

The Cardinal Wiseman Pupil Premium Statement - January 2025 (updated March 2026)

This statement overviews Cardinal Wiseman Catholic School's planned usage of Pupil Premium funding for the years 2025-28.

School Overview:

School name	The Cardinal Wiseman Catholic School
Number of pupils in school (Y7-13)	1985
Proportion (%) of pupil premium eligible pupils	14.1%
Academic years that this plan covers	2025-2028
Date this statement was published	January 2025
Date this statement was updated	March 2026
Date on which it will be reviewed	January 2028
Statement authorised by	Mr D Coyle
Responsibility to oversee PP	Mr D Coyle & Ms S Mirza (interventions)
Governor/Trustee Lead	Nicole Alexander-Morrell
PP funding allocation this academic year (24/25)	£220,000
PP funding carried forward from previous years	£0
Total budget for this academic year (24/25)	£220,000

Statement of Intent

Our Pupil Premium strategy aims to expand opportunities for disadvantaged students, disrupting and challenging stereotypes, breaking cycles of economic disadvantage. We aim to reduce gaps in attainment, progress, attendance, and exclusions, while maintaining high expectations through quality teaching, mentoring and targeted intervention.

We will prioritise early intervention, evaluating impact to ensure we improve effectiveness of strategies implemented. Additionally, staff development remains a fundamental area of support in our carefully designed training programme to strengthen teaching and learning across the school including our non-teaching staff.

Our focus is disciplinary literacy, recognising its link to life outcomes. We are enhancing literacy and oracy through a whole-school strategy, including an adapted Voice 21 framework, alongside efforts to improve parental engagement.

To reinforce the holistic, child-centred approach, social and emotional development of our students remain at the forefront of our strategy, by providing opportunities for our disadvantaged students to thrive in new and exciting experiences, accessing a broad and enriching curriculum alongside individualised interventions (when appropriate).

Funding decisions and strategies outlined in this document are informed by data analysis, research, and governor input. Our approach is evidence-based, guided by the Education Endowment Foundation (EEF) and The Sutton Trust, with spending reviewed annually.

Actions:

Key Stage 3

We focus on providing an engaging, broad curriculum delivered through quality-first teaching, strengthened by our ongoing CPD programme. Student progress is closely monitored, with targeted literacy and subject interventions where needed with different areas of focus across years 7-9. Homework and revision support, including clubs and mentoring are widely used to close attainment gaps prior to GCSE to provide greater opportunity for students to achieve their potential whilst developing key skills in preparation for KS4.

Pupil Premium (PP) students are prioritised for trips, extracurricular activities/clubs and various cultural experiences which are subsidised to enrich and enhance learning beyond the classroom. All students access careers education, including a minimum of one annual Careers Day, to raise aspirations, expose them to a greater range of professions to expand and create awareness of future opportunities.

Key Stage 4

We ensure PP students feel confident and supported undertaking revision through teaching exam strategies supported by continuous staff CPD development. Student progress behaviour is regularly reviewed, with personalised academic and pastoral support implemented where needed addressing wider barriers to learning. Provisions include mentoring (group and 1-1) which is delivered by a range of different stakeholders: SLT, LST, Boys Improvement Coordinator, and the Inclusion Team. Students next educational steps are explored with PP students prioritised for careers guidance, enrichment activities and educational visits, all subsidised or funded including celebratory events such as the Year 11 Prom and leaver memorabilia. At our annual Careers Fair, students meet volunteers from diverse sectors, further education providers, apprenticeship programmes and universities. Our aim for our PP students to achieve their academic potential and personal goals in preparation for life beyond academics.

Key Stage 5

PP students are directed to and encouraged to apply for government bursaries to ensure financial support during sixth form. Our KS5 students benefit from high-quality teaching, a rich super-curriculum, a structured three-part homework initiative and regular tailored CPD focused on KS5 needs. Emotional support is embedded through a mentoring programme and prioritised for trips, workshops, and career lectures that builds their independence, self-discipline, communication, critical thinking and resilience.

