

## 2019-2020 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 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. 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.

<b>Summary information</b> <small>** (These figures may change during the course of the year)</small>					
<b>School</b>	St Anthony's Girls' Catholic Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£217,920* (approx.)	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	1118 (Yr 7-11)  1371 (Yr 7 – 13)	<b>Number of pupils eligible for PP</b>	238*	<b>Date for next internal review of this strategy</b>	Feb 2020

<b>Current attainment</b>			
	Pupils eligible for PP (your school)	Pupil not eligible for PP (your school)	All students (national average) Provisional
<b>% achieving English and Maths L5+</b>	<b>45.61%</b>	63.64%	43%
<b>English Baccalaureate Average Point Score</b>	<b>3.92</b>	5.22	4.06
<b>Provisional Progress 8 score average</b>	<b>-0.11</b>	0.21	0.0
<b>Attainment 8 score average</b>	<b>45.69</b>	53.82	46.5

## 1. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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 *(issues which also require action outside school, such as low attendance rates)*

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.

### 2. Desired outcomes *(desired outcomes and how they will be measured)*

#### Success criteria

2. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To raise attainment and levels of progress for disadvantaged pupils so they achieve as well as their peers.	Gap between PP students and non-PP decreases.
B.	To improve the attainment and progress of disadvantaged students in Maths and some EBACC subjects	Disadvantaged students make or exceed expected progress in Maths and the open bucket of EBACC subjects.
C.	Attendance rates for disadvantaged students are in line with national attendance target (96%)	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.

## 3. Planned expenditure

<b>Academic year</b>	<b>2019-20</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To raise attainment and levels of progress for disadvantaged pupils so they achieve as well as their peers.	<p>Ensure quality first teaching is provided to all students in order to improve outcomes for PP students.</p> <p>Recruitment of high calibre teaching staff.</p> <p>Ongoing continuing professional development for all staff based upon evidence based research.</p> <p>Teaching and Learning groups focused on recall and retrieval of knowledge and strategies to improve memory.</p> <p>Improve KS3 literacy with all pupils participating in the Accelerated Reader Programme. Activities in school to promote reading, eg World Book Day, CIAG lessons with time dedicated to reading,</p>	<p><i>“Teaching staff are aware of students’ progress and specific needs. As a result, lessons can be adapted to students’ needs.” (OFSTED 2013, The Pupil Premium).</i></p> <p>KS3 PP students on average 6 months behind their non-PP peers in terms of reading age in the academy.</p> <p>Research by EEF showed FSM pupils made 5 months additional progress in reading when using Accelerated Reader.</p>	<p>Monitoring visits, learning walks, work scrutiny, student voice.</p> <p>Reading interventions, author visits, rewards.</p>	<p>SLT/SLs/CPD CO</p> <p>Literacy Co-ordinator/TAs</p>	<p>Following termly data collection</p> <p>Termly</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. 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 Events Small group intervention Maths TA to provide students with 1:1 support. Smaller class sizes in Maths. Maths Club for KS3 students</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>Research by EEF reveals digital technologies promote moderate learning gains when used to supplement other teaching activities.</p>	<p>SIP meetings Monitoring visits, learning walks, work scrutiny, student voice.</p>	<p>DH (Curriculum) Subject Leaders Subject Teachers TAs</p>	<p>Half termly monitoring  SIP Review meetings  SMID Data</p>
<p>Attendance rates for disadvantaged students are in line with national attendance target (96%)</p>	<p>Attendance Officer employed one day per week to reduce the number of absentees. First day response from attendance team in school. Home visits to explore barriers to attending. 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 2018-19 was 95.08%% (target 96%). The attendance of disadvantaged students was 93.05%.</p> <p>Persistent absence 2018-19 was 14.3% (national average 13.5%).</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. SIP meetings. Reports from Attendance 100 and Together For Children. Reports to Governors/SIP.</p>	<p>Sen. Assistant Head DPS Pastoral Teams Attendance Officer</p>	<p>Weekly  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>Ongoing curriculum development to ensure the curriculum and courses we deliver are fit for all. 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 2<sup>nd</sup>, 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 poor mental health.  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.</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.  Approximately 10% of student population are from families with complex needs.</p> <p>Successful mindfulness research programme 2018-2019 with Key Stage 3 students resulting in introduction of weekly 'Examen' in tutorial time to improve mental health and resilience.</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>Weekly</p>

