



## Pupil Premium Impact Statement

St Antony's Catholic College uses the Pupil Premium Funding to ensure that the "Ever 6" and LAC cohorts in the school make at least expected levels of progress. The school has no children of armed service personnel.

For the financial year 2015/2016, St Antony's Catholic College received £214,800 Pupil Premium allocated funding.

The school is guided by NFER research which has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

### Building blocks to increase disadvantaged pupils' attainment

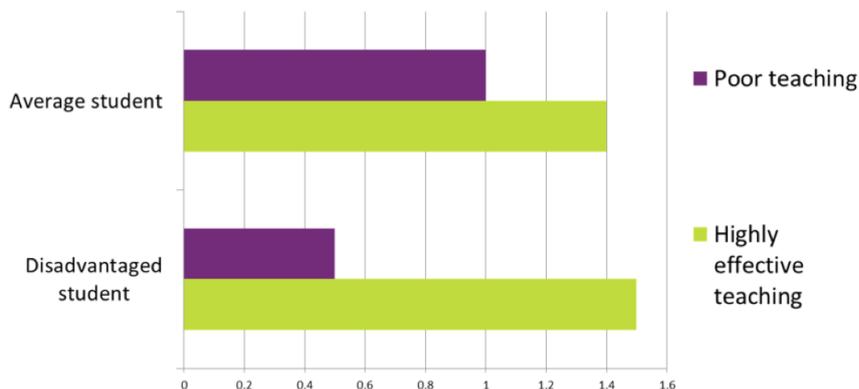


## Quality First Teaching

- Summer 2015 and Autumn 2015 lesson observations suggests that between 75% and 80% of lessons are good or better. Teaching standards continue to be triangulated with external observers including an Ofsted trained inspector and a National Leader in Education.
- There are fortnightly meetings between members of SLT and Curriculum Leaders to QA and challenge the work done by departments and most of these are dedicated to aspects of school that are directly linked to the quality of Teaching and Learning. Each term these aspects are revisited for developments.
- This year has seen a clear focus on marking and feedback and when this was externally verified, the report stated that "There has clearly been an improvement on the marking that was previously in place". Teaching staff have a CPD period on their timetable to allow them time to research, jointly plan and mark etc. to move progress of students forward. Sharing of good practice is encouraged in other ways, such as internal TeachMeets and use made of staff who have made advances in areas such as marking and feedback, a whole school priority, during INSET.

## Why improve teaching?

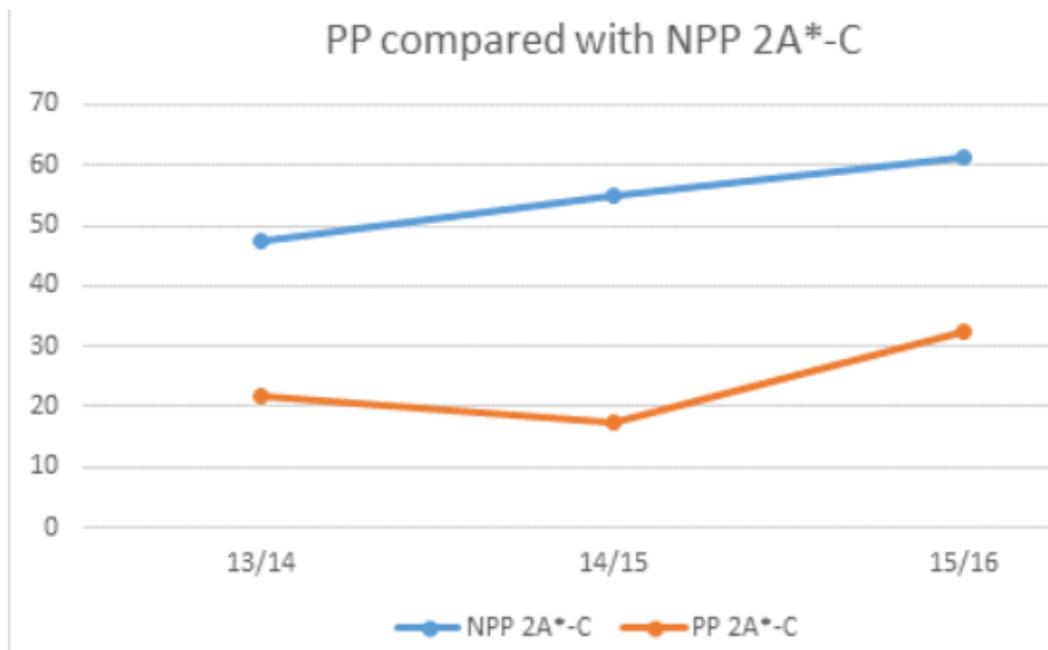
Effect of teaching on students in years of progress



