

## The Cardinal Wiseman Catholic School Pupil Premium Strategy Statement

1. Summary information					
School	The Cardinal Wiseman Catholic School				
Academic Year	2020-21	Total PP budget	£177,630.	Date of most recent PP Review	Oct 2020
Total number of pupils	1518	Number of pupils eligible for PP	205 (13.5%)	Date for next internal review of this strategy	Sept 2021

2. Current attainment (2019-20 performance data)		
	Pupils eligible for PP 2019-20 (18/19 figures in brackets)	Pupils not eligible for PP 2019-20 (18/19 figures in brackets)
Progress 8 score	N/A – national data not validated (0.55)	N/A – national data not validated (0.86)
Attainment 8 score	48 (48.0)	59 (58.4)
% 5-9 / 4-9 in English and Maths	52% / 70% (46% / 77%)	76% / 93% (70% / 89%)
% 5-9 / 4-9 in English	61% / 88% (65% / 83%)	81% / 95% (83% / 93%)
% 5-9 / 4-9 in Maths	58% / 73% (50% / 77%)	81% / 93% (77% / 92%)
% Ebacc strong / standard pass	27% / 46% (21% / 40%)	55% / 74% (44% / 66%)

3. Barriers to future attainment	
<b>In-school barriers</b>	
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.	PP students have less access to laptops/PCs and the internet at home, which will severely hamper their ability to engage with remote learning
<b>External barriers</b>	
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.	Reduce barriers to remote/home learning by ensuring all PP students have access to laptops & the internet when working from home	Increased engagement in remote learning & decrease in behaviour points for no homework
D.	Reduce exclusion rates for PP students by engaging students fully in all aspects of their education	Reduced gap between PP and non PP students from 5% and less exclusions overall

## 5. Planned expenditure

Academic year

2020-21

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><b>A</b> Reduce the gap in progress in Maths for FSM students</p>	<ul style="list-style-type: none"> <li>Maintaining smaller classes for improved moderation and feedback</li> <li>Numeracy Coordinator</li> <li>Staff development through collaboration and research within and across departments</li> <li>Setting high, aspirational targets for pupils using FFTAspire</li> <li>Ensuring the KS3 curriculum is preparing students for KS4</li> <li>Continue to embed the new assessment practices in KS3 and 4 for new grading 1-9 and flight path</li> <li>Embedding and reviewing new schemes of work</li> <li>Website student subscriptions</li> <li>Frog VLE and 'MathsWatch' to support independent learning</li> <li>Teaching staff knowing FSM students and their data to inform their teaching and ensure student progress</li> </ul>	<p><b>EEF Teaching and Learning Toolkit*</b>:                      – Reduction in Class Sizes (+3 months)                      – Feedback (+9 months)                      – Assessment for Learning (+3 months)</p> <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 &amp; 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 2021 Apr 2021 Sept 2021</p>

