

The Cardinal Wiseman Catholic School Pupil Premium Strategy Statement

1. Summary information					
School	The Cardinal Wiseman Catholic School				
Academic Year	2016-17	Total PP budget	£259,643.	Date of most recent PP Review	Sept 2017
Total number of pupils	1468	Number of pupils eligible for PP	279 (19%)	Date for next internal review of this strategy	Apr 2018

2. Current attainment		
	Pupils eligible for PP 2017	Pupils not eligible for PP [National Average]
Progress 8 score	0.34	1.00
Attainment 8 score	4.59	5.86
% 5-9 / 4-9 in English and Maths	42% / 62%	70% / 87%
% 4-9 in English	83%	88% [70%]
% 4-9 in Maths	73%	90% [71%]
% Ebacc strong / standard pass	35% / 40%	57% / 63%

3. Barriers to future attainment	
In-school barriers	
A.	PP students are making less progress than non PP students especially in Maths
B.	Literacy skills both oral and written, especially as a higher proportion of PP students are EAL
C.	Restricted access to wider educational and cultural experiences
External barriers	
D.	More PP students are at risk of exclusion especially boys

4. Desired outcomes		Success criteria
A.	Reduce the gap in progress in Maths	Maths Progress 8 score improved for PP students and the gap narrowed from 0.66
B.	Continue to improve literacy skills for all PP students and particularly for those who are also EAL	Maintain the English attainment and improved oracy, reading and writing in all subjects
C.	Raise aspirations and confidence through access to wider educational and cultural experiences	Increased participation in trips, events and clubs in all year groups
D.	Reduce exclusion rates for PP students	Reduced gap between PP and non PP students from 6% and less exclusions overall

5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Reduce the gap in progress in Maths	- Maintaining smaller classes for improved moderation and feedback - Numeracy Coordinator - Team teaching in KS3 to support improved numeracy in classes with more PP students - Staff development through collaboration and research within and across departments - Setting high, aspirational targets for pupils using FFTAspire - Ensuring the KS3 curriculum is preparing students for KS4 - Embedding the new assessment practices in KS3 and 4 for new grading 1-9 and flight path - Embedding and reviewing new schemes of work - Website student subscriptions e.g. My Maths and Pixl - Frog VLE and MathsWatch to support independent learning - Teaching staff knowing PP students and their data to inform their teaching and ensure student progress	EEF Teaching and Learning Toolkit*: – Reduction in Class Sizes (+3 months) – Feedback (+9 months) – Assessment for Learning (+3 months) Exam results data indicates that this is an area requiring improvement The increased difficulty of the reformed GCSE indicates that teaching and assessment practices have to improve from Year7 upwards	Half-termly/termly SISRA data of all year groups Curriculum Area Progress and Intervention analysis for KS3 & 4 half-termly/termly Weekly Ebacc panel progress meetings Student voice and learning walks Staff awareness of PP students	SLT CC	Jan 2018 Apr 2018 Sept 2018

*EEF Teaching and Learning Toolkit research review from the Sutton Trust
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

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B Continue to improve literacy skills for all PP students and particularly for those who are EAL	• Maintaining smaller classes in English for improved feedback • Literacy Coordinator • Staff development through collaboration and research within and across departments • Staff development through collaboration and research within and across departments • Ensuring the KS3 curriculum is preparing students for KS4 • Resources to support improved oracy, reading and writing skills across the curriculum for improved access to exam questions and production of quality responses • Embedding literacy development into new schemes of work • Literacy lessons with increased focus on reading	EEF Teaching and Learning Toolkit: – Reduction in Class Sizes (+3 months) – Feedback (+9 months) “Why teach oracy?” Sept 2014 Cambridge Professor of Education Neil Mercer argues that state schools must teach spoken language skills for the sake of social equality and that it improves reasoning and attainment in Maths and Science. The reformed GCSEs demand a higher level of vocabulary e.g. long written questions in Maths	Track reading ages and assessment data Curriculum Area Progress and Intervention analysis for KS3 & 4 half-termly/termly Weekly Ebacc panel progress meetings Student voice and learning walks Staff awareness of PP students	SLT CC Literacy Coordinator	Jan 2018 Apr 2018 Sept 2018
Total budgeted cost					£165,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Reduce the gap in progress in Maths	- Mentoring by the SLT lead and the Manager for Disadvantaged Pupils with a focus on meta-cognition and self-regulation - Numeracy one to one and small group sessions with teachers and the Maths HLTA in KS3&4 - Homework clubs, intervention lessons and revision sessions daily including Saturdays	EEF “Pupil Premium Next Steps” emphasises the importance of targeted interventions EEF Teaching and Learning Toolkit: -Meta-cognition and self-regulation (+8 months) – one to one support (+5 months) – Reduction in Class Sizes (+3 months) -Homework (+5 months)	Student voice and learning walks	SLT CC Manager for disadvantaged pupils	Jan 2018 Apr 2018 Sept 2018
B Continue to improve literacy skills for all PP students and particularly for those who are EAL	One to one and small group lessons for EAL students where rapid improvements are needed to access the curriculum	EEF Teaching and Learning Toolkit: – one to one support (+5 months) – Reduction in Class Sizes (+3 months)	Whole staff development Student voice and learning walks	SLT Literacy Coordinator	Jan 2018 Apr 2018 Sept 2018

