

2020-2021 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. 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.

As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, the government announced it will not be publishing any educational performance data based on assessments or exams for 2020. Some headline figures from St Anthony's are included below for information.

Summary information <small>** (These figures may change during the course of the year and not including PP+)</small>					
School	St Anthony's Girls' Catholic Academy				
Academic Year	2020-21	Total PP budget	£224,130* (approx.)	Date of most recent PP Review	Oct 2020
Total number of pupils	Yrs 7 -11 1109 Yrs 7-13 447	Number of pupils eligible for PP	241	Date for next internal review of this strategy	Feb 2021

Current attainment		
	2020 (2019)	2020 (2019)
	Pupils eligible for PP (your school)	Pupil not eligible for PP (your school)
% achieving English and Maths L5+	56.7% (45.61%)	67.8% (63.64%)
English Baccalaureate Average Point Score	4.31 (3.92)	5.17 (5.22)
Provisional Progress 8 score average	N/A (-0.11)	N/A (0.21)
Attainment 8 score average	52.24 (45.69)	54.35 (53.82)

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.	PP students do not achieve as well as their non-PP peers. Potential further widening of gaps created by school closure/lockdown.
B.	Accessibility of the curriculum for a small proportion of students due to poor levels of literacy and numeracy among PP students
C.	Social, emotional and mental health issues for some PP students which impact on behaviour and learning.

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

D.	Many of our PP students are socially, culturally and economically deprived.
E.	Lack of aspiration and poor engagement of students and parents in school life particularly affecting disadvantaged students.
F.	Attendance of PP students is lower than non-PP students. Higher rates of persistent absence among PP students.

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

		Success criteria
A.	To raise attainment and levels of progress for disadvantaged pupils so they achieve as well as their peers. Ensure PP students perform as well as their peers in Maths and some EBACC subjects.	Attainment and progress gaps between PP students and non-PP decreases. The difference in outcomes is diminished in regards to attainment in Maths and the EBACC subjects.
B.	To improve KS3 literacy and numeracy skills so PP students can access a full and broad curriculum at KS4 and are well equipped for GCSEs.	Disadvantaged students make or exceed expected progress in literacy and numeracy.

C.	Further develop resilience and mental wellbeing in students.	Good outcomes for young people who struggle with behaviour, mental health and emotional issues.
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. Increased rates of participation in extra-curricular activities.
E.	Increased attendance at school events for PP students/parents and engagement with school life.	% of parents attending parents' evenings at least matches that of other students. Representation of PP students on the Parents' Forum Group.
F.	Attendance rates for disadvantaged students are in line with national attendance target (96%)	Ensure students in each year group meet attendance target of 96% or above.

3. Planned expenditure

Academic year

2020-21

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?
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<p>A. To raise attainment and levels of progress for PP pupils so they achieve as well as their peers.</p> <p>Ensure PP students perform as well as their peers in Maths and some EBACC subjects.</p>	<p>Provision of high quality teaching across all subjects and where necessary, targeted interventions through rigorous monitoring of standards and effective deployment of staff. RAG rating of all students to identify gaps/lack of progress on return to school in September and at regular intervals. Employment of Teach First staff to assist with interventions.</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><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (The EEF Guide to Pupil Premium)</i></p> <p>Additional support for PP students to be identified at the earliest opportunity.</p>	<p>Rigorous and regular tracking and monitoring of Key Assessments, Teacher Assessed Grades, Attitude to Learning, Behaviour and Achievement Points, using SMID and SIMS data. Swift intervention where necessary. PP progress is a standard item on all department and pastoral meeting agendas with follow up actions regarding interventions, minuted and evaluated.</p> <p>Whole school focus on PP in SLT monitoring visits, work scrutinies and Performance Management targets. PP students clearly identified on seating plans and planned for in lessons. Staff able to talk about PP student progress they teach in learning walks and monitoring visits.</p>	<p>SLT/SLs/ Pastoral Leaders/CPD Cord.</p>	<p>Following each data collection point</p>
	<p>After school interventions introduced for Year 11 ie. Period 6, to enable students to catch up/keep up with learning. Red/Amber students to attend September to October half term with focus on learning lost during period of lockdown March – July. Red/Amber/Green students to attend following October half term onwards, focusing on revision of all work covered.</p>	<p>RAG rating Year 11 PP students (47): Red 14 students, Amber 23 students, Green 10 students.</p> <p>Many students struggled to keep up with work during lockdown. This extra intervention will enable all students to achieve ‘Green’ status.</p>	<p>Attendance monitoring at after school sessions. Subject staff to assess gaps in knowledge following assessments in October and target support as appropriate.</p>	<p>Subject teachers/ form tutors/ pastoral leaders.</p>	<p>Termly</p>

