

# Cardinal Newman Catholic School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Cardinal Newman Catholic School
Number of pupils in school	1213 – Year 7 to 11 1433 – Whole School
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma O'Connor Headteacher
Pupil premium lead	Sam McDonnell Assistant Headteacher
Governor / Trustee lead	Theresa Boland Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,515
Recovery premium funding allocation this academic year	£91,080
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£431,595

## Part A: Pupil premium strategy plan

### Statement of intent

At Cardinal Newman Catholic School we believe that all children are **'Made For Greatness'**. Our intention is to work with students and parents and to efficiently utilise resources to ensure that all students reach their full potential. We want every student to know that a Disadvantaged designation does not hamper future life chances and socio/economic well-being, regardless of their background.

We believe in creating a culture of opportunity so **every** student can be successful. Through early identification of barriers and analysis of data we will provide a range of interventions and support. Our focus will always be on academic progress, attendance and engagement in Cardinal Newman life.

We provide opportunities to raise achievement and aspirations of our disadvantaged students, with access to extra tuition, half-term support, careers education and a wealth of extra-curricular opportunities.

Our Teaching and Learning Policy will ensure that all Disadvantaged students are known by their teachers and that appropriate strategies are implemented to support their progress. We will prioritise in positively engaging with the students and families from disadvantaged backgrounds to identify the barriers to making expected or better progress: Students from disadvantaged backgrounds will benefit from support that will target; uniform, PE kit, travel costs, shows, equipment or supporting students with devices to assist with online learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Outcomes</b></p> <p>To continue to close the gap between Disadvantaged and non-Disadvantaged students who are making expected or better progress in all subject areas.</p>
2	<p><b>Attendance</b></p> <p>Attendance data for Disadvantaged students was 6.1% lower than non-disadvantaged students (5/9/22 – 31/7/23) We recognise that a reduction of learning time diminishes progress,</p>
3	<p><b>Aspirations &amp; Destinations</b></p> <p>To maintain high quality careers provision and to continue to develop students' cultural capital to raise aspirations through closely monitored career guidance</p> <ul style="list-style-type: none"> <li>• Keep aspirations on track by providing a broad experience of career and personal development opportunities.</li> <li>• Ensure that Disadvantaged students receive careers guidance to ensure that they are making the best choices for themselves. We will provide them with opportunities to develop their cultural capital through extracurricular events, visits and leadership opportunities</li> </ul>
4	<p><b>Behaviour &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>• To reduce behaviour incidents for disadvantaged students</li> </ul> <p>Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	<p>Underachieving Disadvantaged students make accelerated academic progress via a programme of support that includes prioritised access to:</p> <ul style="list-style-type: none"> <li>• Mentoring programme</li> <li>• Academic revision resources and equipment</li> <li>• Tutoring and external provider support</li> <li>• Period 6 and Period 7</li> </ul>	<ul style="list-style-type: none"> <li>- The attainment gap closes between Disadvantaged students and non-Disadvantaged students across all key stages. (2022-2023: DAP8 0.17, Cohort 0.51)</li> <li>- Consistent high levels of engagement with programme of support (tracked and monitored)</li> <li>- KPIs in line or above NA</li> </ul>
2	<p>The attendance of pupils in receipt of pupil premium funding is in line with those of peers, reducing the proportion of persistent absentees via:</p> <ul style="list-style-type: none"> <li>• Prioritised attendance monitoring</li> <li>• Early identification of attendance concerns with subsequent attendance action plans in place for DA students</li> <li>• Parental contracts for PA students</li> <li>• Academic revision resources and equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Gap in attendance rate to close between Disadvantaged and Non-Disadvantaged (6.1% in 2022/2023)</li> <li>- Reduction of Disadvantaged students who are PA (below national average)</li> <li>- KPIs in line of above NA</li> </ul>
3	<p>Disadvantaged students continue to progress onto positive destinations having received:</p> <ul style="list-style-type: none"> <li>• Prioritised careers advice</li> <li>• A high quality PSHE programme</li> <li>• Access to careers events and University visits</li> </ul>	<ul style="list-style-type: none"> <li>- All Disadvantaged students attend careers meetings, events and University visits</li> <li>- 100% Disadvantaged students progress onto positive destinations</li> </ul>
4	<p>A reduction of behaviour incidents for Disadvantaged students via:</p> <ul style="list-style-type: none"> <li>• Effective deployment of support staff</li> <li>• Implementation of the gateway provision</li> <li>• Participation with external agencies where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- The behaviour and attitude to learning of disadvantaged students is in-line with non-disadvantaged students or shows an improving trend across all year groups</li> <li>- Term on term reduction of Disadvantaged students who are suspended and permanently excluded</li> <li>- KPIs in line of above NA</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 223,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in English, Maths and Science	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1
Staff retention	Teachers Recruitment and Retention: A Critical Review, B H See – 2020 – School of Education – University of Birmingham	1
Heads of Year (10%)	Pupil vulnerability and school exclusion: developing responsive pastoral policies and practices in secondary education in the UK – Stanley Tucker University of Birmingham	1,2,4
Maths HLTA	<a href="https://www.theguardian.com/education/2016/feb/26/teaching-assistants-improve-pupils-results-studies-show">https://www.theguardian.com/education/2016/feb/26/teaching-assistants-improve-pupils-results-studies-show</a>	1
Support for uniform, travel, education visits and rewards	<a href="https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/">https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/</a>	2, 3, 4
Equipment and consumables	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	1, 2, 3, 4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 106,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work related learning	<a href="https://learningandwork.org.uk/wp-content/uploads/2020/04/Evidence-Review-What-works-to-support-15-to-24-year-olds-at-risk-of-becoming-NEET.pdf">https://learningandwork.org.uk/wp-content/uploads/2020/04/Evidence-Review-What-works-to-support-15-to-24-year-olds-at-risk-of-becoming-NEET.pdf</a>	2, 3, 4
Designated PP lead TLR	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a>	1, 2, 3, 4
Saturday & Period 7 Tuition	EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a> <i>The EEF states that small group tuition have an average impact of four months' additional progress over the course of year. £22,770 of the PP grant is used to support the National Tutoring Programme (NTP).</i>	1
Pupil Premium GCSE Revision Packs	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	1