C Raise aspirations and confidence through access to wider educational and cultural experiences	• Access to and funding of educational trips in curriculum areas • Extra-curricular music lessons • ICT equipment for individuals and clubs • Homework clubs in ICT rooms with staff support • Healthy breakfast before GCSE exams • Encourage attendance of department and cross-curricular clubs • University trips • Debating clubs and competitions • Information, Advice and Guidance through Connexions and PSHE • School uniform funding for a small group	Uptake in trips and events has increased since offering up to £100 per PP student Providing ICT equipment to targeted individuals has improved their engagement in learning EEF Teaching and Learning Toolkit: -ICT (+4 months) Student feedback indicates IAG is useful and valuable for students across the ability ranges EEF Teaching and Learning Toolkit: – school uniform(+1 month)	Student voice UCAS applications and exit data for Yr11 and sixth form Promote and monitor attendance of clubs and trips	SLT Manager for disadvantaged pupils	Jan 2018 Apr 2018 Sept 2018
D Reduce exclusion rates for PP students	• Tracking of attendance, punctuality and behaviour • Homework clubs in ICT rooms with staff support • Pastoral services: mentoring, therapy with the Educational Psychologist, restorative justice and inclusion centre includes a focus on self-regulation • Using appropriate resources to engage • additional support through the Secondary Behaviour Service (Liz Fraser)	EEF Teaching and Learning Toolkit: -Meta-cognition and self-regulation (+8 months) Significant admin time is spent focussed on monitoring and supporting PP students to enable them to access learning “No Need To Exclude” Hackney Learning Trust Sept 2015 promotes counselling and restorative practices	Track attendance, punctuality and behaviour data Half termly student support panel meetings	SLT HOY	Jan 2018 Apr 2018 Sept 2018
Total budgeted cost					£90,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Local Authority Services for Looked After Children	Local Authorities provide some services that are deducted from the Pupil Premium Plus allocation			Local Authorities	
Total budgeted cost					£5,000

iv. Review of expenditure				
Previous Academic Year		2016-17		
Curriculum Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve progress and outcomes by ensuring all disadvantaged pupils are on track to meet or exceed their targets To narrow the gap in outcomes between these pupils and their peers	PiXL Partnership 2 Maths teachers 1 English teacher Curriculum allocation ICT Extra-curricular music lessons Revision materials Maths revision course Mentoring by Manager of disadvantaged pupils Educational trips	It is difficult to compare this year's new progress measures to 2016 however, our PP students achieved well with an Attainment 8 score of 4.59 and Progress 8 of 0.2, showing above average progress (0.16 for all London students in 2016). Teachers have used Pixl for collaboration, training and resources to help improve student outcomes. Extra teachers in Maths and English have enabled a reduction in class sizes to improve feedback and also to increase the number of lessons in KS3 lessons. 10% spent on resources to support disadvantaged students' access to the curriculum. 6 laptops for individuals for support with independent learning. 30 pupils had 15 min lessons in music to ensure access to extra-curricular opportunities. Revision materials for yr10-13 supported excellent outcomes at GCSE. Funding of weekend and holiday maths courses for Yr11 enabled successful maths GCSE results. TLR funding of role for academic mentoring and tracking of students' progress and to develop self-regulation in students. KS3 and 4 educational trips, including DofE and Cadet Corps - £100 per pupil to ensure access to learning outside the classroom.	All of these measures contributed in some way to the very good outcomes achieved by our PP students and will be continued into 2017-18.	£180,000

Inclusion Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve engagement in and attitude to learning To maintain excellent attendance To improve the within school gap for Fixed Term Exclusions	tracking behaviour, rewards and sanctions Assessment data and attendance tracking Information, Advice and Guidance Educational psychologist Alternative provision Mentoring and inclusion centre Healthy breakfast before GCSE exams School uniform Local Authority Services	There was a reduction of 18% in the number FTEs issued to PP students this year. 9.2% of PP pupils were issued with a FTE (3.5% less than last year) but this figure is still higher than the 3.2% of non PP pupils who were issued with an FTE. There were four students in year 9 and three in Year 11 who needed external agency support or who were experiencing difficulties outside of school. PP students' attendance is very good at 94.5% with a reduced gap with Non PP students of 1.7%. Part of the funding has been used to track and liaise with families. Student feedback indicates that students feel well supported with Connexions interviews and information to families at parents' evenings. Many individual students have been supported through therapy and counselling to improve their wellbeing. For students with behavioural issues, mentoring and restorative justice practices have been used with some success.	Attendance is monitored effectively and has improved so this will be continued but there will be a greater focus on students at risk of exclusion for 2017-18.	£80,000