

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Anthony's Girls' Catholic Academy
Number of pupils in school	1097 (1346 including Sixth Form)
Proportion (%) of pupil premium eligible pupils	21% (233)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Monica Shepherd, Headteacher
Pupil premium lead	Marie Lanaghan, Deputy Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,595
Recovery premium funding allocation this academic year	£31,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£231,050

Part A: Pupil premium strategy plan

Statement of intent

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. 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. 21% 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 high quality teaching and 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students do not achieve as well as their non-disadvantaged peers in terms of attainment and progress. The education of our disadvantaged students has been impacted by school closures to a greater extent than peers. This is also reflected in the findings of national studies.
2	Attendance data for the last three years indicates that attendance among disadvantaged pupils has been between 3.3 - 5.5% lower than for non-disadvantaged pupils. 20-23.5% of disadvantaged pupils have been 'persistently absent' compared to 12-16.5% of their peers during this period. This higher level of absenteeism is negatively impacting the progress of disadvantaged students.
3	Some pupils struggle with social, emotional and mental health issues which impact on behaviour and learning. Wellbeing surveys and discussions with students and their families have identified an increased number of disadvantaged students who require support with their wellbeing. The pandemic has led to a marked increase of referrals to counselling services and external agencies such as CAMHS and CYPS.
4	Accessibility of the curriculum for a small proportion of students is a challenge due to poor levels of literacy and numeracy.

5	Lack of aspiration and poor engagement of students and parents in school life. Some parents do not see the value in education and are less likely to attend open evenings, information evenings etc.
6	Disadvantaged students are more likely to lack the resources to support learning at home, eg computers, internet access, reading materials, and therefore struggle to complete homework effectively.
7	Disadvantaged students are less likely to attend extra-curricular activities and participate in enrichment activities due to financial barriers. As a result, some students lack engagement with their learning.
8	Some high prior attaining pupils need extra support to fully achieve their potential. Some students struggle with motivation and independent work.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of Year 11.	<ul style="list-style-type: none"> • Analysis of attainment and progress data using SMID and SIMS. • Minutes of Key Stage Leadership and Year Team meetings, student concerns and interventions. • Narrowing of the attainment and progress gap between disadvantaged and non-disadvantaged students.
Improve the attendance of disadvantaged pupils and close the gap in persistent absence between disadvantaged and non-disadvantaged students.	<ul style="list-style-type: none"> • Monitoring of attendance in each year group using school and Trust data. • Early targeted response eg text messages, attendance officer meetings, SLT meetings. • Reduction in number of persistent absentees. • Attendance support plans in place. • Key Stage minutes of meetings and records of interventions. • Termly award ceremonies to celebrate and promote good attendance
Targeted pastoral and academic support for students with social, emotional and mental health needs, in order to remove the barriers to learning they face.	<ul style="list-style-type: none"> • Analysis of data using SMID, SIMS, behaviour points, CPOMS records, wellbeing surveys • Key Stage minutes of meetings and records of intervention

	<ul style="list-style-type: none"> • Referrals to Pupil Support and external agencies and outcomes. • Mentoring Programmes • RIU and suspension records
Disadvantaged students have the necessary literacy and numeracy skills so they can access a full and broad curriculum and are well equipped for GCSEs.	<ul style="list-style-type: none"> • Baseline assessments including MIDYIS, YELLIS and reading tests • Improved reading ages • Reading Club and Vocabulary Club interventions • Numeracy Club interventions • Reading for Pleasure activities • Extra-curricular activities eg Maths Challenge, World Book Day • Literacy and Numeracy Co-ordinators to track and monitor data
Improved attendance at parents' evenings, pastoral meetings and information evenings.	<ul style="list-style-type: none"> • Engage with parents and carers via School Comms, use of website, Twitter, Spotlight etc to communicate and celebrate school events • Student and Parent surveys • Good news phone calls and emails • 'Meet the Tutor' information evenings in Year 7 • Attendance records for Parents' Evenings
Improved attitude to learning among disadvantaged students.	<ul style="list-style-type: none"> • Improved Attitude to Learning scores on SIMS for disadvantaged students • Mentoring sessions KS3 and KS4 students • Homework clubs and FROG resources • 'Motivational Mondays' tutorial sessions • Termly Awards Assemblies
Disadvantaged students are supported with the necessary resources to complete homework and exam preparation work independently.	<ul style="list-style-type: none"> • Reduction in the number of behaviour points for missing homework • Provision of a quiet space to work at lunchtimes/after school • Availability of laptops during school hours to support with homework and coursework • Mentors' meetings • Homework clubs and tutorials in use of FROG
Disadvantaged students participate fully in school life and benefit from extra curricular opportunities. This will enrich their education	<ul style="list-style-type: none"> • An increase in participation in enrichment activities among disadvantaged students

