

## Pupil Premium Strategy Statement 2016-2017



**St. Antony's Catholic College**

*in partnership with Loreto Grammar School*

1. Summary information					
Academic Year	2016/17	Total PP budget	£213,678	Date of most recent PP Review	n/a
Total number of pupils	447	Number of pupils eligible for PP	209	Date for next internal review of this strategy	April 2017

2. Current attainment – Year 11 2015/2016		
	Pupil Premium	National Other (Not eligible for Pupil Premium Funding)
Progress 8 Score average	-1.2	
Attainment 8 Score average	36.27	52.6
% of pupils achieving the threshold in English (C in 15/16)	40.0	65
% of pupil achieving the threshold in Maths (C in 15/16)	42.2	63
% of pupil achieving the threshold in Maths and English (C in 15/16)	34.0	69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Reading age of students.	
B.	Attitude towards learning of students.	
C.	Behaviour of students in lessons.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Overall attendance of students and percentage of students who are persistently absent.	
E.	Awareness of current and future opportunities beyond school.	
4. Desired outcomes		
	Outcomes	Success criteria
A.	Ensure that all students can access the curriculum (with a primary focus on those whose reading ability is a cause for concern)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
B.	Improve the attendance of disadvantaged students	<ul style="list-style-type: none"> <li>• 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%.</li> <li>• 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).</li> </ul>
C.	Engage disadvantaged students in their learning	<ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the numbers in the PP S&amp;C groups by 15% within 6 months and then by 30% within 12 months.</li> </ul>

D.	To provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom	<ul style="list-style-type: none"> <li>• Increase the numbers in the PP S&amp;C groups by 15% within 6 months and then by 30% within 12 months.</li> <li>• Reduce the numbers in the PP Support groups by 15% within 6 months and then by 30% within 12 months.</li> </ul>
E.	To implement strategies to reduce the exclusion and isolation data for PP students	<ul style="list-style-type: none"> <li>• The gap in isolation figures between PP and non PP students falls by 15% within 6 months and then by 30% within 12 months</li> <li>• The gap in exclusion figures between PP and non PP students falls by 15% within 6 months and then by 30% within 12 months</li> </ul>
F.	to improve the progress and attainment of students at St Antony's through high quality teaching and learning	<ul style="list-style-type: none"> <li>• Monitoring indicates that teaching is at least good in the majority (80%) of lessons</li> <li>• Targeted CPD demonstrates an improvement in the quality of teaching, where necessary.</li> <li>• Monitoring indicates an improved use of LSAs and other additional adults (for example, technicians) by teachers, resulting in accelerated progress and improved behaviour by appropriate pupils</li> <li>• Work and assessment scrutiny demonstrates: <ul style="list-style-type: none"> <li>- sustained progression over time and rising attainment in line with expected trajectory</li> <li>- that pupils understand how to improve as a result of the feedback provided by their teachers and have responded to this guidance</li> <li>- that the presentation of student work routinely meets expected standards</li> </ul> </li> <li>• The % of students on or above target in each subject will increase (measured using Summer 2016 data)</li> <li>• Pupil voice comments will reflect increasingly positive learning experiences in the classroom</li> </ul>

1. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the progress and attainment of students at St Antony's through high quality teaching and learning	QA timetable calendared for 2016-2017, including fortnightly MMT for review of teaching and learning standards	Regular challenge and accountability for HoDs re the standards of teaching and learning in their departments	Review progress in fortnightly management meetings. QA checks	Assistant Headteacher Teaching and Learning with LEA support	Ongoing
	CPD focus on Challenge and Differentiation	Historical lesson observations and last Ofsted report	Staff CPD Evaluations and QA checks		Term 1
	External triangulation of standards of teaching and learning	Secure confidence levels in judgements	Written review by SLT		Ongoing
	Lesson observation, learning walk and work scrutiny documentation to be reviewed and revised	Marry with Teachers' Standards and afford better tracking for CPD and support	To be discussed with external consultants		Ongoing

	Bespoke teaching support e.g. RAP	Raise teaching to the required standard	Staff CPD Evaluations and QA checks		As required
	Teaching & Learning Bulletin to be produced, shared and promoted termly	CPD tailored to needs at St Antony's	Review progress in fortnightly management meetings. QA checks		Termly
	Peer observations encouraged and facilitated	Sharing good practice that works at St Antony's	Review progress in fortnightly management meetings. QA checks	All Staff	Ongoing
	Annual internal Teach Meet to continue	Sharing good practice that works at St Antony's	Review progress in fortnightly management meetings. QA checks		Term 1 & 2
	Pupil Voice activity, including work and assessment, teaching and learning experiences feedback	Triangulate judgements, investigate initiative outcomes and to respond to current PV.	Review progress in fortnightly management meetings. QA checks	Assistant Headteacher Teaching and Learning and all HoDs	Spring 2017