	<p>GCSE Information Evening for Parents and Year 11 Students to share best practice for GCSE preparation, revision strategies, wellbeing support, English and Maths information.</p>	<p>Ensure parents are fully informed and students are equipped with the knowledge and skills to succeed at GCSE. Parental engagement is proven to have a large and positive impact on learning. Positive feedback from previous sessions.</p>	<p>This year's event will be online due to the pandemic. Powerpoints/videos to be emailed to all parents and students to be shown the information by form tutors. Student revision booklets and parent resources provided to all Year 11.</p>	<p>DHs (Curr/Past). Yr 11 Pastoral Team</p>	<p>Dec 2020</p>
	<p>Digital technologies to promote learning available to all students, eg Sam Learning and GCSE Pod, FROG VLE. Ongoing improvements to department online resources to support students, eg voiceovers on powerpoints.</p>	<p><i>"There is extensive evidence of positive effects across age groups and for most areas of the curriculum."</i> (EEF Toolkit)</p> <p>Essential all students can access digital learning in case of school closure.</p>	<p>Introductory ICT sessions on home learning/online learning for all year 7 students. Online learning hours are monitored. Homework and home learning for those isolating set on FROG and assessed by teachers.</p>	<p>ICT Co-ord, SLs/Subject teachers/DH (Curriculum)</p>	<p>Ongoing</p>
	<p>Staff training on what constitutes a 'good lesson'. Sharing of good practice to develop effective strategies in the classroom, eg questioning and assessment techniques. Focus this year on the 'recovery curriculum' and how to support home learning using our VLE platform to complement classroom teaching.</p>	<p><i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending"</i> (EEF)</p> <p>All teachers have had to adapt their practices in line with the 'recovery curriculum' and government guidance during the pandemic.</p>	<p>Staff and pupil feedback. SLT monitoring visits and Performance Management observations. Feedback at all department and pastoral meetings. Work scrutinies.</p>	<p>SLT/SLs/ CPD Co-ord.</p>	<p>As per monitoring calendar</p>

	<p>Smaller teaching groups in Maths. Full time Maths HLTA. Online Maths programmes to support with home learning, eg Hegarty's Maths, MyMaths, After school intervention for all students. KS3 Maths Club</p>	<p>Reduced class size and small group work to support targeted intervention, to improve progress of pupil premium students. Online homework to complement classroom teaching.</p>	<p>Feedback at dept meetings. Use of SMID and SIMS data to analyse the gaps. Department intervention strategies for students who are disengaged or not making progress.</p>	<p>SL/Subject teachers/ HLTA</p>	<p>Half termly</p>
					<p>Estimated Cost £45,500</p>
<p>B. To improve KS3 literacy and numeracy skills so PP students can access a full and broad curriculum at KS4 and are well equipped for GCSEs.</p>	<p>Whole school literacy approach and specialist Literacy Co-ordinator appointed to lead on literacy across the school. Half-termly focus across all subjects and key stages. Accelerated Reader used in KS3. Quiz leaderboard displayed around school. Prizes for KS3 student quizzes. Timetabled reading sessions in CIAG lessons. World Book Day celebrated to promote reading for pleasure. Purchase of tablets for quizzes.</p> <p>Whole school numeracy approach and specialist Numeracy Co-ordinator appointed to lead on numeracy across the school. Half-termly numeracy focuses across all subjects and key stages. 'Maths Challenge' for all key stages held annually. 'Maths Week' also held with competitions and prizes to motivate students.</p>	<p>The reading age gap between PP and non-PP students has increased due to lockdown. Evidence shows KS4 students read much less than their KS3 counterparts. More able students are more likely to read than the less able students.</p> <p><i>"Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school."</i> (EEF)</p> <p>PP students perform better at English than Maths.</p> <p>Gap between PP and non-PP in Maths across all year groups.</p>	<p>Careful pupil tracking and monitoring of reading ages on SIMS. Accelerated reader reports. Literacy Co-ordinator whole school plans and evaluations. MIDYIS and YELLIS data. Baseline assessments in Year 7.</p>	<p>Lit. Co-ord/ SLT/Subject Staff</p> <p>Numeracy Co-ord/ SLT/Subject Staff</p>	<p>Half termly</p>
					<p>Estimated Cost £17,334</p>

