

2017-2018 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. 15.3% 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	2017-18	Total PP budget	£210,415	Date of most recent PP Review	Sept 2017
Total number of pupils	1278	Number of pupils eligible for PP	196	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2016-17 only)	44%	77.02%
% achieving expected progress in English / Maths (2016-17 only)	46.29%	77.7%
Progress 8 score average	-0.3	0.26
Attainment 8 score average	40.48	54.32

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	
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.	Increased attendance rates for some disadvantaged students.	Ensure 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.	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

2017-2018

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?
<p>To improve the Progress 8 score of disadvantaged pupils.</p>	<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. Whole school Performance Management focus on the progress of all Pupil Premium students. Targeted interventions for underachieving students using research from EEF Toolkit. Promote use of digital learning programmes to support revision of EBACC subjects. Year 11 mentoring programme for 1:1 support of most vulnerable/underperforming students. Revision skills sessions for parents and students.</p>	<p>Strategies introduced in 2016-17 have had a positive impact on the achievement and progress of disadvantaged students. We will continue with these strategies.</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>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.</p>	<p>Lesson observations. Termly SLT Monitoring Visits. Performance Management target setting and review. Departmental work scrutiny. Departmental Action Plans. Monitoring and tracking of pupil progress on SIMS/SMID. Peer Observation Programme to share good practice. 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. DH Curriculum to oversee PP progress through data checks. Subject Leaders to monitor departmental progress. All staff to monitor PP students in lessons. RR to monitor use of SamLearning and GCSE Pod. 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>To improve the attainment and progress of PP students particularly in Maths and in the open bucket of EBACC qualification</p>	<p>Department interventions focused on underperforming disadvantaged students. Close tracking and monitoring of underperforming students. Digital technologies to promote learning, eg Sam Learning and GCSE Pod. Provision of revision guides and materials for all PP students through use of PP budget. Mentoring programme with targeted teacher specialisms. Maths Revision Day at the Stadium of Light.</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>As above</p>	<p>As above</p>
<p>Increased 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 2016-2017 increased from 93.5% (2015-16) to 94.5%. Persistent absence (below 85%) decreased from 6.6% in 2015-16 to 5% to 2016-17. The attendance of disadvantaged students was in line with whole school figures.</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 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. Hairdressing course for a cohort of Yr 11 PP students. Work experience placements tailored to individual needs. Duke of Edinburgh Award Scheme.</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. Form Tutor intervention plans to set targets and review progress of all PP students in their form class. 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. 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 The Prime Agency, MIND to communicate key messages. Approximately 10% of student</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> EEF Increase in referrals to CAMHS/CYPS with long waiting lists. Small number of very challenging students with ongoing behavioural issues.</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>Jan 2018</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?
<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. Work experience placements for targeted students to boost self esteem. Hairdressing course for small cohort of Yr 11 PP students. Residential weekends. STEM mentoring programme for Yr 8 PP students. Year 11 timetables of most vulnerable and/or under-performing disadvantaged students to be reviewed following mock examinations. Introduction of GCSE Photography course for small cohort of SEN/disadvantaged students. 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.</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. Pupil Support Unit staff to support students who are vulnerable or at risk of school refusal/unable to participate in whole school life. Liaise with external agencies, eg MIND, Returners' Unit, Together For Children. Triple P Parenting programme to be offered to parents 2017-18 by trained PSU manager.</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> EEF Increase in referrals to CAMHS/CYPS with long waiting lists. Small number of persistent school refusers and long term absentees. Small number of very challenging students with ongoing behavioural issues.</p>	<p>Tracking of RIU, internal and exclusion data. Attendance records. Ongoing review of pastoral structure at Key Stage Leadership Group meetings. Daily record sheets from Pupil Support Unit to monitor student attendance.</p>	<p>DH (Pastoral) and SAH to oversee pastoral system. PSU Staff. DKSs/AKSDs to oversee key stages. Half termly Key Stage meetings to monitor and review.</p>	<p>Half termly</p>
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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>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. 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>