## 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?
To improve the Progress 8 score of disadvantaged students.	<p>Mentoring Programme to provide 1:1 support for underperforming students struggling with home/school life.</p> <p>Provision of free breakfast club for PP students to encourage attendance at mentoring sessions.</p> <p>Targeted 1:1 support depending on individual needs.</p> <p>Extensive programme of in-house study support offered by all departments.</p> <p>Homework Clubs to support students needing access to internet or school resources.</p> <p>Provision of revision materials and textbooks for all PP students.</p>	<p>Success of this programme in previous years. Positive feedback from staff and students involved in the mentoring programme.</p> <p>EEF research shows mentoring is low cost but has good impact.</p>	<p>DH to liaise with staff and students to monitor attendance at mentoring meetings and gain feedback on levels of engagement.</p> <p>KS4 Leads to monitor attendance at mentoring meetings and liaise with parents as appropriate.</p> <p>KS4 Team Meeting discussions.</p>	<p>DH KS4 staff</p>	<p>Weekly</p>
To improve the Progress 8 score of students who are PP/SEND.	<p>Tracking and monitoring of students by SENCO, SLT, Subject Leaders and Subject Staff using EDUKEY. SEND students the focus of Performance Management targets 2019-20.</p> <p>Detailed learning plans for every SEND student. Targeted classroom support by HLTA/TAs.</p> <p>Smaller teaching classes to enable more 1:1 support in lessons.</p> <p>To develop the reading culture within the academy and support students with low reading ages through targeted interventions.</p>	<p>Progress 8 score of SEND/PP students in 2019 was -0.1. Attainment 8 score was 34.</p> <p>Mentoring programme has been very successful in ensuring students are supported in school.</p>	<p>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 eg scanning pens.</p> <p>Rewards programme to celebrate excellent progress in reading.</p> <p>All SEND/PP students have an allocated staff mentor.</p>				
<p>Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences.</p>	<p>Hairdressing course for small cohort of Key Stage 4 students.</p> <p>GCSE Photography course for small cohort of SEN/disadvantaged students</p> <p>Year 11 residential weekends for revision.</p> <p>Year 11 timetables of most vulnerable and/or under-performing disadvantaged students to be reviewed following mock examinations. .</p> <p>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.</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, leading to a career in hairdressing for many of our students.</p> <p>GCSE Photography results in 2019 were</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>	<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 worked towards with new Mental Health Lead.</p> <p>MIND counselling for a small number of students.</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>	<p>Half termly</p>
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**iii. Other approaches**

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></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 materials, travel costs to placements, etc.</p> <p>Use of Edukit to monitor individual support.</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>



**Total Budgeted Cost** £217,920

**4. Review of expenditure**

**Previous Academic Year**

**2019-20**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>To raise attainment and levels of progress for disadvantaged pupils so they achieve as well as their peers.</p>	<p>Ensure quality first teaching is provided to all students in order to improve outcomes for PP students.            Recruitment of high calibre teaching staff.            Ongoing continuing professional development for all staff based upon evidence based research.            Teaching and Learning groups focused on recall and retrieval of knowledge and strategies to improve memory.            Improve KS3 literacy with all pupils participating in the Accelerated Reader Programme.            Activities in school to promote reading, eg World Book Day, CIAG lessons with time dedicated to reading,</p>	<p>We saw an increase in the attainment score for PP students:            A8 48.19 (43.78 2019)            However we saw a decrease in progress:            P8 -0.4 (-0.12 2019).            Progress 8 score for all pupils is 0.28 (0.1 in 2019).</p> <p>KS3 reading ages are in line/slightly above national averages:            84% Yr 7 met/exceeded national benchmark            75% Yr 8 met/exceeded national benchmark            79% Yr 9 met /exceeded national benchmark            Accelerated reader usage has increased.            Home usage has increased for more able readers.</p> <p>Impact of interventions was limited due to school closure.            The progress of all students in St Anthony's remains positive therefore these interventions impact not only on PP students but all students.</p>	<p>Due to the pandemic, the GCSE results for this year's cohort are based on teacher assessed grades/mock exams. Furthermore, teaching was suspended for Year 11 students in March and was replaced with remote provision and support for students in all other years.</p> <p>Quality first teaching is the most important strategy in closing the gap in attainment. The FROG VLE is being continuously improved to support home learning to supplement classroom teaching, eg voiceovers on powerpoints, to provide detailed explanations of materials. The DFE laptop scheme has been rolled out to ensure PP students in Yr 11 are able to engage in home learning.</p> <p>Internal CPD has enabled staff to effectively re-visit and reflect on key areas of practice, eg Rosenshine's Principles, with a focus on questioning techniques and ways of assessing students work during the pandemic. This CPD will be evaluated in monitoring visits/lesson observations 2020-21.</p> <p>The reading gap between low-ability PP students and their higher achieving peers continues to widen as students progress through</p>

