

Pupil premium strategy statement – Cardinal Newman Catholic School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1440 – Whole School 1237 – Year 7 to 11
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers	2025-26 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Emma O'Connor Headteacher
Pupil premium lead	Sam McDonnell Deputy Headteacher
Governor / Trustee lead	Craig Collins Acting Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3228
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£388078

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 and we align this with the EEF 3-tiered approach through focussing on teaching, targeted academic support and wider strategies. Governors and the SLT are prioritising these areas with 27% of the budget being afforded to teaching, 22% to targeted academic support and 51% for wider strategies.

We provide opportunities to raise achievement and aspirations of our disadvantaged students, with access to extra tuition, out-of-hours support, careers education, a wealth of extra-curricular and enrichment 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. Whilst the pupil premium strategy is overseen by the Headteacher and Deputy Headteacher, the whole staff body understands their role in maintaining a culture where our disadvantaged students can thrive regardless of any adversity they may face. 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, educational visits, equipment, supporting students with devices to assist with online learning and ensuring, as much as we can, that financial issues are never a barrier to positive engagement in school life.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes A sharp focus on the outcomes of disadvantaged students, to narrow the gap between the attainment 8 figures and the proportion of disadvantaged students achieving 4+ / 5+ / 7+ in English, Mathematics and the basics.

	This challenge exists not only at cohort level but at a local and national level and our drive is to close these gaps at all levels.
2	<p>Attendance</p> <p>2024-25 National averages show that disadvantaged students have attendance rates 7.1% lower than non-disadvantaged students and Persistent Absence is 23.5% higher amongst disadvantaged students. In 2024-25 disadvantaged students had attendance rates 8.1% lower than non-disadvantaged students and persistent absence was 27.2% higher.</p> <p>Poor attendance creates significant difficulties for students to achieve their academic, personal and social potential.</p>
3	<p>Behaviour</p> <p>Disadvantaged students are suspended and excluded from school more frequently than non-disadvantaged students. In 2024-25 suspension rates for Disadvantaged students were 23.1 and 5.7 for disadvantaged students and non-disadvantaged students respectively. Disadvantaged students were permanently excluded from Cardinal Newman at a rate of 0.24 compared to the National Average rate of 0.64, there were no non-disadvantaged students excluded in 2024-25.</p> <p>Disadvantaged students require additional, and at times more intensive support, to ensure that they are behaving in line with school expectations and societal norms.</p>
4	<p>Destinations</p> <p>There is a higher proportion of disadvantaged students classified as NEET at the end of KS4. At the end of KS5 disadvantaged students are accessing university and apprenticeships at broadly the same level as their non-disadvantaged counterparts.</p> <p>Disadvantaged students require opportunities to have their aspirations raised, cultural capital enhanced and guidance to better understand the possibilities available to them.</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
<p>Outcomes – attainment of Disadvantaged students is rapidly improved, and support is in place whereby:</p> <ul style="list-style-type: none"> - Disadvantaged students are provided with access to high quality revision resources - Feedback is bespoke and based on QLA linked to student performance - Out of Hours learning closes gaps and allows students to make progress to the next grade 	<ul style="list-style-type: none"> - Proportion of disadvantaged students achieving 4+ / 5+ / 7+ is broadly in line with non-disadvantaged students in all foundational subjects - 4+ / 5+ / 7+ in English shows improvement - 4+ / 5+ / 7+ in mathematics shows improvement - 4+ / 5+ / 7+ in the basics shows improvement

