

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	687
Proportion (%) of pupil premium eligible pupils	30% (see table below for more detail)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anthony Campbell, Headteacher
Pupil premium lead	Danny Shaw
Governor / Trustee lead	Pat Brown, Chair of Governors

School breakdown

Year	Total	FSM	FSM%	PP	PP%
7	154	48	31	42	27
8	141	50	35	46	33
9	148	46	31	46	31
10	141	35	25	40	28
11	103	29	28	33	32
Whole school	687	208	30	207	30

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	51	22	5
8	60	22	5
9	46	19	4
10	45	17	2
11	39	21	7
Whole school	241	73	20

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,150
Recovery premium funding allocation this academic year	£54,924
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£242,074

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 high prior 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 of 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 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. Socio-economic disadvantage	<ul style="list-style-type: none"> • Can impact negatively on attendance • May mean pupils are not financially able to experience equality in terms of their curricular and co-curricular opportunities (e.g. uniform; equipment; trips and experiences; music tuition) • Limited access to high quality reading materials at home, resulting a in lower reading age • Lower numeracy skills than non-disadvantaged pupils • Can lead to more frequent attendance and punctuality issues • May mean less parental engagement and / or support
2. Dispositional barriers	<ul style="list-style-type: none"> • Can lead to poor SEMH <ul style="list-style-type: none"> ○ Low levels of confidence ○ Fear of learning ○ Lack of motivation ○ Poor self-esteem • May be less aware of career choices and pathways and therefore more at risk of school refusal or NEET post-16 • More likely to engage in poor behaviour and therefore receive behaviour points, C3s, time in isolation, fixed-term suspensions and permanent exclusions
3. Educational disadvantage	<ul style="list-style-type: none"> • May have access to fewer extended / co-curricular learning opportunities • Poorer attendance and punctuality can have a greater impact on progress • Can be greatly affected by having non-specialist teachers, cover teacher or supply teachers, or by poor teacher - pupil relationships • Lower literacy and numeracy levels which impede access to the curriculum • Lower achievement nationally and at St Antony's • Limited access to high quality reading materials at home, resulting a in lower reading age • Lower numeracy skills than non-disadvantaged pupils

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 8%</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of 4.5
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"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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"> the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% higher than their peers.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reciprocal reading during form (2 x 25 minutes per week)	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 3
Personal development including 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 attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF NPQSL research and projects in school.	2
Other literacy support e.g. Book Buzz, increased range of books for all readers, Scholastic book fair, Fresh Start Phonics Programme	Improving Literacy in Secondary Schools - EEF	1, 2, 3
To ensure that all staff have access to a high quality CPD offer and continue to look for ways to enhance their practice in the classroom, thus improving the implementation of the curriculum. (E.g. PiXL, National College, WalkThrus, INSET,	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” The EEF Guide to Pupil Premium. The Education Endowment Foundation	1, 2, 3

subject specific CPD, role specific CPD)		
Curriculum development (with bespoke support for curriculum leaders) to raise aspirations and improve the intended curriculum for all learners, particularly disadvantaged pupils	Ofsted research reviews	1, 2, 3

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

Budgeted cost:

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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
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>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</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>	1, 2, 3

	KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	
Targeted tutoring support e.g. to develop phonics, small group literacy support, frequent reading age testing for developing readers	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost:

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'	2
Additional Counselling time	Utilising support from our local Mental Health Support Team 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.	2
Targeted attendance support	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	1, 2, 3
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,	1, 2, 3

	resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.	
Increase staff presence during unstructured times	Behaviour hubs	2
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.	1, 2, 3
LAC pupils receive one-to-one tuition with a focus on Maths and English	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Mental Health Programme	Utilising support from our local Mental Health Support Team 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.	2

Total budgeted cost: £242,074

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to

view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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 2021 to 2022 academic year.

Achievement data from 2021/22 shows that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils.

While Covid-19 will have had an impact, particularly on our disadvantaged pupils, QA shows that the quality of curriculum provision and teaching and learning need to be improved.

Attendance is too low. Absence among disadvantaged pupils is 4.5% higher than their non-disadvantaged peers and persistent absence is also higher. These gaps are significant, 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 returning to school after COVID-19. 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.