



## Cardinal Wiseman Pupil premium strategy statement (secondary) 2024-25

1. Summary information					
School	Cardinal Wiseman Catholic School				
Academic Year	2024-25	Total PP budget	£397,950	Date of most recent PP Review	
Total number of pupils	767	Number of pupils eligible for PP	396	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			23.9%	40%	
Progress 8 score average			-0.02	0.35	
Attainment 8 score average			4.07	4.66	
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% percentile in terms of deprivation				
External barriers <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 progress in line with non PP pupils			Comparative Progress 8 Score	
B.	Gap between PP and non PP pupils is closed			Attainment of PP pupils is in line with non PP pupils	
C.	All PP students remain in post-16 education			No NEET pupils	
5. Planned expenditure					
Academic year		2024-2025			
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.					
i. Quality of teaching for all					
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?
All students to have access to online learning resources - both in school and at home	1:1 chromebook devices for all students	Students have access to high quality learning materials from home, during lessons and for use during independent study/centralised cover. Online platforms use algorithms to ensure an appropriate level of challenge for students and give immediate and personalised feedback and are proven to improve engagement and motivation through gamification such as points, badges and in school rewards.	Staff/pupil feedback Pupil outcomes	RS	On-going through academic year 2024-2025
Improved outcomes for independent learning	Online platforms	Completion of work on these devices will support revision and enable students to be successful in their studies. By providing the time on the timetable for completion of Sparx there can be a no op-out culture which will only improve attainment in maths	Data analysis Learning walks Pupil/teacher/parent feedback	SLT	Weekly through completion
An appropriately planned CPD programme which has clearly defined and	CPD Programme	An effective CPD model enables all staff to improve within their pedagogy and consequently pupil outcomes will be improved.	Learning walks, curriculum review, staff voice and pupil outcomes	LC ( & CST)	Termly during academic year

measurable outcomes (impact)		Currently we have an effective plan/vision for CPD but need greater clarity regarding its overall effectiveness.			
Improved literacy standards should lead to overall improved outcomes *This is a continuation of a strategy initially introduced last academic year	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
Improvement in pupil feedback will ensure greater consistency across teachers/department leading to improved outcomes	Focus upon marking and feedback (Michael Chiles)	There is inconsistency across the school in the application of feedback and student response to this	CPD, learning walks, work scrutiny	CST/LC	On-going through academic year 2023-2024
<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 2025

Reduction in the number of students who are unable to access the curriculum due to their reading ability	Reading intervention - yet to decide upon which strategy to implement	Targeted intervention for students who are unable to access the curriculum due to their reading ability and accelerated reader (current whole-school reading programme) does not teach students how to read so therefore is inappropriate for this purpose	Training of staff Effective monitoring of reading session Dedicated timetable slot Data analysis	CST & SKA	On-going through academic year 20254-2025
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 GCSE outcomes	LBU & CST	GCSE results 2025
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	Observation of Direct Instruction interventions	AGA	Weekly/Termly data analysis
Support students who are unable to access English and Maths within the core curriculum	Functional skills - KS3 Online platforms	A small number of students in years 8 & 9 are not able to access a broad and balanced curriculum and will benefit from completing functional skills in English and maths in the Hub.	Data analysis Learning walks	JA, DQU & RB	On-going through academic year 2024-2025
<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>
Students are self-motivated to be successful in their studies and show independence in preparation for	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	Pupil voice and parental support Monitoring	SLT	On-going through academic year 2024-2025

assessments and GCSE examinations		achieving and improving their overall life prospects			
Teachers possess greater understanding of how to utilise AI in their role to improve student outcomes	Role of Artificial Intelligence - within the classroom and to support teacher workload	The pros and cons of implementing AI need to be explored as this is essential in the world in which we inhabit and how it can be used to support students.	CPD Learning walks	FS/CST/LC/ LMC	On-going through academic year 2024-2025
Develop an in-house CPD bank of resources to support teacher pedagogy. Additionally this will hopefully encourage teachers to reflect upon their own pedagogy leading to overall improvements in the classroom.	IRIS On-line platform that allows for recording Alongside facilitating CPD	Encouraging teachers to be self-reflective and responsive in relation to their individual pedagogy is essential and by providing opportunity for on-line CPD through the use of IRIS it is inevitable that student outcomes will improve.	CPD Staff voice Learning walks	LC	On-going through academic year 2024-2025

6. Review of expenditure				
Previous Academic Year		2023-2024		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	There has been significant benefit to both the individual and school in consideration of those teachers who have completed the fundamental coaching award. Coaching will be used as the tool for improving staff pedagogy and consequently leading to improved outcomes for the students.	£9000

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.	Whole school CPD has been effective and well-planned leading to improved outcomes in the classroom - this will continue as appropriate CPD is fundamental in terms of improving outcomes	£20,702
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	The intensive focus upon specific subject areas throughout the academic year has led to improved outcomes with the subject disciplines. Bespoke feedback has been essential in improving classroom pedagogy. We will continue to complete curriculum reviews on a rotation basis this essentially means that subjects are being reviewed every other academic year.	£8280
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	JHA has started the process of implementing an appropriate literacy programme which addresses both staff and student need however this needs further dedicated time and monitoring to ensure that the desired outcome(s) are achieved	£15,690
<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>
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 concern	The school has appointed two specific roles to support in improving our overall outcomes in Maths	£73,846

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	Data analysis highlights that a significant number of students in years 7-9 improved in relation to their reading ages during the academic year - comparing the autumn STAR data to summer term. We will continue to use Accelerated Reader as our programme for monitoring reading but it has become apparent it doesn't help students who are unable to read hence the need for an alternative intervention as outlined above.	£6000
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	Students are generally positive about the PET-Xi intervention and attendance was high despite the majority of the sessions taking place in school holidays (February half-term and Easter) The reports shared by PET-Xi highlighted the vast majority of students improved following the 5 day intervention - we are unable to say with certainty that this improved their GCSE result until we have their final GCSE outcomes.	£63,770
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	The Direct Instruction intervention has shown some initial success (outlined in Ed Life Governor report - June 2024) this will continue to remain a priority for next academic year.	£6685
<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>
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	There has been a significant improvement in relation to how students are able to work independently and prepare for their exams and assessments. This was particularly evident during the GCSE examinations through the manner in which Year 11 applied themselves in their conduct and studies.	£12,500

## 7. Additional detail

\*Any remaining budget is used for staffing to ensure that we can meet the demand of our curriculum model - e.g. overstaffing the maths department



