

Pupil premium strategy statement



This statement details our school’s use of pupil premium for the 2024 to 2025 academic year. This is 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 | 688 |
| Proportion (%) of pupil premium eligible pupils | 37% (see table below for more detail) |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2025/2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Anthony Campbell, Headteacher |
| Pupil premium lead | Paul Giblin |
| Governor / Trustee lead | Clare Marchmont, Chair of Governors |

School breakdown

| Year | Total | FSM | FSM% | PP | PP% |
|--------------|-------|-----|------|-----|-----|
| 7 | 146 | 42 | 29% | 50 | 34% |
| 8 | 138 | 46 | 33% | 50 | 36% |
| 9 | 143 | 50 | 35% | 54 | 38% |
| 10 | 125 | 45 | 36% | 49 | 39% |
| 11 | 136 | 46 | 34% | 49 | 36% |
| Whole school | 688 | 229 | 33% | 252 | 36% |

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 | 50 | 14 | 1 |
| 8 | 50 | 24 | 1 |
| 9 | 54 | 16 | 1 |
| 10 | 49 | 14 | 0 |
| 11 | 49 | 11 | 1 |
| Whole school | 252 | 79 | 4 |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £278,180 |
| 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 | £278,180 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St Antony's is for every pupil to become the best version of themselves, from both an academic and a personal development perspective. We believe that the pupil premium can be used to effectively overcome the challenges and barriers that some of our students may face. We understand that 'robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose'. We will make sure that our 'priorities are properly diagnosed and that the impact of any measures adopted as a result can be accurately monitored'. *EEF Guide to Pupil Premium, September 2024.*

We provide an ambitious, 5-year spiral curriculum to give students the knowledge, skills and cultural capital they need to thrive. All students have full access to the whole curriculum offer, both within and beyond the classroom. Throughout our 5-year curriculum we place significant emphasis on the golden threads of reading, literacy and embedding essential knowledge. We know these areas of education are important for all pupils, but they are especially important for disadvantaged pupils. We recognise that disadvantaged pupils' starting points are typically behind non-disadvantaged, especially in these areas, so we employ a range of strategies to support disadvantaged pupils so that they have the opportunity to flourish, going onto their chosen educational and careers pathways.

We also encourage all students to engage with the EBacc subjects at key stage 4 and we have invested and strengthened provision in these subjects accordingly. We recognise how this suite of qualifications offers the broadest options to our learners post-16.

A robust, supportive and strategic approach to **whole school attendance** underpins much of our intervention approach for our disadvantaged cohort. We are committed to ensuring our students attend school and enjoy their time at St Antony's. We will work with parents to ensure the highest levels of attendance. "Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn." *Working together to improve attendance, Department for Education, May 2022.*

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap and it benefits non-disadvantaged pupils too. 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 are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support individuals with bespoke support where needed
- quality assure our curriculum and outcomes with a specific focus on the educational experience of our disadvantaged cohort.

Lastly, we know the importance of **reading** for all our students. Moreover, 'extending children's familiarity with words across domains is particularly important for children from disadvantaged backgrounds who might not otherwise meet such vocabulary'. *The Reading Framework, Department of Education, July 2023*. To that end, we have made the teaching of reading integral to our curriculum as well as forming the basis of many targeted interventions (such as supporting with phonics, fluency, guided reading etc.)

Our ultimate goal is to employ strategies to remove barriers to learning, including those caused by personal circumstances or learning gaps, and provide support so that disadvantaged pupils achieve in line with pupils who are not disadvantaged.

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 and punctuality • 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) • Potential negative impact on health and wellbeing due to impoverished lifestyle (further exacerbated by current cost of living crisis in terms of both food and fuel poverty) • Limited access to high quality reading materials at home, resulting in a lower reading age • Limited access to devices / WiFi at home to engage with homework / revision • Lower numeracy skills than non-disadvantaged pupils • May mean less parental engagement and / or support |

| | |
|---|--|
| <p>2. Dispositional barriers</p> | <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 • Poorer literacy levels can lead to less secure emotional literacy and lead to poorer mental health |
| <p>3. Educational disadvantage</p> | <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 in a 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 |
|--|---|
| <p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p> | <p>By the end of our current plan in 2026/27, 25% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). For the current Yr11 cohort, this is 4% and for current Y10 it is 14%</p> <p>2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • An average Attainment 8 score of at least 4.5 • At least national average progress in English and Maths • 0 pupils classified as NEET, or below national average NEETs |
| <p>Improved reading comprehension among disadvantaged pupils across KS3.</p> | <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity</p> |

| | |
|--|---|
| | <p>tween 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> <p>Reading age data shows gaps are addressed and all pupils' reading age is at least their chronological age.</p> <p>Increase in pupils reading for pleasure, as demonstrated through pupil voice.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <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. • Decrease in sanctions • Increase in rewards issued • Improved outcomes • Improved attendance • Pupil and parent voice demonstrate the improvements |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2025/26 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: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Reading during form (3 x 25 minutes per week) | Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | 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. Librarian, 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. 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 |
| Investment in staffing to improve the curriculum offer and EBacc uptake | “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 |

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

Budgeted cost: £84,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| School Led Tutoring for English and Reading Intervention | 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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3 |
| School Led Tutoring for Maths | 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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) 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: | 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 |
| Padua Centre | 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: £168,800

| 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, 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 will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. | 1, 2, 3 |
| Increase staff presence during unstructured times, along with equipment to use at break and lunch | Behaviour hubs | 2 |
| Increase in number of staff with pastoral roles | | |
| 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 |
| Improved homework offer for all | EEF research and guidance around homework used to inform the development of the homework strategy. Homework focussed on accessible booklets containing knowledge organisers and questions to help pupils embed essential knowledge. No devices or WiFi at home are needed to access homework. | 1, 3 |

Total budgeted cost: £308,800

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. Evaluation avenues include:

- Performance data
- Support/challenge from the Emmaus trust
- Support/challenge from a collaboration with PP leads in other schools in Trafford
- Governor reviews
- Stakeholder voice
- Lesson observations
- Work scrutinies

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 2023 to 2024 academic year.

Achievement data from 2023/24 shows that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils, however the gap between disadvantaged pupils and non-disadvantaged was lower than national in all measures and significantly lower than national in most measures.

("National" refers to SISRA collaboration data.)

Average attainment 8 grade GAP: National = 1.22, St Antony's = 0.81.

Average total progress 8 GAP: National = 0.61, St Antony's = 0.32.

Students Achieving 9-4 in English and Maths GAP: National = 24%, St Antony's = 20%.

Students Achieving 9-5 in English and Maths GAP: National = 23%, St Antony's = 20%.

Students Achieving 9-7 in English and Maths GAP: National = 9%, St Antony's = 3%.

Pupils entered for EBacc = GAP: National = 13%, St Antony's = 5%.

Not enough pupils were entered for EBacc, meaning the following numbers are representing a very small number of pupils. EBacc entry needs to improve.

Students in COHORT Achieving EBacc (4+) GAP: National = 14%, St Antony's = 1%.

Students in COHORT Achieving the EBacc (5+) GAP: National = 9%, St Antony's = 0%.

While attainment gaps are smaller than national, attainment needs to improve across the school as demonstrated by the negative SPI. QA shows that the quality of curriculum provision and teaching and learning has improved but needs to improve further.

Last year, attendance for disadvantaged pupils was 5.9% lower than non-disadvantaged. There has been an improvement in the autumn term, 2023-24, but there is still a 4.1% gap. 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.