

2016-2017 Pupil Premium Strategy Statement: St Anthony's Girls' Catholic Academy

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of students from low-income families who are or have been eligible for free school meals in the past six years, looked after children and those from families with parents in the Armed Forces. At St Anthony's Girls' Catholic Academy, the Pupil Premium funding is spent in a variety of ways; this includes investment in both pastoral and academic initiatives. 23% of our current cohort is eligible for the Pupil Premium. We measure the impact of interventions and additional funding through attendance, progress and attainment. It is well documented that no single intervention closes the attainment gap, and therefore at St Anthony's we use a variety of approaches with a key focus on individual need. The Deputy Head (Pastoral) oversees the progress of the Pupil Premium cohort, raising the profile of these students, and holding teachers to account for their progress and attendance. This will be done through department self-evaluations and performance management. Pupil Premium students are a focus of all pastoral, academic and leadership team meetings. Data driven learning walks, observations and work scrutiny quality assure the Pupil Premium learning experience.

1. Summary information					
School	St Anthony's Girls' Catholic Academy				
Academic Year	2016-17	Total PP budget	£227, 205	Date of most recent PP Review	
Total number of pupils	1263	Number of pupils eligible for PP	243	Date for next internal review of this strategy	August 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	52%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	65%/63%	75.8% / 73.4%
Progress 8 score average	-0.67	0.12
Attainment 8 score average	43%	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Social, emotional and mental health issues for some students which impact on behaviour and learning.

B.	Attendance is an issue for some PP students.	
C.	Accessibility of the curriculum for a small proportion of students.	
D.	Low levels of literacy and poor reading ages for some students.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	Many of our PP students are socially, culturally and economically deprived.	
B.	Difficult and complex family circumstances for some PP students.	
C.	Lack of aspiration and poor engagement of students and parents in school life particularly affecting disadvantaged students.	
D.	A small number of 'school refusers'.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To improve the progress 8 score of disadvantaged pupils.	Disadvantaged students make or exceed expected levels of progress. Gap between PP students and others decreases.
B.	Levels of basic literacy are improved in KS3 so students go on to make good progress in English and other relevant GCSEs at KS4.	Disadvantaged students make or exceed expected progress in English and other relevant subjects where good literacy skills are essential.
C.	Increased attendance rates for some disadvantaged students.	Reduce the number of persistent absentees among PP students and ensure PP students meet attendance target of 96% or above.
D.	Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.	Disadvantaged students are engaged in lessons, have high aspirations and are motivated to succeed.
E.	Develop resilience and mental wellbeing in students.	Good outcomes for young people who struggle with behaviour, mental health and emotional issues.

5. Planned expenditure

Academic year

2016-2017

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. Quality of teaching for all

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 implementation?
To improve the Progress 8 score of disadvantaged pupils.	<p>Ensure 'typically good' teaching is the norm.</p> <p>Whole school Performance Management focus on the progress of all Pupil Premium students.</p> <p>Targeted interventions for underachieving students using research from EEF Toolkit.</p> <p>Targeted cohort to use digital learning programmes to support revision of EBACC subjects.</p> <p>Year 11 mentoring programme for 1:1 support of most vulnerable/underperforming students.</p> <p>Breakfast Club for PP students to support mentoring programme.</p>	<p><i>"Teaching staff are aware of students' progress and specific needs. As a result, lessons can be adapted to students' needs."</i> (OFSTED 2013, The Pupil Premium).</p> <p><i>Research by EEF reveals digital technologies promote moderate learning gains when used to supplement other teaching activities.</i></p> <p><i>Mentors were introduced in 2015-2016 with very positive feedback from staff and students. Mentors get to know their students well and are well placed to identify their needs.</i></p>	<p>Lesson observations.</p> <p>Termly SLT Monitoring Visits.</p> <p>Performance Management target setting and review.</p> <p>Departmental work scrutiny.</p> <p>Departmental Action Plans.</p> <p>Monitoring and tracking of pupil progress on SIMS/SMID.</p> <p>Peer Observation</p> <p>Programme to share good practice.</p> <p>Progress of PP students to be a standing item on all agendas of meetings in the academy.</p>	<p>DH Pastoral to oversee whole school strategies.</p> <p>DH Curriculum to oversee PP progress through data checks.</p> <p>Subject Leaders to monitor departmental progress.</p> <p>All staff to monitor PP students in lessons.</p> <p>RR to monitor use of SamLearning and GCSE Pod.</p> <p>Pastoral and FT teams to monitor ATLs.</p>	<p>Termly following data collection.</p> <p>Ongoing discussions at meetings/interviews with students.</p>

