

Cardinal Wiseman Pupil Premium Statement - January 2025

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 on which it will be reviewed	January 2028
Statement authorised by	Mr D. Coyle
Pupil Premium Manager	Ms M. Murray
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

The overarching aim of our Pupil Premium strategy is to broaden the opportunities of disadvantaged students by allowing them to challenge stereotypes and break generational economic cycles. We aim to do this by reducing the academic progress, attainment, attendance, and suspensions/exclusions gap between disadvantaged students and their peers. We have high expectations of all students and understand how high-quality teaching, mentoring, and intervention can support students in reaching their full academic and social potential. Our aim is developing and enhancing our early intervention approach. This allows us to evaluate interventions and to measure impact and overall effectiveness of strategies in place.

Our highly effective teaching and learning is enhanced through our carefully developed training/INSET programme delivered to all teaching and support staff aimed at strengthening their skills and expertise as educational practitioners.

Our primary focus will be on disciplinary literacy across the curriculum, as the progress of disadvantaged students' outlook in life is linked to their development of literacy and oracy skills. Research highlights spoken language development of disadvantaged students are significantly lower than their peers resulting in widening gaps, poorer verbal communication skills increasing their risk of future

unemployment and mental health difficulties. Subsequently, in our continuation and drive for improving the chances for our disadvantaged students will have adapted our oracy framework from Voice21 and our whole school literacy and oracy strategy.

In our actions outlined 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. This includes all students having access to a rich and varied curriculum.

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 some of the Pupil Premium funding to create a more targeted and individualised approach.

When making decisions about allocating our Pupil Premium Funding, we have thoroughly analysed our data, used of a range of research, and involved our school governing body, keeping them abreast of progress and strategic decisions.

The strategies detailed in this document are rooted in evidence-based research and follow the recommendations of the Education Endowment Foundation (EEF) and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Actions:

At KS3 we are focusing on ensuring our students are engaged in a wide-ranging, invigorative curriculum delivered through quality-first teaching which is regularly evaluated and developed through a rigorous CPD programme. Student progress is regularly reviewed, and interventions are put into place for both literacy and subject specific tutoring in core subjects where necessary. Students are supported in their homework and revision through intervention and homework clubs to help close the attainment gaps as they move through KS3 gaining important transferable skills into their GCSE study. PP students are prioritised for trips, workshops, and further cultural experiences to allow them to take their learning beyond the classroom at every opportunity. All students take part in Careers Education and experience a minimum of one 'Careers Day' per year to ensure that they have access to unbiased labour market and further education information which will, in turn, raise their aspirations. We believe that talent is everywhere, but opportunities are not and aim to develop our students' understanding of the future opportunities available to them.

At KS4, we are focusing on ensuring our PP students feel confident and supported in their revision and exam strategies in all subject areas through continuous staff CPD to enhance and provide high-quality teaching, ensuring our disadvantaged students have access to expert teaching across the school. We regularly monitor and review

student academic progress and behavioural data throughout the year and, where necessary non-academic strategies are implemented addressing wider barriers to learning. These strategies are used to provide individual and personalised provision based on the student's needs through mentoring (group and 1-1) which is delivered by a range of different stakeholders: SLT, the PP Manager, Boys Improvement Coordinator, and the Inclusion Team. In Addition, PP students are prioritised for careers appointments with our specialist Careers Advisor in which they are given tailored careers advice to highlight a range of career paths with the aim to inspire students through focused conversations. This prioritised approach is extended to extracurricular activities, workshops, enriching opportunities beyond the classroom including educational visits to offer different environments to strengthen their social skills with peers, create memorable learning experiences and form more positive associations with education. All trips are either fully paid for or heavily subsidised including Year 11 Prom tickets and leaver memorabilia.

All KS4 students consolidate their careers knowledge in the participation of A Careers Fair where they meet volunteers from a variety of sectors including further education providers and universities. Our main aim for our PP students at GCSE is to ensure they are well equipped to achieve, not only, their academic potential but their personal goals beyond academics.

At KS5, PP students are directed to and encouraged to apply for their government bursary to ensure they are financially supported throughout their time at sixth form. As a sixth form, we are dedicated to ensuring our students continue to receive high quality teaching and resources through our carefully curated super curriculum programmes, 3-part homework initiative and regular tailored KS5 CPD for staff. Alongside this we ensure our PP students are supported emotionally through a mentoring programme and prioritised for trips, workshops, and career lectures to allow them to extend their learning whilst developing independence, self-discipline, communication skills, critical thinking, and emotional and intellectual growth to prepare them for Higher Education or employment. Our Careers Lecture programme presents students with weekly access to industry professionals providing an insight into innovative and growing industries supporting them in making important decisions post-Wiseman. These opportunities are extended to career based appointments with our specialist Careers Advisor to shape and guide their career pathway through We aim for our KS5 students to be well-rounded, articulate, independent and active members of the wider community who can navigate the world outside of school when they leave our Sixth Form.

At Cardinal Wiseman we place great importance on supporting our significant groups in achieving their potential and exceeding the barriers that may be set for them due to a range of factors, in this case, financial hardship. We understand that poverty does not impact our students in isolation and work towards an individualistic approach to supporting our students using a variety of strategies to improve their educational experience.

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
2	Attitude to Learning	Decline in positive attitude towards school, revision, and homework from KS3 onwards
3	Behaviour and Achievement	Low-level of achievement points and increase in behaviour incidents from KS3
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)

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
Retention of disadvantaged pupils manager	Mentoring -- 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

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	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, 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 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
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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 PP Manager and SLT lead for behaviour Lucy Glampson with support from HoYs and DHoYs.
Decrease in behaviour points and increase in achievement points at KS4	This will be assessed regularly by PP Manager and SLT lead for behaviour Lucy Glampson with support from HoYs and DHoYs.
The narrowing of attendance gap between PP and non-PP students	This will be assessed regularly by PP Manager 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 DSL Ann-Marie Mcloughlin.

<p>Increased levels of engagement of PP students in extra-curricular opportunities including careers education</p>	<p>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 the PP Manager and Wider Opportunities Coordinator 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.</p>
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Externally provided programmes

Programme	Provider
Careers Intervention (Y10)	SPARK! Charity
Join the Dots	The Brilliant Club