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Ensure that all students can access the curriculum (with a primary focus on those whose reading ability is a cause for concern)</p>	<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.</p>	<p>A large cohort of students exists in the school with less than functional literacy.</p>	<p>Progress of students receiving intervention to be reviewed termly to ensure that progress is being achieved. This review will inform our understanding of what is working well and what is working less well so that resources can be deployed in favour of the more effective interventions.</p>	<p>Literacy Coordinator to identify students and review progress. Senior Progress Leader to arrange Yipiyap. SENCo to support SEND students.</p>	<p>Termly.</p>
<p>Improve the attendance of disadvantaged students</p>	<p>Attendance action plans to be implemented for all PP students whose attendance has fallen below 90%. These students will be the primary focus of the EWO.</p>	<p>Pupil Premium attendance 2015/2016 91.9%. Pupil Premium persistent absence 27.6%.</p>	<p>Students identified who are PP and most in need of encouragement</p>	<p>Progress Leaders, Form Teachers and EWO.</p>	<p>Quarter termly.</p>

	Attendance monitoring procedures to be followed & prioritised for all PP students whose attendance falls below the school target of 95%. These students will be the primary focus of the respective year group pastoral team headed by the Progress Leader.		and incentive to improve their attendance.		
	CAMHS intervention to be prioritised for disadvantaged students whose poor attendance is linked to mental health considerations.				
Engage disadvantaged students in their learning	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).	13% of Pupil Premium students (excluding Year 7) had an attitude to learning score of lower than 75% indicating that the averaged less than a level 3 (acceptable) in the majority of their lessons.	Learning walks will focus on provision for PP students.	SLT/HoDs	At calendared QA points
	Ensure disadvantaged students with attendance concerns are provided with work to catch up with their peers.			Class teachers	On going

	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'.		Daily equipment checks encourage all students to be fully equipped.	Progress Leaders and Form Teachers	On going
	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.		Periodic review of attitude to learning and academic progress at every data drop point and intervene as necessary.	Progress Leaders	At calendared data drop points
	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.	Under attendance at Parents' Evenings by Pupil Premium parents	Attendance of Pupil Premium parents annually compared with attendance of other parents.	Senior Progress Leader	Annually
	Targeted deployment of students in the PP S&C group to higher sets where appropriate and feasible.	Under representation of PP students in top sets of subjects that set by ability.	Pupil Premium students who have shown the potential of being able to cope with a higher level of work to be placed in higher sets than may otherwise	HoDs	Annually

			have been the case.		
	Prioritise Connexions time for disadvantaged students to encourage them to value education and develop a vision for their future employment.	Internal surveys show that Pupil Premium students show a greater level of apathy for their future educational options.	Termly report from connexions highlighting proportion of pupil premium students seen compared with others.	Progress Leaders	Termly
	IEPs to be produced for students in the PP Support group. PLs to meet with each students termly to initially establish the IEP and then to monitor its success or otherwise.	PP students identified as under achieving in E & M.	Coaching meetings held between Progress Leaders and students in need of pastoral intervention (based on underachievement in English and Maths) to meet with half termly.		Half termly
	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	To be able to identify, as early as possible, where potential barriers to learning may hinder progress on joining St Antony's.	On-going reviews of student progress by Year 7 Progress Leader.	Year 7 Progress Leader	On going

	and to plan for minimising these as swiftly as possible.				
	Positively encourage disadvantaged students to participate in student leadership roles within school particularly those in the PP S&C group.	Previous years have shown that Pupil Premium students are under-represented on projects such as peer mentoring, The Romania Project and the Student Leadership Team.	Termly reviews of Pupil Premium uptake of extracurricular opportunities will be carried out.	All staff	Termly
	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.	HAP PP students		BL	Termly
To provide a range of opportunities for students, no matter what their background, allowing them to access learning opportunities outside of the classroom	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	Internal surveys show that Pupil Premium students show a greater level of apathy for their future educational options.	Steps taken to ensure that Pupil Premium students in the S&C or support groups are prioritised for horizon widening opportunities.	Progress Leaders & Careers Coordinator	On going
	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				

	<p>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>				
<p>To implement strategies to reduce the exclusion and isolation data for PP students</p>	<p>CAMHS intervention to be prioritised for disadvantaged students.</p>	<p>Data reviews show that 50% of students seen by CAMHS in the previous academic year were Pupil Premium students.</p>	<p>Counselled PP students will show improved behaviour, attendance and attitude to learning.</p>	<p>JJ</p>	<p>On going</p>

	Learning Mentors (including Padua usage) intervention to be prioritised for disadvantaged students.	PP students contribute to a disproportionate % of detentions, isolations and exclusions.	Half termly reviews of behaviour indicators by Senior Progress Leader.	Senior Progress Leader and Learning Mentors	Half termly
Use of Trafford High School SLE to be prioritised for disadvantaged students.					
Involvement in external groups such as Teens & Toddlers and Peer Ambassadors etc. to be prioritised for disadvantaged students.					