

2018-2019 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, previously 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. 22% 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	2018-19	Total PP budget	£231,845	Date of most recent PP Review	Sept 2018
Total number of pupils	1073 (Yr 7-11) 1436 (Yr 7 – 13)	Number of pupils eligible for PP	235	Date for next internal review of this strategy	Feb 2019

2. Current attainment			
	Pupils eligible for PP (your school)	Pupil not eligible for PP (your school)	All students (national average Provisional)
% achieving 5A* - C incl. EM L4+ (2017-18)	66%	80%	59.1
English Baccalaureate Average Point Score	4.22	5.21	4.11
Provisional Progress 8 score average	-0.10	0.3	0.01
Attainment 8 score average	46	55	44.3

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.	Poor levels of literacy and numeracy among some PP students	
E.	Disadvantaged students are underperforming in Maths and in the open sector of EBACC	
F.	The progress of a small number of PP/SEND 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.	
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 non-PP decreases.
B.	To improve the attainment and progress of disadvantaged students in Maths and EBACC subjects	Disadvantaged students make or exceed expected progress in Maths and the open bucket of EBACC subjects.
C.	Excellent attendance rates for disadvantaged students.	Ensure students meet attendance target of 96% or above.
D.	To engage with parents and promote a culture of support for families of disadvantaged students.	Parents of PP students attend Parents' Evenings, Open Evenings and other events. They engage well and work with staff to support students.
E.	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.
F.	Further 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

2018-2019

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. Close tracking and monitoring of every student to ensure they are reaching their targets. Promote culture of achievement for all.</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>Promote use of digital learning programmes and FROG to support revision of EBACC subjects.</p> <p>Revision skills sessions for parents and students.</p> <p>Termly target setting by Form Tutors to ensure progress is made following each Key Assessment point.</p> <p>Use of IRIS Connect to share good teaching practice.</p>	<p>Strategies introduced in 2016-2017 and 2017-18 have had a positive impact on the achievement and progress of disadvantaged students.</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, <i>The Pupil Premium</i>).</p> <p>Research by EEF reveals digital technologies promote moderate learning gains when used to supplement other teaching activities.</p> <p>FROG ensures students have access to learning materials from home to consolidate learning.</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>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>AH to monitor use of SamLearning and GCSE Pod.</p> <p>Pastoral and FT teams to monitor attitude to learning via SIMS.</p>	<p>Termly following data collection.</p> <p>Ongoing discussions at meetings/interviews with students.</p> <p>SIP and SLT monitoring and reviews.</p>

<p>To improve the attainment and progress of PP students in Maths and in the open bucket of EBACC qualification</p>	<p>Department interventions focused on underperforming students. Close tracking and monitoring of underperforming students by all class teachers and Subject Leaders. Smaller class sizes in Maths. Digital technologies to promote learning, eg Sam Learning and GCSE Pod, use of dept resources on FROG. Provision of revision guides and materials for all PP students; Mentoring programme with targeted teacher specialisms. Maths Revision Day Derwent Hill Revision weekend focussing on Maths/EBACC subjects. Maths TA to provide students with 1:1 support.</p>	<p>Selected EEF toolkit interventions are proven to add value to student progress.</p> <p>Several successful strategies in previous year with proven impact to raise attainment levels and improve progress.</p>	<p>As above</p>	<p>DH (Curriculum) Subject Leaders Subject Teachers</p>	<p>Half termly monitoring</p> <p>SIP Review meetings</p>
<p>To engage with parents and promote a culture of support for families of disadvantaged students.</p>	<p>Increased communication via School Communications apps, use of Twitter, website and other means of contact. Parent Focus Group to be established to share ideas and gain feedback on academy life to include parents of PP students. GCSE Information Evening for Year 11 Parents to set out expectations of students, parents and the academy. Triple P Parenting Course. Support via Early Help Programme. Support for vulnerable families eg, Christmas Hampers, staff visits to support attendance.</p>	<p>Poor levels of parental engagement in some areas of academy life.</p> <p>Difficult family circumstances for many PP students.</p> <p>To communicate expectations of Year 11 students regarding examinations, attendance, revision etc.</p>	<p>Admin staff to monitor attendance at Info evenings. Communication Logs on SIMS. Minutes of Parent Focus Group meetings. Early Help applications. Parental feedback from Information Evening.</p>	<p>DH/Director of KS4 and Pastoral Leaders to oversee initiatives.</p>	<p>Half termly</p>

