



**Cardinal  
Newman**  
CATHOLIC SCHOOL



**Cardinal Newman School**  
**Pupil Premium Plan for 2024/25**  
**Year 2 of new 3-year PP Strategy 2024- 2027**


*"Together towards our Lord, through learning, love and faith"*

## Pupil premium strategy statement – Cardinal Newman Catholic School – 2025/26

This statement details our school’s use of pupil premium (and recovery 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	<b>1383</b> (1680 with Year 12 and 13)
Proportion (%) of pupil premium eligible pupils	
	Year 2 of 3 Years 2024 - 2025 <b>2025 – 2026</b> 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September/October 2026
Statement authorised by	And Mrs H Fay Headteacher
Pupil premium lead	Miss C Daly: Deputy Headteacher (Ms E Lymer Assistant Headteacher)
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£264,450</b> (£229,950 in 2024-2025) <a href="#">2025 to 2026 pupil premium publications - Sept 2025.ods</a>
Recovery premium funding allocation this academic year	£0

*“Together towards our Lord, through learning, love and faith”*



<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£264,450</b>

## Part A: Pupil premium strategy plan: Statement of intent

### Our Catholic Community & Culture

#### Our Mission Statement



#### Our Curriculum Intent

A bond of... **We shall do good! Our...** **The Newman Way; Our**  
Connection Mission Growth

#### **Connection:** Our community, a link in a chain a bond of connections

Cardinal Newman Catholic School was founded on the connection of Catholic parishes across Luton in 1968. The school has connected Luton ever since.

Since then, the school has forged connections across generations who have changed Luton and the world for the better. These connections are alive today throughout the classrooms, parents and teachers of the school. A connected network that stretches from the past into the future.

As a community of faith and learning based on the Gospel of Jesus Christ, his values and teachings, we seek constantly to improve everything we do so that we can make a difference for the young people who will shape the society of the future. Our intention is that all pupils, irrespective of their background or the challenges they face, and with a clear focus on diversity and inclusion, make excellent progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We aim to achieve this through living out our School Motto of 'Together towards our Lord through learning, love and faith' each and every day in all that we do.

*"Together towards our Lord, through learning, love and faith"*

Together as a school we are connected in love – we are stronger together. Teachers at Cardinal Newman love the children and make sure that the children know that they are loved.

That love will be reflected in the togetherness of the staff each a link in a chain – classroom to classroom – collectively ensuring the best for the children out of love for them.



Our journey towards our Lord can be challenging. We must have faith and often we will need help and support. In the Gospels we see many people's journey to Christ.

- In Luke's gospel a paralysed man's friends lower him into the house, Zacchaeus climbed a tree and received forgiveness and a woman reached for Christ's cloak in the crowd.
- In Matthew's gospel the Centurian declares himself unworthy but has faith on behalf of servant.
- In Mark's gospel blind Bartimaeus calls out in the dark for the Lord.

Together with each other we nurture our gifts and talents. We learn new things and develop new skills. Narrowing the attainment gap between students who are pupil premium and those that are not means they will have a better academic, personal and spiritual education and a greater opportunity to do good in the world. We have our Mission: We will use what we learn. We will make the world a better place. We will do good! The Mission of Cardinal Newman Catholic School is to send thousands of children into the world to do good!



We need to be ambitious for all our students and especially those arriving from a lower socio-economic: they all deserve the best. We must help them rise to the challenges they face and equip them with a sense of responsibility and a passion to be active citizens. We have the highest expectations, in behaviour, teaching and learning and how we treat one another. As leaders we must remove barriers and expertly help teachers refine their practice. As teachers we must refine our talents and work collectively so that we can nurture the talents of the children we serve, we will invest in teachers so that they can deliver quality first teaching for the benefit of all our students. As a result, our children will grow in knowledge, skill and character. It is through Learning that children will have more opportunities in life, be happier and be able to fulfil our mission.

