Cardinal Wiseman Pupil premium strategy statement (secondary) 2025-26

1. Summary information						
School	Cardinal Wiseman Catholic School					
Academic Year	2025-26	**Total PP budget**	£431,075	**Date of most recent PP Review**		
Total number of pupils	799	**Number of pupils eligible for PP**	406	**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	37.7%	59.5%
Attainment 8 score average	4.08	5.30

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Poor home learning environment
B.	Significantly below average starting points
C.	Area is in the 97% percentile in terms of deprivation
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	30% of parents have no qualifications.

4. Desired outcomes *(desired outcomes and how they will be measured)*	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	**2025-2026**

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?
Increased levels of pupil engagement and participation within lessons will enrich their learning experiences	Whole school focus on pupil talk within lessons	Student participation within lessons is generally quite low particularly for our disadvantaged and quieter students which results in missed opportunities for deeper thinking, oracy development and collaborative learning.	CPD External training Learning walks	RS/CST	On-going through academic year 2025-2026
Feedback on students' work needs greater consistency across individual departments and/or teachers	Continued focus on marking and feedback	There is inconsistency across the school in the quality and application of feedback and consequently how the students respond to this. Students must understand how to improve their knowledge and understanding in order to improve	CPD Learning walks Work scrutiny	CST/LC/LM	On-going through academic year 2025-2026
Improved literacy outcomes at KS3 and greater student engagement with the reading of both fiction and non-fiction texts	KS3 reading programme	Students arrive in KS3 with lower than average literacy skills and need appropriate intervention to improve. Reading ability (both fiction and non-fiction) is a fundamental aspect of this	CPD Learning walks Data analysis	JHA	On-going through academic year 2025-2026

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?
Improved outcomes for independent learning and greater student engagement	Online learning platforms - e.g Century, GCSE Pod & Seneca	Engaging with online platforms for home learning helps students develop independent study skills and take responsibility for their own progress. These platforms provide access to a wide range of resources and allow for personalised learning that supports students at all ability levels.	Data analysis Learning walks Pupil/teacher/parent feedback	CST/LC/FS	GCSE 2026 Weekly data from platforms
Teachers utilise online AI tools to support with their teaching and learning	AI tools	AI tools like ChatGPT can save teachers time by generating lesson plans, resources, and marking support quickly and efficiently. They provide instant access to ideas, explanations, and scaffolded materials tailored to different student needs and learning styles.	Staff voice	FS/LC & CST	
Improvement in numeracy ability and understanding of mathematics	Sparx	Through daily completion of Sparx (25 mins first thing) students' numeracy ability should improve and consequently their maths outcomes.	Analysis of Sparx completion(ideally correct responses) Learning walks	LBU/KR/HJO	Weekly Sparx data completion
ii. Targeted support					
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?**
Improved pupil outcomes in GCSE Maths enables greater access to level 3 post-16 provision	PET-Xi Maths intervention(s)	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 2026

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?
Provide targeted numeracy support in maths lessons and intervention sessions	Full time numeracy support (TA)	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 & JA	Following assessment week and GCSE results 2026
Targeted intervention at KS3 numeracy enables 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 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 & KHA	On-going through academic year 2025-2026
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?**
All teachers actively engage with and use Iris to access CPD, reflect on and develop their own practice.	IRIS	The use of Iris as a CPD platform and the AI insights built within it allow for teachers to receive feedback on demand, rather than waiting to be observed by colleagues. The active engagement with the platform allows teachers to routinely develop their own teaching expertise as well as access CPD in the form of reading and research in addition to being able to observe colleagues modelling excellent practice.	Analytics will demonstrate active engagement. There will be an increase in the number of teachers actively recording lessons and receiving feedback.	LC	On-going through academic year 2025-2026

Inclusive pedagogy is routinely incorporated in all lessons so that all students are able to access the curriculum	SEND training	Ensuring that all students are able to access the curriculum is a fundamental	CPD Learning walks Pupil outcomes Staff voice	JA	On-going through academic year 2025-2026
All students experience a range of activities that enable them to either learn new skills, develop skills and/or contribute to school or community service	Transformation & Enrichment	Many students do not participate in a range of activities beyond school and therefore we feel a responsibility to give them these opportunities. Students having the opportunity to work with others with similar interests helps to improve their sense of belonging. Some activities are designed to improve students' well-being	Master-tracking sheet Pupil voice Observations Number of students obtaining additional qualifications and recognisable awards	AB	On-going through academic year 2025-2026
All students in school are provided with appropriate careers guidance and support to ensure that they are on the right pathway for post-16 study and beyond	Careers programme	All students require appropriate careers advice to ensure that they are in appropriate post-16 provision and understand the wider world that we live in. Additionally we need to do all that we can to reduce NEET figures.	Post 16 provision NEET figures Engagement with Unifrog Meetings with careers advisor Neil Stoddart	EBU	