<p>Excellent attendance rates for disadvantaged students</p>	<p>Tracking and monitoring of attendance from key pastoral staff. Engage with parents and external agencies where appropriate. Use of school minibus to collect persistent absentees. Breakfast Club to provide a safe and quiet place to work before school. Social and emotional interventions implemented as necessary. 1:1 support from mentors for most vulnerable students. Pupil Support Unit to integrate students following long periods of absence. Celebrate 100% attendance at termly award assemblies.</p>	<p>Whole school attendance 2017-2018 increased from 94.5% (2016-2017) to 95.08%. The attendance of disadvantaged students was 93.05%.</p> <p>Persistent absence (below 85%) in 2017-2018 was 13.4%, (6.6% in 2015-16 and 5% in 2016-17). National average is 12.9%.</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. Daily contact from school when a student is absent. Pupil Support Unit weekly record sheets. Reports from Attendance Team at Together For Children. Reports to Governors/SIP.</p>	<p>Sen. Assistant Head DPS Pastoral Teams</p>	<p>Half termly Daily monitoring as appropriate.</p>
<p>Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.</p>	<p>Extensive programme of extra-curricular activities across all subjects supported by PP budget. Work experience placements tailored to individual needs. Personalised timetables for some students following Year 11 Mock Exams. Extensive programmes of Pupil Leadership initiatives, including John Paul 2nd, Chaplaincy Group, School Council, Anti-Bullying Forum, Faith In Action to boost confidence and develop leadership skills.</p>	<p>The academy ethos promotes excellence for every pupil. An appropriate curriculum promotes positive behaviour and safety and provides a broad range of experiences that contribute well to the pupils’ achievement and to their spiritual, moral, social and cultural development.</p> <p>Whole school ethos of ‘achievement for all’ celebrated through assemblies, awards ceremonies, Antonian Awards. Success of interventions in previous years proven to close the gap between PP and non-PP students.</p>	<p>Leadership/Department/Key Stage meetings – PP students’ progress is discussed and appropriate interventions implemented. SIMS activities to monitor PP attendance. Use of PP budget to ensure financial barriers are removed so students can participate fully in school life.</p>	<p>DH with responsibility for PP budget. DH (Curriculum) Directors/Assistant Directors of Key Stages. Form Tutors.</p>	<p>Termly</p>

