
Pupil Premium Development Plan 2017-2018



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	114	44	24
8	77	32	17
9	93	46	28
10	101	44	18
11	78	39	17
Whole School	463	205	104
Whole School %		44.3	22.5

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 school receives £203, 860 in Pupil Premium funding.

The numbers in each subgroup as at Summer 2017 are as follows :

Cohort Analysis	PP Support	PP Maths	PP English	PP S&C
Year 7 (groupings based on SATS data)–	7	14	12	
Year 8 –	13	7	3	7
Year 9 –	17	14	4	11
Year 10 -	23	3	7	9
Year 11 -	17	10	3	7

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.

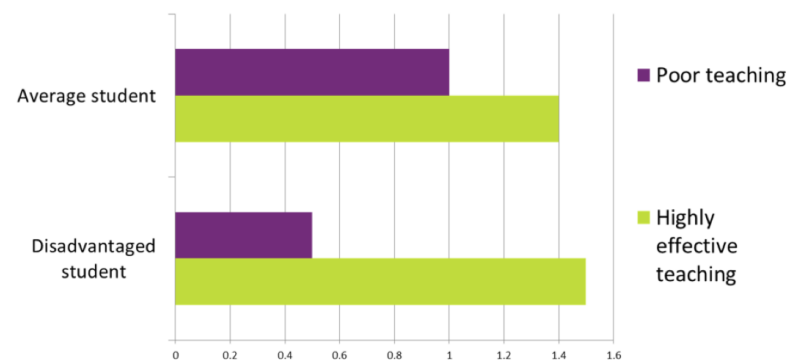
Wider outcomes – to provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom

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

1. The number of disadvantaged students whose reading age is a cause for concern will fall by 15% within 6 months and then by 30% within 12 months.
2. The number of disadvantaged students under target in Maths to fall by 15% within 6 months and then by 30% within 12 months.
3. The number of disadvantaged students under target in English 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 Kim Potter (Literacy Co-ordinator), Paul Giblin (Deputy Headteacher), Laura Weinberg (SENDCo), Claire Lambert (HoE) and Sally Gibson (HoM)

Actions

By when?

By who?

Monitoring and Evaluation

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 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.

Currently in place. Intervention must be implemented if possible within a fortnight of a child being identified.

KP to identify. PG to arrange Yipiyap. LW to support SEND students.

Termly analysis of reading age data by KP. Departmental monitoring of data by CL.

Year Group	Number of PP students with less than functional literacy at September 2017.
7	7
8	8
9	3
10	1
11	4

All reading interventions to be prioritised for disadvantaged students.

Currently in place. Intervention

KP to identify and

Termly analysis of reading age data by KP. Departmental monitoring of data by CL.

	must be implemented if possible within a fortnight of a child being identified.	organise in liaison with PG for Yipiyap.	
In class and additional Maths intervention to take place for all PP students in the PP Support group and the PP Maths group. 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 PG for Yipiyap. All Maths teachers.	Termly analysis of Maths levels by PG. Departmental monitoring of data by SG.
Targeted deployment of staff 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.
To begin work to incorporate metacognitive strategies into departmental schemes of learning.	Ongoing	FW/GP	Ongoing departmental monitoring of T&L and data.

Aim - Improve the attendance of disadvantaged students

Success Criteria

1. Overall attendance figure for disadvantaged students to improve from 93.1% (2016-2017 while Year 11 were still on role) to 94.8 % (the national attendance figure for all students achieved in 2016-2017). *In 2015-2016 this figure was 91.6%.*

2. Overall PA figure for disadvantaged students to reduce from 15.5% (2016-2017 while Year 11 were still on role) to 12.8% (the national PA figure for all students recorded in 2016-2017). *In 2015-2016 this figure was 28.7%.*