			the school. This is in line with national trends and motivating older students to read remains a school priority for all staff.
To improve the attainment and progress of PP students in Maths and in the open bucket of EBACC qualification	<p>Department interventions focused on underperforming students. Close tracking and monitoring of underperforming students by all class teachers and Subject Leaders.</p> <p>Digital technologies to promote learning, eg Sam Learning and GCSE Pod, use of dept resources on FROG.</p> <p>Provision of revision guides and materials for all PP students; Mentoring programme with targeted teacher specialisms. Maths Revision Events</p> <p>Small group intervention Maths TA to provide students with 1:1 support.</p> <p>Smaller class sizes in Maths. Maths Club for KS3 students</p>	<p>Maths Progress 8 score for PP students was -0.5 compared to -0.04 for all students. This is an increase in progress for all students from -0.18 in 2019 but a decrease in progress for PP students (-0.379 in 2019). 1:1 and small group tuition for PP students commenced in Feb 2019 but ceased due to school closure.</p> <p>The Maths Revision Day did not take place due to Covid.</p> <p>PP students' score in the open bucket was 15.32 points compared to 18.81 points for all students. This is an increase from 2019 where PP students scored 13.57 points compared to 16.04 for all students.</p> <p>There were notable improvements in the outcomes for PP students in Child Development, PE, Photography and Technology.</p>	<p>We will continue to work to improve attainment and progress of PP students in Maths and the open elements of the EBACC bucket, focusing especially on the high attaining PP group. A member of the leadership team has been appointed to track and monitor this group.</p> <p>Small group and 1:1 tuition is an effective EEF Toolkit intervention and we will continue to provide this for an identified cohort of students.</p> <p>All PP students will continue to be provided with revision guides for relevant subjects and mentors allocated to every Yr 11 PP student for targeted support, motivation and encouragement.</p>
Attendance rates for disadvantaged students are in line with national attendance target (96%)	<p>Attendance Officer employed one day per week to reduce the number of absentees.</p> <p>First day response from attendance team in school.</p> <p>Home visits to explore barriers to attending. Tracking and</p>	<p>Attendance figures take into account September – March 2020 only due to the pandemic.</p> <p>2018-19:  Whole school attendance: 95.08%  PP students: 93.05%.  (National average 94.4%)  Persistent absence:14.3%  PP students: 16.2%</p>	<p>We have a small number of 'school refusers' who continue to be a cause for concern. Several referrals were made to the 'Returners Unit' 2019-20 but places are limited. The pandemic has further affected attendance, with levels of anxiety around covid having a negative impact. Pupil Support and SLT meetings with parents and students had a positive impact on a number of students prior to lockdown. The Local Authority Attendance Team have also taken legal action with a very small minority of parents as a last</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>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>Ongoing curriculum development to ensure the curriculum and courses we deliver are fit for all. 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 2<sup>nd</sup>, Chaplaincy Group, School Council, Anti-Bullying Forum, Faith In Action to boost</p>	<p>(National average 13.5%).</p> <p>2019-20 (Sept – March)  Whole school attendance: 94.3%  (National average 94.4% Autumn Term only)  Persistent absence: 15.2%  (National average 14.9% Autumn Term only)</p> <p>Year 7 PP 92.19% (95.96% non-PP)  Year 8 PP 89.68% (94.47% non-PP)  Year 9 PP 90.11% (94.57% non-PP)  Year 10 PP 90% (94.96% non-PP)  Year 11 PP 86.89% (95.15% non-PP)</p> <p>Whole school attendance is at least in line with national averages but PP attendance in all year groups is still well below our target of 96%. Individual case studies reveal home issues/mental health have the biggest impact on attendance figures.</p> <p>Calendar of extra-curricular and subject support events September – March 2020. Year 10 work experience was cancelled due to the pandemic. NCS programme was offered remotely to develop students' confidence, skills and employability. World Class Schools Charter Mark awarded December 2019. Anti-bullying platinum award achieved Summer Term 2020.</p>	<p>resort. Visits to 'hard to reach' families by our Attendance Officer continue to provide a lifeline where students are reluctant to engage with school. This enables us to ensure students are safe and well and progress can be made on reintegrating long term absentees. Director of Pupil Support and other support staff liaise with external agencies where appropriate to improve attendance. We will continue with this approach as the absence rate of Pupil Premium students is still an ongoing concern.</p> <p>Continue to encourage Pupil Premium students to take up learning opportunities outside of the classroom. Continue to monitor the curriculum and ensure it suits the needs of our Pupil Premium students.</p> <p>Review the calendar of events for 2020-21 following government guidance around Covid-19.</p>	
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<p>Further develop resilience and mental wellbeing in students.</p>	<p>confidence and develop leadership skills.</p> <p>Targeted interventions for students with behavioural, emotional and mental health issues.</p> <p>Wellbeing Surveys to assess student wellbeing. Cohorts to be created following survey results to monitor students at risk of poor mental health.</p> <p>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.</p> <p>Liaise with external agencies as appropriate, eg MIND, Returners Unit, Together For Children.</p> <p>Link with external providers, eg Brighter Futures, YDAP, MIND.</p>	<p>A variety of initiatives and events to improve resilience and wellbeing, including:</p> <ul style="list-style-type: none"> <li>• Whole school presentation and launch of 'Kooth' app Term 1 2019.</li> <li>• World Mental Health Day events.</li> <li>• Yong Carers' events and six referrals made to Young Carers throughout Sept – March period.</li> <li>• 'Stress buster' sessions for Year 11 students.</li> <li>• Daily mindfulness and Christian meditation sessions</li> <li>• Approx 90 1:1 drop-in sessions in the Pupil Support Unit Sept-March</li> <li>• 15 students referred to MIND counsellor for specialist support</li> <li>• 5 referrals to Risk and Resilience Team during lockdown</li> <li>• Home visits and regular calls and emails to vulnerable students during the period of lockdown.</li> </ul>	<p>Individualised support is essential to removing barriers to learning. The role of the form tutor and year leader is crucial in enabling us to know what support is needed. Communication during lockdown enabled many students to receive vital emotional support as well as materials to support their home learning. The new academic year has brought to the fore many mental health issues which were magnified during the period of social isolation and school closure. All staff to monitor students in their care and liaise with pastoral staff as appropriate.</p>	
<p>Bespoke support for disadvantaged</p>	<p>Ensuring disadvantaged students have the same opportunities as other students through individual, bespoke arrangements, dependent on need.</p>	<p>Bespoke support ensures Pupil Premium students are able to participate fully in the life of the academy and have the same opportunities as other students. This in turn raises aspirations and increases levels of</p>	<p>The pandemic has brought increased challenges to families in our community. Bereavement, unemployment, illness and financial worries remain during the current times and school staff have offered increased support since March 2020 in the form of remote learning, close liaison with families of our most vulnerable</p>	

