



## Cardinal Wiseman Pupil premium strategy statement (secondary) 2022-23

1. Summary information					
School	Cardinal Wiseman Catholic School				
Academic Year	2022-23	Total PP budget	£363,000	Date of most recent PP Review	
Total number of pupils	762	Number of pupils eligible for PP	407	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (in school)	Pupils not eligible for PP (in school)	
% achieving 9-5 English & Maths			36.8%	44.4%	
Progress 8 score average			-0.42	-0.23	
Attainment 8 score average			4.02	4.76	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <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 <sup>th</sup> percentile in terms of deprivation				

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	30% of parents have no qualifications.				
<b>E.</b>	Impact both long-term and short-term of Covid 19				
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )					Success criteria
<b>A.</b>	All PP pupils make progress in line with non PP pupils				Comparative Progress 8 Score
<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>		<b>2023-2024</b>			
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>
Whole-school coaching framework in place to offer guidance and support to teaching staff who require additional input.	Instructional Coaching	A coaching model to develop/improve teaching and learning is essential for improving outcomes for both staff and students alike. An effective non-threatening structure will enable teachers to seek guidance without fear and for those involved in the 'fundamental coaching culture award' this will be highly beneficial CPD	Learning walks, staff voice, CPD and external verification	CST & BP	On-going through academic year 2023-2024
An appropriately planned CPD programme which has clearly defined and measurable outcomes (impact)	CPD Programme	An effective CPD model enables all staff to improve within their pedagogy and consequently pupil outcomes will be improved. Currently we have an effective plan/vision for CPD but need greater clarity regarding its overall effectiveness.	Learning walks, curriculum review, staff voice and pupil outcomes	LC (& CST)	Termly during academic year

Appropriate review allows for identification of curriculum strengths and more importantly areas for improvement	Curriculum Review	Reviewing our curriculum to ensure that students receive the best possible offer is essential as this vision will lead to the best possible results for our students. This is most significant for our pupil premium students and their life chances and post-16 opportunities	Curriculum review process	Curriculum team	Annual curriculum review plan in place - each subject reviewed every other academic year
Improved literacy standards should lead to overall improved outcomes	Whole-school literacy focus	A number of students (for a variety) of reasons have low-literacy levels which not only impacts on every-day lessons but overall GCSE outcomes. Following the appointment of JHA to academic RSL we now have the capacity for	CPD, learning walks, book trawls and student outcomes	JHA (& CST)	On-going through academic year 2023-2024
<b>Total budgeted cost</b>					£363,000
<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>
Improved pupil outcomes in GCSE Maths enables greater access to level 3 post-16 provision	Appointment of full-time numeracy support	A significant number of students in school (both PP and non PP) have exceptionally low numeracy levels which impacts their overall attainment. This has been a historical issue and now is the appropriate time (with a fully staffed maths department) to address some of the wider issues and concerns.	Pupil outcomes - GCSE results and assessment week feedback	LBU	Following assessment week and GCSE results 2024
Increase pupils' reading ages	Accelerated Reader	Evidence suggests that students who have reading ages equivalent to their chronological age are more likely to pass their English GCSE. Additionally reading is an important life skill that all students need to function in life	Monitoring of reading session Analysis of STAR reading data with appropriate intervention actioned	CST & SKA	Termly throughout academic year following the STAR reader assessments

Improved pupil outcomes in GCSE Maths enables greater access to level 3 post-16 provision	PET-Xi intervention	Reduce the number of pupil premium students who become NEET. By gaining a pass in Maths GCSE pupil life opportunities are increased	Feedback from PET-Xi/students GSE outcomes	LBU & CST	GCSE results 2024
Targeted intervention for literacy and numeracy for KS3 students to become 'secondary ready'	Direct Instruction	A number of students in Years 7 & 8 are not 'ready' for secondary education for a number of different reasons. This intervention should help to accelerate their ability to access the curriculum		ARI	On-going through academic year 2022-2023
<b>Total budgeted cost</b>					£363,000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students are self-motivated to be successful in their studies and show independence in preparation for assessments and GCSE examinations	Developing a whole-school academic culture	Students are able to effectively work independently and want to be successful for their own future rather than as a response to teacher direction. This is especially significant for pupil premium students to raise their aspirations in terms of what they are capable of achieving and improving their overall life prospects	Pupil voice and parental support Monitoring	RS	On-going through academic year 2023-2024
<b>Total budgeted cost</b>					£363,000

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2022-2023</b>
<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>
Supportive monitoring system in place to offer guidance and support for teaching staff as necessary.	Instructional Coaching	There has been significant development this academic year in terms of our approach to Instructional Coaching. A programme has been designed and implemented although only 3 staff have been directly involved in receiving coaching with a focus upon culture for learning this has been very successful and will continue as our model for supporting teaching and learning in the future. Consequently this leads to improved outcomes for all students.	As a school, we will continue to utilise Instructional Coaching as a tool for improving teaching and learning. As our plans evolve we will be exploring the benefits of undertaking an external coaching qualification to enhance our understanding.	IRIS cost £4367
Appropriate in-class support to ensure that all students are able to access their learning	Scaffolding	Scaffolding is essential for all students however it is our LAP/SEND students who benefit the most and as these students form a higher percentage of pupil premium they are likely to have benefitted from the use of scaffolded materials within lessons	Scaffolding remains a fundamental pedagogical principle of our curriculum design. Through CIA (Curriculum Impact Analysis)	Knowledge book total £110,000
Subject teachers as experts within their specific disciplines	PTI Membership, National College & Chartered College membership	For those staff who engage with these professional bodies the training and CPD they provide is exceptional - this will evidently lead to improved outcomes within the classroom. However due to the nature of our CPD programme this is an additional layer of support and currently not all teaching staff actively engage and consequently	As a school we will continue to subscribe to relevant external bodies that offer both subject specific and role specific CPD for staff. During academic year 2023-2024 a greater emphasis will be placed upon the impact of these institutions on classroom pedagogy and practice.	Membership total £8290
<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>

Increase pupils' reading ages	A variety of approaches including: Read, Write, Fresh Start Accelerated Reader	A significant number of KS3 students have increased reading ages compared to September 2022 - this is primarily due to the use of Accelerated reader programme during reading time. However it was felt that trying to use a greater range was too much and we will initially continue with just Accelerated Reader	Although the objective(s) of utilising a number of different approaches for improving reading ages was clear it quickly became apparent that trying to incorporate a number of different strategies was unmanageable. Therefore moving forward we will continue only with Accelerated Reader and provide targeted support to those who require it	Renaissance Learning £8968
Improve pupil outcomes in GCSE Maths enabling more students to access level 3 post 16	PET-Xi intervention	This academic year PET-Xi have offered support through a tutor (supported by the national tutoring programme) and specific 5 day interventions. The feedback has been positive although it is difficult to gauge the impact until the GCSE results are published	Our students require greater support with their numeracy/maths to provide them with the best possible chance of passing their GCSE and raising their post-16 aspirations and potential. Therefore the decision has been taken to appoint a full-time maths HLTA who will be permanently based in the maths department to offer additional support to the students. We will continue to utilise external support from PET-Xi as appropriate	PET-Xi £16,000 Included covid catch-up tutoring budget
<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>
Staffing provision within the library	Appointment of full-time librarian alongside part-time	The significant investment in terms of whole-school reading initiative has led to some improved outcomes for pupils. However for a variety of factors we now only have one full-time librarian in school	Will proceed with one full-time librarian and look at the possibility of developing/expanding the role to be	Librarian salary £31,300
<b>7. Additional detail</b>				