Levels of basic literacy are improved in KS3 so students go on to make good progress in English and other relevant subjects at KS4.	<p>Staff training and development.</p> <p>Teaching and Learning Groups with focus on extended writing and SPAG.</p> <p>Share good practice with outstanding primary school.</p> <p>Targeted support from HLTAs/TAs in lessons.</p> <p>Small class sizes for low ability students.</p> <p>Targeted Reading Club intervention for KS3 and KS4 students each morning using STAR Reader and Accelerated Reading programmes.</p>	<p>TA interventions are proven to close the gap where focus is on highly structured interventions.</p> <p>Results from timely reading tests demonstrate high rates of success among students who attend reading club.</p> <p>New GCSE specifications demand greater depth and more demanding writing skills. Therefore students need to be equipped with skills to succeed across the curriculum.</p>	<p>INSET time</p> <p>Work Scrutiny</p> <p>SLT Monitoring Visits in KS3 and KS4.</p> <p>CPD Co-ordinator to ensure staff training is in place via Teaching School activities/INSET.</p> <p>SENCO to oversee delivery of Reading Club interventions and evaluate effectiveness working with Literacy Co-ordinator.</p> <p>TAs/HLTAs to monitor individual students.</p>	<p>CPD Co-ordinator</p> <p>SENCO/HLTAs/TAs</p> <p>Literacy Co-ordinator</p>	Termly monitoring and reporting
Increased attendance rates for disadvantaged students	<p>Tracking and monitoring of attendance from key pastoral staff.</p> <p>Engage with parents and external agencies where appropriate.</p> <p>Breakfast Club to provide a safe and quiet place to work before school.</p> <p>Social and emotional interventions implemented as necessary. 1:1 support from mentors for most vulnerable students.</p> <p>Pupil Support Unit to integrate students following long periods of absence.</p> <p>Celebrate 100% attendance at termly award assemblies.</p>	<p>The average attendance for Pupil Premium students in Years 7-11 was 90.78% in 2015-2016 in comparison to 94.9% for non-Pupil Premium students.</p> <p>Ofsted 2013, The Pupil Premium: <i>"Staff are aware of any social/emotional issues which are affecting attendance and can follow up or support families accordingly."</i></p> <p>EEF Research suggests that social/emotional interventions are high impact for low cost.</p>	<p>Tracking on SIMS by AKSDs/DKSs/PSU/SAH.</p> <p>Daily contact from school when a student is absent.</p> <p>Pupil Support Unit weekly record sheets.</p> <p>Reports to Governors/SIP.</p>	<p>Sen. Assistant Head</p> <p>Pastoral Teams</p>	<p>Half termly</p> <p>Daily monitoring as appropriate.</p>

Total budgeted cost

ii. Targeted support

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 implementation?
Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences.	<p>Personalised timetables for targeted pupils.</p> <p>Smaller class sizes in English and Maths.</p> <p>Increased focus on literacy and numeracy for targeted pupils.</p> <p>Small group/1:1 interventions in some subjects with support from TAs/HLTAs.</p> <p>Work experience placements tailored to individual needs.</p> <p>Hairdressing course for PP students.</p> <p>Booster classes and revision days in key subjects.</p> <p>Extra-curricular activity programme.</p> <p>Residential weekends.</p>	<p>Some students benefit from studying fewer subjects.</p> <p>Research from EEF research suggests group work demonstrates high impact.</p> <p>Alternative courses sought to motivate students who might struggle with a traditional GCSE timetable. Hairdressing course has been delivered for a number of years and feedback is extremely positive.</p> <p><i>“Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events...” (OFSTED, Pupil Premium 2013)</i></p> <p>Whole school ethos of ‘achievement for all’ celebrated through assemblies, awards ceremonies, Antonian Awards.</p> <p>Success of interventions in previous years proven to close the gap between PP and non-PP students.</p>	<p>Subject Leaders to track and monitor progress within depts..</p> <p>DH to oversee curriculum and timetable changes working with SLs.</p> <p>DH to oversee PP student participation in extra-curricular working with SIMS manager.</p> <p>EVC Co-ordinator and Form Tutors to monitor student participation in activities.</p>	<p>DH (Curriculum)</p> <p>SLs</p> <p>FTs</p> <p>DH (Pastoral)</p> <p>EVC Co-ordinator</p>	Termly and as appropriate