### A 3 Year Vision – A target for 2027

In our last Ofsted inspection, the lead inspector described the school as a ‘Sleeping Giant.’ The inspectors saw a school that was aligned and together; working hard for each other; and intentional in our approaches to pedagogy. They were quick to realise that the foundations were set to build an extraordinary school.

Whilst there are frameworks and structures in place to achieve our vision this is not a rigid plan. The central aim of this vision is to empower leaders to drive forward continuous improvement in behaviour, teaching and learning that enable us to reach these targets. Leaders at all levels will decide how we get to these targets. Therefore, creating the environment and conditions where Value Driven Distributed Leadership can drive our improvement is our main priority. All other Development plan priorities, including this pupil premium plan will feed from this central priority. The outcomes of an exceptional school would be:

- **ALPS 1 in A Level and BTEC**
- **P8 Score of at least +1.0 (or an equivalent value)**
- No gap for our vulnerable children
- 97% attendance – 10% PA
- 4% Suspensions
- Less children in Alternative Provisions
- 100% happy children who know that they are loved.

2025-2026:

Dignity	Common Good	Solidarity
<ul style="list-style-type: none"> <li>• Love</li> <li>• Inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Faith</li> <li>• Service</li> </ul>	<ul style="list-style-type: none"> <li>• Together</li> <li>• Belonging</li> </ul>

Mission: Inclusion-Joy and Belonging

Connection: Curriculum- Hope & Collaboration

Growth: Teaching & Learning- Ambition & Risk

## Challenges

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

Challenge number	Detail of challenge
1 <b>Gap for PP Students</b>	High-quality first teaching to narrow gap in English and Maths as these as achieving a 4+ in these subjects opens all pathways post 16 and increases students' life chances and choices.
2 <b>SEND PP Students</b>	Our additional resources, such as specialist staff in the most effective way and keep a whole school T&L strategy in place for learning strategies that are scaffolded.
3 <b>Continue with the Successful Strategies for High-Achieving PP Students.</b>	Ensuring PP students engage with wider-curricular opportunities, enrichment and experience culture capital activities. This links into challenge 1. Our school enrichment programme is supporting this to happen within in the curriculum. We need to ensure all staff, students and families have high aspirations and expectations for all our students including those who are PP.
4 <b>Attendance and Punctuality</b>	<p>There is a gap between PP and students who are not PP, and this means there are not accessing the high-quality first teaching and any the interventions that run alongside this. There has been improvement.</p> <p>The attendance of our pupils eligible for free school meals was <b>90.7%</b>, which is more than 17 out of 20 similar schools. The attendance of your pupils with special educational needs support was <b>89.9%</b>, which is more than 16 out of 20 similar schools. However persistent absence and attendance rates below <b>96%</b> put our PP students at a significant disadvantage so we want to see a narrowing of this gap and overall attendance improve.</p>
5 <b>Inclusivity</b> links to challenge 1	Observations and discussions with families have indicated that disadvantaged pupils lack in <b>resources</b> that they may require to further support their learning from home and also find it financially challenging to provide uniform, PE kit and other items for school which could impact their learning."

## 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
<b>Narrowing the attainment/progress gap</b>	Regular monitoring of PP students' progress across subgroups is essential to assess the impact of interventions and refine strategies as we progress through the plan.