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="107 560 1323 842"> <thead> <tr> <th>Year Group</th> <th>Number of PP PA 2016/2017</th> </tr> </thead> <tbody> <tr> <td>7</td> <td style="background-color: black;"></td> </tr> <tr> <td>8</td> <td>12</td> </tr> <tr> <td>9</td> <td>8</td> </tr> <tr> <td>10</td> <td>8</td> </tr> <tr> <td>11</td> <td>26</td> </tr> </tbody> </table>	Year Group	Number of PP PA 2016/2017	7		8	12	9	8	10	8	11	26	Ongoing	EWO	Attendance of PP PA students to be monitored weekly and plans updated fortnightly.
Year Group	Number of PP PA 2016/2017														
7															
8	12														
9	8														
10	8														
11	26														
<p>Attendance monitoring procedures to be followed & prioritised for all PP students whose attendance falls below the school target of 95%</p> <table border="1" data-bbox="107 932 1323 1257"> <thead> <tr> <th>Year Group</th> <th>Number of PP students with <96% 2016/2017</th> </tr> </thead> <tbody> <tr> <td>7</td> <td style="background-color: black;"></td> </tr> <tr> <td>8</td> <td>31</td> </tr> <tr> <td>9</td> <td>21</td> </tr> <tr> <td>10</td> <td>22</td> </tr> <tr> <td>11</td> <td>48</td> </tr> </tbody> </table>	Year Group	Number of PP students with <96% 2016/2017	7		8	31	9	21	10	22	11	48	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% 2016/2017														
7															
8	31														
9	21														
10	22														
11	48														
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	KWS and PK	Attendance of PP PA students to be monitored weekly and plans updated fortnightly. Action to be taken within a												

	child being identified.		fortnight of an issue being identified.
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Aim – Engage disadvantaged students in their learning

Success Criteria

1. 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. *The assessment of students' attitude to learning scores now reflects the much higher standards expected of students. A score of 75% represents an outstanding attitude to learning.*
2. Increase the numbers in the PP S&C groups by 30% within 6 months and then by 50% within 12 months.

Strategic Lead – Fiona Wright (Associate Headteacher) and Gavin Parker (Pupil Premium Co-ordinator) with Abi Harris (Assistant Headteacher for Teaching & Learning) and Kevin Speake (Assistant Headteacher for Pupil development, Behaviour and Welfare).

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	FTs and PK	

	when necessary.		
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.	Ongoing. Action taken post data drop.	PLs	Termly PL monitoring and analysis of AtL
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.	Two weeks prior to each school event.	FTs and PLs	Attendance data for Parents' Evenings etc.
Targeted deployment of students in the PP S&C group to higher sets where appropriate and feasible.	At the start of each academic year and post drop when applicable.	PG with relevant HoDs	Regular data drops
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
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 2018	LA	Useful documentation and information acquired in primary visits used to inform planning.

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

1. Increase the numbers in the PP S&C groups by 30% within 6 months and then by 50% within 12 months.
2. Reduce the numbers in the PP Support groups by 30% within 6 months and then by 50% 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"> • Trips in Manchester, Liverpool and potentially London with a view to creating a greater awareness of cultural opportunities locally available to them. • Peak/Lake District walks. • Attend 6th form College/University Tours led by ex-students of St Antony’s. • Hear motivational speakers. • Be involved in career awareness talks. 	Ongoing	GP	Records kept of students involved. PPPs of students updated and reviewed.

Aim - to implement strategies to reduce the exclusion for PP students

Success Criteria

1. 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 (Assistant Headteacher – Pupil development, Behaviour and Welfare)

Actions	By when?	By who?	Monitoring and Evaluation
CAMHS intervention to be prioritised for disadvantaged students.	Ongoing. Intervention must be actioned within a fortnight of a child being identified.	KWS	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 partner school step-out placements to support longer fixed term “exclusions” whilst ensuring that the student’s education is not adversely affected. These placements will also be used as an alternative to fixed term exclusions of a shorter period.	Ongoing.	KS with PG and FW	Behavioural records of relevant students.
Involvement in external groups such as GRIP, Teens & Toddlers and Peer Ambassadors to be prioritised for disadvantaged students.	Ongoing.	NH with PLs	Participation records of students. Impact on behaviour and AtL monitored.
Progress Leaders to deliver CPD on successful BfL strategies for students in each year group.	Ongoing	PLs	Behavioural records of relevant students.