

# Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2025 to 2026 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	691
Proportion (%) of pupil premium eligible pupils	34% (see table below for more detail)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anthony Campbell, Headteacher
Pupil premium lead	Paul Giblin
Governor / Trustee lead	Clare Marchmont, Chair of Governors

## School breakdown

Year	Total	PP	PP%
7	149	50	34%
8	146	44	30%
9	130	43	33%
10	138	50	36%
11	128	49	38%
Whole school	691	236	34%

## 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	2
8	44	13	0
9	43	17	1
10	50	22	2
11	49	19	0
Whole school	236	85	5

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,775
<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	£254,775

## 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.*

As a result of the above, we have developed a 3-pronged approach in relation to our PP strategy. The approach addresses the following areas of school life: '**A sense of belonging**', '**Thriving in the classroom**' and '**Building aspirations**'.

- The first area places significant emphasis on the relationship PP students have with school, this is in terms of actual relationships with adults but additionally, in terms of the activities that enable them to feel connected to school life. Examples of this include identification of our most vulnerable and subsequent targeting for involvement activities such as trips and extracurricular activities.
- Our second approach seeks to provide a strong core offer for all pupils which, in turn, benefits our PP cohort. As part of this, our staff track the PP pupils and they are providing with additional support where required. This is chiefly in ways such as reading support and targeted support within the classroom.
- Our third strand, 'Building aspirations', places emphasis on the future and the provision of opportunity throughout both key stages to access careers information and enable our students to have purpose an aim as part of their education

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.

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
<b>1. Socio-economic disadvantage</b>	<ul style="list-style-type: none"> <li>• Can impact negatively on attendance and punctuality</li> <li>• 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)</li> <li>• 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)</li> <li>• Limited access to high quality reading materials at home, resulting a in lower reading age</li> <li>• Limited access to devices / WiFi at home to engage with homework / revision</li> <li>• Lower numeracy skills than non-disadvantaged pupils</li> <li>• May mean less parental engagement and / or support</li> </ul>
<b>2. Dispositional barriers</b>	<ul style="list-style-type: none"> <li>• Can lead to poor SEMH <ul style="list-style-type: none"> <li>○ Low levels of confidence</li> <li>○ Fear of learning</li> <li>○ Lack of motivation</li> <li>○ Poor self-esteem</li> </ul> </li> <li>• May be less aware of career choices and pathways and therefore more at risk of school refusal or NEET post-16</li> <li>• More likely to engage in poor behaviour and therefore receive behaviour points, C3s, time in isolation, fixed-term suspensions and permanent exclusions</li> <li>• Poorer literacy levels can lead to less secure emotional literacy and lead to poorer mental health</li> </ul>
<b>3. Educational disadvantage</b>	<ul style="list-style-type: none"> <li>• May have access to fewer extended / co-curricular learning opportunities</li> <li>• Poorer attendance and punctuality can have a greater impact on progress</li> <li>• Can be greatly affected by having non-specialist teachers, cover teacher or supply teachers, or by poor teacher - pupil relationships</li> <li>• Lower literacy and numeracy levels which impede access to the curriculum</li> <li>• Lower achievement nationally and at St Antony's</li> <li>• Limited access to high quality reading materials at home, resulting a in lower reading age</li> <li>• Lower numeracy skills than non-disadvantaged pupils</li> </ul>

### 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.	<p>By the end of our current plan in 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>● An average Attainment 8 score of at least 4.5</li> <li>● At least national average progress in English and Maths</li> <li>● 0 pupils classified as NEET, or below national average NEETs</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> <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>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 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> <li>● Decrease in sanctions</li> <li>● Increase in rewards issued</li> <li>● Improved outcomes</li> <li>● Improved attendance</li> <li>● Pupil and parent voice demonstrate the improvements</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>● 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 3%.</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% higher 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: £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: <a href="#">word-gap.pdf (oup.com.cn)</a> 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>	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: <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. 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: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: <a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>  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

	<a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	
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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: £144,775

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 <a href="#">Mental Health Support Team</a> 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 <a href="#">Improving School Attendance</a> 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Mental Health Programme	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.	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:** £254,775

## 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 2024 to 2025 academic year.

Achievement data from 2024/25 shows that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils in terms of the overall A8 figure. The PP A8 figure has been broadly stable in the last two years (3.60 in 2025 compared to 3.76 in 2024). The 3.60 figure for 2025 is slightly above the national disadvantaged figure of 3.49. The following figures shown the breakdown by area:

- English disadvantaged achieved a figure of 7.9 compared to 7.8 for the national disadvantaged
- Maths disadvantaged achieved a figure of 6.4 compared to 6.9 for the national disadvantaged

The strategy for the Pupil Premium cohort is based on a long-term plan and there are expected significant yields in the 2026 results set. Latest projections indicate that the PP cohort will see a significant rise from 3.60 in 2025 to over 4 in 2026.