



## 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 High School
Number of pupils in school	859
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2024
Statement authorised by	J Langstaff (Headteacher)
Pupil premium lead	S McCurry/J Cadman
Governor / Trustee lead	J Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	228,390
Recovery premium funding allocation this academic year	28,773
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	257,168

# Part A: Pupil premium strategy plan

## Statement of intent

At Cardinal Newman Catholic High School our mission is to equip students with the knowledge, skills and experiences they need so that they may have **'life, and have it to the full.'** (John 10:10). We aim to transform their life chances, so that every student, irrespective of their background or the challenges they face, will make good progress and contribute positively to society. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

High-quality teaching is at the heart of our approach, with a key focus on how we can best support pupil premium students to make progress that is in line with all students. Our aim is to close the disadvantage attainment gap through our ongoing commitment to improving the quality of teaching and learning and prioritising the development of reading skills across curriculum. Our approach will also be responsive to the challenges and needs of individual students and this may include targeted academic support through small group or 1:1 tuition, intervention programmes to raise aspirations and a high level of pastoral care that supports students' emotional health and wellbeing and promotes excellent attendance at school.

We are committed to ensuring that the attainment gap closes, and all students are able to move onto the next stage of their education successfully.

## Challenges

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

Challenge number	Detail of challenge
1	Across the curriculum, PP students do not make as much progress as their non-PP peers. The progress of PP students has also been more adversely affected by extended periods of remote learning during the pandemic.
2	The average attendance rate for PP students is frequently below that of non-PP students. Attendance that is below 97 % reduces their access to the curriculum and impacts negatively upon their progress.
3	PP students have lower levels of literacy than non-PP students and this has a significant impact upon their progress across the curriculum.
4	PP students often experience more social and emotional challenges which can have an adverse effect upon their attitudes and engagement with learning.
5	Some PP students do not have high enough aspirations and lack the knowledge and cultural capital they need to make informed choices about their future.

## 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
To improve achievement by ensuring there are consistently high standards and expectations in every classroom. Teachers provide students with regular opportunities to learn more and remember more, and through adaptive teaching, effective feedback and targeted academic interventions, gaps in attainment for disadvantaged students close.	Outcomes indicate that the attainment and progress of Pupil Premium students is in line with that of students nationally. The trajectory of improvement from 2019 continues and quality assurance processes demonstrate that students have access to high quality teaching and learning experiences across the curriculum.
To improve the attendance of PP students through a graduated and targeted approach to managing student absence and embedding a range of strategies that reinforce and celebrate good attendance at school.	Attendance figures show that the gap between PP and non-PP students is diminishing. Pupil Premium pupils' attendance is more in line with the national average for all students.
To provide opportunities across the curriculum to develop PP students' confidence and engagement with reading so that they are able to interpret and comprehend meaning in a wide range of texts with greater independence.	Students have more confidence reading and decoding texts across the curriculum. Students' reading ages improve and are more in line with their chronological age.
To ensure PP students and their families can access the support and expertise they need to improve behaviour, emotional health and wellbeing and develop positive attitudes to learning.	Students and parents view school as a safe and happy place where they can access a wide range of help and support. There are increased opportunities for parental engagement and attendance at school events is in line with non-PP students. Attitude to learning data for PP students shows an improving trend across all year groups.
To provide increased opportunities across the curriculum for PP students to build cultural capital and provide them with appropriate information, support, and guidance to help them make informed choices about their next steps.	There are high levels of engagement from PP students in the many activities and opportunities that take place across the wider curriculum. Effective IAG provision ensures PP students are well prepared for post-16 pathways.

## 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: **£92,471**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A clearly targeted and bespoke CPD programme that includes membership to the National College and piloting the SSAT Formative Assessment project.	<p><b>EEF:</b> The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>Evidence shows that when teachers worked together on a sustained basis (over at least one term) this collaborative and sustained CPD was linked to positive effects on students' learning, motivation and outcomes.</p> <p>CPD ensures that teachers keep pace with the current standards of others working in education. It keeps teachers' knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes and makes sure that they become more effective in the workplace</p>	1,3
Use of diagnostic screening tools including CATS and Lucid Exact to identify students who have gaps in their learning	<p><b>EEF:</b> When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p>	1,3