<p>and promote engagement and enjoyment of learning.</p>	<ul style="list-style-type: none"> • Positive wellbeing survey data on school life • Student voice
<p>Disadvantaged students have high aspirations and are motivated to achieve and fulfil their potential.</p>	<ul style="list-style-type: none"> • Effective careers programme in place with all students completing a successful work experience placement • Monitoring and tracking of destinations including numbers of students entering Sixth Form. • Monitoring and tracking of NEET performance data • 1:1 interviews for all students • Pupil voice

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of high quality teaching in line with evidence based strategies and targeted interventions for disadvantaged students.</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>1,3,4,8</p>
<p>An effective CPD programme to develop meta-cognition and self-regulation, in order to support the learning of all students and in particular those who are disadvantaged/have SEND needs.</p> <p>Early Career Teachers are signed up to the Early Career Framework with Teach First - modules cover metacognition. Research-led training supports ECTs in developing effective strategies for PP and SEND.</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” (EEF)</i></p> <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. Our CPD programme will support staff with the most effective strategies.</p>	<p>1,3,4,8</p>
<p>Purchase of diagnostic assessments for key stages 3 and 4 to gain insight into the strengths and weaknesses of each pupil.</p>	<p><i>“Taking account of prior knowledge is essential if pupils’ learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.” (EEF)</i></p> <p>The use of MIDYIS and YELLIS tests provide valuable information in determining the needs of each student and help leaders decide which pupils</p>	<p>1,3,4,8</p>

	may need additional targeted support, eg nurture group, academic sets.													
<p>Whole school Literacy strategy</p> <p>Continue to develop staff and student use/monitoring of Renaissance Learning system.</p> <p>Improve literacy in all subject areas by creating subject-specific vocabulary resources and strategies.</p> <p>Continue to foster and develop a whole-school reading culture, through effective and full use of school library and timetabled reading in lessons.</p>	<p>EEF <u>Improving Literacy in Secondary Schools Guidance.</u></p> <p>In School Data Sept 2021 shows KS3 PP students are reading at a lower age than their non-PP peers</p> <table border="1"> <thead> <tr> <th></th> <th>PP students</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>10.02</td> <td>11.05</td> </tr> <tr> <td>Y8</td> <td>11.03</td> <td>11.10</td> </tr> <tr> <td>Y9</td> <td>12.02</td> <td>13.01</td> </tr> </tbody> </table> <p><i>“Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.” (EEF)</i></p> <p>Research by EEF showed FSM pupils made 5 months additional progress in reading when using Accelerated Reader.</p>		PP students	Non-PP	Y7	10.02	11.05	Y8	11.03	11.10	Y9	12.02	13.01	1,4,6,8
	PP students	Non-PP												
Y7	10.02	11.05												
Y8	11.03	11.10												
Y9	12.02	13.01												
Trust wide Phonics project to deliver “Sounds-write” programme to Year 7 students to improve literacy skills and enhance and develop the fluency of reading, spelling and writing proficiency.	EEF toolkit states the teaching of Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,4,6,8												
Whole school numeracy approach and specialist Numeracy Co-ordinator appointed to improve levels of numeracy and ensure Year 7 students are ‘secondary ready’.	TA-led, one-to-one and small group numeracy interventions show positive impacts on pupil attainment (typically adding between three and four additional months progress). Interventions complement the teaching and learning taking place in the classroom and are guided by teaching staff.	1,4,6,8												