<ul style="list-style-type: none"> - Mentoring programmes allows regular opportunities to check in - Home-learning completion rates are in line with non-disadvantaged students 	<ul style="list-style-type: none"> - An improved attainment score for disadvantaged students is achieved (2024-25 39.1) - The gap in attainment 8 is narrowing between disadvantaged and non-disadvantaged students - A greater proportion of disadvantaged students meet entry requirements for post 16 courses.
<p>Attendance of disadvantaged students is above national average for the cohort, absence rates between disadvantaged and non-disadvantaged students are closing, PA rates for disadvantaged students are decreasing. Achieved through:</p> <ul style="list-style-type: none"> - Prioritisation through T1 and T2 processes - Collaborative work through multi-disciplinary approaches - Staff CPD around attendance - Targeted support through our attendance welfare support worker 	<ul style="list-style-type: none"> - Gap in attendance of disadvantaged students and non-disadvantaged students is narrowing - Disadvantaged attendance is better than that of the National Average for disadvantaged attendance - PA percentage is reduced for disadvantaged students - SA percentage is reduced is reduced for disadvantaged students
<p>Behaviour – Disadvantaged students are not disproportionately represented in the suspension figures of the school. Achieved through:</p> <ul style="list-style-type: none"> - <i>Prioritising interventions for those students at risk of suspension / permanent exclusion</i> - <i>Offering Early Help to those families when their child is persistently falling short of the schools' expectations</i> - <i>Engaging in WRL when there is a need</i> - <i>Promoting a multi-agency approach when professional curiosity identifies a potential underlying cause for poor behaviour</i> - <i>Preventative mechanisms within school such as reflection zone – as an alternative to suspension</i> - <i>Staff CPD – learning behaviours are taught no caught. De-escalating situations and embedding the restorative culture.</i> 	<ul style="list-style-type: none"> - Suspension rate for disadvantage students decreases - Permanent exclusion rate for disadvantaged students decreases - Participation rates in interventions by disadvantaged students increases - RZ data shows a reduction in disadvantaged students and lost learning hours are also reduced - EH referrals are increased - SEND referrals for underlying or undiagnosed needs are increased
<p>Destinations – Disadvantaged students are not disproportionately represented in the NEET figures by:</p> <ul style="list-style-type: none"> - Engaging in activities which actively boost their aspirations and ensure opportunities are well known - Prioritising careers interviews 	<ul style="list-style-type: none"> - NEET figures for disadvantaged students decrease - Internal analysis shows disadvantaged students have been interviewed, have a destination in mind and understand the requirements of the course

<ul style="list-style-type: none"> - Providing assistance with applications, travel to interview and interview preparations - Early identification of potential NEETs and bespoke programmes of engagement for the student and their family - Actively promoting to the students the local opportunities through assemblies and careers sessions within the pastoral programme - Running careers fairs with local providers to boost engagement in life beyond CNCS 	<ul style="list-style-type: none"> - Application completion rates are higher for the disadvantaged students - September guarantee is completed and returned to the LA with no disadvantaged students appearing as unplaced - Student voice feedback values the opportunity to engage with providers - Student survey analysis shows disadvantaged students understand the importance of receiving high quality careers education information and guidance
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Assistant Headteacher – HOY 11	Research to understand successful approaches to supporting the most academically able disadvantaged pupils	1,2,3 &4
Maths HLTA	Teaching assistants improve pupils' results, studies show Teaching The Guardian	1 & 4
Support for uniform, travel expenses, educational visits and rewards	https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/	1, 2, 3
Out of hours learning	https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/	1
P6 intervention	https://www.sec-ed.co.uk/blog/poverty-proof-your-	1

	school-uniform-disadvantage-pupil-premium/	
Reading interventions	Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf	1, 4

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

Budgeted cost: £ 84,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work related learning & CAP provision fees	Research to understand successful approaches to supporting the most academically able disadvantaged pupils	2, 3, 4
PP Champions TLR	Supporting the attainment of disadvantaged pupils	1
Mathematics interventions	Using Pupil Premium: Guidance for School Leaders	1 & 4
Revision guides & support materials	Supporting the attainment of disadvantaged pupils: articulating success and good practice	1
Teaching assistants	Teaching assistants improve pupils' results, studies show Teaching The Guardian	1 & 3

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

Budgeted cost: £ 198039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff structure: TLC provision, Counsellor, Behaviour mentors, Music mentors,	Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf	1, 2, 3
DDSL – EH coordinator & Safeguarding administrator	Early help and early intervention NSPCC Learning	2 & 3

