St. Antony's Catholic College
in partnership with Loreto Grammar School

Pupil Premium Strategy Statement 2016-2017 – Impact Review

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1. Summary information					
Academic Year	2016/17	**Total PP budget**	£213,678	**Date of most recent PP Review**	n/a
Total number of pupils	447	**Number of pupils eligible for PP**	209	**Date for next internal review of this strategy**	April 2017

2. Current attainment – Year 11 2015/2016			
	2015/2016	**2016/2017**	**National Other 2016/2017 (Not eligible for Pupil Premium Funding)**
Progress 8 Score average	-1.07	-0.99	
Attainment 8 Score average	36.39	30.75*	TBC (Raise)
% of pupils achieving the threshold in English (C in 15/16)	40.0	52.9	TBC (Raise)
% of pupil achieving the threshold in Maths (C in 15/16)	42.2	52.9	TBC (Raise)
% of pupil achieving the threshold in Maths and English (C in 15/16)	34.0	41.0	TBC (Raise)

* Discrepancy due to changes in the points score and academic ability (significantly below national at KS2) of the cohort

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Reading age of students.
B.	Attitude towards learning of students.
C.	Behaviour of students in lessons.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Overall attendance of students and percentage of students who are persistently absent.
E.	Awareness of current and future opportunities beyond school.

4. Desired outcomes

	Outcomes	Success criteria
A.	Ensure that all students can access the curriculum (with a primary focus on those whose reading ability is a cause for concern)	• The number of disadvantaged students whose reading age is a cause for concern will fall by 5% within 6 months and then by 10% within 12 months. • The number of disadvantaged students in the PP Maths groups in each year to fall by 15% within 6 months and then by 30% within 12 months. • The number of disadvantaged students in the PP English groups in each year to fall by 15% within 6 months and then by 30% within 12 months.
B.	Improve the attendance of disadvantaged students	• Overall attendance figure for disadvantaged students to improve from 91.6% in 2015-2016 to 94% in 2016-2017. National attendance figure for disadvantaged students in 2015 was 91.5%. • Overall PA figure for disadvantaged students to reduce from 28.7% in 2015-2016 to 17% in 2016-2017. The national PA figure for disadvantaged students in 2015 was 13.2% (based on 85% or below).
C.	Engage disadvantaged students in their learning	• The number of disadvantaged students with AtL scores of less than 75% falls by 15% within 6 months and then by 30% within 12 months • Increase the numbers in the PP S&C groups by 15% within 6 months and then by 30% within 12 months.
D.	To provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom	• Increase the numbers in the PP S&C groups by 15% within 6 months and then by 30% within 12 months. • Reduce the numbers in the PP Support groups by 15% within 6 months and then by 30% within 12 months.

E.	To implement strategies to reduce the exclusion and isolation data for PP students	• The gap in isolation figures between PP and non PP students falls by 15% within 6 months and then by 30% within 12 months • The gap in exclusion figures between PP and non PP students falls by 15% within 6 months and then by 30% within 12 months

F.	To improve the progress and attainment of students at St Antony's through high quality teaching and learning	• Monitoring indicates that teaching is at least good in the majority (80%) of lessons
		• Targeted CPD demonstrates an improvement in the quality of teaching, where necessary.
		• Monitoring indicates an improved use of LSAs and other additional adults (for example, technicians) by teachers, resulting in accelerated progress and improved behaviour by appropriate pupils
		• Work and assessment scrutiny demonstrates:
		  - sustained progression over time and rising attainment in line with expected trajectory
		  - that pupils understand how to improve as a result of the feedback provided by their teachers and have responded to this guidance
		  - that the presentation of student work routinely meets expected standards
		• The % of students on or above target in each subject will increase (measured using Summer 2016 data)
		• Pupil voice comments will reflect increasingly positive learning experiences in the classroom

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve the progress and attainment of students at St Antony's through high quality teaching and learning:

The P8 score for school has almost halved, using the data that we have so far via SISRA and schools who have opted into this to get a sense of their P8 in the absence of national data. We expect that it will fall above floor target with the data we have currently.

