

# Pupil premium strategy statement - St Anthony's Girls' Catholic Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1306
Proportion (%) of pupil premium eligible pupils	21.10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2026-27
Date this statement was reviewed	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Marie Lanaghan (Headteacher)
Pupil premium lead	Sarah-Jane Atkinson
Governor / Trustee lead	Maureen Galbraith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,729.49
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£249,729.49</b>

## Part A: Pupil premium strategy plan

### Statement of intent

St. Anthony's Girls' Catholic Academy aims for all students to reach their full potential, regardless of their socioeconomic background or the obstacles they face. All students are offered the opportunity to flourish academically, spiritually, and socially, with our schools' Mercy tradition and Gospel values at the core of all that we do. Our Mercy tradition calls on our students to pursue excellence, and this is something we truly believe all are capable of. All students are encouraged to aspire high, and we support them in fulfilling their potential, whether that be a place at university or an apprenticeship.

The focus of our Pupil Premium strategy is to support student progress for those of our pupil premium cohort; our key aim is to 'close the gap' between those from a background of socio-economic disadvantage and their peers. We aim to provide high-quality first-wave teaching that is tailored to the needs of all of our students. Evidence informed approaches to teaching and learning ensures that students receive the most impactful classroom practice. Implicit within the activities outlined in this statement below is the intention to sustain the attainment of non-disadvantaged students and close the gap for those who are.

We have high expectations of all of our students and offer a curriculum that is ambitious and challenging. Robust results, attendance, behaviour, and safeguarding data analysis are utilised to ensure students are supported and that the most informed decisions are taken when responding to their acute needs. Supporting the development of Literacy and Numeracy throughout all parts of the curriculum is fundamental to how we help our students to overcome barriers to their learning. Small-group interventions based on assessment data allow us to target and intervene with those who need it the most, whilst whole-school reading and numeracy initiatives are used to maximise expertise and engagement.

Our Mercy ethos emphasises the importance of showing concern for the poor, which is why we strive to support students' material and cultural deprivation. We believe all students deserve the same chance to succeed, so that they can take those skills and experiences into the wider world and make a positive impact on the community around them.

All teaching staff are regularly briefed on the safeguarding and well-being of all students, with a particular focus on those from disadvantaged backgrounds. Whole-school approaches are in place to ensure that all staff members understand how to best support and respond to these needs, as well as tailor opportunities to support their attainment.