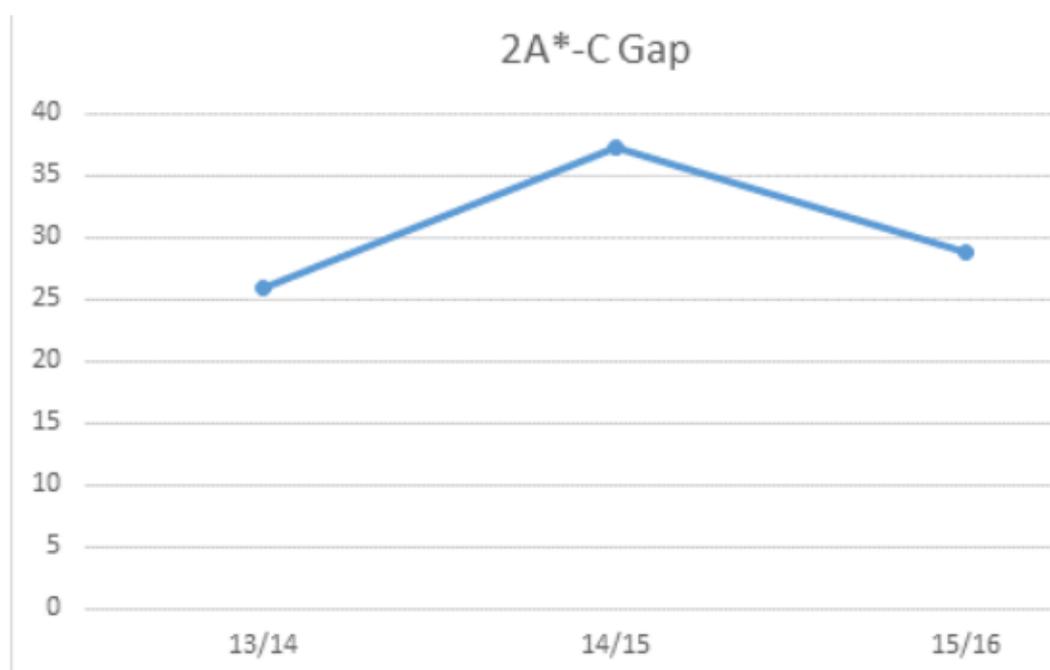
Source: Sutton Trust (2011)

## Academic Intervention

- The school has, in partnership with Yipiyap, provided additional small group Mathematics and English lessons to Pupil Premium students. These sessions have taken place during non-core subjects.
- The school's continued focus on literacy has resulted targeted Year 7 students, on average, making 10 months' progress in their reading ages in just 6 months' time.
- The graphs below show that the percentage of PP students achieving 2A\*-C grades in English and Maths in 2016 has increased by 15.1% on 2015. The graph also shows that the rate of improvement shown by PP students is greater than that shown by other students.



- The graph below shows that the gap between the percentage of students achieving 2A\*-C in English and Maths has decreased from 2015 to 2016