<p>C.</p> <p>Further develop resilience and mental wellbeing in students.</p>	<p>Director of Pupil Support to promote whole school mental health and wellbeing working with SLT, pastoral staff and Chaplaincy Team across all years. Wellbeing Groups in Years 7-11 with appointed wellbeing ambassadors. Targeted approach focusing on relevant wellbeing issues, eg lockdown, managing exam stress etc. Wellbeing Weeks in December and May to raise awareness of positive mental health. External agency support as required, eg School Nursing Team, Risk and Resilience Team. Termly Wellbeing Surveys in Years 7-11 to inform action. Tutor time interventions, eg mindfulness</p>	<p>Targeting social and emotional learning has been found to be effective across all key stages, although it requires high levels of professional development for teachers.</p>	<p>Wellbeing Survey data using Edukit software. Cohorts to be identified and swift intervention as appropriate. Tracking and monitoring of behaviour points, attendance, attitude to learning, KA data etc on SIMS and SMID. Pupil and teacher feedback.</p>	<p>DPS, KS3 Lead, ADKS, Chaplaincy Team, Staff Wellbeing Leads</p>	<p>Half termly</p>
	<p>Staff training Healthy MindEd Conference. Staff INSET on the recovery curriculum, impact of lockdown on families and supporting students through the pandemic. Behaviour policy amended in line with government guidance on Covid-19.</p>	<p>Covid-19 has affected students in many ways, eg bereavement, illness, isolation, domestic abuse. Rise in safeguarding issues for many students.</p>	<p>Attendance data and CPD certificates. CPOMS data. Referrals to Pupil Support, Chaplaincy Team, external agencies. Attendance data. Tracking of RIU, internal and exclusion data.</p>	<p>Pastoral Staff Director of Pupil Support Chaplaincy Team</p>	<p>Weekly</p>
					<p>Estimated Cost £36,000</p>

<p>D. Further opportunities for PP students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.</p>	<p>Ongoing curriculum review and 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 (subject to latest government guidance). Work experience placements tailored to students' needs, Personalised/reduced timetables for some students following data collection points in Year 11. Extensive programmes of pupil leadership initiatives including Duke of Edinburgh Award, John Paul II Award, Chaplaincy Group, School Council, Anti-bullying Group etc to boost confidence and develop leadership qualities.</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 and cultural development.</p> <p>Whole school ethos celebrated through assemblies, termly awards, Antonians 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 to discuss PP progress and appropriate interventions. SIMS to track and monitor attendance at events. Use of PP budget to ensure no financial barriers to attending extra-curricular activities.</p>	<p>DH(Pastoral) DH (Curr.) Form tutors AKSDs</p>	<p>Sept 2020/ongoing</p>
					<p>Estimated Cost £22,000</p>
<p>E. Increased attendance at school events for PP students/ parents and engagement with school life.</p>	<p>GCSE Information Evening for parents. Parents' Forum coffee mornings to observe liturgies, support food bank, gather parental feedback. Ensure parents of PP are represented. Community learning courses with priority given to PP families. Operation Encompass support sessions for parents. 'Good news' phonecalls and text messages. Triple P Parenting Programme lead by Director of Pupil Support working with Children's Services. Follow up calls for parents of PP students who do not attend parents' evenings. Regular resources and support materials emailed to parents, eg mental health, safeguarding information.</p>	<p>Parental engagement has a very positive impact on children's learning.</p> <p><i>"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes."</i> (EEF)</p> <p>Very positive feedback from lockdown period where form tutors maintained regular contact with parents and students and remote support was given.</p>	<p>Presentation evening to be adapted in light of pandemic. Resources to be used from previous sessions which were very successful. Attendance data from parents' evenings. Communication logs on SIMS.</p>	<p>D Heads and SLs in Maths/ English KS4 pastoral staff</p>	<p>Nov 2020</p>

					Estimated Cost £2,000
F. Attendance rates for PP students are in line with national attendance target (96%)	First day response from attendance team. Home visits to explore barriers to attending. Tracking and monitoring of attendance from key pastoral staff. 'Magic Breakfast Club' to provide free breakfast under the Covid-response scheme for all PP student to encourage good attendance and punctuality. Celebrate 96%+ attendance at termly award assemblies.	Poor attendance is a key factor in low academic achievement. There is a clear gap between PP and non-PP attendance in every year group across the school.	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.	Sen. A Head/ Pastoral Teams Attendance Team	Weekly Daily monitoring as appropriate.
					Estimated Cost £20.500

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?
A. To raise attainment and levels of progress for disadvantaged pupils so they achieve as well as their peers.	Key Stage 4 mentoring for targeted cohort of Year 11 students. Provision of revision materials and textbooks for all PP students. Laptops and routers from DFE fund provided to all Year 11 PP students who do not have access to IT at home.	Success of this programme in previous years. Positive feedback from staff and students involved in the mentoring programme. EEF research shows mentoring is low cost but has good impact.	DH to liaise with staff and students to monitor attendance at mentoring meetings and gain feedback on levels of engagement. Provision of free breakfast club for PP students to encourage attendance at mentoring sessions. KS4 Staff and student feedback.	DH (Pastoral) KS4 staff	Half termly

