



Pupil Premium Grant Expenditure

Cardinal Wiseman Catholic Technology College is allocated additional funding for those pupils in receipt of free school meals, referred to as pupil Premium. It is provided for pupils who have been on free school meals at any point during the last 6 years (Ever 6).

Nationally, statistics show that pupils who are in receipt of FSM do less well than their peers in external exams. The aim of Pupil Premium is to close that gap.

Neither the Government or Government agencies have dictated how the Pupil Premium money should be spent but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils.

Pupil Premium funding does not follow each pupil but is used in two ways:

- To support wide change and improvements in the quality of teaching and learning.
- Supporting those pupils through targeted intervention.

In the academic year 2015/16 the school anticipates that it will receive £353,430

2015 Raiseonline records 71% of the school population as FSM

In November 2015 the Department of Education published a document pertaining to best practice in the use of this funding entitled, **‘Supporting the attainment of disadvantaged pupils: articulating success and good practice - Research report.’**

By comparing more and less successful schools, the study identified seven building blocks for success.

1. *Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.*
2. *Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.*
3. *Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.*
4. *Focus on outcomes for individual pupils rather than on providing strategies.*
5. *Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.*
6. *Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.*

7. *Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.*

At Cardinal Wiseman School we are using the Pupil Premium in response to this research as detailed below

1	<p>While we identify pupils in receipt of the pupil premium in our tracking systems in order to monitor the impact of our actions we promote an ethos of attainment for all pupils by including all pupils in every initiative. In 2015-16 we have/are</p> <ul style="list-style-type: none"> • Increased capacity in our careers team and are developing an improved 7 – 11 careers curriculum. • Engaging with an NFER English/Maths mixed ability project for year 7.
2	<p>We are focussing on Year 11 with urgency and rigour but given the need to improve outcomes for these pupils who are closest to the end of their time in school we believe that is a proper priority for our context. For Year 11 in 2015 -16 we are</p> <ul style="list-style-type: none"> • Mentoring all students, increasing the opportunity for mock exams, supporting pupils with gaps in their Maths in additional small group (5/6 pupils) teaching, motivational trips with key staff. <p>However, we are also addressing barriers to learning in the school community with a long term and systematic focus on literacy. For 2015-16 we are</p> <ul style="list-style-type: none"> • Embedding the Accelerated reader programme and developing the role of the DEAR tutor. • Working with an Outstanding local school with expertise in Literacy with a Language development programme by training key staff in ‘How Language Works’ programme to embed strategies for long term improvement in achievement. The key focus areas will be: History, DT and Science. • Embedding Numeracy across the curriculum through work with an external Maths consultant. • Developing Maths pedagogy working with Mike Ollerton and a local outstanding school to coach and mentor our staff.
3	<p>We will continue our focus on high quality teaching by focusing on developing all teachers but in particular in 2015-16 we will</p> <ul style="list-style-type: none"> • Embed the model of Learning Support Plans written by classroom teachers with the support of the SENCO for SEN pupils and extend it to include plans for EAL and Most Able pupils.
4	<p>We will focus on ensuring excellent outcomes for individual pupils through a variety of high quality strategies as detailed in our school development plan by tracking small focus groups with a range of leaders in the school. In 2015-16 we will</p> <ul style="list-style-type: none"> • Improve attendance to ensure pupils succeed and this year an intensive attendance plan has seen improvements in student attendance. This includes the use of an external EWO and a specific attendance office to conduct interviews.
5	<p>In 2015-16 we will have no supply teachers in the school but will build consistency in the teaching and behaviour management of all staff through an increased Teaching & Learning team on SLT who will plan reflectively, deliver high quality training and monitor its outcomes to ensure they have impact.</p>

6	<p>In 2015-16 we are</p> <ul style="list-style-type: none"> Improving our use of attainment data through the SISRA system. We have employed a new data manager who is able to support the work of the leadership team in setting up our systems. We are developing the leadership of achievement and progress data through a termly plan of piloting analysis task with the SLT and then modelling them to middle leaders before finally training classroom teachers. Developing our analysis of Behaviour data from the Progresso system with a relatively new team of Heads of Year and Lay Chaplains in order to create Heads of Year intervention programmes to better support those pupils diminishing their chances of success in their learning because of behaviour difficulties. Continuing to introduce the Wiseman Virtues throughout the school to explicitly share a language to describe our aspirations for pupils' personal and spiritual development.
7	<p>In 2015-16 we are strengthening the leadership and Management of the school by</p> <ul style="list-style-type: none"> Working with a local outstanding school who will support SLT to devise and implement improvement plans with clearly measurable outcomes leading to improved student achievement. Engaging in an intensive programme of governor monitoring, challenge and support.

The individual plans which monitor the outcomes for specific pupils of these strategies are maintained by SLT and scrutinised and checked by the link governor in monitoring visits to the school prior to their reporting back to the Finance, Premises & Personnel Committee.

Costings for 2015-16		
1	2 TLRs for staff responsible for careers Theatre company/guest speakers for careers NFER mixed ability teaching – travel costs	£20413
2	Accelerated Reader costs of programme Library costs Library staffing How Language Works programme AHT salary for Numeracy Across the Curriculum Cost of external Support for Numeracy Cost of external support for Maths Pedagogy	£102803
3	Cost of SEN support – external consultant and Ed Psych Pupil Support Services EAL – Rosetta Stone costs and technology costs EAL training costs Most Able co-ordinator TLR	£11095
4	EWO external support Attendance Officer salary	£23670
5	Cover supervisor salary Additional capacity on leadership team – x 2 AHT	£153159

6	SISRA system Data Manager salary Lay chaplains x 5	£34790
7	CPD costs	£2500
	Additional costs for uniforms Additional costs for trips Breakfast Club costs	£5000
	Total	£353430