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.

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

Current attainment			
	Pupils eligible for PP (your school)	Pupil not eligible for PP (your school)	All students (national average) Provisional
% achieving English and Maths L5+	**45.61%**	63.64%	43%
English Baccalaureate Average Point Score	**3.92**	5.22	4.06
Provisional Progress 8 score average	**-0.11**	0.21	0.0
Attainment 8 score average	**45.69**	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
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	
Academic year	**2019-20**

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?
To raise attainment and levels of progress for disadvantaged pupils so they achieve as well as their peers.	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.	*"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).*	Monitoring visits, learning walks, work scrutiny, student voice.	SLT/SLs/CPD CO	Following termly data collection
	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,	KS3 PP students on average 6 months behind their non-PP peers in terms of reading age in the academy. Research by EEF showed FSM pupils made 5 months additional progress in reading when using Accelerated Reader.	Reading interventions, author visits, rewards.	Literacy Co-ordinator/TAs	Termly

To improve the attainment and progress of PP students in Maths and in the open bucket of EBACC qualification	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	Selected EEF toolkit interventions are proven to add value to student progress. Several successful strategies in previous year with proven impact to raise attainment levels and improve progress. Research by EEF reveals digital technologies promote moderate learning gains when used to supplement other teaching activities.	SIP meetings Monitoring visits, learning walks, work scrutiny, student voice.	DH (Curriculum) Subject Leaders Subject Teachers TAs	Half termly monitoring SIP Review meetings SMID Data
Attendance rates for disadvantaged students are in line with national attendance target (96%)	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.	Whole school attendance 2018-19 was 95.08%% (target 96%). The attendance of disadvantaged students was 93.05%. Persistent absence 2018-19 was 14.3% (national average 13.5%). Ofsted 2013, The Pupil Premium: *"Staff are aware of any social/emotional issues which are affecting attendance and can follow up or support families accordingly."* EEF Research suggests that social/emotional interventions are high impact for low cost.	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. Assistant Head DPS Pastoral Teams Attendance Officer	Weekly Daily monitoring as appropriate.

Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences outside of the classroom.	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 2nd, Chaplaincy Group, School Council, Anti-Bullying Forum, Faith In Action to boost confidence and develop leadership skills.	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. 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.	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.	DH with responsibility for PP budget. DH (Curriculum) Directors/Ass istant Directors of Key Stages. Form Tutors.	Termly
Further develop resilience and mental wellbeing in students.	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.	Increasingly complex student population with complex mental health needs. *"It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning." 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. 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.	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.	Pastoral Leads.	Weekly

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.	Mentoring Programme to provide 1:1 support for underperforming students struggling with home/school life. Provision of free breakfast club for PP students to encourage attendance at mentoring sessions. Targeted 1:1 support depending on individual needs. Extensive programme of in-house study support offered by all departments. Homework Clubs to support students needing access to internet or school resources. 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.	DH to liaise with staff and students to monitor attendance at mentoring meetings and gain feedback on levels of engagement. KS4 Leads to monitor attendance at mentoring meetings and liaise with parents as appropriate. KS4 Team Meeting discussions.	DH KS4 staff	Weekly
To improve the Progress 8 score of students who are PP/SEND.	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. Detailed learning plans for every SEND student. Targeted classroom support by HLTA/TAs. Smaller teaching classes to enable more 1:1 support in lessons. To develop the reading culture within the academy and support students with low reading ages through targeted interventions.	Progress 8 score of SEND/PP students in 2019 was -0.1. Attainment 8 score was 34. Mentoring programme has been very successful in ensuring students are supported in school.	SENCo to oversee interventions and report back to DH.	SENCo TAs DH	Half termly

	Use of PP budget to ensure PP/SEND students have access to necessary resources to improve reading skills eg scanning pens. Rewards programme to celebrate excellent progress in reading. All SEND/PP students have an allocated staff mentor.				
Further opportunities for disadvantaged students to have access to an appropriate curriculum and a broad range of learning experiences.	Hairdressing course for small cohort of Key Stage 4 students. GCSE Photography course for small cohort of SEN/disadvantaged students Year 11 residential weekends for revision. Year 11 timetables of most vulnerable and/or under-performing disadvantaged students to be reviewed following mock examinations. . KS4 Mentoring scheme with North East Collaborative Outreach Programme to raise aspirations and improve employability.	*"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)* Some students benefit from studying fewer subjects. Research from EEF research suggests group work demonstrates high impact. Alternative courses sought to motivate students who might struggle with a traditional GCSE timetable. Hairdressing course has been delivered for a number of years and feedback is extremely positive, leading to a career in hairdressing for many of our students. GCSE Photography results in 2019 were	Subject Leaders to track and monitor progress within depts.. DH to oversee curriculum and timetable changes working with SLs. DH to oversee PP student participation in extra-curricular working with SIMS manager. EVC Co-ordinator and Form Tutors to monitor student participation in activities.	DH (Curriculum) SLs FTs DH (Pastoral) EVC Co-ordinator	Termly and as appropriate

Develop resilience and mental wellbeing in students.	Greater capacity of pastoral support to ensure students' pastoral needs are met. Targeted intervention for students with behavioural, emotional and mental health issues. Pupil Support Unit staff to support students who are vulnerable or at risk of school refusal/unable to participate in whole school life. Liaise with external agencies, eg MIND, Returners' Unit, Together For Children. Triple P Parenting programme to be offered to parents by trained PSU manager. Mental Health Award to be worked towards with new Mental Health Lead. MIND counselling for a small number of students.	Increasingly complex student population with complex mental health needs. *"It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning."* EEF Increase in referrals to CAMHS/CYPS with long waiting lists. Small number of persistent school refusers and long term absentees. Small number of very challenging students with ongoing behavioural issues.	Tracking of RIU, internal and exclusion data. Attendance records. Ongoing review of pastoral structure at Key Stage Leadership Group meetings. Daily record sheets from Pupil Support Unit to monitor student attendance.	DH (Pastoral) and SAH to oversee pastoral system. PSU Staff. DKSs/AKSDs to oversee key stages. Half termly Key Stage meetings to monitor and review.	Half termly

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Bespoke support for disadvantaged individual students on a needs basis.	Ensuring disadvantaged students have the same opportunities as other students through individual, bespoke arrangements, dependent on need. Eg, provision of uniform, PE kit, subsidies for visits, extra-curricular opportunities, resources and revision materials, travel costs to placements, etc.	Focus on individual need is essential to removing barriers to learning.	DH to oversee arrangements liaising with relevant staff/students.	DH (Pastoral)	Annually

	Use of Edukit to monitor individual support.				
		Total Budgeted Cost	£217,920		