Ensure PP students perform as well as their peers in Maths and some EBACC subjects	1:1 online tuition for a targeted cohort of PP/LAC students.	1:1 tuition is an effective strategy, delivering approx. 5 additional months progress on average (EEF Toolkit).	Weekly reports from tutors. Subject teacher to monitor progress.	D Head (Pastoral) and Subject Staff.	Oct 2020
	Revision Days for some subjects for a targeted cohort of students.	Previous catch-up days have proven to be very effective, especially if off-site.	Subject Leaders to co-ordinate and liaise with DH.	DHs/SLs	Feb 2020
					Estimated Cost £5,000
B. To improve KS3 literacy and numeracy skills so PP students can access a full and broad curriculum at KS4 and are well equipped for GCSEs.	KS3 and KS4 Reading Clubs for students with very weak literacy skills. ITT trainees/TAs to assist with interventions.	Reading tests to identify cohort. Free Breakfast Club to encourage attendance. Rewards for good attendance.	Renaissance Learning 'focus skills' reports, 'Instructional planning' reports and 'Focus Skills' booklet, various literacy resources and reading material and Literacy tablets.	Literacy Co-ordinator/ SENDCo	Sept 2020
	KS3 Maths Club for students with very weak numeracy skills. Maths specialists to organise interventions.	Maths Dept to identify cohort. Incentives to encourage attendance.	Tracking and monitoring of student progress in lessons. Attendance monitoring and pupil and parent feedback.	Numeracy Co-ordinator	Sept 2020
					Estimated Cost £4,500

<p>C. Further develop resilience and mental wellbeing in students.</p>	<p>Pupil Support Unit. 1:1 support for those who are vulnerable or at risk of school refusal/unable to participate in whole school life.</p> <p>Liaise with external agencies, eg MIND, YDAP, Early Help, Returners' Unit, Together For Children where specialist input is needed.</p> <p>BCCET Trust and MIND counselling for a small number of students</p>	<p>An increasing number of students are experiencing severe anxiety around home life or school. The pandemic has heightened these feelings and many of these vulnerable students are becoming school refusers. The PSU staff are in frequent contact with the parents of these students and often carry out home visits, The PSU is often used to reintegrate students on phased returns.</p>	<p>School attendance figures. KSLG Meetings – feedback on individuals. Pupil Support Unit attendance sheets. Referrals to external agencies. Governor reports on Mental Health.</p>	<p>Pastoral leaders Pupil Support Unit Staff SENCO Pastoral Leaders Minutes from meetings</p>	<p>Sept 2020/ongoing</p>
					<p>Estimated Cost £38,500</p>
<p>D. 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>PP funding for Hairdressing course for small cohort of Key Stage 4 PP students (subject to government guidance). GCSE Photography course for small cohort of SEN/PP students. Year 11 timetables of most vulnerable and/or under-performing disadvantaged students to be reviewed following mock examinations. . Careers programme with calendar of events targeting PP students to raise aspirations and provide career guidance. Discounted music lessons. After school clubs and targeted support.</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> Some students benefit from studying fewer subjects. 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. Academy ethos emphasises the development of the ‘whole child’.</p>	<p>Vocational qualification results. Tracking of extra-curricular activities on SIMS. Tracking of attendance at study support and follow up for non-attenders. Engagement and correspondence with parents re study support, extra-curricular opportunities. Targeted invites to students to some roles, eg hairdressing, chaplaincy team, mentor for younger students, to maximise participation and boost self esteem. Year 11 Careers interviews to provide extra targeted support for their next steps.</p>	<p>Pastoral Staff/ Form Tutors/SLs/ DH (Pastoral)</p>	<p>Sept 2020/ongoing</p>
					<p>Estimated Cost £22,500</p>

<p>F.</p> <p>Attendance rates for PP students are in line with national attendance target (96%)</p>	<p>Referral to Returners' Unit for school refusers/ those unable to attend due to social and emotional reasons.</p> <p>Phased returns and SLT/Pastoral meetings to discuss attendance.</p> <p>Use of school minibuses to collect some students.</p> <p>Provision of travel passes where financial hardship occurs.</p>	<p>It is important that any barriers to attendance are removed so students and parents can participate fully in school life.</p> <p>The use of the school minibus has proved successful in previous years.</p>	<p>Attendance rates monitored closely.</p> <p>Parental feedback collated and used to inform future planning.</p>	<p>Attendance Team DHs PSU Staff Pastoral Leads</p>	<p>Weekly</p>
					<p>Estimated Cost £9000</p>
<p>iii. Other approaches</p>					
<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 individual PP students on a needs basis.</p>	<p>Ensuring PP students have the same opportunities as their peers 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. Use of Edukit to monitor individual support.</p>	<p>DH (Pastoral)/ Pastoral Leaders/SLs</p>	<p>Half termly</p>
					<p>Estimated Cost £12,500</p>
<p>Total Budgeted Cost</p>					<p>Approx. £225,334</p>

Additional detail

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