6. Review of expenditure	
Previous Academic Year	**2024-2025**
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
All students to have access to online learning resources - both in school and at home	1:1 chromebook devices for all students	All students have been provided with a chromebook which has led to them having access to high-quality learning resources outside of the classroom which will	All students will continue to be provided with a chromebook for the duration of their time at Cardinal Wiseman.	£19,597

		support knowledge and retention to empower students to be successful in their studies.		
Improved outcomes for independent learning	Online platforms	Century, Seneca and GCSE Pod have been utilised by departments to support students' learning. Completion of work has been monitored and provided additional opportunity for when students are in centralised cover.	The school will continue to invest with online platforms as a tool for supporting independent learning and increasing student engagement in their learning	£10,774
An appropriately planned CPD programme which has clearly defined and measurable outcomes (impact)	CPD Programme	The CPD programme was carefully designed over the course of the academic year, in line with Guskey's 5 levels for evaluating the impact of CPD, to ensure that key pedagogical priorities were addressed and that time was provided for subject staff to develop their knowledge and implement strategies. The process has been effective and the CPD has been well planned leading to improved outcomes in the classroom for the key priorities identified. Staff voice compliments the CPD programme in school.	The CPD programme continues to work this way in the new academic year with a focus on talk in the classroom and pupil engagement. Bruce Robertson, author of Power up your Questioning' will work with the school across the year in developing this area of pedagogy. Further monitoring is required in order to allow for more effective intervention.	Course fees £11,349 CPD £7664
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	There has been some improvement in overall literacy provision with particular emphasis on tier 3 vocabulary. This needs to become more consistent and a routine element of pedagogy rather than an additional bolt-on to lessons.	A continued focus on literacy is needed with particular focus upon reading at KS3 (within the timetabled slot) This will be a priority for academic year 25-26 with a relaunch and rewrite of our reading provisions	£13,951
Improvement in pupil feedback will ensure greater consistency across teachers/department leading to improved outcomes	Focus upon marking and feedback (Michael Chiles)	Pupil feedback has improved across the academic year having been a key CPD pedagogical priority. A significant amount of time has been provided to its development in school. All subject leaders received CPD with Michael Chiles, author of 'The Feedback Pendulum' and following this created subject specific feedback plans which are now being monitored. All teachers received CPD around whole class feedback, live marking and verbal live	An intensive focus on the development of feedback in lessons has led to improved pedagogy and student outcomes. Further monitoring is required during the new academic year to ensure that impact is maintained and appropriate support and intervention is provided. Close monitoring of the specifics that students do as a result of feedback received will be the priority.	£649

		feedback. Following this, during the implementation period, teachers focussed on strategies in the classroom.		

ii. Targeted support

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
Improved pupil outcomes in GCSE Maths enables greater access to level 3 post-16 provision	Appointment of full-time numeracy support	The GCSE maths results are consistently improving and demonstrate a year on year upward trend. By strategically placing the numeracy support in key lessons and providing withdrawal sessions for targeted students this will hopefully continue to increase.	Due to the impact of the role we will continue to employ numeracy support for the foreseeable.	£26,199
Improved pupil outcomes in GCSE Maths enables greater access to level 3 post-16 provision	PET-Xi intervention	60 targeted students involved in PET-Xi intervention attended school for 5 days in school holiday. Following this intensive approach outcomes improved for almost all of the students who attended. Therefore post 16 outcomes are improved and NEET figures reduced.	Student and staff feedback on PET-Xi intervention is overwhelmingly positive and it appears that both outcomes and confidence are improved in the subject. Most importantly the majority of students involved in the intervention achieved a pass grade in maths. Consequently we will continue to engage with the company to provide support.	£32,256
Targeted intervention for numeracy at 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	Student outcomes have shown some improvement in terms of DI data. This needs to be continually monitored to ensure that it remains positive and not detrimental to these often vulnerable students who are being withdrawn from other lessons to partake.	£350
Support students who are unable to access English and Maths within the core curriculum	Functional skills - KS3 & KS4 Online platforms	A small cohort of students are unable to engage with a broad and balanced curriculum particularly at KS4. These students complete a functional qualification to ensure that they have basic skills in literacy and numeracy.	Currently between 3-5 students are involved in the KS4 functional skills lessons this will be monitored year on year to ensure that it is appropriate for these individuals.	

iii. Other approaches				
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**
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	Raising the Bar briefings, an improved home/independent learning policy and the inclusion of online platforms have contributed to a significant improvement in student self-motivation and independence, particularly ahead of assessment points and external examinations. Students utilise chrome books to access a variety of online learning platforms where tasks supplement the learning in the classroom.	Continued monitoring of the work completed by students is crucial. So too is further staff training in the best use of the online platforms. In the new academic year, closer monitoring of the independent work completed by KS4 students will allow for robust intervention.	£8665
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	Across subjects, staff have trialled the use of AI in supporting lesson planning/resourcing and marking/feedback.	Increased CPD is required in order to support teachers in the use of AI. In the new academic year, teachers have access to a variety of AI tools that will complement their lesson planning and marking including 'TeachMate.' CPD will need to be provided to ensure effectiveness.	
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	All teachers now have access to an online CPD platform through 'Iris' which provides all relevant reading and research for each of the pedagogical principles. In addition, teachers can explore videos of lessons where each pedagogical principle is modelled by teachers in school. The platform allows teachers to reflect upon their own pedagogy and also allows teachers to receive feedback on lessons they have filmed themselves through AI.	The platform has been received well by teachers who can now watch models of excellent practice without needing to visit classes and has led to further improvement in the classroom. Over the course of the next academic year, it is important to encourage more teachers to develop confidence in filming their lessons and allowing the AI to provide feedback. It is hoped that the bank of 'excellent practice' videos will increase within each pedagogical principle.	£2000
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.

Additional costings for 2024-2025 are captured below all these approaches are designed to improve outcomes for all students

Careers budget - £5000 + Unifrog £2500

Enrichment Trips - £20,000

Transformation curriculum - £25,000

Educational visits - £29,000