Our A8 score – had the 2016 scores been applied – would have improved. It has fallen, however, since the 2017 system has weighted points for the higher grades, which our secondary modern students are less likely to achieve.

The current Y11 cohort have out- | QA timetable calendared for 2016-2017, including fortnightly MMT for review of teaching and learning standards | There is constant monitoring of departments, for scrutiny, dialogue and support.
There is a circular pattern to the schedule, so that progress over time is monitored. | Affords clear structure for monitoring meetings and the chance to plan well for those.
It is already in place for 2017-2018. |
| | CPD focus on Challenge and Differentiation | Staff Voice figures indicate a clear benefit. There is better collaboration and greater discussion about teaching and learning. | The 'Teachmeet' system is no longer new, so teachers are more confident now.
For 2017, teachers will work in Teaching Teams, including on Challenge. |
| | External triangulation of standards of teaching and learning | External monitoring and triangulation from LA and partner school indicated that teaching standards were rising. Ofsted disagreed. | Inspectors have suggested that the school revisits and improves the triangulation process.
We still have this but have developed another layer of monitoring and triangulation. |
| | Lesson observation, learning walk and work scrutiny documentation to be reviewed and revised | Teachers and those monitoring have found the new format to be more developmental and informative.
They are a better way to gain a picture of teaching standards.
We are more confident that our judgements of T,L&A will be supported. | Documentation highlighted Teacher Standards and is now condensed into 1 document, with a very overt emphasis on progress over time.
The documentation is also responsive to Ofsted comments. |
| | Bespoke teaching support e.g. RAP | At the start of the year no teaching was judged to be Inadequate, so resources were not used in this way. | HoDs and LMs were primarily responsible for teaching support, and the AHT for CPD. Outcomes were not as expected in some subject areas and were lower than in previous years. QA has been reviewed and revised. T,L&A support has reviewed and revised. |
| | Teaching & Learning Bulletin to be produced, shared and promoted termly | Content was devised around school priorities.
Effective Teaching and Learning was celebrated and practical strategies shared.
Altered profile of Teaching and Learning. | Positively received by staff, including some who may usually be 'sceptical' of such CPD.
Use made of the Bulletin by our partner school, indicating quality.
Clear strategies included for specific cohorts as well as sharing more general good practice. |

performed the 2017 cohort by approx. 1/3 of a grade in their GCSE English Literature. Parent View reports that our parents believe that their children make good progress in 96% of cases versus 88% nationally and that their child is taught well in 93% of cases versus 88% nationally. 96% of all parents strongly agree or agree that their child makes good progress compared with 87% nationally. 93% of all parents believe that their child is taught well compared with 87% nationally.	Peer observations encouraged and facilitated	Not completed in a formalised manner.	This is built in to Teaching Team work this year.
	Annual internal Teach Meet to continue	Staff Voice figures indicate a clear benefit. There is better collaboration and greater discussion about teaching and learning.	Teachmeet evolved to be Teaching Team work and whole-team feedback.
	Pupil Voice activity, including work and assessment, teaching and learning experiences feedback	PV results report that 80% feel staff help move them towards target, 73% that teaches in all subjects help with Literacy development, 73% have marking that is helpful, 100% that staff expect them to do well, 100% that teacher explanations are clear to understand and 93% that LOs are clear.	Distinctions between the 'setted' form classes and the rest of the school cohort were as expected. There are areas such as resilience that 8A/9A scored significantly higher for. The feedback has helped to prioritise 2017 focus areas, for example, Literacy development still needs to be more overtly taught across the school.

