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## Pupil Premium Development Plan 2016-2017

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St. Antony's Catholic College

*in partnership with Loreto Grammar School*

**Overall Aim** – to close the gap in progress and attainment between students at St Antony's who are Pupil Premium (PP) and those who are not nationally.

### Cohort Profile

In order to produce a plan which is relevant and rigorous, significant analysis of disadvantaged students at St Antony's has taken place. The Pupil Premium profile is currently as follows:

Year Group	Total Students	Number PP	Number FSM
7	78	37	20
8	98	50	27
9	104	43	16
10	82	45	18
11	85	34	19
Whole School	447	209	100
Whole School %		46.8	22.3

Within each year group we have subdivided these students. The first focus group are those who are underachieving in both Maths and English and therefore need whole school as well as subject specific support. These will be referred to as PP Support group. Other subgroups are those who are underachieving in Maths but not English (PP Maths) and those underachieving in English but not Maths (PP English). The final group is comprised of those who are on or above target in both subjects and therefore need further stretch and challenge (PP S&C).

The numbers in each subgroup as at Summer 2016 are as follows (for names see Appendix 1):

Cohort Analysis	PP Support	PP Maths	PP English	PP S&C
Year 7 (groupings based on SATS data)–	6	5	3	
Year 8 –	14	20	6	5
Year 9 –	21	9	7	4
Year 10 -	22	9	8	5
Year 11 -	17	8	5	4

Within the PP Support group there are a number of whole school issues which need addressing in order to raise the attainment and progress of this group and therefore close the gap. The primary foci are attendance; reading ability; attitude to learning and poor behaviour. A priority of our work is to get these students into school, ensure they have the skills to access the curriculum and then engage them in their learning. For a small number of students we also need to address higher level behaviour problems.

Our five key objectives are therefore:

Curriculum – to continue to develop and refine the range of intervention strategies in use to ensure PP students in all year groups can access the curriculum and make progress at least in line with their non PP peers nationally

Teaching & Learning – to further improve teaching and learning across the school. Quality First Teaching has a greater impact on disadvantaged students than on their more advantaged peers. See graph opposite.

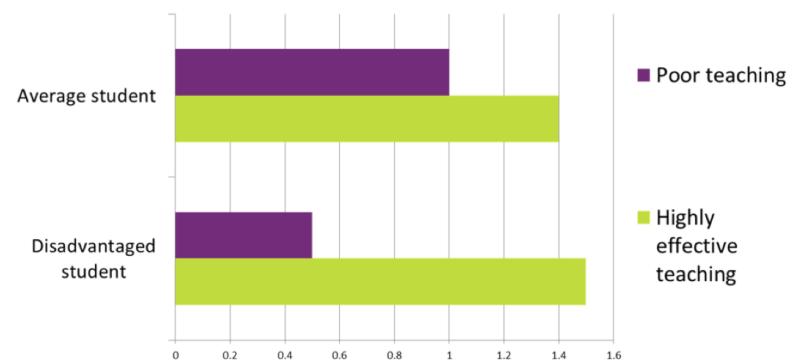
Wider outcomes – to provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom

Attendance – to implement strategies to address the attendance gap between PP and non PP students nationally

Behaviour – to implement strategies to reduce the exclusion and isolation data for PP students

## Why improve teaching?

Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

**Aim - Ensure that all students can access the curriculum (with a primary focus on those whose reading ability is a cause for concern)**

**Success Criteria**

- 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.

**Strategic Lead – Fiona Wright (Associate Headteacher) and Gavin Parker (Pupil Premium Co-ordinator) with Michaela Smith (Literacy Co-ordinator), Kevin Speake (Senior Progress Leader), Terri Cowsill (SENDCo), Claire Lambert (HoE) and Sally Gibson (HoM)**

<b>Actions</b>	<b>By when?</b>	<b>By who?</b>	<b>Monitoring and Evaluation</b>												
<p><b>Intervention to take place for all PP students whose reading ability is not yet at the level of “functional literacy”.</b> This includes those in both the PP Support group and the PP English group. Intervention includes small group tutoring with external tutoring company, reading out loud 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. The IDL programme is also to be introduced.</p> <table border="1" data-bbox="138 1098 1344 1377"> <thead> <tr> <th>Year Group</th> <th>Number of PP students with less than functional literacy at Summer 2016.</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Not assessed as at September 2016</td> </tr> <tr> <td>8</td> <td>16</td> </tr> <tr> <td>9</td> <td>9</td> </tr> <tr> <td>10</td> <td>4</td> </tr> <tr> <td>11</td> <td>8</td> </tr> </tbody> </table>	Year Group	Number of PP students with less than functional literacy at Summer 2016.	7	Not assessed as at September 2016	8	16	9	9	10	4	11	8	<p>Currently in place. Intervention must be implemented if possible within a fortnight of a child being identified.</p>	<p>MS to identify. KS to arrange Yipiyap. TC to support SEND students.</p>	<p>Termly analysis of reading age data by MS. Departmental monitoring of data by CL.</p>
Year Group	Number of PP students with less than functional literacy at Summer 2016.														
7	Not assessed as at September 2016														
8	16														
9	9														
10	4														
11	8														