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

<p><b>B</b> Continue to improve literacy skills for all PP students</p>	<ul style="list-style-type: none"> <li>• Maintaining smaller classes across all curriculum areas for improved feedback</li> <li>• Literacy Coordinator</li> <li>• Staff development through action research – reading ahead (3 part HW strategy). Focus on providing suitable resources and widening/increasing/reading material to increase cultural capital</li> <li>• Continued focus on the development of literacy in KS3 curriculum in order to prepare students for GCSEs – led by Literacy coordinator</li> <li>• Resources to support improved oracy, reading and writing skills across the curriculum for improved access to exam questions and production of quality responses</li> <li>• Continue to embed literacy development into schemes of work</li> <li>• Supporting library in its move to an online service i.e. providing public voice to raise the profile of the initiative. This will also involve training the literacy reps who will act as a link between the library and departments/tutor groups</li> <li>• Develop the use of technology/software to promote literacy i.e. kindle pilot group and developing work of Liana Abfalter (Ed Tech rep for English)</li> <li>• Revising/developing the dynamic glossary and scaffolding work across departments through KS3 leader’s meetings and cross curricular action research – upgrade wall displays</li> <li>• Literacy Reps deliver ‘Word of the Week’ and Latin/Greek word root activities weekly to tutor groups</li> </ul>	<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 &amp; 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>KS4 outcomes for PP students across all subjects</p>	<p>SLT CC Literacy Coordinator</p>	<p>Jan 2021 Apr 2021 Sept 2021</p>
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**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?
<p><b>A</b> Reduce the gap in progress in Maths for FSM pupils</p>	<ul style="list-style-type: none"> <li>Mentoring by the SLT lead and the Manager for Disadvantaged Pupils with a focus on meta-cognition and self-regulation</li> <li>Numeracy one to one and small group sessions with teachers and the Maths HLTA in KS3&amp;4</li> <li>Priority places for FSM students at Homework clubs, intervention lessons and revision sessions daily including Saturdays</li> <li>Healthy breakfast before GCSE exams</li> <li>Deliver additional small group tutoring sessions in Maths to 200 Year 9 &amp; 10 students, delivered by a private tutoring company through a Saturday morning catch up programme, with PP students being prioritised for places</li> <li>Deliver a second catch up programme aimed specifically at Pupil Premium students in January 2021 using funding from the DfE's National Tutoring programme</li> </ul>	<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> <p>DfE's advice on delivering a recovery curriculum to close gaps in learning created by the lockdown</p>	<p>Student voice and learning walks</p> <p>Student &amp; tutor feedback</p>	<p>SLT CC Manager for disadvantaged pupils</p>	<p>Jan 2021 Apr 2021 Sept 2021</p> <p>Sept-Dec 2020</p> <p>Jan-April 2021</p>

<p><b>C</b> Reduce barriers to remote/home learning by ensuring all PP students have access to laptops &amp; the internet when working from home</p>	<ul style="list-style-type: none"> <li>• Improve PP students access to ICT, including the internet, when learning remotely</li> <li>• Prioritise PP students for daily tutor &amp; HoY contact during enforced periods of self-isolation</li> <li>• HoY &amp; Disadvantaged schools manager to prioritise the monitoring of PP students engagement with remote learning during enforced local/national lockdowns</li> <li>• Pupil Care Team to prioritise PP students for home visits where students fail to engage or make contact with their form tutors during periods of remote learning</li> </ul>	<p>Loan laptops and wireless 4G internet dongles to PP families. 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 voice</p> <p>Conduct surveys to identify students without laptop/internet access</p> <p>Apply to DfE laptop scheme to secure additional devices where available</p>	<p>SLT Manager for disadvantaged pupils HoY</p>	<p>Jan 2021 Apr 2021 Sept 2021</p>
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<p><b>D</b> Reduce exclusion rates for PP students &amp; Increase educational engagement</p>	<ul style="list-style-type: none"> <li>Tracking of attendance, punctuality and behaviour</li> <li>Homework clubs in ICT rooms with staff support</li> <li>Prioritise Pastoral services for PP students: mentoring, therapy with the Educational Psychotherapist, restorative justice and inclusion centre includes a focus on self-regulation</li> <li>Implement Virtual 'TalentEd' mentoring scheme for 16 Year 11 and 16 Year 10 PP students designed to raise aspirations through weekly small group mentoring</li> <li>Additional half day of support secured through the Secondary Behaviour Service (Liz Fraser)</li> <li>Utilise Inclusion area (increase Internal Inclusion) for PP students &amp; utilise removal from break &amp; lunch over use of Fixed Term Exclusion</li> <li>Prioritise PP students to access information, Advice and Guidance through Connexions</li> <li>Provide access to discounted uniform for all FSM students</li> <li>Provide FSM families with food vouchers (Tesco) during holiday periods, if not provided by the Government</li> </ul>	<p>EEF Teaching and Learning Toolkit: -Meta-cognition and self-regulation (+8 months) Higher % of PP students are prioritised for internal &amp; external support programmes than non-PP students High levels of engagement reflected through good levels of attendance, behaviour and work completion amongst the 32 targeted PP students</p> <p>"No Need To Exclude" Hackney Learning Trust Sept 2015 promotes counselling and restorative practices</p> <p>EEF Teaching and Learning Toolkit: - school uniform (+1 month)</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>UCAS applications and exit data for Yr11 and sixth form</p>	<p>SLT HOY</p>	<p>Jan 2021 Apr 2021 Sept 2021</p>
<b>Total budgeted cost</b>					£170,000