Develop resilience and mental wellbeing in students.	<p>New Pastoral Structure introduced in September 2016 with greater capacity to ensure students' pastoral needs are met.</p> <p>Targeted interventions for students with behavioural, emotional and mental health issues.</p> <p>Pupil Support Unit supporting students who are vulnerable or at risk of school refusal/unable to participate in whole school life.</p> <p>Increased capacity for behaviour interventions.</p> <p>Liaise with external agencies as appropriate, eg MIND, Returners Unit, Together For Children.</p> <p>Approximately 10% of student population are from families with complex needs.</p>	<p>Increasingly complex student population with complex mental health needs.</p> <p><i>"It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning."</i> EEF</p> <p>Increase in referrals to CAMHS/CYPS with long waiting lists.</p> <p>Small number of persistent school refusers and long term absentees.</p> <p>Small number of very challenging students with ongoing behavioural issues.</p>	<p>Tracking of RIU, internal and exclusion data.</p> <p>Attendance records.</p> <p>Ongoing review of pastoral structure at Key Stage Leadership Group meetings.</p> <p>Daily record sheets from Pupil Support Unit to monitor student attendance.</p>	<p>DH (Pastoral) and SAH to oversee pastoral system.</p> <p>PSU Staff.</p> <p>DKSs/AKSDs to oversee key stages.</p> <p>Half termly Key Stage meetings to monitor and review.</p>	Half termly
Total budgeted cost					

iii. Other approaches					
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 implementation?
<p>To improve the Progress 8 score of disadvantaged pupils.</p> <p>Levels of basic literacy are improved in KS3 so students go on to make good progress in English and other relevant subjects at KS4.</p> <p>Increased attendance rates for disadvantaged students.</p> <p>Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences.</p> <p>Develop resilience</p>	<p>Ensuring disadvantaged students have the same opportunities as other students through individual, bespoke arrangements, dependent on need.</p> <p>Eg, provision of uniform, PE kit, subsidies for visits, extra-curricular opportunities, resources and revision materials, travel costs to placements, etc.</p>	<p>Focus on individual need is essential to removing barriers to learning.</p>	<p>DH to oversee arrangements liaising with relevant staff/students.</p>	<p>DH (Pastoral)</p>	<p>Annually</p>

and mental wellbeing in students.					
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6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the Progress 8 score of disadvantaged pupils.	Ensure 'typically good' teaching is the norm. Whole school Performance Management focus on the progress of all Pupil Premium students. Targeted interventions for underachieving students using research from EEF Toolkit. Targeted cohort to use digital learning programmes to support revision of EBACC subjects. Mentoring programme for 1:1 support of most vulnerable/underperforming students.	The Progress 8 score in 2016 was -0.03 for all pupils in all state secondary schools, compared with -0.38 nationally for disadvantaged pupils. In St Anthony's the Progress 8 score in 2016 was -0.69 for disadvantaged students. In 2017 this rose to -0.31 unvalidated, an increase in progress of almost half a GCSE grade. The progress of all students in St Anthony's rose from 0.05 in 2016 to +0.16 unvalidated in 2017 therefore these interventions impacted not only on PP students but all students. The impact of the various interventions varied according to the individual students concerned. The motivation and attitude to learning of some increased and their final GCSE grades showed significant improvement on TAGs at the start of Year 11. For many students their behaviour and wellbeing improved which impacted on outcomes.	Although we have partially closed the gap by almost half a grade in terms of Progress 8 for disadvantaged students, further diminishing the gap is a priority for 2017-2018. A whole school focus on the progress of Pupil Premium students in the classroom has ensured these students are a priority. We will continue with these interventions in 2017-2018. Year 11 mentoring programme for 2017-2018 has been extended to more students and started almost a term earlier to ensure a positive start to the year.	£73,059.59

	Breakfast Club for PP students to support mentoring programme.	The mentoring programme ensured students had support and encouragement in school.		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Levels of basic literacy are improved in KS3 so students go on to make good progress in English and other relevant subjects at KS4.	Staff training and development. Teaching and Learning Groups with focus on extended writing and SPAG. Share good practice with outstanding primary school. Targeted support from HLTAs/TAs in lessons. Small class sizes for low ability students. Targeted Reading Club intervention for KS3 and KS4 students each morning using STAR Reader and Accelerated Reading programmes.	All students: Attainment 8 score in English (+5.7) is significantly above the national average (+4.8). Progress 8 score in English (+0.51) is also significantly above the national average (0). Disadvantaged students: Attainment 8 score in English (+4.9) is significantly above the national average (+3.9). Progress 8 score in English (+0.19) is in line with the national average (0). All of these figures are unvalidated. Reading ages have improved as a result of Reading Club intervention for KS3 and KS4 cohorts. Work monitoring exercises have shown an improvement in the quality of written work in the academy.	Two new Literacy co-ordinators appointed to promote whole school literacy. Review of current practice to be carried out. Reading Club to continue with proven effective interventions. Ongoing staff training focusing on extended writing. Continued targeted support with TAs/HLTAs interventions/small group work/1:1 support in lessons.	£26,781

