sector of the EBACC is improved.	More disadvantaged entered for EBACC subjects and increasingly taking a second language.
C	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees among students eligible for PP to 8% or below.
D	Develop students' resilience and self-regulation.	Number of negative behavioural incidents is reduced.
E	Ensure increased rates of progress in all curriculum areas for Boys.	Positive impact on progress outcomes and uptake of extra-curricular opportunities.
F	Levels of basic literacy and numeracy are fast-tracked developed in Year 7.	More students will make or exceed expected progress in English and Maths at the end of Year 7.
G	Establish a Masterclass programme to accelerate expectation and opportunities.	Over 50% of PP students to actively benefit from the Masterclass accelerate programme.

5. Planned expenditure					
Academic Year		2016/17			
The three 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. Universal Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Improve progress of PP students in English and Maths	Academy focus and requirement for all staff to implement the Waves of Intervention programme, which includes one-to one tuition and small group work	Evidence from EEF suggests that one-to-one interventions for disadvantaged students is high impact based on extensive research.	Head of School and the Academy Improvement Team to monitor and ensure effective impact	Academy Improvement Team	Half-termly
Students' performance in languages and in the open sector of the EBACC is improved.	Lunchtime sessions for languages. Careers promotion of language subjects. Support from TAs. Consistent tracking and monitoring from CLs.	The Academy to implement a pro-languages choice for PP students and provide lunchtime sessions in order to provide targeted time. Support from TAs is carefully placed as a result of consistent tracking and monitoring. Teaching staff are aware of students' progress and specific needs. As a result, lessons can be adapted to student's needs. <i>OFSTED, The Pupil Premium (2013)</i>	Frequent and timely CL meetings. Learning walks and observations. Peer support and self-reflection.	Deputy Head Data and Curriculum	Half-termly

<p>Increased attendance rates for students eligible for PP</p>	<p>Tracking and monitoring from PLMs .</p> <p>Engagement with external agencies, where appropriate.</p> <p>Breakfast and homework clubs.</p>	<p>Staff aware of any social/emotional issues which are affecting attendance and can follow up or support families accordingly. <i>OFSTED, The Pupil Premium (2013)</i></p> <p>Disadvantaged students have a quiet place and access to the appropriate facilities to undertake their studies before and after school.</p>	<p>Frequent and timely PLM meetings.</p> <p>A coordinated and consistent approach to tracking and monitoring.</p> <p>Staff employed to facilitate breakfast and homework clubs.</p>	<p>Deputy Head Assistant Head for Safeguarding</p>	<p>Half-termly</p>
<p>Develop students' resilience and self-regulation</p>	<p>Staff training and development.</p>	<p>Evidence from EEF suggests that self-regulation is high impact for low cost and rooted in evidence.</p>	<p>Monitoring and evaluation of CPD schedule by Vice Principal.</p> <p>CPD schedule in keeping with college SEF and improvement plan.</p> <p>Time designated for staff training.</p> <p>Peer observation and self-reflection.</p>	<p>Deputy Head Pastoral and Safeguarding</p>	<p>Half-termly</p>
<p>Ensure increased rates of progress for boys</p>	<p>Member of staff employed to deliver the ECDL programme.</p>	<p>Specific groups of students are targeted and taught in small groups. Evidence from employing the same strategy last year suggests that this has been highly effective.</p>	<p>Student progress data is closely tracked and monitored termly.</p> <p>Students are carefully targeted based on data analysis.</p>	<p>Vice Principal (HK)</p>	<p>Termly</p>

Ensure increased rates of progress in all curriculum areas for boys	Each department has a member of staff working with a curriculum leader to promote strategies to enhance boys' achievement. Focus on visiting male speakers to raise aspirations.	DfE research suggests that boys require structured scaffolding in language-based subjects, a range of learning styles, and access to successful male role models.	Standing item on department meetings.	Assistant Head for Teaching and Learning	Half-termly
Levels of basic literacy and numeracy are developed in Year 7.	Literacy and numeracy catch-up strategy is implemented throughout Year 7.	Early intervention prevents students lagging behind and ensures progress throughout KS3. Students are exposed to a mastery learning strategy across the curriculum and during PSHEE. Peer tutoring is encouraged and students are directed to track their own progress. Evidence from EEF suggests that this strategy is low cost and high impact based on moderate research.	The Year 7 Lead will work in partnership with the Assistant Head for PSHE to ensure effective implementation.	PLM Year 7 Assistant Head for PSHE	Half-termly
Establish a Masterclass to accelerate expectation and opportunities.	To audit staff to provide an intensive and motivational Accelerate programme which will target PP students to acquire leadership and language skills alongside developing talents in both academic and artistic fields.	The Head of School has witnessed the success of this programme in the Jewish Free School in London, which has seen positive progress impact for PP students.	The Academy will implement a co-ordinated and consistent approach to ensure quality beginning in January 2017.	Assistant Head for PSHE	Half-termly
Total budgeted cost					

