

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 7-13)	1989
Proportion (%) of pupil premium eligible pupils	12.3%
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 2024
Statement authorised by	Mr D. Coyle
Pupil premium lead	Mrs A M McLoughlin
Governor / Trustee lead	Nicole Alexander-Morrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,195.00
Recovery premium funding allocation this academic year	£53,820.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£215,515

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Wiseman Catholic School, our objective is to continue 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 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. Voice21 is an oracy and literacy based intervention that supports whole school change.

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 widened for a number of PP children
3	Decline in levels of oracy linked to reduction in number of students reading regularly.
4	Limited life experiences - Socio-economic levels of families may prevent some from applying for music lessons and trips.
5	Higher rates of exclusions, lower attendance, and higher levels of persistent and severe absenteeism of PP/disadvantaged children
6.	Mental health and well-being. It is clear that ensuring and maintaining positive mental health and wellbeing of children and their families is key to ensuring children thrive socially, emotionally, and academically. We are mindful that some social emotional and mental health needs may need long term support and may be an indicator of SEND

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
Improved levels of literacy and oracy for disadvantaged KS3 students	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)

<p>Greater opportunities for collaborative learning leading to enhanced oracy within lessons</p>	<p>Learning walk feedback documents clear collaborative learning opportunities in all lessons across the curriculum</p>
<p>Disadvantaged pupils make at least expected progress from their individual starting points in the core subjects at KS4</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children at KS3</p> <p>Increased focus on assessment, feedback, self-regulation, rehearsal/retrieval, and metacognition during lessons</p>	<p>Achieve the top quartile for progress made by disadvantaged students in English and Maths (Y11 GCSE) amongst similar schools.</p> <p>Levels of progress for KS3 PP students in core subjects match their peers and prevent in-school variation in attainment widening further (progress of PP students to be checked termly against school's flight path and compared to non-disadvantaged peers)</p> <p>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</p>
<p>Increased levels of engagement of disadvantaged students in school and wider learning/extra-curricular opportunities</p>	<p>At least 75% attendance of PP students to small group tutoring/intervention sessions</p> <p>Creation of extra-curricular register to track engagement/attendance of disadvantaged students in extra-curricular activities and trips</p> <p>At least 50% of disadvantaged students attend school arts & sports clubs for a minimum of one term</p> <p>Increased levels of attendance and decreased levels of persistent/severe absenteeism</p> <p>Continue to decrease level of suspensions for PP students</p>

	Priority for connexions appointments and careers advice for our PP students at KS3 & KS4
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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: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop disciplinary literacy, oracy and reading comprehension opportunities across the curriculum at KS3 & 4 through modification of SoW and staff CPD (Twilight and briefing session focus for 2023-24)	Improving literacy in secondary schools– Guidance report (Education Endowment Fund) 7 strands of literacy Reading comprehension - Education Endowment Fund – Teaching & Learning toolkit	1 & 3
Continue to develop the 5-part lesson plan and 3-part homework strategy to enhance student's 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. Individual and group mentoring sessions.	1, 2 & 3

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, supported by KS4 PP students	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, communicating with and supporting parents)

Budgeted cost: £40,000. £525 per student for music lessons

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Increase number of opportunities for students to engage in Arts & Sports participation through 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
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
Whole school implementation of therapeutic thinking strategies	Evidence shows that school who use therapeutic approaches reduce levels of suspensions, improve attendance and progress.	6

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 2022 to 2023 academic year.

<i>2022-23 Targets & Outcomes</i>	
Desired Outcomes	Impact
Continue to reduce the gap in progress in English and Maths for PP pupils	Both attainment and progress gaps narrowed in maths at GCSE level. Progress for non-PP students in Maths was 1.24 compared to PP 0.79 A very positive outcome.

	<p>English P8, 1.16 compared to PP students 0.85.</p> <p>Overall progress results at GCSE:</p> <ul style="list-style-type: none"> • PP 0.63 • Non-PP 1.1 <p>KS3 end of year outcomes, all subjects:</p> <ul style="list-style-type: none"> • Year 7 average grade non-PP 2+ compared to PP 2- (2 sub-levels gap). Sats scores on entry non-PP 108 compared to PP 104. • Year 8 average grade non-PP 3- compared to PP 2+. (1 sub level gap) • Year 9 (non-GCSE), average grade 4= compared to PP 4- (1 sub-level gap) <p>Year 9 GCSE average grade non-PP 6- compared to PP 5=</p> <p>Ks5- average grade at the end of year 13 = B-</p> <p>No gap between PP and non-PP students</p>
<p>Continue to improve literacy skills for all PP students</p>	<p>Oracy and literacy continue to be a whole school focus to ensure quality first teaching and learning. The oracy strategy is delivered via Voice21. “Drop everything and read” is now a fully embedded event where all students and staff stop and read for 30 minutes.</p> <p>The impact of our literacy strategy is evident in the data above.</p>
<p>Reduce barriers to home learning by ensuring all PP students have access to laptops & the internet when working at home</p>	<p>Laptops were offered to disadvantaged students who do not have access to one at home. A small number of mobile internet dongles were also secured for families in need.</p>
<p>Reduce suspension rates for PP students by engaging students fully in all aspects of their education</p>	<p>The Fixed Term suspension rate for PP students was 1.3% compared to the rest of the school cohort. Reasonable adjustment is applied to ensure that PP students are able to remain in school and receive additional therapeutic support.</p>

Ensure PP students access a wide range of cultural activities and enrichment opportunities. Activities will be monitored and tracked via Unifrog	PP students will engage in educational enrichment opportunities and careers events. Impact will be evident in attendance, conduct points and progress
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Externally provided programmes

Programme	Provider
Online tuition via national tutoring programme	My Tutor

In addition to the above the below link details the various strategies employed at Cardinal Wiseman to further support our Pupil Premium children.

[SLT PP Strategies 20.2.24.pptx](#)