## Challenge

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

Challenge Number	Details of challenge									
1	<p><b>The Attainment 8 of disadvantaged pupils is generally lower than that of their peers. Key data:</b></p> <table border="1" data-bbox="253 510 1533 699"> <tr> <td data-bbox="253 510 683 573">2023 School Disadvantaged: 45.7</td> <td data-bbox="683 510 1114 573">2024 School Disadvantaged: 44.1</td> <td data-bbox="1114 510 1533 573">2025 School Disadvantaged: 42.1</td> </tr> <tr> <td data-bbox="253 573 683 636">2023 School Average of all: 52.9</td> <td data-bbox="683 573 1114 636">2024 School Average of all: 54.2</td> <td data-bbox="1114 573 1533 636">2025 School Average of all: 50.4</td> </tr> <tr> <td data-bbox="253 636 683 699">2023 National Average: 46.3</td> <td data-bbox="683 636 1114 699">2024 National Average: 45.9</td> <td data-bbox="1114 636 1533 699">2025 National Average: 45.9</td> </tr> </table> <p><i>*P8 is not published for the 24/25 year due to lack of KS2 data.</i></p>	2023 School Disadvantaged: 45.7	2024 School Disadvantaged: 44.1	2025 School Disadvantaged: 42.1	2023 School Average of all: 52.9	2024 School Average of all: 54.2	2025 School Average of all: 50.4	2023 National Average: 46.3	2024 National Average: 45.9	2025 National Average: 45.9
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2023 National Average: 46.3	2024 National Average: 45.9	2025 National Average: 45.9								
2	<p><b>Attendance for disadvantaged students is generally lower than those non-PP students.</b> <i>Attendance data over the periods of 2023-2024 and 2024-2025 shows that PP attendance is lower than that of non-disadvantaged students.</i></p>									
3	<p><b>Aspiration and engagement of disadvantaged students and their families is often a barrier to learning and outcomes.</b> <i>A lack of aspiration and engagement in school life by both students and parents has a significant impact on the outcomes of disadvantaged students.</i></p>									
4	<p><b>Consistency of adaptive teaching and expectations of the disadvantaged cohort.</b> <i>Knowledge of the specific barriers to learning and individual needs of the disadvantaged cohort can often inhibit subject teachers from adapting teaching and learning appropriately.</i></p>									
5	<p><b>Student well-being, social, and emotional health needs.</b> <i>Many students from the disadvantaged cohort have social and emotional problems, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem.</i></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:
An improved Attainment 8 score for disadvantaged students at the end of KS4	2025/26 KS4 outcomes will demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>• An attainment 8 score higher than the national average on a like-for-like basis.</li> </ul>
To improve the attendance of our disadvantaged students	Sustained high attendance from 2025/26: <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>
To develop high aspiration amongst all pupils	<ul style="list-style-type: none"> <li>• Student voices highlight a wider variety of aspirations amongst disadvantaged students</li> <li>• Data captures to show increase in ATL scores of PP students.</li> <li>• Increased proportions of pupil premium pupils progress to access a range of higher education establishments, employment, or training in line with non-disadvantaged pupils.</li> </ul>
To ensure high quality first teaching across the academy & improve mastery of knowledge	<ul style="list-style-type: none"> <li>• Improved whole-school outcomes across all key stages.</li> <li>• Quality Assurance processes demonstrate that there is regular and bespoke adaptive planning taking place to support the individual needs and remove barriers for those in the PP cohort.</li> <li>• Data analysis of targeted academic support shows improved outcomes for students in these cohorts, especially disadvantaged students.</li> </ul>
To improve the literacy & numeracy skills of our disadvantaged students	<ul style="list-style-type: none"> <li>• Whole class approaches to literacy &amp; numeracy are embedded across the curriculum.</li> <li>• Academic reading and Tier 3 vocabulary are key features of all schemes of learning.</li> <li>• Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students.</li> <li>• Numeracy challenges are built into form time.</li> </ul>
To improve student well-being and continue to support social and emotional health.	<ul style="list-style-type: none"> <li>• Student voice will highlight an improvement in student well-being.</li> <li>• Improved attendance of all students - and disadvantaged cohorts - to school.</li> <li>• Improved whole-school outcomes across all key stages.</li> <li>• Continued support provided from pastoral staff and director of student support.</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

Budgeted cost: £83,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Regular CPD and Teacher training</b> to be used to support the delivery of high quality first-wave teaching.</p>	<p>EEF Attainment Gap Report 2018 - <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils...It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i></p>	<p>1,3,4</p>
<p><b>Regular QA and coaching of all teaching staff.</b> New QA and appraisal routines will form part of this, ensuring that all teaching staff are supported to meet the teaching standards and address individual students' needs.</p>	<p>EEF Attainment Gap Report 2018 - <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils...It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i></p>	<p>1,3,4</p>
<p><b>Continued review and development of curriculum</b> Review the curriculum to ensure high expectations and challenge for all students. Review of strategies to support the building of long-term memory, such as sequencing and retrieval, to ensure effectiveness.</p>	<p>A well-considered curriculum design can aid the development of long-term memory and support the development of metacognitive skills. - Durrington Research School</p>	<p>1,2,3,4,5</p>
<p>Embed principles from the EEF's <a href="#">'Improving Literacy in Secondary Schools'</a> and <b>develop disciplinary literacy</b> across all areas of the curriculum.</p>	<p>EEF 6 months+ progress over a year. Improving Literacy in Secondary Schools - <i>"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life."</i></p>	<p>1,3,4,5</p>