<p>between PP and none PP students</p>	<ul style="list-style-type: none"> <li>- Quality first teaching, staff engagement in CPD throughout the year using STEP lab tutorials and butterfly Wednesday which will all improve teaching and learning within all classrooms based around our Teaching and Learning framework.</li> <li>- Review of data every term to look at internal assessment which will show sustained improvement and narrowing of gaps between students who are disadvantaged and those who are not.</li> <li>- Student voice when we listen to PP students especially girls and find out the barriers and implement our plan and survey again and see improvement not just academically but in terms of their mental wellbeing.</li> </ul>
<p>All PP students will have a belief in their learning and <b>high aspirations</b> for their future.</p> <p>Continue with the success from 2023-2024 where a positive trend was seen with reduced gaps in SEND, Boys and HPA PP students</p>	<ul style="list-style-type: none"> <li>-Sustained impact of butterfly Wednesday CPD shown in school step lab observations and T&amp;L weeks showing an increased % of staff at enhancing or expertise (and % of staff moving away from emerging to developing depending on their current position)</li> <li>-Impact of whole school CPD including the use of step lab tutorials shown through step lab and formal observations during Teaching and Learning weeks and T&amp;L weeks showing an increased % of staff at enhancing or expertise (and % of staff moving away from emerging to developing depending on their current position)</li> <li>-Sustained improvement in attendance data each half term shows that we are moving away from 2024-2025 PP 90.7% vs not PP 93.9. <b>Attendance for all improving and gap narrowing</b></li> <li>-Sustained <b>improvement in punctuality of students</b> to school who are from disadvantaged backgrounds being late to school.</li> <li>-Sustained <b>improvement in attainment and progress.</b> review of data every term to look at internal assessment which will show sustained improvement and narrowing of gaps between students who are disadvantaged and those that are not.</li> <li>-Increased number of students applying to 6<sup>th</sup> Form especially those from disadvantaged backgrounds.</li> <li>-Through student voice survey's, students having a desire from Year 7 onwards to stay on in further education or gain employment in professions that have career progression.</li> </ul>
<p>To achieve and sustain improved <b>emotional well-being, social and behavioural support</b> for all pupils in our school, particularly our disadvantaged pupils. Improve cultural and</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>-qualitative data from student voice, student and parent surveys and teacher observations</li> <li>-a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Registers (on class charts) show that 16% or more of each enrichment activity is attended by PP students.</li> </ul>

childhood experience for all pupils across school by ensuring disadvantaged pupils have the same <b>wider-curricular opportunities</b> as their peers.	-Students who are PP have the first opportunity to attend out of school enrichment activity and a subsidy is available for anyone who requests it.  -qualitative data from student voice, student and parent surveys and teacher observations show that the enrichment we are offering is what is helping students either academically or in terms of their mental health and wellbeing.
To ensure all disadvantaged pupils have the <b>resources</b> they need for school.	Pupils will be well equipped and presented for school so they are not set apart from their peers and have the same equal opportunities.

## 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: £83,500

Activity	Evidence that supports this approach (all from EEF)	Challenge number(s) addressed
<p>Butterfly Wednesday and Step lab tutorials</p> <p>1. Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more privileged peers.</p> <p>2. Teachers in classroom feel accountable for the achievement of disadvantaged pupils. Disadvantaged pupils should not be</p>	<p>-Collaborative Learning Approaches: high impact for low cost (limited evidence +5). teachers promote good practice in collaboration – for example modelling high quality discussions so that collaborative activities are productive. Teachers carefully monitor collaborative activities and support pupils that are struggling or not contributing. CPD cover costs of staff going to observe other staff who are at an enhanced level in this area and vice versa.</p> <p>-Feedback very high impact for low cost (based on extensive evidence +6) Our T&amp;L framework asks staff to focus on the feedback loop monitored via step lab and lesson observation in T&amp;L weeks. CPD cover costs of staff going to observe other</p>	1, 2, 4

