

Pupil premium strategy statement - St Anthony's Girls' Catholic Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1307
Proportion (%) of pupil premium eligible pupils	21.26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25
Date this statement was reviewed	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Marie Lanaghan (Headteacher)
Pupil premium lead	Liam Milne (Assistant Headteacher)
Governor / Trustee lead	Maureen Galbraith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,049
Recovery premium funding allocation this academic year	£56,304
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£277,353

Part A: Pupil premium strategy plan

Statement of intent

St. Anthony's Girls' Catholic Academy aims for all students to reach their full potential, regardless of their socioeconomic background or the obstacles they face. All students are offered the opportunity to flourish academically, spiritually, and socially, with our schools' Mercy Tradition and Gospel values at the core of all we do. Our Mercy Tradition calls on our students to pursue excellence, and this is something we truly believe all are capable of. All students are encouraged to aspire high, and we support them in fulfilling their potential, whether that be a place at university or an apprenticeship.

The focus of our Pupil Premium strategy at St. Anthony's is to support student progress. We aim to provide high-quality first-wave teaching that is tailored to the needs of all of our students. Evidence-informed approaches to teaching and learning inform staff professional development opportunities to ensure that students receive the most impactful classroom practice. Implicit within the activities outlined in this statement below is the intention to sustain the attainment of non-disadvantaged students and close the gap for those who are.

We have high expectations of all of our students and offer a curriculum that is ambitious and challenging. Robust results, attendance, behavior, and safeguarding data analysis are utilised to ensure students are supported and that the most informed decisions are taken when responding to their acute needs. Supporting the development of literacy and numeracy throughout all parts of the curriculum is fundamental to how we help our students overcome barriers to their learning. Small-group interventions based on assessment data allow us to target and intervene with those who need it the most, whilst whole-school reading and numeracy initiatives are used to maximise expertise and engagement.

Our Mercy ethos emphasises the importance of showing concern for the poor, which is why we strive to support students' material and cultural deprivation. We believe all students deserve the same chance to succeed, so that they can take those skills and experiences into the wider world and make a positive impact on the community around them.

All teaching staff are regularly briefed on the safeguarding and well-being of all students, with a particular focus on those from disadvantaged backgrounds. Whole-school approaches are in place to ensure that all staff members understand how to best support and respond to these needs, as well as tailor opportunities to support their attainment.

Challenge

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

Challenge Number	Details of challenge
1	<p>The Progress 8 of disadvantaged pupils is generally lower than that of their peers and has increased since 2019.</p> <p>KS4 P8 2019: -0.15 KS4 P8 2024: -0.41</p>
2	<p>Consistency of teaching, expectations, and feedback.</p> <p>Whole-school QA processes have highlighted inconsistencies between departments in terms of utilising evidence-based approaches to teaching and learning.</p> <p>Students from disadvantaged backgrounds often perform lower than those from non-disadvantaged backgrounds in testing across the curriculum.</p> <p>Sometimes feedback does not lead to adaptive teaching or support 'closing the gap' for those who need it most.</p>
3	<p>Self-regulation and metacognitive skills are often lower in disadvantaged students.</p> <p>Our observations suggest students from disadvantaged backgrounds often lack self-regulation and metacognitive skills. This can be typified by a lack of understanding of the best approaches to revision and study.</p>
4	<p>Attendance for disadvantaged students is generally lower than those non-PP students.</p> <p>Attendance data over the period 2023-2024 shows that PP attendance is lower than that of non-disadvantaged students.</p> <p>Our observations suggests that there is a clear link between school absence and underperformance in KS4.</p>
5	<p>Aspiration and engagement of disadvantaged students and their families is often a barrier to learning and outcomes.</p> <p>A lack of aspiration and engagement in school life by both students and parents has a significant impact on the outcomes of disadvantaged students.</p>
6	<p>Student well-being, social, and emotional health needs.</p> <p>Many students have social and emotional problems, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem, which have been identified through our assessments, observations, and conversations with students and families.</p>

