

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Cardinal Wiseman Catholic School
Number of pupils in school (Yr 7-11)	1525
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	M Kiely
Pupil premium lead	Paul Walton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,225
Recovery premium funding allocation this academic year	£29,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£215,515

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Wiseman Catholic School, our objective is to reduce attainment and progress gaps between disadvantaged students and their peers and in turn improve their socio-economic opportunities in adult life. We have high expectations of all pupils, and believe that with highly effective teaching, collective governance and a personalised approach to meeting children's individual needs, every child can fulfil their potential, both academically and socially. We aim to create a culture of early intervention for addressing need, using an evidence informed, tiered model of teaching and learning, academic intervention and wider approaches to overcome barriers to learning. This culture is rooted in assessment, which allows interventions to be evaluated and the impact measured for future use.

We believe that highly effective teaching is the key to achieving this and we aim to support every teacher and support staff member to keep improving, through carefully delivered training/INSET. Over the next three years our primary focus will be on disciplinary literacy across the curriculum, because the progress of disadvantaged students stands or falls on how well pupils develop literacy and oracy skills. Language and social interaction are at the heart of our strategy and by giving teachers and support staff the capacity, knowledge and expertise to support disadvantaged pupils, they are more likely to experience success while learning over time.

All students have access to a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium. However, some specific interventions (small group tutoring on a wide scale basis) have been made possible by allocating the Pupil Premium and recovery funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

Cardinal Wiseman Catholic School believes that students who are engaged in their education, will have higher levels of attendance and are less likely to be excluded. By developing wider strategies, such as enrichment opportunities for disadvantaged students, we can increase engagement levels and ensure attendance is close to their non-disadvantaged peers.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Stagnation/decline of literacy and reading levels caused by two lockdowns and subsequent loss of learning time
2	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children
3	Decline in levels of oracy caused by two lockdowns, limitations of remote learning and a lack of exposure to a wide range of vocabulary.
4	Socio-economic levels of families may prevent some families applying for music lessons, trips and clubs
5	Higher rates of exclusions, lower attendance and higher levels of persistent absenteeism of PP/disadvantaged children

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> Improved levels of literacy and oracy for disadvantaged KS3 students Greater opportunities for collaborative learning leading to enhanced oracy within lessons 	<ul style="list-style-type: none"> Disadvantaged students in Year 7 & 8 make expected levels of progress in reading scores, regardless of their starting point (Year 7 to be re-tested in Sept 2023 & Year 8 to be re-tested in Sept 2022) Learning walk feedback documents clear collaborative learning opportunities in all lessons across the curriculum
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their individual starting points in the core subjects at KS4 	<ul style="list-style-type: none"> Achieve the top quartile for progress made by disadvantaged students in English and Maths (Y11 GCSE) amongst similar schools. Levels of progress for KS3 PP students in core subjects match their peers and prevent in-school variation

<ul style="list-style-type: none"> • The gap is narrowed in the progress and attainment of PP and non-PP children at KS3 • Increased focus on assessment, feedback, self-regulation, rehearsal/retrieval and metacognition during lessons 	<p>in attainment widening further (progress of PP students to be checked termly against school's flight path and compared to non-disadvantaged peers)</p> <ul style="list-style-type: none"> • Learning walks highlight consistency of 5 part lesson plan being delivered across all lessons in all curriculum areas. Book looks and student voice indicate consistent application of 3 part homework strategy
<ul style="list-style-type: none"> • Increased levels of engagement of disadvantaged students in school and wider learning/extra-curricular opportunities 	<ul style="list-style-type: none"> • At least 75% attendance of PP students to small group tutoring/intervention sessions • Creation of extra-curricular register to track engagement/attendance of disadvantaged students in extra-curricular activities and trips • At least 50% of disadvantaged students attend school arts & sports clubs for a minimum of one term • Increased levels of attendance and decreased levels of persistent absenteeism • Continue to decrease level of exclusions for PP students

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115,000

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 session focus for 2021-22)	Improving literacy in secondary schools– Guidance report (Education Endowment Fund) 7 strands of literacy 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
Retention of disadvantaged pupils manager	Mentoring -- Education Endowment Fund – Teaching & Learning toolkit	1, 2 & 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition (3:1) for Year 7 & 9 students in English and Maths (Saturday morning tutoring programme). The programme aims to cover gaps in knowledge and skills and is aimed at all	Small group tutoring - Education Endowment Fund – Teaching & Learning toolkit (moderate impact for moderate cost)	2 & 5

students with below average baseline test scores or below average progress (according to school flight path)		
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

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase number of opportunities for students to engage in Arts & Sports participation through reintroduction of after school clubs and increased numbers of external coaches/teachers/tutors	Sports & Arts Participation - Education Endowment Fund – Teaching & Learning toolkit (low impact for low cost)	4 & 5
Saturday enrichment activities (free arts & sports sessions running 11a.m.-1p.m.)	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

Total budgeted cost: £215,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<i>2020-21 Targets & Outcomes</i>	
Desired Outcomes	Impact
<ul style="list-style-type: none"> Reduce the gap in progress in Maths for FSM pupils 	<ul style="list-style-type: none"> Both attainment and progress gaps widened in maths at GCSE level. The average grade of Year 11 FSM6 students in maths was 5-, compared 6=, which was achieved by their non-FSM6 peers The lack of access to laptops, appropriate learning environments, feedback and collaborative learning during the school closure impacted more greatly on some PP students than their non-PP peers. Lack of access to instant teacher feedback and support from their peers was a significant factor in the widening gap in outcomes as was access to laptops during the first lockdown
<ul style="list-style-type: none"> Continue to improve literacy skills for all PP students 	<ul style="list-style-type: none"> The pandemic and subsequent school closures have impacted heavily on the development of PP student's literacy levels. 45% of disadvantaged Year 8 students had still not made 'expected levels of progress in reading or maths in their baseline tests (completed in September 2021)
<ul style="list-style-type: none"> Reduce barriers to remote/home learning by ensuring all PP students have access to laptops & the internet when working from home 	<ul style="list-style-type: none"> A laptop or i-pad was offered to every disadvantaged family who did not have access to one during lockdown. A small number of mobile internet dongles were also secured for families in need This resulted in high levels of attendance of live streamed lessons
<ul style="list-style-type: none"> Reduce exclusion rates for PP students by engaging students fully in all aspects of their education 	<ul style="list-style-type: none"> The Fixed Term Exclusion rate reduced from 9% to 6% for PP pupils and reduced in-school variation with non-PP peers from 5% to 4% compared to 2019-20

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Year 11 Mentoring Programme	TalentEd
Small group tutoring (Y7-10)	Fleet Tutors

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.