<p>considered 'someone else's responsibility'.</p> <p>3. Focus is on pupil need, not labels and assumptions; being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.</p> <p>4. Focus on literacy and oracy development and the increase in reading age of all of our students</p>	<p>staff who are at an enhanced level in this area and vice versa.</p> <p>-Metacognition and self-regulation very high impact for low cost (based on extensive evidence +7) Our T&amp;L framework asks staff to focus on the explanation monitored via step lab and lesson observation in T&amp;L weeks. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>CPD cover costs of staff going to observe other staff who are at an enhanced level in this area and vice versa. CPD costs to get experts in this field to deliver training for staff e.g. Peps Mccrea so that as a staffing body we use evidence informed teaching and avoid "fad ideas that have no/little evidence of impact".</p> <p>-Oral language Interventions very high impact for low cost (based on extensive evidence +6). Previously at KS3 a company has come in to train and motivate students in oracy skills. CPD cost towards a review of this training and assessing training needs for new staff and any other staff wanting a refresher. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more</p>	
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	<p>likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p> <p>-Peer Tutoring very high impact for low cost (based on extensive evidence +5). Started with DBC last year Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors (cost towards training sixth form students) the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics.</p> <p>In 2023-2024 when staff received training from our TRUST primary schools on a Phonics and reading. Comprehension strategies very high impact for low cost (based on extensive evidence +5/6). Cost towards a Phonics lead within school</p>	
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who supports students who have been disapplied from MFL. All staff have had phonics training, need to analyse the impact of this in 2024- 2025. Phonics is part of our support programme in the DBC. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning

Using the directors for Learning in English Maths and Science to ensure overall high quality first teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.

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

Budgeted cost: £129450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Easter Revision and May half-half term revision/coursework workshops	<p>Using the directors for Learning in English Maths and Science to ensure overall high quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning.</p> <p>When small group tutoring are implemented well—following the principles in this short guide (EEF)—it is likely that it can be impactful. This may prove particularly valuable to support closing the gap for disadvantaged pupils.</p>	1, 2, 4
<i>Department lunchtime/after school support sessions for homework or revision</i>	<p>High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools but must be used carefully.</p>	1, 2, 4

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

Budgeted cost: £51500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance:</b> Pastoral Support assistants have specific intervention strategies for students between 90 – 96% attendance.	-Parental communication interventions aim to increase awareness of the consequences of absenteeism or target commonly held parental misbeliefs undervaluing the important of regular attendance. The aim of	1, 2 and 4

<p>School attendance officer, assistant head in charge of attendance supports the pastoral support assistants to target the correct students.</p> <p>School attendance officer, assistant headteacher in charge of attendance work together with our Trust EWO to intervene and plan strategies including attendance contracts for students below 90% (PA) and home visits</p>	<p>these interventions is to create greater awareness, or eradicating misconceptions will lead to parents/carers taking a more active role in improving student attendance.</p> <p>-Targeted parental engagement interventions are responsive in nature and include approaches that involve staff having discussions with parents to gain information about the reasons for low attendance and collaboratively planning support students and their families need to overcome attendance barriers. These interventions are usually more intensive with families having access to multiple services e.g., counselling, mentoring, resources and family activities. Therefore, access to these interventions is usually assessed by monitoring attendance and identifying those pupils who are considered to have attendance issues, and the approach is tailored to the needs of the pupil and the family. Cost of strategies to reduce barriers e.g. part-time timetables with AP, counselling, ELSA, PSW, activities with all inclusion centres from either internal staff or outside agencies</p>	
<p>Continue to support disadvantaged families within the school community to overcome specific financial barriers:</p> <p><b>-Uniform:</b> Providing uniform – both everyday uniform and PE kit to those PP students who cannot afford it.</p> <p>We have a good supply of nearly new uniform and have a routine each morning to ensure all students are in the correct uniform so that there is not external difference seen between PP and not PP students.</p> <p>-provide HUGGG.ME vouchers and school uniform vouchers.</p>	<p>Wearing a uniform is not, on its own likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>-Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>-If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>Unclear impact for low cost on insufficient evidence. Cost of buying uniform including shoes each academic year, family worker/PSW encouraging nearly new uniform to come into school.</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of</p>	4