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:
An improved P8/Attainment score of disadvantaged students at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> ○ An attainment 8 score higher than the national average on a like-for-like basis ○ A progress 8 score higher than the national average on a like-for-like basis
To ensure high quality first wave teaching across the Academy	Improved whole-school outcomes across all key stages. Quality Assurance processes demonstrate that there is regular and effective assessment of students' knowledge and understanding across curriculum areas. Data analysis of targeted academic support shows improved outcomes for students in these cohorts, especially disadvantaged students.
To improve mastery of knowledge	<ul style="list-style-type: none"> • Students show they 'know more, remember more, and do more' through formative and summative assessment • School Quality Assurance processes show that adaptive teaching is being used to support student knowledge and understanding • Pupils who do not achieve mastery are provided with extra support through a range of teaching strategies, such as gap tasks
To improve metacognition and self-regulation in our disadvantaged students	<ul style="list-style-type: none"> • Student voice and quality assurance processes show that students can make informed decisions on how they revise and structure their learning • Observations show that students are able to regulate their own learning
To improve the literacy skills of our disadvantaged students	<ul style="list-style-type: none"> • Whole class approaches to literacy are embedded across the curriculum, while academic reading and Tier 3 vocabulary are key features of all schemes of learning • Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students • Observations show teachers are utilising a range of approaches to improving literacy
To improve the numeracy skills amongst of our disadvantaged students	<ul style="list-style-type: none"> • A recognition that all teachers are teachers of numeracy • A whole school numeracy approach is part of all areas of the curriculum • Numeracy challenges are built into form time
To develop high aspiration amongst all pupils	<ul style="list-style-type: none"> • Student voices highlight a wider variety of aspirations amongst disadvantaged students • Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment, or training in line with non-disadvantaged pupils

To improve the attendance of our disadvantaged students	<p>Sustained high attendance from 2024/25:</p> <ul style="list-style-type: none"> The attendance gap for all pupil to be reduced to no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%
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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

Budgeted cost: £92,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher training to be used to support the delivery of high-quality first-wave teaching</p> <p>The use of visualisers to support high-quality first-wave and adaptive teaching forms part of this training.</p>	<p>EEF Attainment Gap Report 2018 - <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils...It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i></p>	1,2,3
<p>Curriculum review and implementation</p> <p>Review the curriculum to ensure high expectations and challenge for all students. Strategies to support the building of long-term memory, such as sequencing and retrieval, to be embedded throughout all subjects.</p>	<p>A well-considered curriculum design can aid the development of long-term memory and support the development of metacognitive skills. - Durrington Research School</p>	1,2,3,5
<p>Embed principles from the EEF's 'Improving Literacy in Secondary Schools' and develop disciplinary literacy across all areas of the curriculum.</p>	<p>EEF 6 months+ progress over a year. Improving Literacy in Secondary Schools - <i>"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life."</i></p>	1,2,3
<p>Explicit instruction of study skills and generative learning techniques to all year groups, enabling students to develop metacognitive and self-regulative strategies.</p> <p>A focus on departmental strategies for building metacognition within subjects.</p>	<p>EEF 7 months+ progress over a year. Metacognition and self-regulation report - <i>"Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson"</i></p>	1,2,3,5,6

<p>High quality and targeted feedback are to be implemented across all areas of the curriculum. CPD will be designed to support this approach.</p>	<p>EEF - Feedback 5+ months progress over a year. <i>“Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.”</i></p>	<p>1,2,3</p>
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Targeted academic support

