

# Cardinal Wiseman Pupil premium strategy statement (secondary) 2019-20



1. Summary information					
School	Cardinal Wiseman Catholic School				
Academic Year	2019-20	Total PP budget	£322,070	Date of most recent PP Review	November 2018
Total number of pupils	661	Number of pupils eligible for PP	381	Date for next internal review of this strategy	November 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 English and Maths	40.0	42.1
% achieving 9-4 English and Maths	53.3	57.9
Progress 8 score average	-0.09	0.66
Attainment 8 score average	40.41	48.02

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	Poor home learning environment	
B.	Significantly below average starting points	
C.	Area is in the 97% percentile in terms of deprivation	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	30% of parents have no qualifications.	
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	All PP pupils make expected levels of progress	Average progress 8 score of 0.10 is reached

<b>B.</b>	Gap between PP and non PP pupils is closed	Attainment of PP pupils is in line with non PP pupils			
<b>C.</b>	All PP students remain in post-16 education	No NEET pupils			
<b>5. Planned expenditure</b>					
<b>Academic year</b>	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Implementation of reading strategy	Accelerated reader	Pupils enter with reading ages below chronological reading ages, gaps need to be closed in order for pupils to access GCSE curriculums	Learning walks STAR reading tests	IHE	Annually
Implementation of whole school Knowledge Engaged curriculum	KS3 Knowledge books, with a particular focus on high level reading	Knowledge is power, need to increase pupil retention of knowledge over time	HOD monitoring T&L team monitoring	CST/CR	Half termly Ongoing
<b>Total budgeted cost</b>					£31861
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Appointment of additional SEND staff	Intervention work – individual and small groups	Support pupils with additional needs	SENCO monitoring Performance management cycle	JA/CST	Half termly
Pet-XI	2 x Pet-XI session for maths	To reduce the difference between pupils achieving English and not Maths 70% guarantee to increase pupil achievement, and improve life chances.	GCSE results	CST	Annually

LEXIA	Adaptive reading programme	To close gaps in reading ages	LEXIA tests	JA/IHE	Termly
<b>Total budgeted cost</b>					£55 959.20
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Culture for Learning	Implementation of behaviour and learning attitudes	Reduce internal behaviour logs Preparation of pupils to be engaged learners	Learning walk Achievement card Behaviour logs	LBe	Daily Weekly
<b>Total budgeted cost</b>					£5780

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>	2018-19			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Implementation of new whole-school assessment system	Whole school CPD Utilising SIMS	Successful implementation of SIMS On going work regarding whole school assessment	KS3 assessment process still needs to be refined	£26085.21
High quality teaching for all pupils	Whole school CPD. Refocus staff on 10 effective principles of Teaching & learning	Semi successful, will continue to improve further based on implementation of new Knowledge curriculum	On going review of Knowledge books due to impacts of COVID-19 lockdowns. Continue to roll out into KS4.	£1000

KS3 – implementation of Becoming Wise curriculum	Whole School CPD Meetings, learning walks and work scrutiny	Partially successful, but reading impact on success levels	Decision made that the demands of the curriculum was too much, based on reading levels so focus switched to reading programmes.	£1500
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve literacy levels across all subjects	Guided reading	Not successful	Plan developed to return to Accelerated reader	£6450
Improve numeracy levels across all subjects	Ninja maths during tutor period. KS2 pupils have a timetabled numeracy lesson	Partially successful dependent on pupil ability.	Investments made in more staff as opposed to use of Ninja maths intervention	£1000
Close the gaps in KS2 English and Maths knowledge on entry to secondary school	Maths & English KS2 interventions Ninja Maths Use of ASP and DAISI Question level analysis to identify pupils who did not make expected progress at KS2. PiXL NOW resources used to deliver bespoke intervention to these pupils to close existing gaps on entry.	Variable successes dependent on staff involved. Some staff more successful than other at closing the gaps, and English interventions had a bigger impact than maths	Investments in staff to increase teachers available to deliver high quality knowledge based curriculums in all lessons.	£276.00
<b>iii. Other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Tutor time/programme	Relaunch of tutor time to include guided reading and numeracy across the curriculum	Not successful	Plan developed to return to Accelerated reader	£6450
Key stage 2 catch up lessons English and Maths	Weekly timetabled lessons	Variable successes dependent on staff involved. Some staff more successful than other at closing the gaps, and English interventions had a bigger impact than maths	Investments in staff to increase teachers available to deliver high quality knowledge based curriculums in all lessons.	£4210
Academic – departments are closely monitoring the impacts of teaching and learning, and identifying areas for developments - DEF Pastoral – development of PSHE within the		So far successful	Further work to be done.	

#### 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