## Targeted academic support

Budgeted cost: £83,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 11 ‘PP Support Plans’</b> introduced to support with identifying individual pupils’ needs and barriers to learning. Plans will be disseminated to teaching staff who can use these to adapt teaching and learning to the needs of individuals, and ensure that they are supported in an academic and pastoral way.</p>	<p>EEF 5 months+ progress over a year. Mastery learning - <i>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic - in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.”</i></p>	<p>1,2,3,4,5</p>
<p><b>Year 11 Mentoring Programme</b> Students who are at risk of underperforming from the disadvantaged cohort are to be provided with an experienced staff mentor during Y11 study.</p>	<p>EEF +2 months Mentoring - <i>“Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations”</i></p>	<p>1,2,3,5</p>
<p><b>Targeted phonics support</b> Staff trained in delivering phonics are to provide targeted phonics support to students who require literacy support</p>	<p>EEF 5+ months over a year when taught explicitly and systematically to support children in making connections between sounds and written word.</p>	<p>1,3,4,5</p>
<p><b>Small group reading intervention</b> Targeted reading intervention, including the use of ReadingPlus, will be offered to support students with low reading ages</p>	<p>EEF 6+ months over a year. <i>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</i></p>	<p>1,3,4,5</p>
<p><b>Targeted numeracy support</b> Students will be offered small group numeracy intervention to support their understanding of core numeracy skills</p>	<p>Recent EEF projects suggest that interventions should include; explicit instruction, as well as clear support for whole class instruction.</p>	<p>1,3,4,5</p>
<p><b>Whole school approach to numeracy</b> Students will undertake numeracy challenges in form time. CPD time will be directed towards ensuring that numeracy is woven throughout the curriculum.</p>	<p><i>‘All teachers have responsibility for promoting the development of numeracy.’</i> - Building the Curriculum 1 (2006)</p>	<p>1,3,4,5</p>

## Wider strategies

Budgeted cost: £83,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the principles of good practice laid out in the DfE's <a href="#">Working together to improve school attendance</a>.</p> <p><b>Attendance</b> supported by targeted use of the attendance officer and the implementation of incentives for attendance</p>	<p>EEF Attendance interventions rapid evidence assessment - <i>“Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was found to be effective.”</i></p>	<p>1,2,3,5</p>
<p>A <b>Careers</b> programme to enable staff to raise aspirations of all students. This involves regularly signposting of linked careers within lessons, careers fairs and careers meetings with an advisor. Parents will also be given opportunities to listen to talks on subjects such as aspiration, careers.</p>	<p>EEF Careers Education - <i>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</i></p> <p>EEF - 2+ months progress over a year. Parental engagement sessions can support parents to assist their children’s learning and self-regulation at home.</p>	<p>1,3,5</p>
<p><b>‘Shine’ initiatives</b> which provide opportunities to develop <b>cultural capital</b> both inside and outside of school.</p> <p>Funds to cover a proportion of costs for school trips and cultural opportunities.</p>	<p><i>Cultural capital is intrinsically linked to vocabulary and the development of concepts, or schemata, as a child grows. As children hear more words and gain more experiences, what they learn becomes embedded in a web of learning.</i> - Billesley Research School</p>	<p>1,3,5</p>
<p><b>Contingency fund for acute issues</b></p>	<p>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.</p>	<p>All</p>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

To help us gauge the performance of our disadvantaged pupils, we compared their GCSE results to those of disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to the results achieved by our non-disadvantaged pupils. The data demonstrated that our PP students are still making less progress than our non-PP students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. Our school attendance gap between PP and non-PP students still exists, yet our attendance for both is higher than local and national levels. However, we do recognise that we have more to do to close the gap further.

Our evaluation of the approaches delivered in the last academic year indicates that the work we have undertaken to refine our Professional Development programme to ensure our teachers are using evidence-informed strategies for teaching and our focus on curriculum review and implementation will have a positive impact on student retention and outcomes. Internal testing has also shown that the targeted academic support we have in place is making a positive impact on the literacy and numeracy levels of those students who most need it.

More work was also undertaken during the last year to ensure students developed an understanding of evidence-based approaches to study and revision. Year groups undertook talks on effective revision strategies, while parents were also invited into school to raise their awareness of how to support their children to be better learners. Furthermore, small group sessions led by curriculum leaders have helped to support students in putting study skills into the context of the subjects they study. In all, we are confident that these measures have had a positive effect on developing student metacognition - a view reinforced by student voice.

During the next year of our strategy, we will continue to implement and strengthen our targeted mentoring and academic support starting with Year 11 before moving onto Year 10 and KS3. As a result, we are confident that this will help to improve student outcomes moving forward. We will also continue to develop opportunities for personalised coaching and CPD, and our internal quality assurance and appraisal processes will strongly support this. This, we are confident, will support staff to 'close the gap' and help to aid positive progress in all students.



## Externally provided programmes

Programme	Provider
Careers & Guidance	Education Development Trust/CareerWave
Careers and work experience	UniFrog
Duke of Edinburgh Award	St Anthony's Girls' Catholic Academy
Music Tuition	Sunderland Music Hub/Peripatetics
Attendance Officer/Support	Attendance 100
National School Breakfast Programme	National School Breakfast Programme
Reading Plus	Reading Plus