and enable us to target intervention effectively.		
A whole school focus on reading that includes weekly form time reading, use of the Accelerated Reader Programme, membership of ePlatform and regular reading challenges and activities.	<p><b>EEF:</b> Reading comprehension strategies are high impact on average (+6 months).</p> <p><b>EEF:</b> Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	1,3
Additional curriculum time in English to develop the literacy skills of KS3 students with lower prior attainment scores.	<p><b>EEF:</b> Reading comprehension strategies are high impact on average (+6 months).</p> <p><b>EEF:</b> Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend texts.</p> <p><b>EEF:</b> Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies</p>	1,3
Additional curriculum time in Maths and English to support the development of literacy and numeracy skills of students not on the EBacc pathway at Key Stage 4.	<p><b>EEF:</b> Focused teaching of literacy and numeracy can accelerate progress by 5+ months</p> <p>Literacy and numeracy skills are the foundations of lifelong learning and full participation in society. These skills empower students to make meaning, think critically and creatively, and reach their full potential. Throughout the grades, literacy and numeracy are applied across all areas of learning</p>	1,3

Use of digital software to support recall and retrieval and develop effective independent study skills across the curriculum.	<p><b>EEF:</b> Guidance shows that technology can be used to improve the quality of explanations and modelling, along with having the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom</p> <p><b>EEF:</b> Setting regular and purposeful homework can increase student progress by 5+ months</p>	1,3
A programme of targeted exam support for KS4 students which includes after school revision sessions, motivational speaker, study skills workshop and mentoring programme.	<b>EEF:</b> Extending school time can improve progress by 3+ months	1, 5

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

Budgeted cost: **£64,890.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of school led tutoring and targeted academic intervention that includes: 1:1 tuition, small group work along with additional lessons for all Year 11 students.	<p><b>EEF:</b> On average, one to one tuition is very effective at improving pupil outcomes (5+ months). One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><b>EEF:</b> Small group tuition can increase progress by 4+months when targeted effectively.</p>	1,3

Targeted support and 1:1 academic mentoring for PP students by the Progress Manager.	<b>EEF:</b> Personalised packages of support tailored to suit individuals can improve pupil progress by 3+ months.	1, 3, 4, 5
Intervention programmes to support PP students with additional needs along with targeted TA support in the classroom.	<b>Send Code of Practice:</b> 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people'  <b>EEF:</b> Teaching assistants can provide a large positive impact on learner outcomes (4+ months)	1, 3
Intervention programme to accelerate the development of language skills for EAL students.	<b>EEF:</b> Small group tuition can increase progress by 4+ months when targeted effectively.  <b>EEF:</b> One to one tuition can increase progress by 5+ months	1, 3

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

Budgeted cost: **£97,712.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To empower PP students to make positive changes and develop leadership skills via a range of workshops.	Workshops are proven to help students reflect on their life choices and empower them to make the right choices whilst simultaneously focusing on their personal well-being and happiness.	1, 4, 5
To give PP students the opportunity to receive music tuition where appropriate.	<b>EEF:</b> Arts participation can increase progress by 3+ months	5

To increase engagement with the parents of PP students who are not making expected progress.	<b>EEF:</b> Parental engagement can have a positive impact on pupil progress by 4+ months impact on progress as stated by the EEF	1, 4, 5
To improve the attendance and lower the number of PP students who are persistently absent.	<p><b>NFER:</b> Poor attendance is one of the biggest barriers to learning - addressing attendance is a key priority.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>	2
PP students who have social and emotional barriers to their learning can access a wide range of pastoral support.	<b>EEF:</b> Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions can have +4 months impact on progress.	1,2,4
To raise the aspirations of PP students and develop their understanding of the opportunities available to them Post 16.	<p><b>GATSBY:</b> 'Every young person needs high quality career guidance to make informed decisions about their future'</p> <p><b>EEF:</b> Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress</p>	5



	smoothly into further learning and work.	
There is a programme of support to ensure effective transition for students from KS2 to CNCHS.	Research shows that 'Pupils need to make positive adjustments to their new school so that their wellbeing is maintained and their learning is coherent and continuous'	2,4
PP students are able to participate in a wide range of enrichment activities including trips abroad, Duke of Edinburgh, School council, Eco Warriors, National Citizenship Scheme, etc	<b>EEF:</b> There is some evidence that enrichment activities, such as sports participation, may lead to improvements in attendance. There is evidence that outdoor adventure learning can have a positive impact on attainment.	5

