



St. Antony's Catholic College

Aspire - Believe - Achieve

Overview of PP Strategy 2019-2020

The Pupil Premium Grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation and sets the achievement of children from disadvantaged backgrounds as a priority for the education system.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the controls of schools.

The recent report from the Education Endowment Foundation (EEF), 'The EEF Guide to the Pupil Premium', advocates a tiered approach to PP spending. The tiers are as follows:

1. Teaching – 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 PP spending. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
2. Targeted academic support – one to one or small group structured intervention.
3. Wider strategies – these relate to the most significant barriers to success in school including attendance, behaviour and social and emotional support.

In the 2019 to 2020 financial year, St Antony's will receive £935 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

St Antony's Catholic College has a greater than average (30% greater) proportion of disadvantaged students (35%). The national figure is 27%. The percentage of students currently on free school meals is particularly large at 23%, 63% greater than national. The national figure as at January 2019 was 14.1%. The numbers and percentages in each year are shown below.

Year Group	Number PP	% PP	Number FSM	% FSM
7	45	30	30	20
8	36	32	25	23
9	38	31	25	20
10	35	42	18	22
11	44	45	29	30
Whole School	198	35	127	23

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:

1. Support – those students underachieving in both Maths and English – Tiers 1&3
2. Maths – those underachieving in Maths but not English – Tiers 1&2
3. English – those underachieving in English but not Maths - Tiers 1&2
4. Stretch & Challenge (S&C) – those on or above expectation in both Maths and English – Tier 1&3

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 to teaching staff at the start of the year.

Starting data for September 2019 is as follows:

	% of PP in Support group	% of PP in S&C group	% of PP in English group	% of PP in Maths group
Year 7	20%	60%	13%	4%
Year 8	20%	27%	33%	14%
Year 9	24%	47%	8%	26%
Year 10	33%	17%	19%	31%
Year 11	36%	18%	41%	2%

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 Head of Year 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

- 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)

Maths Group

- I will be on the Venn of my Maths teacher

S&C Group (not just high ability)

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

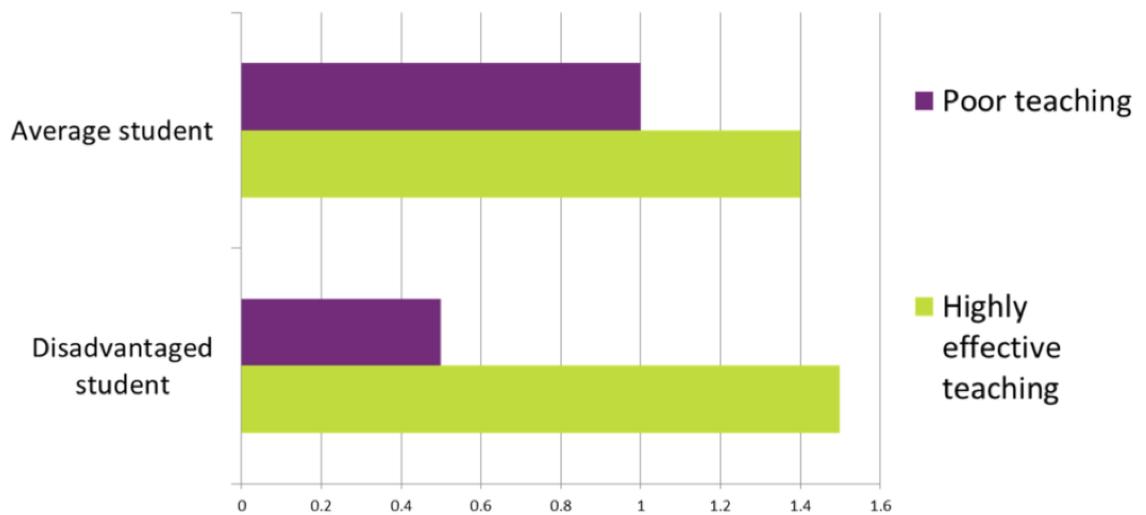
From 2019-2020 onwards, additional monitoring and intervention will take place with students who started at St Antony's in the S&C group but have moved down from this to one of the other groups. It is essential that we do our best to ensure that this slippage does not occur or, if it does, it is remedied as quickly as possible.

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



Source: Sutton Trust (2011)

High quality careers IAG is essential if we are to ensure that disadvantaged students make the best decision about which route to take after they finish at St Antony's. The STAr Futures Programme, launched this year, will help support with this aim. The Gateways Programme, in partnership with Manchester University, is also key to encouraging our disadvantaged students access the top universities, successfully graduate and acquire the top jobs in society. The Dragons Den programme and the Scholars Programme, part of the Brilliant Club, are additional intervention strategies aimed at the PP cohort.

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.

We place a particular focus on developing pupil's vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status.

PP students will also be prioritised for other support/intervention including the IDL literacy programme, Adult Reading Buddies, Numeracy Intervention, 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		2018-2019		National	
Absence	PA	Absence	PA	Absence	PA	Absence	PA	Absence	PA
7.9	28.7	6.7	20	6.7	16.3	4.5	14.6	8.1	24.6

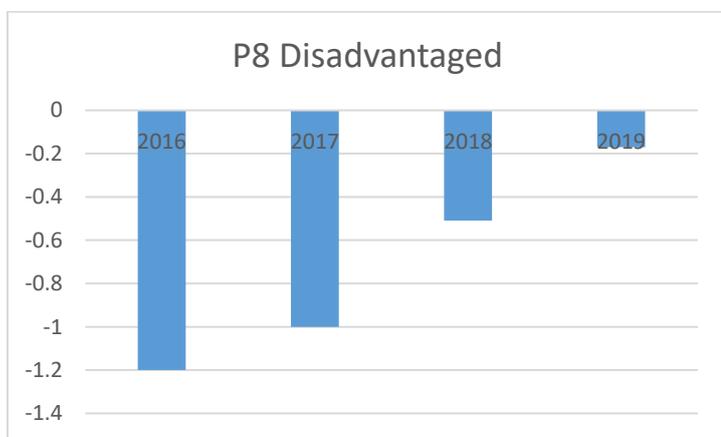
Behaviour

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	2018-2019	National
38.17	24.55	15.71	12.0	8.37	11.07

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.



P8 for disadvantaged students nationally was -0.35 in 2019.

As both P8 and A8 improve, the gap between our disadvantaged students and national non-disadvantaged students is lessening. A8 for non-disadvantaged students was 4.99 in 2018 and 5.01 in 2019 nationally. A8 for disadvantaged students was 3.85 in 2018 and 3.87 in 2019.

