

The Cardinal Wiseman Catholic School Pupil Premium Strategy Statement

1. Summary information					
School	The Cardinal Wiseman Catholic School				
Academic Year	2017-18	Total PP budget	£259,643.	Date of most recent PP Review	Sept 2018
Total number of pupils	1484	Number of pupils eligible for PP	256 (17.2%)	Date for next internal review of this strategy	Apr 2019

2. Current attainment		
	Pupils eligible for PP 2017	Pupils not eligible for PP [National Average]
Progress 8 score	0.83	0.96
Attainment 8 score	51.6	57.8
% 5-9 / 4-9 in English and Maths	60.8% / 74.5%	67.2% / 87.1%
% 5-9 / 4-9 in English	74.5% / 90.2%	84.9% / 93.1%
% 5-9 / 4-9 in Maths	62.7% / 78.4%	72% / 88.4%
% Ebacc strong / standard pass	41.2% / 51%	47% / 65.9%

3. Barriers to future attainment	
In-school barriers	
A.	FSM students are making less progress than PP and 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 for FSM pupils	Maths Progress 8 score improved for FSM students and the gap narrowed from 0.39
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?
<p>A Reduce the gap in progress in Maths for FSM students</p>	<ul style="list-style-type: none"> 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 Frog VLE and MathsWatch to support independent learning Teaching staff knowing FSM students and their data to inform their teaching and ensure student progress 	<p>EEF Teaching and Learning Toolkit*:</p> <ul style="list-style-type: none"> Reduction in Class Sizes (+3 months) Feedback (+9 months) Assessment for Learning (+3 months) <p>Exam results data indicates that this is an area requiring improvement</p> <p>The increased difficulty of the reformed GCSE indicates that teaching and assessment practices have to improve from Year7 upwards</p>	<p>Half-termly/termly SISRA data of all year groups</p> <p>Curriculum Area Progress and Intervention analysis for KS3 & 4 half-termly/termly</p> <p>Weekly Ebacc panel progress meetings</p> <p>Student voice and learning walks to track Y11 FSM students</p> <p>Staff awareness of FSM students through briefing sessions and standing agenda items at departmental meetings</p>	<p>SLT CC</p>	<p>Jan 2019 Apr 2019 Sept 2019</p>

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

<p>B Continue to improve literacy skills for all PP students and particularly for those who are EAL</p>	<ul style="list-style-type: none"> • 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 	<p>EEF Teaching and Learning Toolkit: – Reduction in Class Sizes (+3 months) – Feedback (+9 months)</p> <p>“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.</p> <p>The reformed GCSEs demand a higher level of vocabulary e.g. long written questions in Maths</p>	<p>Track reading ages and assessment data</p> <p>Curriculum Area Progress and Intervention analysis for KS3 & 4 half-termly/termly</p> <p>Weekly Ebacc panel progress meetings</p> <p>Student voice and learning walks</p> <p>Staff awareness of PP students</p>	<p>SLT CC Literacy Coordinator</p>	<p>Jan 2019 Apr 2019 Sept 2019</p>
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 for FSM pupils	<ul style="list-style-type: none"> • 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 • Priority places for FSM students at Homework clubs, intervention lessons and revision sessions daily including Saturdays 	<p>EEF “Pupil Premium Next Steps” emphasises the importance of targeted interventions</p> <p>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)</p>	Student voice and learning walks	SLT CC Manager for disadvantaged pupils	Jan 2019 Apr 2019 Sept 2019
B Continue to improve literacy skills for all PP students and particularly for those who are EAL	<ul style="list-style-type: none"> • One to one and small group lessons for EAL students where rapid improvements are needed to access the curriculum 	<p>EEF Teaching and Learning Toolkit: – one to one support (+5 months) – Reduction in Class Sizes (+3 months)</p>	Whole staff development Student voice and learning walks	SLT Literacy Coordinator	Jan 2019 Apr 2019 Sept 2019

