

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Antony's Roman Catholic School
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	35% (see table below for more detail)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona Wright, Headteacher
Pupil premium lead	As above
Governor / Trustee lead	Pat Brown, Chair of Governors

## School breakdown

Year	Total	FSM	FSM%	PP	PP%
7	139	48	29	52	37
8	145	42	29	52	36
9	146	36	25	47	32
10	102	27	26	36	35
11	117	28	24	37	32
Whole school	649	181	28	224	35

## School specific disadvantage breakdown

In each year group we have further identified students who are disadvantaged in 2 or more ways. Details of these students are shared with staff and they will be prioritised for support. Double disadvantage - PP/FSM plus SEND, EAL, LAC, social worker involvement, serious health issues. High level disadvantage is PP/FSM plus 2 or more other elements noted above.

Year	PP	Double Disadvantage	High level disadvantage
7	52	21	2
8	52	13	3
9	47	14	3
10	36	13	6
11	37	12	6
Whole school	224	73	20

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,990
Recovery premium funding allocation this academic year	£27,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£197,190

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. For data analysis purposes (and the measurement of quantifiable outcomes), disadvantaged students are identified as those in receipt of the PP grants. Following staff consultation around defining disadvantage at St Antony's we believe disadvantage to have a much wider scope and that the following groups of students can also be educationally disadvantaged. Our activities will often include students who fall into one or more of these groupings: students who have Social Worker Involvement, Mental Health Concerns, Physical Health Concerns, SEND – EHCP & K, EAL and Young Carers. See table above for school breakdown.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The Maths attainment of disadvantaged pupils is generally lower than that of their peers in most year groups. This gap widens during their time at school.</p> <p>Yr7 - Internal baseline Maths assessments indicate that disadvantaged pupils are behind their non-disadvantaged peers upon entry (disadvantaged scored an average of 16 compared to 20 for non-disadvantaged)</p> <p>Yr8 - Baseline Zones in Maths for 2021-22 indicate that disadvantaged pupils, on average, are around 1 sub-Zone behind their non-disadvantaged peers (2.88 compared to 3.14)</p> <p>Yr9 - Baseline Zones in Maths for 2021-22 indicate that disadvantaged pupils, on average, are around 2 sub-Zones behind their non-disadvantaged peers (2.79 compared to 3.20)</p> <p>Yr10 - Based on end of KS3 Zones in Maths, disadvantaged pupils, on average, are around 2 sub-Zones behind their non-disadvantaged peers (2.65 compared to 3.20)</p> <p>Yr11 - The latest Maths GCSE prediction indicates that disadvantaged pupils, on average, are close to grade behind their non-disadvantaged peers (3.46 compared to 3.84)</p>
2	<p>Assessments and observations with pupils (with the exception of Yr8) indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The gap widens during their time at school.</p> <p>Yr7 - Baseline reading ages indicate that disadvantaged pupils, on average, are behind those of their peers (77% of disadvantaged pupils have a reading age below 11 compared to 64% non-disadvantaged)</p> <p>Yr8 - Overall baseline Zones for 2021-22 indicate that disadvantaged pupils, on average, are marginally behind their non-disadvantaged peers (2.53 compared to 2.67). Baseline Zones in English for 2021-22 indicate that disadvantaged pupils, on average, are achieving in line with their non-disadvantaged peers (2.31 and 2.31)</p> <p>Yr9 - Overall baseline Zones for 2021-22 indicate that disadvantaged pupils, on average, are around a sub-Zone behind their non-disadvantaged peers (2.55 compared to 2.81)</p>

	<p>Baseline Zones in English for 2021-22 indicate that disadvantaged pupils, on average, are around a sub-Zone behind their non-disadvantaged peers (2.79 compared to 2.46)</p> <p>Yr10 - Based on end of KS3 Zones, disadvantaged pupils, on average, achieved around a sub-Zone behind their non-disadvantaged peers (2.75 compared to 3.05)</p> <p>Based on end of KS3 Zones in English, disadvantaged pupils, on average, are around a sub-Zone behind their non-disadvantaged peers (2.68 compared to 2.86)</p> <p>Yr11 - The latest overall GCSE predictions indicate that disadvantaged pupils, on average, are over a grade behind their non-disadvantaged peers (3.47 compared to 4.57)</p> <p>The latest English GCSE predictions indicate that disadvantaged pupils, on average, are over a grade behind their non-disadvantaged peers (3.51 compared to 4.58)</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We have also identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.4% - 4.5% lower than for non-disadvantaged pupils. This is showing as an increasing trend. Currently 2.8% and nationally 3.7%</p> <p>14.6% - 26% of disadvantaged pupils have been 'persistently absent' compared to 6.7% - 10.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This has been a growing trend both internally and nationally. This is based on last full data sets. DP attendance has significantly decreased over COVID times.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 40% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). For the current Yr11 cohort, this is 11%</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 4.5</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Period (25 minutes per day Mon-Thurs)	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	2
Metacognition strategies	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a> NPQSL research and projects in school.	2
Other literacy support e.g. Book Buzz, National Teen Book Club, Accelerated Reader and IDL	Improving Literacy in Secondary Schools - EEF	2
Membership of PiXL and National College for CPD purposes	Effective Professional Development - EEF	2

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring for English and Reading Intervention	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
School Led Tutoring for Maths	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1
National Tutoring programme for both English and Maths and Core HoDs intervention for Maths, English and Science	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1&2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a designated senior lead for mental health and wellbeing	Key proposal from the DoHSE and DoE consultation on 'Transforming children and young people's mental health provision: a green paper'	3 & 4
Additional Counselling time	Utilising support from our local <a href="#">Mental Health Support Team</a> and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.	3 & 4
Targeted attendance support	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	4
Timetabled enrichment period and extra-curricular activities	Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £220,000 (£197,190 allocated). Remainder from school funds.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments (which were limited due to the pandemic) during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.