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 101,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards & incentives for attendance – e.g. Aspire Points, Vouchers, Bicycles	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	1,2,4

Attendance Officer (0.26)	<a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a>	2
Safeguarding Team (0.26)	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf</a>	2,4
SENCO (0.26)	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEND/EEF_SEND_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEND/EEF_SEND_Evidence_Review.pdf</a>	1,2,4
TLC Centre	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a>	1, 2, 3, 4
Careers Officer	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	3
Positively You	<a href="https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	1

**Total budgeted cost: £ 431,595**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Approach	Summary of intended outcome	Impact
Underachieving Disadvantaged students make accelerated progress and are given a package of support that includes period 6 interventions, enrolling into the mentoring progress, revision guides and other targeted interventions.	Underachieving Disadvantaged students are carefully tracked and monitored The academic gap closes between Disadvantaged students and non-Disadvantaged students across all key stages KPIs in line or above NA	Leaders are reassured that the devolution of the funding and strategies employed were placed in strong evidence based approach which led to sig + outcomes above NA (2022-2023) <ul style="list-style-type: none"> <li>P8 score for disadvantaged pupils: 0.17</li> <li>P8 score for disadvantaged (English): 0.49</li> <li>P8 score for disadvantaged (Maths): -0.13</li> <li>P8 score for disadvantaged (Ebacc): 0.04</li> <li>P8 score for disadvantaged (Open) 0.27</li> </ul>
Increased attendance rates for Disadvantaged students, bringing them in line with non-Disadvantaged Reduce number of Disadvantaged students who are PA Attendance plans for those at risk of becoming PA Parental contracts for PA students	Attendance rate to close between Disadvantaged and non-Disadvantaged Disadvantaged students (alongside other key demographics) are prioritised at all levels of intervention KPIs in line or above NA	Disadvantaged student attendance was closely monitored with priority to allocated resources having some impact. The gap between DA and Non-DA was approximately 5.2% with the DA attendance rate of 13.8% with persistent absences at 39.7% This is broadly in-line with NA. 2022/2023 <ul style="list-style-type: none"> <li>Whole school absence: 8.6% (NA: 7.3%)</li> <li>DA absence: 13.8% (NA: 10.9%)</li> </ul> <i>Attendance will therefore remain a focus for the Pupil Premium Strategy 2023/2024</i>
All students will have access to a careers advisors. Year 11 Disadvantaged students will take priority to discuss their career aspirations. All student will follow a PSHE programme Disadvantaged students will have access to careers fairs. All year 10 students seen by careers advisor by June 2023. - Year 10 and 11 students have access to	All Disadvantaged students have a clear aspiration and is tracked annually. All Disadvantaged student in year 11 will have a destination in place for when they complete year 11. Parental and Student voice demonstrates that there has been an increased understanding of careers Increase Disadvantaged parental communication with actions plans for students communicated.	Destination data demonstrates that Disadvantaged pupils progressed onto positive destinations in 2022-2023  <i>Y11 Disadvantaged Leavers:</i> 45% CNCS Sixth Form Other Sixth Form: 10% Coventry College: 31% Football Academy: 5.5% Apprenticeship/Employment: 4%

work related learning schemes. - All KS3 students will be guided through the 'Passport to Greatness' scheme. All year 7 disadvantaged students to receive weekly mentoring		Other: 2.5% <i>Year 13 Disadvantaged Leavers:</i> 100% University <i>100% of disadvantaged students accessed Peer Mentoring with tracking of engagement of extra-curricular opportunities leading to (Y7-9):</i> 70% of disadvantaged students attending an extra-curricular visit (54% whole-school) 47% of disadvantaged students completing 1-3 extra-curricular activities (36% whole-school)
Bespoke support provided to support the well-being of all our students from, form tutors, HODs, student support, PSHE provision, and external agencies. We are seeing increased levels of social and emotional issues for our pupils, this is presenting itself through increased incidents of panic attacks, general anxiety, low self-esteem, and lacking resilience. We know that these challenges particularly affect pupils from a disadvantaged background. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams.	All pupils have access to support in line with their level of need. - Access to school counsellors. - Participation with external agencies where an appropriate need has been identified.	All disadvantaged students: <ul style="list-style-type: none"> <li>• Have access to a robust and responsive PSHE programme that closely monitors the well-being of our students</li> <li>• Have access to counsellors and external agencies with action plans in place for identified students of need.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Science Revision	Pet XI
Exam/Revision Management	Positively You