<p>C Raise aspirations and confidence through access to wider educational and cultural experiences</p>	<ul style="list-style-type: none"> • 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 all new Year 7 FSM students on entry 	<p>Uptake in trips and events has increased since offering up to £100 per PP student</p> <p>Providing ICT equipment to targeted individuals has improved their engagement in learning</p> <p>EEF Teaching and Learning Toolkit: -ICT (+4 months)</p> <p>Student feedback indicates IAG is useful and valuable for students across the ability ranges</p> <p>EEF Teaching and Learning Toolkit: – school uniform(+1 month)</p>	<p>Student voice</p> <p>UCAS applications and exit data for Yr11 and sixth form</p> <p>Promote and monitor attendance of clubs and trips</p>	<p>SLT Manager for disadvantaged pupils</p>	<p>Jan 2019 Apr 2019 Sept 2019</p>
<p>D Reduce exclusion rates for PP students</p>	<ul style="list-style-type: none"> • Tracking of attendance, punctuality and behaviour • Homework clubs in ICT rooms with staff support • Prioritise Pastoral services for PP students: 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) • Utilise Inclusion area (increase Internal Inclusion) for PP students 	<p>EEF Teaching and Learning Toolkit: -Meta-cognition and self-regulation (+8 months)</p> <p>Significant admin time is spent focused on monitoring and supporting PP students to enable them to access learning</p> <p>“No Need To Exclude” Hackney Learning Trust Sept 2015 promotes counselling and restorative practices</p>	<p>Track attendance, punctuality and behaviour data</p> <p>Half termly student support panel meetings</p>	<p>SLT HOY</p>	<p>Jan 2019 Apr 2019 Sept 2019</p>
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 and Previously Looked After Children	<ul style="list-style-type: none"> Local Authorities provide some services that are deducted from the Pupil Premium Plus allocation Ensure school is represented at all PEP meetings and work with external agencies to ensure PEP is fully implemented and evaluated 	<ul style="list-style-type: none"> Statutory requirement for all LAC students to have a PEP twice per academic Year 	<ul style="list-style-type: none"> Provide cover for Designated LAC teacher to attend local meetings Provide cover for HoY to attend scheduled PEP's Monitor LAC & PLAC performance through data and record in a separate file 	Local Authorities	Twice per academic year in line with LA PEP dates. December 2019 July 2019
Total budgeted cost					£5,000

iv. Review of expenditure				
Previous Academic Year		2017-18		
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

<p>To improve progress and outcomes by ensuring all disadvantaged pupils are on track to meet or exceed their targets</p> <p>To narrow the gap in outcomes between these pupils and their peers</p>	<p>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</p>	<p>The performance of our PP students this year has been outstanding and this is across the board against almost every measure available. The ISV has decreased significantly in 2017-18 with the Progress8 score standing at 0.83 for PP students, just 0.13% lower than the Progress8 score for non-PP students which stands at 0.96%. Attainment8 has increased by 5.5 on 2017-18 and the % of students getting strong passes in Eng & Ma has increased from 44% in 2016-17 to 60.8% in 2017-18.</p> <p>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. The school has purchased 8 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.</p> <p>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.</p>	<p>All of these measures contributed in some way to the outstanding outcomes achieved by our PP students and will be continued into 2018-19.</p>	<p>£180,000</p>
---	--	---	--	-----------------

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
<p>To improve engagement in and attitude to learning</p> <p>To maintain excellent attendance</p> <p>To improve the within school gap for Fixed Term Exclusions</p>	<p>tracking behaviour, rewards and sanctions</p> <p>Assessment data and attendance tracking</p> <p>Information, Advice and Guidance</p> <p>Educational psychotherapist</p> <p>Alternative provision</p> <p>Mentoring and inclusion centre</p> <p>Healthy breakfast before GCSE exams</p> <p>School uniform</p> <p>Local Authority Services</p>	<p>There was a 26% reduction in the number of FTEs issued to PP students this year (32.72% of all FTE's were issued to PP students). 7.5% of PP pupils were issued with a FTE and whilst this represents a drop on 2016/17, PP students are still over represented in the FTE figures.</p> <p>PP students' attendance is very good and has increased by 0.8% to 95.3% in 2017-18. This represents an ISV of just 1% compared to non-PP students (a reduction of 0.7% on 2016-17). Part of the funding has been used to track and liaise with families.</p> <p>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.</p> <p>For students with behavioural issues, mentoring and restorative justice practices have been used with some success.</p>	<p>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 2018-19.</p>	<p>£80,000</p>