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Ensure that all students can access the curriculum (with a primary focus on those whose reading ability is a cause for concern)	**Intervention to take place for all PP students whose reading ability is not yet at the level of "functional literacy".** This includes those in both the PP Support group and the PP English group. Intervention includes small group tutoring with external tutoring company, reading aloud intervention in Yr7 Literacy lessons, Reading Buddies for Yr8 and Yr9 students and a Yr9 Reading Group. All students in Years 7-10 participate in 15mins silent reading 3 times per week as part of Let's Read initiative. SEND PP students also access the Word Wasp programme and Yr7 follow the Accelerated Reader scheme during Let's Read and in Literacy lessons.	At KS3 there was a 36% decrease throughout the year in the number of disadvantaged students assessed as having less than functional literacy. At KS4 there was a 75% decrease throughout the year in the number of disadvantaged students assessed as having less than functional literacy.	This evidence shows that these interventions have had a significant impact upon the literacy levels of our disadvantaged students. Whilst it has not been assessed for the purposes of this review, we must also consider the impact upon those disadvantaged children who did not fall into the "below functional literacy" target cohort who will still have taken part in whole school literacy interventions and who will also have made accelerated progress as a result. In going forwards we will look to measure literacy progress rates across the entire disadvantaged cohort of students whilst continuing this established focus on students with less than functional literacy.
Improve the attendance of disadvantaged students	Attendance action plans to be implemented for all PP students whose attendance has fallen below 90%. These students will be the primary focus of the EWO.	The attendance of disadvantaged students improved from 91.6% in 2015/2016 to 93.1% in 2016/2017. Persistent absence rates amongst disadvantaged students also reduced	This evidence shows that the strategies employed in this academic year have had a good impact on the attendance of our disadvantaged students. In going forward we will continue to implement these successful practices more rigorously with a view to

	Attendance monitoring procedures to be followed & prioritised for all PP students whose attendance falls below the school target of 95%. These students will be the primary focus of the respective year group pastoral team headed by the Progress Leader.	from 28.7% in 2015/2016 to 15.5% in 2016/2017.			matching the national overall attendance rate for 2016/2017 (95.4%in 2015/2016).
	CAMHS intervention to be prioritised for disadvantaged students whose poor attendance is linked to mental health considerations.	40% of students who met with our CAMHS worker were from our disadvantaged cohort of students.			We continue to believe that the improved OFSTED Personal Development, Behaviour and Welfare judgement of "good" and the improved attendance rates are in part owing to the nurturing environment we strive to create for our students. We will therefore continue to offer this support.
Engage disadvantaged students in their learning	Teachers to use in class strategies to differentiate for and support those students in the PP Support group (and in English and Maths, those who are in the PP English and PP Maths groups).	Year Group	Number of PP students on or above target in E and M at September	Number of PP students on or above target in E and M at July	There was a pleasing % increase in the proportion of students achieving or exceeding target in English and Maths however these numbers are, in raw form, too low. Future efforts will focus more specifically on disadvantaged students who are achieving in one area but not yet both. This evidence also highlights the need to continue to focus on encouraging positive attitudes towards learning in class as there
		7	██████	7	
	Ensure disadvantaged students with attendance concerns are provided with work to catch up with their peers.	8	5	11	
		9	4	9	
		10	5	6	

11	4	■■■

Year Group	Number of PP students with <75% AtL at Summer 2016	Number of PP students with <75% AtL at July 2017
7	■■■	22
8	14	7
9	8	11
10	11	28*
11	15	■■■

*Year 10 result uses new Attitude to Learning measures and so does not allow direct comparison.

Remove barriers to learning by ensuring disadvantaged students are provided with the equipment and resources to learn where necessary. PK and FTs to have a supply of equipment that is loaned to students to ensure they are 'Ready to Learn'.

PLs to use the reporting system to guide and support students and staff in improving the scores of those students in the PP Support group.

Positively encourage disadvantaged students to participate in student leadership roles within school particularly those in the PP S&C group.

Targeted deployment of students in the PP S&C group to higher sets where appropriate and feasible.

Prioritise Connexions time for disadvantaged students to encourage them to value education and develop a vision for their future employment.