Increased attendance rates for some disadvantaged students.	<p>Tracking and monitoring of attendance from key pastoral staff.</p> <p>Engage with parents and external agencies where appropriate.</p> <p>Breakfast Club to provide a safe and quiet place to work before school.</p> <p>Social and emotional interventions implemented as necessary.</p> <p>1:1 support from mentors for most vulnerable students.</p> <p>Pupil Support Unit to integrate students following long periods of absence.</p> <p>Celebrate 100% attendance at termly award assemblies.</p>	<p>Academic Year 2016-17 saw an increase in whole school attendance from 93.5% (2015-16) to 94.5%.</p> <p>Persistent absence (below 85% attendance) decreased from 6.6% in 2015-16 to 5% in 2016-17.</p> <p>Improvement in PP attendance was in line with whole school figures.</p> <p>Mini bus pick up service for most vulnerable students.</p>	<p>All measures in place will be continued as improvement has been shown.</p> <p>Additional measures:</p> <ul style="list-style-type: none"> • Further involvement of form tutor in monitoring attendance and communication with parents. • Increase in home visits and collecting students if necessary. 	£6650.34
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.	<p>Personalised timetables for targeted pupils.</p> <p>Smaller class sizes in English and Maths.</p> <p>Increased focus on literacy and numeracy for targeted pupils.</p> <p>Small group/1:1 interventions in some subjects with support from TAs/HLTAs.</p> <p>Work experience placements tailored to individual needs.</p> <p>Hairdressing course for PP students.</p> <p>Booster classes and revision days in key subjects.</p> <p>Extra-curricular activity programme.</p> <p>Residential weekends.</p>	<p>35 extra-curricular events in which 236 PP students participated.</p> <p>Extensive programme of additional study support offered in all departments, eg English and Maths Days</p> <p>Visits to local, national and international places of interest to promote cultural awareness, eg Paris, Barcelona, Cambodia.</p> <p>Residentials and team building exercises eg Derwent Hill, to boost confidence and self esteem.</p> <p>Hairdressing Course leads to students gaining Level qualification</p> <p>These opportunities are heavily subsidised for PP students and ensure there are no barriers to participation.</p>	<p>All activities and evaluated by staff for value for money and effectiveness.</p> <p>Students are offered an extensive and varied range of activities outside of the classroom to promote engagement and enjoyment of school life, raise aspirations, raise self-esteem and boost confidence.</p>	£9542,68
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<p>Develop resilience and mental wellbeing in students.</p>	<p>New Pastoral Structure introduced in September 2016 with greater capacity to ensure students' pastoral needs are met.</p> <p>Targeted interventions for students with behavioural, emotional and mental health issues.</p> <p>Pupil Support Unit supporting students who are vulnerable or at risk of school refusal/unable to participate in whole school life.</p> <p>Increased capacity for behaviour interventions.</p> <p>Liaise with external agencies as appropriate, eg MIND, Returners Unit, Together For Children.</p> <p>Approximately 10% of student population are from families with complex needs.</p>	<p>1 permanent exclusion.</p> <p>Significant reduction in fixed term exclusions: 2015-16 there were 63 exclusions compared to 35 in 2016-17. This figure is well below the national average. 50% of those students were Pupil Premium.</p> <p>Internal exclusions: approx 10% of students were excluded from lessons on at least one occasion. This is a reduction on internal exclusions from 2015-16.</p> <p>Over 120 students are considered to be 'vulnerable' with open/closed cases with Together For Children. Staff attend all meetings with external agencies, eg Core Group Meetings, Team Around the Family, Early Help meetings, Child Protection Conferences/Reviews to ensure students are supported to the best of our ability. Staff go above and beyond for a good number of students, eg shopping for uniform and equipment, home visits, collecting students for school.</p>	<p>50% of students with fixed term exclusions were Pupil Premium so more needs to be done with these students.</p> <p>40% of students with fixed term exclusions had more than one FTE so reintegration following FTE needs looking at carefully.</p> <p>Feedback from staff is overwhelmingly positive regarding behaviour. The dining hall and other areas of school life are noted to be much calmer, and increased invisibility of pastoral staff is having a notable impact on behaviour.</p> <p>An increasing number of parents are struggling to cope with the demands of complex family situations. One member of staff has undergone training to deliver Triple P Parenting programme in school 2017-18.</p> <p>Pastoral structure is under constant review and evaluation.</p>	<p>£111,937.68</p>
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7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