<p>-every tutor has a supply of stationary to be given to students each morning (every student to have a pencil case).</p> <p>-stationary packs before each holiday to support independent learning at home especially KS4 revision cards etc.</p> <p>-free porridge each morning in school canteen for all pupils</p> <p>Subsidised costs for:</p> <ul style="list-style-type: none"> <li>-In school workshops</li> <li>-enrichment and extracurricular clubs cost covered by CNS</li> <li>-Music lessons (we could do this via HUGG.Me voucher sent to replace money for food for money for music lesson.</li> </ul>	<p>school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. When new ties introduced these were purchased for all students by CNS. To make uniform equitable for both genders blazers for girls were not introduced due to cost to families and CNS not having the funds to offset this on behalf of families.</p> <p>Costs for subsidises for activities within school and a criterion for students not PP but for students living in homes/families that are “just about managing”</p>	
<p><b>Educational trips-</b> subsidised costs.</p> <p>Where it is considered that a school trip will enhance a student’s understanding and progress within a subject trip, costs have been subsidised or paid in full for PP students where required. Ensuring they are having access to the same experiences as non-PP students.</p> <p>This same approach is taken for other enrichment trips that will raise</p>	<p>The limited number of studies mean that there is not enough security to communicate a month’s progress figure. While the studies included have positive impacts, none have been independently evaluated.</p> <p>It is important to remember that this is not evidence that out of school learning has “no impact” but that there is an absence of secure evidence of what the impact might be.</p> <p>Out of school learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the EEF Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes.</p>	<p>1, 2, 3 and 4</p>

<p>aspirations and cultural capital.</p>	<p>Outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these out of school learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Costs for subsidises and a criterion for students not PP but for students living in homes/families that are “just about managing”</p>	
<p><b><u>Aspiration interventions</u></b></p> <p>Careers support and guidance</p> <p>We recognise that students may not be encouraged to attend University or pursue professional careers.</p> <p>Careers focused school provision will be designed to improve students’ education, employment and social outcomes.</p> <p>Details of talks and events shared with students to give them experiences of careers, widen their knowledge.</p>	<p>Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</p> <p>The evidence suggests that three areas are particularly worth focusing on: - supporting parents to have high academic expectations for their children; -developing and maintaining communication with parents about school activities and schoolwork.</p> <p>-Classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim.</p>	<p>1, 2, 3 and 4</p>

**Total budgeted cost: £264,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. For the year 2024-2025 there were 297 students (27% of the school) in Years 7-11 on the Pupil Premium/Disadvantaged register.

PP funding was used to support both PP and non-PP students to attend school trips both internally and externally, provide uniform and provide other support for families in need.

**GCSE Outcomes 2024-2025:** *There is no Progress 8 for 2025 to make a comparison.*

	GCSE Results 2024	GCSE Results 2023
	Progress 8	Progress 8
Total	0.32	0.18
Non-PP	0.39	0.26
PP	-0.06	-0.18
Gap	-0.45	-0.44
Girls <u>Non-PP</u>	0.49	0.47
Girls PP	-0.24	0.14
Gap	-0.72	-0.33
Boys non-PP	0.31	0.08
Boys PP	0.04	-0.36
Gap	-0.27	-0.44
SEND non-PP	0.04	-0.26
SEND PP	-0.38	-0.98
Gap	-0.43	-0.72
High Ach non-PP	0.01	-0.04
High Ach PP	1.11	-1.05
Gap	1.1	-1.01

	Entered	EM Threshold			EM Threshold Strong			Attainment 8				All		
	280	Both %	English Only %	Maths Only %	Both %	English Only %	Maths Only %	English	Maths	EBacc	Other	Standard	Strong	ALPS
PP	51	50.98	13.73	5.88	29.41	23.53	1.96	8.9	7.41	11.22	11.25	21.57	13.73	3.54
Non-PP	229	73.8	10.04	6.55	49.34	19.65	6.99	11.05	9.71	15.66	15.86	43.67	31	4.91
Gap	N/A	-22.82	3.68	-0.67	-19.93	3.88	-5.03	-2.15	-2.3	-4.44	-4.6	-22.1	-17.28	-1.37