ii. Targeted Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Improve progress of PP students in English and Maths.	Intervention Tutors to work on a 1:1/small group basis with identified students.	Targeted students work with the Intervention Tutors in small groups. Students receive extensive teacher feedback. This programme has been running effectively for a number of years in college and results are pleasing. Furthermore, the EEF suggests that identifying small groups of students to work together is high impact for a moderate cost.	Head of School will oversee, monitor and evaluate the work being undertaken.	Head of School	Half-termly
Students' performance in languages and the open sector of the EBACC is improved.	Intervention Tutors track targeted students' progress and deliver targeted intervention on a 1:1 and small group basis whenever possible. Intervention Tutors work closely with identified students.	Intervention Tutors have been working increasingly effectively within the Academy for a number of years. Tailoring interventions to meet individual needs through systematic tracking of progress has been found to be highly effective in the OFSTED report 'Pupil Premium.'	Head of School to monitor.	Head of School	Half-termly

Increased attendance rates for students eligible for PP.	Additional support from PLMs and involvement with external agencies, where appropriate. Social and emotional interventions implemented as necessary.	Students are tracked and monitored closely. PLMs take a holistic approach and aim to gain a full understanding of the student and their family. As a result of this interventions are targeted at individual needs. According to EEF social and emotional learning is low cost for high impact and is rooted in extensive research.	PLMs provide weekly reports tracking attendance and identifying specific student needs. Interventions with students are closely monitored and evaluated. They are amended as necessary and the impact is evaluated over the period of the intervention.	Deputy Head for Pastoral and Safeguarding	Half-termly
Develop students' resilience and self-regulation.	Emmaus Centre Co-ordinator delivers structured interventions on an individual basis. Inclusion of identified students in age appropriate nurture groups.	EEF suggests that social emotional interventions are high impact for cost. This is fixed in extensive research.	PLMs and SENCo to oversee. Structured tracking and monitoring systems in place for monitoring the impact of interventions.	Deputy Head for Pastoral and Safeguarding	Half-termly
Levels of basic literacy and numeracy are developed in Year 7.	Accelerated Reader programme is delivered to students to improve literacy. Additional TA/HLTA support – students are targeted and structured, specific interventions are delivered over a definitive period of time. Progress is monitored and tracked.	This intervention strategy has proven successful in reducing gaps. OFSTED report 'Pupil Premium' suggests that using TAs to deliver highly structured interventions which are frequently evaluated is beneficial in closing the gap.	The Year 7 Lead will work in partnership with the Assistant Head for PSHE to ensure effective implementation. SENCo to oversee delivery of interventions and to evaluate efficacy. CLs and PLMs to be involved in the identification of students.	PLM Year 7 Assistant Head for PSHE SENCo	Half-termly
Total budgeted cost					

iii. Specialist Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Increased attendance rates for students eligible for PP.	Attendance Officer to deliver specific and personalised programmes of work.	EEF suggests that social emotional interventions are high impact for cost. This is fixed in extensive research.	A collaborative approach to the monitoring, tracking and evaluation of interventions. Adjustment of interventions as necessary.	Deputy Head for Safeguarding and Pastoral Assistant Head for Attendance	Half-termly
<p>Improve literacy and numeracy skills for students eligible for PP; improve</p> <p>Increased attendance rates for students eligible for PP.</p> <p>Develop students' resilience and self-regulation.</p> <p>Levels of basic literacy and numeracy are developed across KS3.</p>	Bespoke arrangements for students – unallocated sum to provide tailored support based on individual student needs.	An unallocated budget has been available to offer tailored support has been available for a number of years within college. This has proved to be a highly efficient strategy and has been effective in closing the gap by offering students from disadvantaged background the same opportunities as others.	<p>As a result of employing a whole child approach staff have a clear understanding of students' individual needs.</p> <p>The pastoral team works closely as part of a multi-agency team to identify individual needs.</p>	<p>Deputy Head for Pastoral and Safeguarding</p> <p>PLMs</p>	<p>On an individual basis</p> <p>Budget to be reviewed termly</p>
Total budgeted cost					Unallocated sum