6. Review of expenditure

Previous Academic Year

2017-2018

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
<p>To improve the Progress 8 score of disadvantaged pupils</p>	<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 to support revision of EBACC subjects.</p> <p>Year 11 mentoring programme for 1:1 support of most vulnerable/underperforming students.</p> <p>Revision skills sessions for parents and students.</p>	<p>The Progress 8 score of disadvantaged pupils was -0.10 (an increase of +0.19 2017). The Progress 8 score of non-disadvantaged students was +0.29 (an increase of +0.34 2017). This compares favourably with the national average for disadvantaged students which was -0.40 in 2018 (FFT Education Data Lab). The gap has widened slightly at national level (P8 score for disadvantaged students was -0.33 in 2017). The impact of interventions varied according to individual students. The majority responded well to the mentoring programme and benefitted from extra support from staff. Targeted subject support was very effective and attendance at revision sessions was excellent.</p>	<p>Extra-curricular activities such as the Derwent Hill Revision weekend, Maths and English revision days were extremely successful and are to be repeated. The focus on disadvantaged students through Performance Management targets, standing items on all agendas, and lesson observations has ensured that staff are very aware of their progress and interventions put in place accordingly. This is to continue in 2018-2019.</p>	<p>£98,196</p>

<p>To improve the attainment and progress of PP students particularly in Maths and in the open bucket of EBACC qualification</p>	<p>Department interventions focused on underperforming disadvantaged students. Close tracking and monitoring of underperforming students. Digital technologies to promote learning, eg Sam Learning and GCSE Pod. Provision of revision guides and materials for all PP students through use of PP budget. Mentoring programme with targeted teacher specialisms. Maths Revision Day at the Stadium of Light.</p>	<p>The Progress 8 score of disadvantaged students in Maths was -0.47 compared to -0.49 in 2017 (unvalidated). 43% of disadvantaged students achieved grades 9-5 (2017 30%) and 62% achieved grades 9-4 (2017 51%). These results are above national average (40% grades 9-5 for all students and 59% grades 9-4 for all students).</p> <p>34% of disadvantaged students achieved standard pass E-Bacc qualification (13% in 2017). 26% of disadvantaged students achieved strong pass E-Bacc qualification (12% in 2017). This is a very good improvement on 2017.</p>	<p>Department monitoring and interventions are to continue to focus on disadvantaged students. Students are well supported with revision sessions and materials provided to work from home more effectively. Mentoring programme is continuing with staff allocated according to individual need where this is possible. One student needed specific support in Maths and was mentored by a Maths teacher. She achieved grade 7, an improvement of 4 grades from the start of Year 11. More focus on work monitoring and book scrutiny of open subjects within E-BACC is to be carried out where results of disadvantaged students have dipped this year.</p>	<p>£13,441</p>
<p>Increased 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.</p>	<p>Whole School Attendance (7-11) for 2017-18 was 95.08% (increase of 0.8% from previous year). The attendance of disadvantaged students was 93.05%, a gap of -2%. Persistent Absence was 13.3% (National Average 12.9%). This was due to a number of students with long term absence/illness.</p>	<p>Many parents are still choosing to take students on holiday during term time. This is to be addressed with more conversations with parents, introducing fines where appropriate. There needs to be more communication with parents regarding attendance during the exam preparation weeks in Term 3, and this is to be a focus at Year 11 information evenings.</p>	<p>£5651</p>