**Total budgeted cost: £255,073**

## 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 to 2023 academic year.

The GCSE 'Basic' measure for students achieving a standard pass in English and Mathematics in Summer 2023 shows that 33% of disadvantaged students achieved a grade 9-4 in maths and English and 26.2% gained 9-5 in English and Maths. The progress 8 score of PP students was  $-0.87$  which has increased but this has been reflected in both national and regional figures. The gap nationally in grades pre pandemic was 1.19 in 2019 and is now 1.26. A significant number of disadvantaged students did not attend school regularly and despite bespoke programmes of intervention and support from external agencies the school was unable to impact positively upon their GCSE outcomes. The disadvantaged gap decreases to  $-0.52$  when these students are removed from the data. However, a number of disadvantaged students achieved exceptionally well, achieving above their target grade in the majority of their subjects. They were able to move on successfully to their Post 16 courses. Destination data shows that 98% of disadvantaged students left Cardinal Newman to study further or entered employment with training.

Attendance figures for 2022-2023 demonstrate that attendance levels both nationally and at Cardinal Newman have not yet returned to pre-pandemic levels. To help improve student attendance, and especially that of disadvantaged students, we have had an improved focus on attendance during form time. Each week form tutors receive attendance and behaviour data for their forms and conversations are held with students whose attendance falls below the school and national targets. This is to be further strengthened in the next academic year by the progress manager contacting targeted students each morning by phone to improve attendance and identify and barriers.

The school has used the NTP funding to support the progress of students who were identified as needing additional support. The school have invested significantly in training and resources to accelerate students' progress in reading. During the last academic year 128 students followed a 6-week programme that has been specifically developed to improve students' ability to read and decode challenging texts. The impact of the programme was impressive and the average gain in students' standardised reading scores was  $+18.32$  disadvantaged students participated in the programme and their average gain was  $+23$ .

During the academic year 60 Year 7 (17 disadvantaged) students took part in a 6-week block of Maths and English tutoring with a trained primary school teacher. Whilst 75 Year 8 and 9 students (23 disadvantaged) took part in maths intervention. Attainment data has shown that this intervention improved student performance by at least one grade over the course of the academic year.

The academic year 2022/23 saw the school start to use Edukey provision mapping software to monitor the interventions that take place for disadvantaged students. The progress of disadvantaged students is tracked closely by the Progress Manager who meets regularly with individual students and coordinates a programme of support to help them meet their GCSE targets. This includes signposting teachers to key information and strategies that may help to remove any barriers to learning.

One of the key priorities for this academic year was to increase opportunities for parental engagement, with a particular focus on supporting academic progress. Throughout the year a wide range of parental workshops were timetabled both during the school day and in the evening to encourage participation. These events focused on 'Supporting Success' and offered parents an insight into the strategies, resources and intervention programmes available in school whilst offering advice and guidance about establishing good routines for learning at home. 146 families attended at least one of the events and of these 15 % were parents of disadvantaged students. Parental feedback was extremely positive with 87% of parents stating that they felt their child was making good progress at school whilst 88% said they felt the school updated them regularly about their child's learning and progress. During this academic year there has been some further improvement in attendance at Parents' Evening and gaps have continued to narrow between PP and non-PP attendance at Parents' Evening.

Students have had a wide range of inclusive opportunities to extend their knowledge and develop their skills through the school's extra curriculum and enrichment offer. This year disadvantaged students have had the opportunity to participate in excess of 50 school trips, Year 7 took part in a day retreat to Savio House, year 8-10 were invited to experience residential retreats at Castlerigg and Savio House whilst there were also visits to Chester Zoo, London and Iceland. Students have also been involved in visits to the theatre, Inspiration Days at the University of Chester along with workshops and activities led by a range of visiting speakers. Currently there are 7 disadvantaged students who are accessing regular peripatetic music lessons. Each of these events have raised aspirations and provided students with opportunities that they may have not experienced before.

A total of 10 disadvantaged students took part in the Warrington youth rowing programme 22/23. This programme continues to build confidence amongst participants, while also developing their team-working skills, resilience and understanding of maintaining commitment to a project. Students got the opportunity to compete in a range of competitions, including the Warrington Regatta, where there were some outstanding individual and team performances. There has been a long-

term positive impact as students who have taken part in the rowing programme in previous years, continue to be involved and represent the school at different rowing regattas and events.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A