Through our Careers Lecture programme, students gain an insight into innovative and growing industries supporting them in making important decisions post-Wiseman. They also receive personalised career guidance and UCAS support from our specialist Careers Advisor. We aim for our KS5 students to leave as well-rounded, articulate, independent young adults who are active members of the wider community, ready for higher education or employment.

Parental and Community Engagement

In response to research and strategic planning, we are expanding parent-school partnerships through collaborative workshops that promote students' wellbeing and academic success. Our approach will be flexible such as online meetings, built on trust, respect and personalised communication. This partnership will strengthen and empower families and their contribution to their child's education through engagement rather than involvement.

At Cardinal Wiseman, we are committed to supporting significant groups, particularly those facing financial hardship. We recognise that poverty rarely exists in isolation and adopt an individualised, holistic approach to empower every student to overcome barriers and thrive academically and personally.

Challenges

This details the key challenges to attainment that we have identified among our PP/disadvantaged students.

Challenge number	Challenge	Details
1	Literacy and Oracy	Stagnation/decline in literacy and reading levels caused by two lockdowns and a social shift away from reading for pleasure with an increased reliance on technology. Consequently, this has impacted students' ability to engage in sustained reading, limiting their exposure to a wide range of texts and vocabulary.
2	Attitude to Learning	Decline in positive attitude towards school, revision, and homework from KS3 onwards.
3	Behaviour and Achievement	Low-level of achievement/celebration and increase in behaviour incidents from KS3, more specifically homework and effort.
4	Attendance, Suspensions and Exclusions	Lower attendance, higher rates of persistent absenteeism including EBSA students, higher rates of suspensions and exclusions (Covid-19 lockdown additionally impacted this challenge).
5	Cultural Capital and Careers Education	Lesser access to culturally enriching experiences including connections to employers and higher education.

6	Mental Health and Wellbeing	Additional support with mental health and wellbeing required. (Covid-19 lockdown additionally impacted this challenge).
7	Parental Engagement	Engaging parents is challenging due to time constraints of families, educational experiences, communication barriers, competing pressures at home resulting in limited opportunities for home-school collaborative work.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

High Quality Teaching and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop disciplinary literacy, oracy and reading comprehension opportunities across the curriculum at KS3 & 4 through modification of SoW and staff CPD (Twilight and CPD programme focus for 2024-25).	Improving literacy in secondary schools– Guidance report (Education Endowment Fund) 7 strands of literacy Oracy Framework Reading comprehension - Education Endowment Fund – Teaching & Learning toolkit	1 & 3
Development of the 5-part lesson plan and 3-part homework strategy to enhance students metacognition, self-regulation and rehearsal/retrieval skills.	Mastery learning, Feedback, metacognition & self-regulation - Education Endowment Fund – Teaching & Learning toolkit	1, 2 & 3
HLTA staffing in English and Maths to provide personalised support both in class in bespoke sessions.	EEF strategies: Introduce Higher Learning Teaching assistants Individualised instruction One to one tuition Reducing class size	1, 2 & 3

Literacy and Oracy Coordinator.	EEF strategies: Prioritise disciplinary literacy across the school Provide targeted instruction in every subject Training staff to ensure they model and develop students' oral language skills and vocabulary development	1, 2 & 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions, TA deployment, activities and resources to meet the specific needs of disadvantaged students with SEND)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for targeted PP students in English & Maths (3:1) The programme aims to cover gaps in knowledge and skills and is aimed at all students with below average baseline test scores or below average progress (according to school flight path).	Small group tutoring - Education Endowment Fund – Teaching & Learning toolkit (moderate impact for moderate cost)	2 & 5
KS4 after school revision classes and Saturday morning Maths catch up for year 11 students.	Extended school time for Y11 Mastery Learning EEF - Teaching & Learning toolkit	2
Peer tutoring & reading comprehension strategies for KS3.	Reading comprehension strategies Education Endowment Fund – Teaching & Learning toolkit (moderate to high impact for low costs)	1, 3 & 5