All reading interventions to be prioritised for disadvantaged students.	Currently in place. Intervention must be implemented if possible within a fortnight of a child being identified.	MS to identify and organise in liaison with KS for Yipiyap.	Termly analysis of reading age data by MS. Departmental monitoring of data by CL.
<b>In class and additional Maths intervention to take place for all PP students in the PP Support group and the PP Maths group.</b> This intervention will take the form of in class strategies and small group tutoring with external tutoring company.	Currently in place. Intervention must be implemented if possible within a fortnight of a child being identified.	SG to identify and organise in liaison with KS for Yipiyap. All Maths teachers.	Termly analysis of Maths levels by KS. Departmental monitoring of data by SG.
<b>Targeted deployment of staff</b> i.e. deploying the most effective teachers to teaching groups with significant numbers of disadvantaged students.	At start of each academic year.	PG	Ongoing departmental monitoring of T&L and data.

### Aim - Improve the attendance of disadvantaged students

#### Success Criteria

- 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).

**Strategic Lead** – Fiona Wright (Associate Headteacher) and Gavin Parker (Pupil Premium Co-ordinator) with Pauline Kelly (EWO) and Progress Leaders.

Actions	By when?	By who?	Monitoring and Evaluation												
<p>Attendance action plans to be implemented if possible for all PP students whose attendance has fallen below 90%. There are currently 6 in Yr7, 6 in Yr8, 8 in Yr9 and 8 in Yr10.</p> <table border="1" data-bbox="107 507 1328 790"> <thead> <tr> <th>Year Group</th> <th>Number of PP PA students at Summer 2016</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> </tr> <tr> <td>8</td> <td>14</td> </tr> <tr> <td>9</td> <td>8</td> </tr> <tr> <td>10</td> <td>14</td> </tr> <tr> <td>11</td> <td>14</td> </tr> </tbody> </table>	Year Group	Number of PP PA students at Summer 2016	7		8	14	9	8	10	14	11	14	Ongoing	EWO	Attendance of PP PA students to be monitored weekly and plans updated fortnightly.
Year Group	Number of PP PA students at Summer 2016														
7															
8	14														
9	8														
10	14														
11	14														
<p>Attendance monitoring procedures to be followed &amp; prioritised for all PP students whose attendance falls below the school target of 95%</p> <table border="1" data-bbox="107 880 1328 1206"> <thead> <tr> <th>Year Group</th> <th>Number of PP students with &lt;96% attendance at Summer 2016</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> </tr> <tr> <td>8</td> <td>16</td> </tr> <tr> <td>9</td> <td>18</td> </tr> <tr> <td>10</td> <td>19</td> </tr> <tr> <td>11</td> <td>13</td> </tr> </tbody> </table>	Year Group	Number of PP students with <96% attendance at Summer 2016	7		8	16	9	18	10	19	11	13	Ongoing. Intervention must be actioned within a fortnight of a child being identified.	FTs and PLs	Attendance of PP students to be monitored half termly.
Year Group	Number of PP students with <96% attendance at Summer 2016														
7															
8	16														
9	18														
10	19														
11	13														
CAMHS intervention to be prioritised for disadvantaged students whose poor attendance is linked to mental health considerations.	Ongoing. Intervention must be actioned within a fortnight of a	JJ and PK	Attendance of PP PA students to be monitored weekly and plans updated fortnightly. Action to be taken within a fortnight of an issue being identified.												

	child being identified.		
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**Aim – Engage disadvantaged students in their learning**

**Success Criteria**

- 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.

**Strategic Lead** – Fiona Wright (Associate Headteacher) and Gavin Parker (Pupil Premium Co-ordinator) with Abi Harris (Assistant Headteacher for Teaching & Learning)

**Actions**

**By when?**

**By who?**

**Monitoring and Evaluation**

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).

Ongoing.  
Updated after each data drop.

All teachers

Post data drop data analysis.  
Departmental monitoring.