<p>TA timetabled interventions and small group tuition working with lower attaining students.</p>		
<p>Appointment of Associate Assistant Head Teacher to improve outcomes at Key Stage 4.</p> <p>Tracking and monitoring of Key Assessments, working with pastoral and academic teams to improve the Progress 8 of all students including disadvantaged students.</p>	<p>In 2019, the Progress 8 result for disadvantaged students was -0.15 compared to 0.21 for non-disadvantaged students, a gap of -0.36.</p>	<p>1,4,5,6,8</p>
<p>Appointment of Associate Assistant Head to oversee Blended Learning and use of digital technologies to promote learning available to all students, eg Sam Learning and GCSE Pod, FROG VLE.</p> <p>Ongoing improvements to department online resources to support students.</p> <p>Development of library space and resources to support exam students.</p>	<p>Research by EEF reveals digital technologies promote moderate learning gains when used to supplement other teaching activities.</p>	<p>1,4,5,6,8</p>
<p>Pastoral Teams offer support with mental health and wellbeing interventions.</p> <p>Tracking and monitoring of student wellbeing using Edukit surveys . Key Stage 3 and 4 Wellbeing Groups and Peer Mentors.</p> <p>Assembly programme /PHSE/ Form Tutor sessions focus.</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>2,3,5,6,7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of reading and vocabulary interventions for KS3 and KS4 students with very weak literacy skills.	<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>	1,4,6
Engage with the Brilliant Club to provide 1:3 online tuition for a targeted cohort of disadvantaged students whose education has been most impacted by Covid and school closure.	Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching. Students will attend the start and end of lessons but will receive intensive targeted support for learning activities during the lesson.	1,4,6,8
<p>Engage with the National Tutoring Programme's School-led tutoring initiative to provide targeted interventions with small groups of Key Stage 3 students whose education has been impacted upon by the pandemic.</p> <p>Employment of Maths specialist to deliver interventions.</p>	<p>Small group tuition is a Moderate cost Progress: +4 months</p> <p>Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,4,6
Personalised/reduced timetables for some students in Year 11, in extenuating circumstances, with targeted support	Some students are unable to follow a full timetable due to medical issues or other extenuating circumstances. A reduction in GCSE subjects enables them to receive additional individualised instruction	1,2,3,4,8

provided in English and Maths by online/face to face tutors during the school day.	in Maths and English and has positive outcomes in overall examination results.	
Year 11 Mentoring Programme for all PP/SEND students, Key Stage 4 mentoring for targeted cohort of Year 11 students. Provision of revision materials and textbooks for all PP students.	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.	1,2,3,5,7,8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop resilience and mental wellbeing in students. Director of Pupil Support to promote whole school mental health and wellbeing activities working with SLT, pastoral staff and Chaplaincy Team across all years.</p> <p>Wellbeing Groups in Years 7-11 with appointed wellbeing ambassadors, focusing on relevant wellbeing issues, eg managing exam stress etc.</p> <p>Wellbeing Surveys in Years 7-11 to inform staff. Tutor time interventions, eg mindfulness</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</p> <p>Increase in referrals to CAMHS/CYPS with long waiting lists. Small number of very challenging students with ongoing behavioural issues.</p> <p>Approximately 10% of student population are from families with complex needs.</p>	1,3,5,6,7,8
Further opportunities for PP students to have access to an	Whole school ethos of 'achievement for all' celebrated through assemblies, awards ceremonies, Antonian Awards.	1,3,5,6,7,8

<p>appropriate curriculum and a broad range of learning experiences outside of the classroom according to individual need.</p>	<p>Success of interventions in previous years proven to close the gap between PP and non-PP students.</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 eg GCSE Photography.</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. Duke of Edinburgh scheme, Pupil Librarian, other leadership opportunities to inspire and motivate students and raise aspirations.</p>	<p>5,6,7</p>

Total budgeted cost: £ 230,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Intended outcomes 2020-21

Aim: 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.

Outcome:

- Progress 8 score of PP students was 0.45 (Non-PP students 0.81)
- Progress 8 score in Maths was 0.09 (2020 -0.46, 2019 -0.23). For non-PP students it was 0.93 (2020 0.12, 2019 -0.05)
- Average Point Score for EBACC for PP students was 4.19 compared to 5.07 for non-PP students. 75% of PP students were entered for EBACC, compared to 85% of non-PP students.
- 29% of PP students achieved a strong pass in EBACC, and 48% achieved a standard pass. 50% of non-PP students achieved a strong pass and 67.5% of non-PP students achieved a standard pass.

Comments:

- There has been a slight decrease in the EBACC entry due to a small number of students following a more suitable curriculum path, eg Photography instead of MFL, additional English and Maths for less able PP students. However, 75% of PP students were still entered for EBACC.

Aim :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.