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
Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.	Extensive programme of extra-curricular activities across all subjects supported by PP budget. Hairdressing course for a cohort of Yr 11 PP students. Work experience placements tailored to individual needs. Duke of Edinburgh Award Scheme.	The extensive extra-curricular timetable at St Anthony's is a strength of the academy. Students have opportunities to participate in music events, study support sessions, sporting events, overseas trips, chaplaincy events and many other activities. In Years 7-11 in 2017-2018 there were approx. 4800 participants involved in a broad range of learning experiences. Disadvantaged students are given every opportunity to access these activities and are offered substantial discounts of at least 50%.	The hairdressing course is highly regarded by disadvantaged students and parents and offers a pathway into hairdressing for many of our students. We will continue with funding this in 2018-2019 as for non-academic students it is a valuable qualification. Staff work tirelessly to provide a broad range of learning experiences outside of the classroom to enrich students and enable progress. The academy will always strive to continue to support these activities as the education of the 'whole person' is a primary aim of the academy.	£28,805
Develop resilience and mental wellbeing in students.	Targeted interventions for students with behavioural, emotional and mental health issues. 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 The Prime Agency, MIND to communicate key messages. Approximately 10% of student	There has been a huge increase in the number of students presenting with social and emotional issues, and the Pupil Support Unit is very active in providing support to students and their families. Counselling from MIND is offered to some students from disadvantaged backgrounds. Increased capacity of the pastoral team enable issues of poor behaviour to be dealt with quickly and effectively thereby preventing it from escalating or impacting on others in the academy.	Senior Assistant Head to continue to track incidents of poor behaviour and exclusion data. Pastoral teams to continue to work with external agencies to ensure students and families receive appropriate support for their mental health and wellbeing.	£152,013

ii. 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
Bespoke support for disadvantaged individual students on a needs basis.	Ensuring disadvantaged students have the same opportunities as other students through individual, bespoke arrangements, dependent on need. Eg, provision of uniform, PE kit, subsidies for visits, extra-curricular opportunities, resources and revision materials, travel costs to placements, etc.	Tailored, personalised support for disadvantaged students ensures that barriers to learning are addressed and support implemented as necessary. This support is essential and is a highly effective way of ensuring disadvantaged students have the same opportunities as others.	Deputy Head to continue to oversee interventions. All staff to monitor and track progress. Form Tutors and Subject teachers to ensure students are well supported and have the same opportunities as non-disadvantaged students.	£2230
			Total Cost	£300.336

Additional detail

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

Use of Pupil Premium in 2017-2018

Provision 2017-2018	Approximate Cost	Support
Pastoral Staff - % of salaries	110,466	Provide general support to students with issues of a pastoral nature, including attendance, behaviour and emotional support. Engage with parents to ensure students reach their full potential.
Director of Student Support	28000	Designated member of staff dealing with our most vulnerable students, linking with external agencies as appropriate.
Literacy Co-ordinators (2) TLRs	2667	Provide whole school and targeted support for students with low levels of literacy
Numeracy Co-ordinators (2) TLRs	2667	Provide whole school and targeted support for students with low levels of numeracy
Teaching Assistants	58872	Provide specialist 1:1 support in a variety of ways
Breakfast Club	4451	Catering Team provide breakfast and a safe place for students before school
Summer School Transition Events	1800	Ensures a smooth transition to secondary school and boosts confidence
Year 7 Transition Co-ordinator	7647	Provides support to ensure a smooth transition, link with primary schools to get to know students before they arrive at secondary school.
Counselling Costs	4000	MIND counselling for our most vulnerable students
Digital Learning Technologies	4166	Supporting students through online learning and careers advice and guidance.
IRIS Connect	4210	Professional learning platform to enable excellent outcomes for teaching staff
School Visits	14,000	Financial support to pupils to enable them to participate in school visits and courses.
School Uniform and Equipment	1230	Supporting disadvantaged families with items of uniform and other necessary items.
Hairdressing Course	13425	Small cohorts of KS4 PP students benefit from this extra curricular course.
Music Tuition	1380	Students are able to receive instrumental instruction.
Revision materials and activities	9275	Intensive revision days/weekends for Maths and EBACC subjects. Students provided with necessary textbooks for exam preparation.
ICT and Photography equipment	26,440	Enables a curriculum to be provided tailored to students' needs, eg GCSE Photography
Mentoring Programme	100	Year 11 Programme providing 1:1 mentoring for support according to individual needs
Rewards Programme	1200	Celebrating success including Antonian Awards ceremony and Termly Assesmblies
Continuing Professional Development	3340	Professional development courses for staff to ensure they are equipped with skills necessary to close the gap and support students
Lunch time extra curricular activities	1000	Subsidies for equipment, incentives and rewards to encourage participation in a variety of learning activities
Total Cost	300,336	

This list of spending is not exhaustive and outweighs the Pupil Premium funding received. The academy funds a lot of opportunities for students in addition to the provision

listed here.