Ensure disadvantaged students with attendance concerns are provided with work to catch up with their peers.

Ongoing.  
Work to be provided within a week of an absence.

All teachers

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 which is lent to students to ensure they are 'Ready to Learn'.

Ongoing.  
Actioned as and when necessary.

FTs and PK

<p>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.</p> <table border="1" data-bbox="398 231 1099 555"> <thead> <tr> <th>Year Group</th> <th>Number of PP students with &lt;75% AtL at Summer 2016</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> </tr> <tr> <td>8</td> <td>14</td> </tr> <tr> <td>9</td> <td>8</td> </tr> <tr> <td>10</td> <td>11</td> </tr> <tr> <td>11</td> <td>15</td> </tr> </tbody> </table>	Year Group	Number of PP students with <75% AtL at Summer 2016	7		8	14	9	8	10	11	11	15	Ongoing. Action taken post data drop.	PLs	Termly PL monitoring and analysis of AtL
Year Group	Number of PP students with <75% AtL at Summer 2016														
7															
8	14														
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11	15														
<p>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.</p>	Two weeks prior to each school event.	FTs and PLs	Attendance data for Parents' Evenings etc.												
<p>Targeted deployment of students in the PP S&amp;C group to higher sets where appropriate and feasible.</p>	At the start of each academic year and post drop when applicable.	PG with relevant HoDs	Regular data drops												
<p>Use of the school appraisal system to ensure Quality First Teaching by ensuring all teaching colleagues have an objective of teaching to a good level or above.</p>	By October 2016	FW	Midyear reviews End of year reviews												
<p>Use of the school appraisal system to ensure Quality First Teaching prioritises disadvantaged students by ensuring all teaching colleagues have an objective that focuses on reducing the attainment gap between PP and non PP students in their classes.</p>	By October 2016	FW	Midyear reviews End of year reviews												

Prioritise Connexions time for disadvantaged students to encourage them to value education and develop a vision for their future employment.	Ongoing.	FW with Connexions	Record of attendance of PP students with Connexions Advisor
Pupil Progress Plans to be produced for students in the PP Support group. PLs to meet with each student termly to initially establish the PPP and then to monitor its success or otherwise.	Produced by December 2016	PLs	Success criteria on PPP to be achieved.
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.	May-July 2017	LA	Useful documentation and information acquired in primary visits used to inform planning.
Positively encourage disadvantaged students to participate in student leadership roles within school particularly those in the PP S&C group.	Ongoing	AMc	Records of those in student leadership roles.
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.	Ongoing	AH	Records of those involved in EP homework initiative. Record of their outcomes.



Aim - to provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom

**Success Criteria**

- 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.

**Strategic Lead** – Fiona Wright (Associate Headteacher) and Gavin Parker (Pupil Premium Co-ordinator)

Actions	By when?	By who?	Monitoring and Evaluation
<p>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).</p>	Ongoing	AH	Records kept of students involved
<p>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:</p> <ul style="list-style-type: none"> <li>• Trips in Manchester, Liverpool and potentially London with a view to creating a greater awareness of cultural opportunities locally available to them.</li> <li>• Peak/Lake District walks.</li> <li>• Attend 6<sup>th</sup> form College/University Tours led by ex-students of St Antony’s.</li> <li>• Hear motivational speakers.</li> <li>• Be involved in career awareness talks.</li> </ul>	Ongoing	GP	Records kept of students involved. PPPs of students updated and reviewed.

**Aim - to implement strategies to reduce the exclusion and isolation data for PP students**

**Success Criteria**

- 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

**Strategic Lead – Fiona Wright (Associate Headteacher) and Gavin Parker (Pupil Premium Co-ordinator) with Kevin Speake (Senior Progress Leader)**

<b>Actions</b>	<b>By when?</b>	<b>By who?</b>	<b>Monitoring and Evaluation</b>
CAMHS intervention to be prioritised for disadvantaged students.	Ongoing. Intervention must be actioned within a fortnight of a child being identified.	JJ	Records of students involved.
Learning Mentors (including Padua usage) intervention to be prioritised for disadvantaged students.	Ongoing.	KS with FMc and NH	Behavioural records of relevant students.
Use of Trafford High School SLE to be prioritised for disadvantaged students.	Ongoing.	KS with PG and FW	Behavioural records of relevant students.
Involvement in external groups such as Teens & Toddlers and Peer Ambassadors etc. to be prioritised for disadvantaged students.	Ongoing.	NH with PLs	Participation records of students. Impact on behaviour and AtL monitored.