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"> <li>Local Authorities provide some services that are deducted from the Pupil Premium Plus allocation</li> <li>Ensure school is represented at all PEP meetings and work with external agencies to ensure PEP is fully implemented and evaluated</li> <li>Ensure one to one tutoring support in subjects identified during the PEP is available through private tutoring companies</li> <li>AAHT 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</li> </ul>	<ul style="list-style-type: none"> <li><b>Statutory requirement for all LAC students to have a PEP twice per academic Year</b></li> <li><b>One to one tutoring &amp; enrichment activities continue, even if this takes place remotely/virtually</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Provide cover for Designated LAC teacher to attend local meetings</b></li> <li><b>Provide cover for HoY to attend scheduled PEP's</b></li> <li><b>Monitor LAC &amp; PLAC performance through data and record in a separate file</b></li> </ul>	Local Authorities	Twice per academic year in line with LA PEP dates. December 2019 July 2019
<b>Total budgeted cost</b>					£7,000



iv. Review of expenditure				
Previous Academic Year		2019-20		
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>A FSM &amp; PP students are making less progress than non PP students especially in Maths</p>	<p>Maintaining smaller classes for improved moderation and feedback</p> <p>Numeracy Coordinator</p> <p>Staff development through collaboration and research within and across departments</p> <p>Setting high, aspirational targets for pupils using FFTAspire</p> <p>Ensuring the KS3 curriculum is preparing students for KS4</p> <p>Continue to embed the new assessment practices &amp; schemes of work in KS3 &amp; 4 for new grading 1-9 and flight path</p> <p>Website student subscriptions Frog VLE and 'MathsWatch' to support independent learning</p> <p>Teaching staff knowing FSM students and their data to inform their teaching and ensure student progress</p>	<p>Although the performance of our PP students has again been very strong this year, there is still some in School Variation in outcomes in Maths. However, following improvements in maths outcomes the ISV between PP and non-PP students in Maths is now almost identical to English. In addition to this there has been a slight decrease in the gap between PP and non-PP students when measured against the Maths Subject Performance indicators</p> <p>Extra teachers in Maths 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.</p> <p>The school has purchased 16 laptops for individuals for support with independent learning.</p> <p>Revision materials for yr10-13 supported excellent outcomes at GCSE. Funding of weekend and holiday maths tuition for Yr11 students enabled successful maths GCSE results.</p> <p>TLR funding of role for academic mentoring and tracking of students' progress and to develop self-regulation in students.</p>	<p>All of these measures contributed in some way to the outstanding outcomes achieved by our PP students and will be continued into 2020-21.</p>	<p>£180,000</p>
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><b>B</b> Continue to improve literacy skills for all PP students</p>	<ul style="list-style-type: none"> <li>• Maintaining smaller classes in English for improved feedback</li> <li>• Literacy Coordinator</li> <li>• Staff development through collaboration and research within and across departments</li> <li>• Ensuring the KS3 curriculum is preparing students for KS4</li> <li>• Resources to support improved oracy, reading and writing skills across the curriculum for improved access to exam questions and production of quality responses</li> <li>• Continue to embed literacy development into schemes of work</li> <li>• All subject lessons to increase focus on wider reading</li> <li>• Staff training on how to teach and promote Tier 2/3 vocabulary explicitly</li> <li>• All subjects have created and shared dynamic word glossaries in students' exercise books</li> <li>• Collaboration across departments on identifying and teaching instructional language/exam command words</li> <li>• Literacy Reps deliver 'Word of the Week' and Latin/Greek word root activities weekly to tutor groups</li> <li>• 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'.</li> <li>• Reading mentoring programme – Year 10 students to meet weekly in library with Year 7 PP students to support independent reading in 2020.</li> </ul>	<p>The school's literacy strategy was severely impacted upon by the Covid-19 pandemic, with PP students in particular expected to suffer reduced levels of literacy following the first enforced lockdown.</p> <p>GCSE outcomes for PP students continue to be strong</p> <p>Maths, English and Science have maintained smaller class sizes leading to greater provision within those subjects</p> <p>The school delivered a sizeable chunk of its CPD programme and staff collaboration and cross department research featured heavily.