IEPs to be produced for students in the PP Support group. PLs to meet with each students termly to initially establish the IEP and then to monitor its success or otherwise.

remains too many disadvantaged students who fall below the expected "good" standard.

	Progress Leader of Yr7 to work closely with primary schools to ensure the smooth transition of disadvantaged students joining St Antony's. Primary aim is to identify any potential barriers to learning and to plan for minimising these as swiftly as possible.		
	Prioritise and encourage students in the PP S&C group to participate in the Extended Project Homework initiative which takes the form of a research project in the format of the EPQ.		
	To proactively encourage the attendance of parents of disadvantaged students particularly at Parents Evenings, but also at other school events, through the provision of transport, crèche facilities etc	Parent's evening attendance for the year averaged at 64% in 2016/2017 compared with 67% in 2015/2016.	This remains and area upon which we must continue to focus and these figures remain disappointing. Parental engagement has been encouraged through more informal attendance at school at events such as Quiz Nights and Coffee Mornings. Arrangements have been made to record separately the attendance rates of our disadvantaged pupils' parents.

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
To provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom	Prioritise disadvantaged students in programmes such as Manchester Gateways (The University of Manchester's pre-16 Widening Participation Initiative which targets learners in Yrs7-11 who are statistically less likely to progress to university for a variety of reasons).	The students involved in this initiative were the PP Support Group (disadvantaged students underachieving in both Maths and English). By the end of the year the following reductions in size were seen in each year group: - Year 7 – 66% - Year 8 – 80% - Year 9 – 28% - Year 10 – 4% - Year 11 – 23%	It is clear that the impact of this initiative was greater in the lower school than in the upper school however the disappointing impact seen in upper school is a result of the over cautious predictions made by English and Maths staff at this time of exam reform. This intervention package should therefore be repeated in the coming academic year with a view to building on the progress made this year and so that we may gain a more reliable measure of its impact in the upper school.

	To continue with the 'Valuing Education' package developed to have the overall aim of encouraging a small group of PP Support students across Years 7-10 to be more aspirational, imaginative and hardworking through widening their exposure to the richness of life's opportunities and creating a greater awareness of how education can be the gateway to this. Intervention strategies will be selected and administered by the Progress Leader team. Strategies include: · Trips in Manchester, Liverpool and potentially London with a view to creating a greater awareness of cultural opportunities locally available to them. · Attend 6th form College/University Tours led by ex-students of St Antony's. · Hear motivational speakers. · Be involved in career awareness talks. · Peak/Lake District walks.		
To implement strategies to reduce the exclusion and isolation data for PP students	CAMHS intervention to be prioritised for disadvantaged students.	There remains a 33.6% gap between the number of disadvantaged students and non-disadvantaged students with 1 or more fixed term exclusion.	This gap in unacceptable and the school accepts that much more must be done to close this gap. The school will focus on the following strategies to achieve this: • Embed the step out programs with partner schools such as FGS and LC to
	Learning Mentors (including Padua usage) intervention to be prioritised for disadvantaged students.		

	Use of Trafford High School SLE to be prioritised for disadvantaged students.		reduce number of students receiving more than one fixed term exclusion.
	Involvement in external groups such as Teens & Toddlers and Peer Ambassadors etc. to be prioritised for disadvantaged students.		• Use step out programs to support longer fixed term exclusions and ensure appropriate educational provision. • Use extended periods of internal isolation to reduce the number of short-term exclusions. • Use extended alternative provision within our Padua Centre to allow intensive mentoring for repeatedly excluded students. • Embed and extend alternative provisions such as GRIP to support students at risk of permanent / repeated exclusions with a distinct focus on disadvantaged boys. • PLs to lead CPD on successful BFL strategies to support key students within their year groups. • BFL peer to peer lesson observations to be instructed by SLT for staff within their teaching teams as identified by AH. • The school will no longer make use the LEA SLE provision as this has been shown to have no long term impact on student outcomes.