



St. Antony's Catholic College

in partnership with Loreto Grammar School

Overview of PP Strategy

St Antony's Catholic College has a significantly greater than average proportion of disadvantaged students (39%). The national figure is 28%. The numbers and percentages in each year are shown below.

Year Group	Total Students	Number PP	% PP	Number FSM	% FSM
7	109	36	33	21	19
8	124	45	36	26	21
9	81	35	43	15	19
10	99	46	46	30	30
11	102	41	40	14	14
Whole School	515	203	39	106	21

With such large percentages of disadvantaged students, in order to provide the best possible education and appropriate intervention when required, each cohort has been sub divided into 4 intervention groups:

- Support – those students underachieving in both Maths and English
- Maths – those underachieving in Maths but not English
- English – those underachieving in English but not Maths
- Stretch & Challenge (S&C) – those on or above expectation in both Maths and English

In simplistic terms, our aim is to decrease the numbers of students in groups 1, 2 and 3 and to increase the numbers in group 4. Lists of these students will be distributed at the start of the year and updated and redistributed after each data drop.

Starting data for September 2018 was as follows:

	Total students	Total PP	% PP	% of PP in Support group	% of PP in S&C group	% of PP in English group	% of PP in Maths group
Year 8	121	43	36%	5%	74%	14%	5%
Year 9	80	34	32%	6%	59%	26%	3%
Year 10	91	45	49%	29%	40%	7%	24%
Year 11	102	42	42%	50%	14%	36%	See Support group

In addition to a continued focus on Quality First Teaching and having the three general PP classroom support strategies applied (see below), students in each of the PP groups can expect the following support/intervention:

Support Group

- My Progress Leader will have an action plan in place which aims to remove at least one of my identified whole school barriers to learning
- I will be on the Venn of my Maths and English teachers
- I may be on the Venn of other subject teachers
- I may have reading, literacy, maths support if required

Maths Group

- I will be on the Venn of my Maths teacher
- I may be on the Venn of other subject teachers

- I may have maths support (prioritised from Yr7 upwards)

English Group

- I will be on the Venn of my English teacher
- I may be on the Venn of other subject teachers
- I may have reading/literacy support (prioritised from Yr7 upwards)

S&C Group (not just high ability)

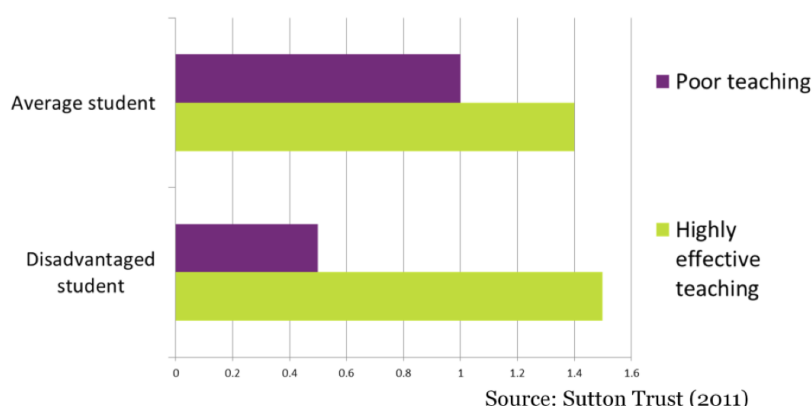
- I will be invited to participate in all relevant extra-curricular trips and activities

The main focus for closing the gap between our PP students and national others is to focus on Quality First Teaching which has been shown to have a greater positive impact on disadvantaged students than on others.

We recognise, however, that this needs to work alongside other strategies and systems.

Why improve teaching?

Effect of teaching on students in years of progress



All teaching colleagues must have any PP child who is underachieving identified on their Venn diagram. The three main in class strategies for supporting any underachieving PP student, and indeed every PP student, are as follows:

- Smart seating plan – consider carefully the location of the PP students within your classroom
- Early support/intervention – prioritising PP students for support as they work independently and targeting them for appropriate questioning.
- Priority marking – Teachers to mark the work of PP students before others.

PP students will also be prioritised for other support/intervention including the IDL literacy programme, Reading Buddies (Adult and Student), Numeracy Tutor, the EWO, Learning Mentors, Padua Learning Centre, Connexions, CAMHS, Progress Leader Intervention groups and external groups such as Salford Mentoring, Groundworks etc.

Impact

The outcomes of the use of Pupil Premium Grant are as follows:

Attendance

A three year trend of improvement continues with both absence and persistent absenteeism falling year on year for disadvantaged students as shown below:

2015-2016		2016-2017		2017-2018		National	
School	PA	School	PA	School	PA	School	PA
7.9%	28.7%	6.7%	20%	6.7%	16.3%	7.5%	22.4%

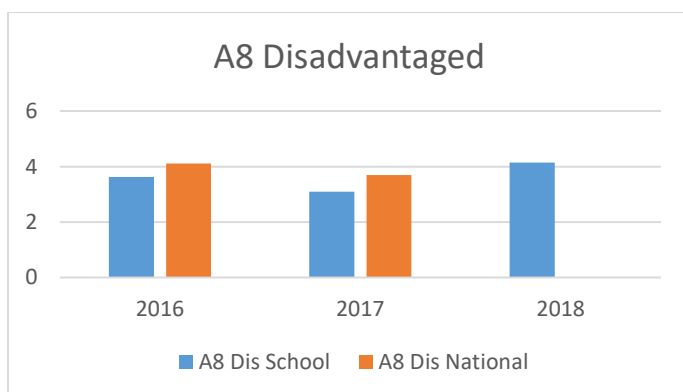
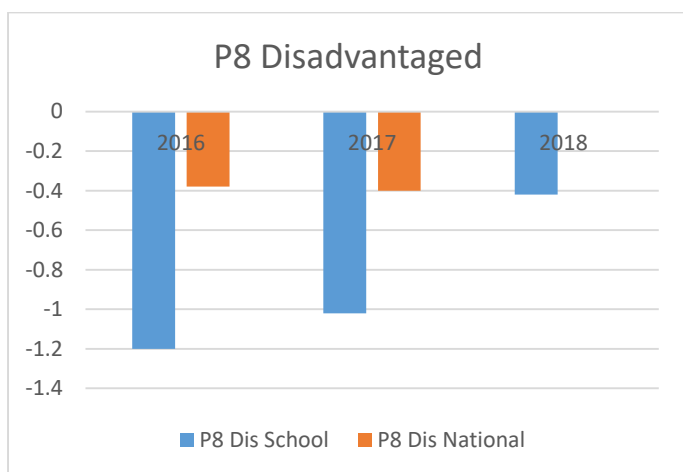
Behaviour

Again the positive trend continues with figures moving downwards towards national outcomes. In relation to the percentage of the school population with 1 or more fixed term exclusion, the following data evidences the improvement:

2014-2015	2015-2016	2016-2017	2017-2018	National
38.17	24.55	15.71	12.0	9.61/10.09

Progress and Attainment

Both the progress and attainment of disadvantaged students at St Antony's continues to improve as can be seen from the graphs below.



As both P8 and A8 improve, the gap between our disadvantaged students and national non disadvantaged students is lessening.