Budgeted cost: £92,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure effective and targeted intervention in all subjects beginning in Y7, ensuring mastery.</p>	<p>EEF 5 months+ progress over a year. Mastery learning - <i>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic - in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.”</i></p>	<p>1,2</p>
<p>Peer mentoring between KS4 and KS3 students Students are to be provided with training from the Anna Freud Children and Family Centre and used to support other students' bespoke needs</p>	<p>EEF +2 months Mentoring - <i>“Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations”</i></p>	<p>4,6</p>
<p>Targeted phonics support Staff trained in delivering phonics are to provide targeted phonics support to students who require literacy support</p>	<p>EEF 5+ months over a year when taught explicitly and systematically to support children in making connections between sounds and written word.</p>	<p>1,2</p>
<p>Small group reading intervention Targeted reading intervention, including the use of ReadingPlus, will be offered to support students with low reading ages</p>	<p>EEF 6+ months over a year. <i>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</i></p>	<p>1,2</p>
<p>Targeted numeracy support Students will be offered small group numeracy intervention to support their understanding of core numeracy skills</p>	<p>Recent EEF projects suggest that interventions should include; explicit instruction, as well as clear support for whole class instruction.</p>	<p>1,2</p>
<p>Whole school approach to numeracy Students will undertake numeracy challenges in form time. CPD time will be directed towards ensuring that numeracy is woven throughout the curriculum.</p>	<p><i>‘All teachers have responsibility for promoting the development of numeracy.’</i> - Building the Curriculum 1 (2006)</p>	<p>1,2</p>

Wider strategies

Budgeted cost: £92,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the principles of good practice laid out in the DfE's Working together to improve school attendance. Attendance supported by targeted use of the attendance officer and the implementation of incentives for attendance</p>	<p>EEF Attendance interventions rapid evidence assessment - <i>“Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was found to be effective.”</i></p>	<p>4</p>
<p>Communication with parents to raise parental and student aspiration Parents are to be given opportunities to listen to talks on subjects such as aspiration, careers, and literacy during parent’s evenings.</p>	<p>EEF - 2+ months progress over a year. Parental engagement sessions can support parents to assist their children's learning and self-regulation at home.</p>	<p>4,5,6</p>
<p>A Careers program embedded across the curriculum to raise aspiration A careers across the curriculum document mapping out links between careers and specific curriculum points is to be made and shared with students.</p>	<p>EEF Careers Education - <i>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</i></p>	<p>4,5</p>
<p>Opportunities to develop cultural capital both inside and outside of school Funds to cover a proportion of costs for school trips and cultural opportunities</p>	<p><i>Cultural capital is intrinsically linked to vocabulary and the development of concepts, or schemata, as a child grows. As children hear more words and gain more experiences, what they learn becomes embedded in a web of learning.</i> - Billesley Research School</p>	<p>5</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To help us gauge the performance of our disadvantaged pupils, we compared their GCSE results to those of disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to the results achieved by our non-disadvantaged pupils. The data demonstrated that our PP students are still making less progress than our non-PP students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. Our school attendance gap between PP and non-PP students still exists, yet our attendance for both is higher than local and national levels. However, we do recognise that we have more to do to close the gap further.

Our evaluation of the approaches delivered in the last academic year indicates that the work we have undertaken to refine our Professional Development programme to ensure our teachers are using evidence-informed strategies for teaching and our focus on curriculum review and implementation will have a positive impact on student retention and outcomes. During the final year of our three-year strategy, we will continue to monitor and embed strategies for formative assessment and feedback through CPD and our internal Quality Assurance processes. This, we are confident, will support staff to 'close the gap' and help to aid positive progress in all students.

More work was undertaken during the year to ensure students developed an understanding of evidence-based approaches to study and revision. Year groups undertook talks on effective revision strategies, while parents were also invited into school to raise their awareness of how to support their children to be better learners. Furthermore, small group sessions led by curriculum leaders have helped to support students in putting study skills into the context of the subjects they study. In all, we are confident that these measures have had a positive effect on developing student metacognition - a view reinforced by student voice.

Internal testing has shown that the targeted academic support we have in place is making a positive impact on the literacy and numeracy levels of those students who most need it. We will use the coming year to further review and strengthen our targeted mentoring and academic support. As a result, we are confident that this will help to improve student outcomes moving forward.

Externally provided programmes

Programme	Provider
Careers & Guidance	Education Development Trust/CareerWave
Careers and work experience	UniFrog
Duke of Edinburgh Award	St Anthony's Girls' Catholic Academy
Music Tuition	Sunderland Music Hub/Peripatetics
Attendance Officer/Support	Attendance 100
National School Breakfast Programme	National School Breakfast Programme
Reading Plus	Reading Plus