Outcome:

	PP students	Non-PP	All students
Y7	10.02	11.05	11.02
Y8	11.03	11.10	11.09
Y9	12.02	13.01	12.11

Comments:

- Overall, KS3 reading ages remain in line with national average. The large majority of our KS3 students are meeting or exceeding the national reading benchmark
- Year 9 cohort of this academic year (2021-22) demonstrate particularly strong reading skills, having made +3 months more progress than the same cohort the previous year, despite a disrupted academic year. Only 4 students in this year group are formally identified as requiring intervention by Renaissance Learning. Quizzing data also supports that this year group read more frequently than other KS3 year groups
- Increased KS3 student usage of Accelerated Reader quizzes and parent access to 'Homeconnect' feature. This is due to students no longer being hindered by only being able to take a quiz when in school. Home usage of the system should continue to be promoted by all staff
- Positive outcomes for individual students who regularly attended Reading Intervention – TH in Y9 and AB in Y10 both making over a year's progress when they have struggled to make any reading progress in previous years.
- 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, numeracy activity completed in CIAG lessons.
- St. Anthony's Numeracy Assessment tracking grids used from Y7-Y10. Grids completed half-termly to assess pupil's progress in core numeracy areas. Data analysis and tracking throughout the year, measuring pupil progress against target grades, internal assessments, and predictions.
- 'Maths Challenge' for all key stages held annually. 'Maths Week' also held with competitions and prizes to motivate students.

Aim: Further develop resilience and mental wellbeing in students.

Outcome:

- Whole school initiatives delivered to promote good mental health eg Mental Health awareness events, Wellbeing surveys completed. Wellbeing Groups in all years, Safe Space.
- Targeted interventions in year groups, eg Drop-ins, Friendships clubs, Time Out cards, Peer Mentoring support.
- Individual support through referrals to external agencies, eg Anna Freud counselling, MIND, CAMHS etc.

- Classroom initiatives eg Examen prayer sessions, mindfulness activities, PHSE programme.

Comments:

- Promoting good mental health and supporting student wellbeing remains a key focus of our school improvement plan especially as our disadvantaged students have been impacted most by Covid.

Aim: Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.

Outcome:

- The 'Bubble' system and Covid restrictions impacted on our extra-curricular activities programme throughout the last academic year.
- Where possible many events took place within year groups but many of our events from March 2020 had to be cancelled. They are gradually resuming where this is possible.
- See School Spotlight magazine

Comments:

- There are over one hundred and fifty groups, and individual meetings, each week ranging from Ski Club with an attendance of up to eighty to small one to one sessions linked to examination prep. Many girls and teams perform in sports at local, and sometimes national and international, level. There are very high participation rates in sporting and other extended curricular activities.
- Covid has impacted upon many activities 2020-present, but some activities have been able to go "on-line".
- Over three hundred educational visits took place during 2016-2019 (until the covid-19 pandemic) ranging from voluntary work in Swaziland, Ecuador and Cambodia to local and national history or art department visits eg. visits to the Leonardo Exhibition at the Winter Gardens and the National Gallery workshop held at Sacred Heart High School.
- A summer school programme, specialising in Technology, for students transferring from Y6 and KS3 pupils took place during the first week of the summer holidays.
- There is also an Extended Schools programme for primary children which includes crafts, jewellery making etc. operating during term time.
- Pupils are encouraged to be active citizens and take part in local events, charitable fund raising and volunteering as well as competing in local and national competitions.
- Every effort is made to encourage disadvantaged students to participate in these learning experiences, with subsidies of at least 50% to remove financial barriers.

Aim: Increased attendance at school events for PP students/parents and engagement with school life.

Outcome: Due to Covid restrictions very few school events took place face to face. Many events took place virtually, eg open evenings, GCSE Information Evenings.

Aim: Attendance rates for disadvantaged students are in line with national attendance target (96%)

Outcome: Disadvantaged Attendance

	2018-19	PA	2019-20	PA	2020-21	PA
PP	92.08%	19.8%	89.78%	21.4%	89.94%	23.6%
All	94.5%	14.3%	94.3%	16.6%	93.6%	18.3%
Non-PP	95.42%	12.4%	95.08%	14.6%	95.72%	16.5%

Comments:

- School attendance data reflects the national picture
- Attendance of disadvantaged students nationally is below that of non-PP students
- There has been a 25% increase in persistently absent pupils since the pandemic began
- Girls' mental health has suffered more than boys' mental health

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Insight	Edukit
Renaissance Learning	
MIDYIS and YELLIS tests	CEM Centre
Edukey	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Mentoring support where required and targeted pastoral support during the period of school closure.
What was the impact of that spending on service pupil premium eligible pupils?	Positive attendance figures and engagement with school life.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.