HOYs	Research to understand successful approaches to supporting the most academically able disadvantaged pupils	2 & 3
Attendance officer	ImpactEd Evaluation Persistent absence and support for disadvantaged pupils - Education Committee	1 & 2
Careers guidance, careers visits and careers fair	Research to understand successful approaches to supporting the most academically able disadvantaged pupils Young people from disadvantaged backgrounds feel less in control of their futures - Office for National Statistics	4
Reflection zone provision	Education and the social mobility conundrum: An examination of the 'psychosocial and academic trust alienation theory' in the context of disadvantaged students in the UK secondary education sector - Jones - 2024 - Children & Society - Wiley Online Library	2 & 3
Incentives and rewards	Supporting the attainment of disadvantaged pupils: articulating success and good practice	1, 2 & 3
Breakfast club & supervision	Breakfast clubs work their magic in disadvantaged English schools Institute for Fiscal Studies	2
Educational Psychologist & SEMHL support	Education and the social mobility conundrum: An examination of the 'psychosocial and academic trust alienation theory' in the context of disadvantaged students in the UK secondary education sector - Jones - 2024 - Children & Society - Wiley Online Library	1 & 3

Total budgeted cost: £ 388,078

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcomes of the 2024-25 Pupil Premium Strategy

Underachieving Disadvantaged students make accelerated academic progress via a programme of support that includes prioritised access.

	A8		Basics 4+		Basics 5+	
	School	National	School	National	School	National
All	49.5	45.9	70.3%	64.5%	52.3%	45.2%
Dis	39.1	34.9	51.9%	43.5%	31.2%	25.6%
Non-dis	55.18	49.8	72.9%	71.9%	57.6%	52.1%

Data included in the table above shows that disadvantaged students were able to make better progress at Cardinal Newman Catholic School than they were on a national scale.

Internal data shows that the performance of disadvantaged students in assessments is improving and the gap between their performance and the performance of non-disadvantaged students is narrowing.

The attendance of pupils in receipt of pupil premium funding is in line with those of peers, reducing the proportion of persistent absentees

Attendance continues to be a national challenge following the pandemic and recovery to pre-pandemic levels of attendance has been slow. **2024-25** National averages show that disadvantaged students have attendance rates **7.1%** lower than non-disadvantaged students and Persistent Absence is **23.5%** higher amongst disadvantaged students. In 2024-25 disadvantaged students had attendance rates **8.1%** lower than non-disadvantaged students and persistent absence was **27.2%** higher.

A new attendance strategy is being implemented alongside this pupil premium strategy to improve the attendance, and therefore chances to be successful, of our disadvantaged students.

Disadvantaged students continue to progress onto positive destinations

Disadvantaged students do continue to progress onto positive destinations, NEET figures for disadvantaged students remain low. There has been a significant increase in the number of students achieving apprenticeship places and this shows that the careers advice and guidance is having a positive impact on the opportunities that disadvantaged pupils are participating in. There has been a slight decline in the number of students matriculating to our sixth form but the increase in the number of

students achieving a place at Coventry College has increased ensuring that students are accessing places that meet their needs and aspirations for future successes. Future work in this area will continue to ensure that the students are prepared for their next steps in education in a timely manner which a focus on increasing recruitment to our sixth form.

A reduction of behaviour incidents for Disadvantaged students

The rate of suspensions for disadvantaged pupils was 23.1 in 2024-25, which is considerably below the National Average of 55.57. Disadvantaged students who received repeat suspensions was at a rate of 5.0 compared to the National Average rate of 9.4. Disadvantaged students were permanently excluded from Cardinal Newman at a rate of 0.24 compared to the National Average rate of 0.64.

The school continues to effectively source support for our disadvantaged students within the wider strategies of this strategy. Effectively surveying all disadvantaged students to understand the barriers and challenges they may be facing in their school and home lives. The survey outcomes allow us to provide expedient support to mitigate any risks to our student's opportunities to be successful.

This strategy remains on track to be achieved, however, further work around the attendance of disadvantaged students and the behaviour support for disadvantaged students is required to fully achieve this strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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