<p>Further develop resilience and mental wellbeing in students.</p>	<p>Targeted interventions for students with behavioural, emotional and mental health issues. Wellbeing Surveys to assess student wellbeing. Cohorts to be created following survey results to monitor students at risk of anxiety or low mood. Mindfulness research programme 2018-2019 with Key Stage 3 students. Pupil Support Unit supporting students who are vulnerable or at risk of school refusal/unable to participate in whole school life. Increased capacity for behaviour interventions. Liaise with external agencies as appropriate, eg MIND, Returners Unit, Together For Children. Link with external providers, eg Brighter Futures, YDAP, MIND to communicate key messages.</p>	<p>Increasingly complex student population with complex mental health needs. <i>"It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning."</i> <i>EEF</i> Increase in referrals to CAMHS/CYPS with long waiting lists. Small number of very challenging students with ongoing behavioural issues. Approximately 10% of student population are from families with complex needs.</p>	<p>Daily contact with Pupil Support Manager and other key staff to oversee support interventions. Pupil Support unit weekly record sheets. Liaise with key pastoral staff as appropriate. Use of CPOMS/SIMS to track and monitor vulnerable students.</p>	<p>Pastoral Leads.</p>	<p>Half termly</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
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<p>To improve the Progress 8 score of disadvantaged students.</p>	<p>Mentoring Programme to provide 1:1 support for those students struggling with home/school life. Targeted support depending on individual needs. Extensive programme of in-house study support offered by all departments. Homework Clubs to support students needing extra support. Provision of revision materials and textbooks.</p>	<p>Success of this programme in previous years. Feedback from staff and students involved in the mentoring programme.</p>	<p>DH to liaise with staff and students to monitor attendance at mentoring meetings and gain feedback on levels of engagement.</p>	<p>DH</p>	<p>Weekly</p>
<p>To improve the Progress 8 score of students who are PP/SEND.</p>	<p>Tracking and monitoring of students by SENCO, SLT, Subject Leaders and Subject Staff. Targeted classroom support by HLTAs/TAs. Smaller teaching classes to enable more 1:1 support in lessons. To develop the reading culture within the academy and support students with low reading ages through targeted interventions. Reading Clubs for Key Stage 3 and 4 students with low reading ages. Regular reading tests to measure progress in reading ages using Accelerated Reader. Activities in school to promote reading, eg World Book Day, CIAG lessons with time dedicated to reading, Students with SEN have devoted reading time with SLT.</p>	<p>EEF Toolkit has shown that Accelerated Reader can add up to 3 months progress. By improving students' reading ages, they will be better equipped to access the curriculum. GCSE students will be able to access GCSE examination literature. Promote a love of reading across the academy.</p>	<p>Use of Reading Tests at regular intervals to measure progress. Attendance at Reading Clubs. SENCO to oversee interventions and report back to DH.</p>	<p>SENCO TAs DH</p>	<p>Half termly</p>

	<p>Use of PP budget to ensure PP/SEND students have access to necessary resources to improve reading skills. Rewards programme to celebrate excellent progress in reading.</p>				
<p>Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences.</p>	<p>Smaller class sizes in English and Maths with increased focus on literacy and numeracy for targeted pupils. Small group/1:1 interventions in some subjects with support from TAs/HLTAs. Hairdressing course for small cohort of Key Stage 4 students. Year 11 residential weekends for revision. STEM mentoring programme for high ability Yr 9 PP students. Year 11 timetables of most vulnerable and/or under-performing disadvantaged students to be reviewed following mock examinations. GCSE Photography course for small cohort of SEN/disadvantaged students. KS4 Mentoring scheme with North East Collaborative Outreach Programme to raise aspirations and improve employability.</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>Some students benefit from studying fewer subjects. Research from EEF research suggests group work demonstrates high impact. 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, leading to a career in hairdressing for many of our students.</p>	<p>Subject Leaders to track and monitor progress within depts.. DH to oversee curriculum and timetable changes working with SLs. DH to oversee PP student participation in extra-curricular working with SIMS manager. EVC Co-ordinator and Form Tutors to monitor student participation in activities.</p>	<p>DH (Curriculum) SLs FTs DH (Pastoral) EVC Co-ordinator</p>	<p>Termly and as appropriate</p>

<p>Develop resilience and mental wellbeing in students.</p>	<p>Greater capacity of pastoral support to ensure students' pastoral needs are met. Targeted intervention for students with behavioural, emotional and mental health issues.</p> <p>Pupil Support Unit staff to support students who are vulnerable or at risk of school refusal/unable to participate in whole school life.</p> <p>Liaise with external agencies, eg MIND, Returners' Unit, Together For Children.</p> <p>Triple P Parenting programme to be offered to parents by trained PSU manager.</p> <p>Mental Health Award to be introduced 2018-2019 by newly appointed Mental Health Lead.</p> <p>MIND counselling.</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></p> <p>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>	<p>Half termly</p>
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iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Bespoke support for disadvantaged individual students on a needs basis.</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</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>

	materials, travel costs to placements, etc. Use of Edukit to monitor individual support.				
Total Budgeted Cost					£231,845

Additional detail
<ul style="list-style-type: none"><li data-bbox="136 539 1816 571">• In this section you can annex or refer to additional information which you have used to inform the statement above.