individual students on a needs basis.	Eg, provision of uniform, PE kit, subsidies for visits, extra-curricular opportunities, resources and revision materials, travel costs to placements, etc. Use of Edukit to monitor individual support.	engagement and enjoyment in school life. No child is excluded from educational activities due to financial reasons.	students, food parcels, emotional support, provision of equipment etc. Staff to closely monitor the students in their care to ensure support for individuals is in place.
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### Use of Pupil Premium in 2019-20

Provision 2019-20	Approximate Cost	Support
Pastoral Staff - % of salaries	146,466	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. 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	5,500	Catering Team provide breakfast and a safe place for students before school
Summer School Transition Events	2,000	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	3,500	MIND counselling for our most vulnerable students
Digital Learning Technologies	4166	Supporting students through online learning and careers advice and guidance.
School Visits	7,000	Financial support to pupils to enable them to participate in school visits and courses.
School Uniform and Equipment	3,000	Supporting disadvantaged families with items of uniform and other necessary items.
Hairdressing Course	12,500	Small cohorts of KS4 PP students benefit from this extra curricular course.
Music Tuition	2,800	Students are able to receive instrumental instruction.
Revision materials and activities	6,500	Intensive revision days/weekends for Maths and EBACC subjects. Students provided with necessary textbooks for exam preparation.
Mentoring Programme	1,000	Year 11 Programme providing 1:1 mentoring for support according to individual needs
Rewards Programme	1800	Celebrating success including Antonian Awards ceremony and Termly Assesmbles

Continuing Professional Development	5,500	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
Home Learning Packs for PP students	1200	Stationery packs provided in lockdown
<b>Total Cost</b>	<b>275,785</b>	

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.