PP Aspire Club, group mentoring/coaching KS43 – KS4. Targeted year 7, year 9 and year 11 Literacy mentoring group with the Literacy Coordinator or Subject Leads (Heads of Departments).	EEF – Mentoring Teacher Toolkit – PP Interventions DfE – Using PP guidance for School leaders	1, 2, 4, 6 & 7
Year Ahead Meetings – rebranding Parents’ Information Evening to provide an opportunity for families to speak with HoYs, DHoYs and SLT. The aim is to develop relationships, share important information to equip and empower families supporting their child’s academic progress.	EEF – Mentoring Teacher Toolkit – PP Interventions DfE – Using PP guidance for School leaders	7

Wider strategies (for example, related to attendance, behaviour, wellbeing, communicating with and supporting parents)

Budgeted cost: £40,000. £20,000 allocated for music lessons

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase number of opportunities for students to engage in Arts & Sports participation through after school clubs and increased numbers of coaches/teachers/tutors.	Sports & Arts Participation - Education Endowment Fund – Teaching & Learning toolkit (low impact for low cost)	4 & 5
Prioritise disadvantaged students for behaviour support/interventions provided by counsellors and Secondary behaviour Service.	Behaviour Interventions Social & emotional learning (Education Endowment Fund – Teaching & Learning toolkit moderate impact for moderate cost)	5

Prioritise PP students for mental health and well-being support.	Social & emotional learning (Education Endowment Fund – Teaching & Learning toolkit moderate impact for moderate cost)	6
PP Aspire Breakfast Club for targeted year 11 students.	DfE – Using PP guidance for School leaders EEF Guide to PP	4 & 6
Virtual work experience week. 25 PP students are selected to attend and participate in virtual work experience with Coca-Cola.	DfE – Using PP guidance for School leaders EEF Guide to PP	5

Total budgeted cost: £220,000

Intended Outcomes

This details the outcomes we are aiming to achieve by the end of our strategy plan (2028) and how we will measure them.

Outcome	Success Criteria
Improved levels of literacy for disadvantaged KS3 and KS4 students	Disadvantaged students in Y7, Y9, and Y10 will make expected levels of progress in reading scores when tested in reading age tests.
Teachers and TAs feel supported in their development of literacy and oracy teaching	Learning Reviews documents show oracy and literacy as a key focus and is evidenced as being successfully implemented across all curriculum areas. CPD on literacy and oracy offered across the academic year.
The gap is narrowed in the progress and attainment of PP students and non-PP students at KS3	Levels of progress for KS3 PP students match their peers and prevent a widening gap in attainment in later years. This can be checked at regular intervals (progress points) and reviewed in addition to intervention reviews.
The gap is narrowed in the progress and attainment of PP students and non-PP students at KS4	Levels of progress for KS4 PP students match their peers. This can be checked at regular intervals (progress points) and reviewed.
The gap is narrowed in the progress and attainment of PP students and non-PP students at KS5	Levels of progress for KS5 PP students match their peers. This can be checked at regular intervals (progress points) and reviewed.
Decrease in behaviour points and increase in achievement points at KS3	This will be assessed regularly by AHT E&D and Inclusion Director Aric Hickman with support from HoYs and DHoYs. Conduct points will continue to be sent and reviewed by HoDs to implement departmental support.

Decrease in behaviour points and increase in achievement points at KS4	This will be assessed regularly by AHT E&D and Inclusion Team with support from HoYs and DHoYs. Conduct points will continue to be sent and reviewed by HoDs to implement departmental support.
The narrowing of attendance gap between PP and non-PP students	This will be assessed AHT E&D and SLT lead for attendance Rachel Coughlan with support from HoYs and DHoYs.
Continued decrease of suspensions and exclusions for PP students	This will be assessed and reviewed regularly by Inclusion Director Aric Hickman.
Increased levels of engagement of PP students in extra-curricular opportunities including careers education	Increased persistent attendance at extra-curricular clubs tracked by the SLT lead for enrichment Jeanette Quigley through the enrichment register. Increased engagement with careers education and interventions tracked by Careers Lead Sacha Chopra using Unifrog. All PP students in KS4 and KS5 have had a minimum of 1 meeting with our Connexions Careers Advisor. Continue to score 100% on Gatsby Benchmarks.