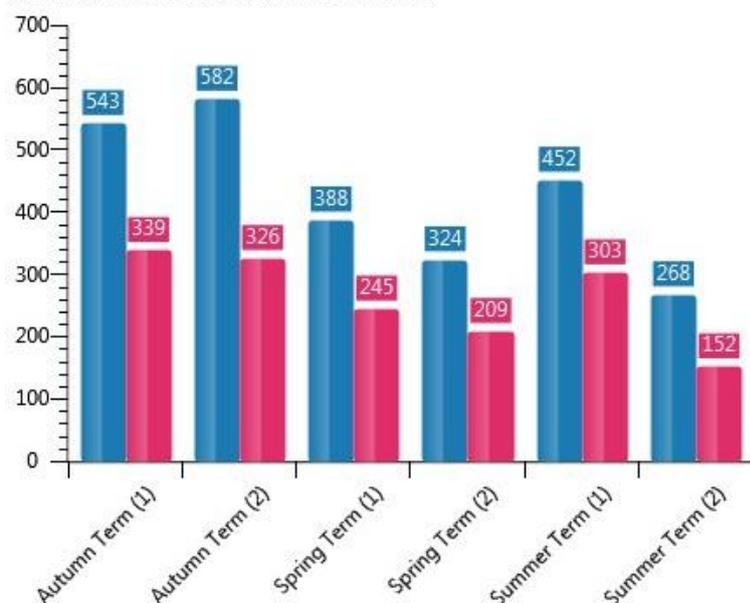


Year Group as at 2015/2016		Y7		Y8		Y9		Y10			Y11			Leavers		
Subject		M	E	M	E	M	E	M	English Lang	2 A*-C	M	English Lang	2 A*-C	M	E	2 A*-C
August 14/15	Gap	0.0	0.0	18.1	17.3	15.7	16.4	12.7	0.9	0.0	21.8	10.6	29.6	43.6	19.1	35.9
		Expected progress based on making 2 SLOP		Expected progress based on making 2 SLOP		Expected progress based on making 4 SLOP		Expected progress based on making 6 SLOP			Expected progress based on making 3 LOP			Expected progress based on making 3 LOP		
August 15/16	Gap	30.8	19.9	13.0	0.3	15.1	-6.7	22.5	16.4	19.2	27.9	27.1	28.8			
		Expected progress based on making 2 SLOP		Expected progress based on making 4 SLOP		Expected progress based on making 6 SLOP (maths taken from SIMS)		Expected progress based on making 3 LOP			Expected progress based on making 3 LOP					

## Pastoral Intervention

- The school has provided NT&AS support for vulnerable students and those in other need from the Pupil Premium cohort. The school has also looked to support students at risk of exclusion through our involvement with Diamond Football, Football Education and Training Academy and the Fairbridge Project.
- The school appointed an Aspire to Achieve Co-ordinator who has created a programme of activities designed to encourage (amongst all students including Pupil Premium students) independent revision, more fruitful Connexions discussions, enhanced contact with local universities. These students were also given access to self-selected mentors and external talks from subject matter experts and cultural experiences.
- The school has used Pupil Premium funding to provide a full-time Educational Welfare Officer dedicated to St Antony's Catholic College. The % absence for the school's Pupil Premium students was 8.3% which is below the national average for 2015 (2016 data yet to be published).
- A Transition Co-ordinator worked to ensure a smooth transition for all students with a particular focus on the Pupil Premium students in conjunction with the Progress Leader for Year 7.
- The school provides termly Holiday Schools staffed by internal staff to create the foundations for a smooth transition into KS3.
- The school has appointed a Student Leadership Co-ordinator who has created a programme of activities designed to encourage leadership skills and personal development (communication, organization, time-management) amongst all children involved including those in the Pupil Premium cohort.
- The school employs 2 Learning Mentors who work to pastorally support Pupil Premium students (though not exclusively).
- The school has invested in a CAMHS colleague who works with students in need. At least 50% of those counselled have been Pupil Premium students.
- Pupil Premium Students have been prioritised in the allocation of places on the DfE funded "Teens and Toddlers" Project aims to develop students' sense of self-awareness, esteem and confidence through work with toddlers in a local nursery/EYFS class.
- Behaviour – In the Autumn term there were 665 behaviour incidents recorded for our pupil premium students. In the Summer term this had decreased to 455.

The count of students behaviour incidents by Half Term



## Parental Engagement

- The school has increased its investment in the texting system to improve the efficiency with which brief messages are communicated home.
- The school has continued to invest in the “Show My Homework” web based software which allows parents to easily keep up to date on student’s home learning expectations and records of completion.
- The school as worked tenaciously to encourage parental attendance at school meetings yielding the attendances below:
  - Year 7 Parents’ Evening – 69%
  - Year 8 Parents’ Evening – 86%
  - Year 9 Parents’ Evening – 85%
  - Year 10 Parents’ Evening – 83%
  - Year 11 Parents’ Evening – 75%
  - Year 11 Exam Attack – 77%

The school will continue to implement the successful interventions and activities detailed above with the Pupil Premium allocation for the financial year 2016/2017 which is £213,678. A major focus for this academic year is the improvement in attendance for disadvantaged students.