</p> <p>The work done with KS3 leaders has led to development of tier 2/3 vocabulary, scaffolding and technical glossaries being established across Schemes of Work in all departments. This has upskilled KS3 students, which better prepares them for KS4 study.</p> <p>Key focus of action research has led to development of wider (technical) reading resources and implementation of 3-part homework tasks including 'reading ahead' for 2020/21.</p> <p>Literacy reps continued to oversee the implementation of literacy activities in tutor time and this will continue in 2020/21</p> <p>Every book buzz talk was well attended by students</p> <p>Year 10 reading mentoring programme ran until lockdown, but was not completed. This will be suspended in 2020/21 due to Covid-19 restrictions over mixing different Year bubbles</p>	<p>All of these measures contributed in some way to the outstanding outcomes achieved by our PP students and will be continued into 2020-21.</p>	<p>£80,000</p>
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>C</b> Raise aspirations and confidence through access to wider educational and cultural experiences</p>	<ul style="list-style-type: none"> <li>• Implement bespoke 'TalentEd' mentoring scheme for 16 Year 11 PP students designed to raise aspirations through weekly small group mentoring</li> <li>• 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</li> <li>• Extra-curricular music lessons</li> <li>• ICT equipment for individuals and clubs</li> <li>• Healthy breakfast before GCSE exams</li> <li>• Encourage attendance of department and cross-curricular clubs</li> <li>• University trips</li> <li>• Debating clubs and competitions</li> <li>• Prioritise PP students to access information, Advice and Guidance</li> </ul>	<p>The impact of the school's strategy was severely impacted upon by the Covid-19 pandemic, with several initiatives being cancelled or not completed by February 2020.</p> <p>Several trips were cancelled in term 2 and 3, denying the opportunity for PP students to gain access to enrichment activities or travel abroad.</p> <p>Several extracurricular completions, including sports and debating were cancelled after February half-term.</p> <p>The Talented programme started for 16 Year 11 students, but was paused during lockdown. The Year 10 programme would have started in the summer term but was shelved until 2020-21</p> <p>A number of PP students did access free music lessons and one LAC attended stage coach acting sessions using her Pupil Premium Plus money as part of her PEP.</p>	<p>Given the ongoing challenges posed by the pandemic and the restrictions that are likely to remain in terms of trips and activities this target will be removed next year</p>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reduce exclusion rates for PP students	<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, counselling and inclusion centre</p> <p>Healthy breakfast before GCSE exams</p> <p>School uniform</p> <p>Local Authority Services</p>	<p>There was a slight increase in the number of FTEs issued to PP students this year. PP students are still over represented in the FTE figures with 8.45% of the PP population being issued with an exclusion compared to just 3.38% of non PP students.</p> <p>PP students' attendance remains well above the national and local average, but has fallen by 0.6% to 94.5% in 2019-20. However, this figure is distorted by the fact that a high number of students started to self-isolate before the enforced lockdown period in March and this impacted upon the overall attendance.</p> <p>Student feedback indicates that students feel well supported with Connexions interviews and information to families at parent information evenings.</p> <p>Many individual students have been supported through therapy and counselling to improve their mental health &amp; 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 2020-21.</p> <p>The school invested £14000 in securing Alternative provision places for two Year 11 students. which helped to avoid permanent</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>Additional funding is required to increase the amount of counselling provision and specialist behaviour support required for students with Social, Emotional &amp; Mental health needs. This is particularly important in light of the enforced lockdown and prolonged absence from school, which has led to students being out of routines and in some cases has exposed students to an environment which lack boundaries</p> <p>Attendance is monitored effectively, but was impacted upon greatly by the Covid-19 pandemic and will continue to impact on our attendance rates. The expected impact on the attendance team will be great due to the additional responsibilities involved with monitoring/communicating Covid-</p>	£90,000