

The Cardinal Wiseman Catholic School Pupil Premium Strategy Statement

1. Summary information					
School	The Cardinal Wiseman Catholic School				
Academic Year	2019-20	Total PP budget	£240,275.	Date of most recent PP Review	Sept 2019
Total number of pupils	1493	Number of pupils eligible for PP	214 (14.3%)	Date for next internal review of this strategy	Apr 2020

2. Current attainment (2018-19 performance data)				
	Pupils eligible for PP 2018-19 (17/18 figures)		Pupils not eligible for PP (17/18 figures in brackets)	
Progress 8 score	0.55	(0.83)	0.86	(0.96)
Attainment 8 score	48.0	(51.6)	58.4	(57.8)
% 5-9 / 4-9 in English and Maths	46% / 77%	(60.8% / 74.5%)	70% / 89%	(67.2% / 87.1%)
% 5-9 / 4-9 in English	65% / 83%	(74.5% / 90.2%)	83% / 93%	(84.9% / 93.1%)
% 5-9 / 4-9 in Maths	50% / 77%	(62.7% / 78.4%)	77% / 92%	(72% / 88.4%)
% Ebacc strong / standard pass	21% / 40%	(41.2% / 51%)	44% / 66%	(47% / 65.9%)

3. Barriers to future attainment	
In-school barriers	
A.	FSM & 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 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	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

2019-20

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 for FSM students	<ul style="list-style-type: none"> Maintaining smaller classes for improved moderation and feedback Numeracy Coordinator 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 Continue to embed 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 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>	SLT CC	Jan 2020 Apr 2020 Sept 2020

*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</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 • 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 • Continue to embed literacy development into schemes of work • All subject lessons to increase focus on wider reading • Staff training on how to teach and promote Tier 2/3 vocabulary explicitly • All subjects have created and shared dynamic word glossaries in students' exercise books • Collaboration across departments on identifying and teaching instructional language/exam command words • Literacy Reps deliver 'Word of the Week' and Latin/Greek word root activities weekly to tutor groups • A variety of strategies being implemented in 2019-20 to encourage and support independent reading such as: Book Buzz for Year 7, teacher-led lunchtime book talks, book boxes for all tutor groups, reading lists for each key stage and subject, KS3/4 'Books of the Week'. • Reading mentoring programme – Year 10 students to meet weekly in library with Year 7 PP students to support independent reading in 2020. 	<p>EEF Teaching and Learning Toolkit: – Reduction in Class Sizes (+3 months) – Feedback (+9 months)</p> <p>EEF: 'Improving Literacy in Secondary Schools' 2019. Schools need to prioritise 'disciplinary literacy' across curriculum. All subject teachers should be teaching Tier 2/3 vocabulary explicitly in lessons.</p> <p>OFSTED 2019: 'If we want to give all children opportunity, a good place to start is through reading to them frequently, introducing new vocabulary and meaning within contexts that stimulate their thinking'.</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 2020 Apr 2020 Sept 2020</p>
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Total budgeted cost	£165,000
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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 2020 Apr 2020 Sept 2020

<p>C Raise aspirations and confidence through access to wider educational and cultural experiences</p>	<ul style="list-style-type: none"> • Implement bespoke 'TalentEd' mentoring scheme for 16 Year 11 PP students designed to raise aspirations through weekly small group mentoring • Review administration of educational trips in curriculum areas in order to make it easier for PP students to access top-up funding and apply for trips • Extra-curricular music lessons • ICT equipment for individuals and clubs • Healthy breakfast before GCSE exams • Encourage attendance of department and cross-curricular clubs • University trips • Debating clubs and competitions • Prioritise PP students to access information, Advice and Guidance 	<p>High levels of engagement reflected through good levels of attendance amongst the 16 targeted PP students</p> <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>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 2020 Apr 2020 Sept 2020</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 & utilise removal from break & lunch over use of Fixed Term Exclusion 	<p>EEF Teaching and Learning Toolkit: -Meta-cognition and self-regulation (+8 months)</p> <p>Higher % of PP students are prioritised for internal & external support programmes than non-PP students</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>Monitor Exclusion rates on a half-termly basis</p>	<p>SLT HOY</p>	<p>Jan 2020 Apr 2020 Sept 2020</p>

Total budgeted cost	£90,000
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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 AHT for Pupil Care attends all LAC network meetings to ensure the school is kept abreast of latest thinking and strategies to keep LAC outcomes in line with academic targets 	<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		2018-19		
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>Although the performance of our PP students has again been very strong this year, there has been a drop when compared to the outstanding results of 2017-18. The ISV has increased slightly in 2018-19 with the Progress8 score standing at 0.55 for PP students, 0.31% lower than the Progress8 score for non-PP students which stands at 0.86%. Attainment8 has decreased by 3.6 on 2017-18 and the % of students gaining strong passes in Eng & Ma has decreased from 60.8% in 2017-18 to 46% in 2018-19.</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 & English (Mr Bruff's revision days) 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 2019-20.</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 9% increase in the number of FTEs issued to PP students this year. 16.6% of PP pupils were issued with a FTE compared to 13.6% nationally, PP students are still over represented in the FTE figures.</p> <p>PP students' attendance remains well above the national and local average, but has fallen slightly by 0.2% to 95.1% in 2018-19. This represents an ISV of just 1.6% compared to non-PP students (an increase of 0.6% on 2017-18).</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 although this needs to be further monitored in 2019-20.</p>	<p>Strategies to address the over representation of PP students in the exclusion figures have not been as effective as was intended. PP students will have to be a focus of future Student Support Panel discussions with greater emphasis placed on prioritising PP pupils for additional intervention.</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>