	English			Maths			Science			Humanities			Languages		
	Standard	Strong	ALPs	Standard	Strong	ALPs	Standard	Strong	ALPs	Standard	Strong	ALPs	Standard	Strong	ALPs
PP	62.75	52.94	4.41	56.86	31.37	3.71	39.22	35.29	3.57	37.25	27.5	2.8	39.22	35.29	3.18
Non-PP	83.41	69	5.52	80.35	56.33	4.86	69.87	54.59	5.09	63.32	50.7	4.58	54.59	47.16	4.34
Gap	-20.7	-16.1	-1.1	-23.5	-25	-1.15	-30.7	-19.3	-3	-26.1	-23.2	-1.78	-15.37	-11.87	-1.17

The 2024–25 outcomes indicate that Pupil Premium pupils are significantly behind their peers across all key metrics. The gaps are widest in Science, Maths, and Humanities, with English and Languages performing comparatively better but still below expectations. To improve outcomes, the school must now prioritise **high-impact teaching strategies, earlier intervention, and consistent monitoring** to ensure PP pupils are better supported in achieving parity with non-PP peers.

This data has been used to write Year 2 of the 3 year Pupil Premium plan and the follow structure: Based on guidance from the Department for Education (DfE) and the Education Endowment Foundation (EEF), effective strategies emphasise a tiered model:

- **Tier 1: High-quality teaching** (universal for all pupils),
- **Tier 2: Targeted academic support** (small-group or one-to-one) using the directors of Learning for English, Maths and Science.
- **Tier 3: Wider strategies** (addressing non-academic barriers). We will once again take the approach to ensure our plan has increased impact:
  - **-Evidence-led planning:** Use the EEF's Teaching and Learning Toolkit to prioritize interventions with high impact (e.g., +5 months' progress for feedback, +4 months for phonics).
  - **-Long-term focus:** integrate PP into the whole-school improvement plan, not as a “bolt-on.”
  - **-Diagnosis of need:** Analyse pupil data (e.g., attainment, attendance) alongside context-specific barriers like mobility or mental health. Using our 3 inclusion centres in a way that brings about increased outcomes for our most vulnerable students.
  - **-Implementation:** Use a 4-step model—explore, prepare, deliver, sustain—with collective responsibility across all staff and governors. Assistant Headteacher in charge of PP is Ms Lymer with Deputy Headteacher Miss Daly as the strategic lead for Pupil Premium.
  - **-Evaluation:** Measure impact on disadvantaged pupils' outcomes throughout the Year. KS3 and Year 10 after Mid Year Exams and End of Year Exams and Year 11 after PPE 1 and PPE 2.

### Schools' comparison summary on Attendance:

Areas of relative strength:

0. The attendance of our pupils eligible for free school meals was **90.7%**, which is more than 17 out of 20 similar schools.
1. The attendance of your pupils with special educational needs support was **89.9%**, which is more than 16 out of 20 similar schools.

<b>Pupil group</b>	<b>CNS Attendance 2023-2024</b>	<b>CNS Attendance 2024-2025</b>	<b>Similar schools' median attendance</b>
All pupils	93.5%	93.3%	92.7%
Pupils with free school meals (FSM)	90.9%	90.7%	87.3%
Pupils with no FSM	93.9%	93.9%	94.1%
Pupils with special educational needs (SEN) support	90.3%	89.9%	87.3%
Pupils with no SEN support	94.1%	94%	94.3%

<b>School name</b>	<b>Overall attendance 2023-2024</b>	<b>Overall attendance 2024-2025</b>	<b>Attendance of pupils with free school meals (FSM) 2024-2025</b>
St Joseph's Catholic High School	93.6%	95.1%	92.2%
Cardinal Newman Catholic School A Specialist Science College	91.4%	93.3%	90.7% (88.82% 23-24)
St Michael's Catholic School	93.5%	92.7%	88.6%
<b>National Average</b>	<b>90.8 %</b>	<b>91.4%</b>	<b>86.4%</b> (85.4% 23-24)

The pupil premium gap has narrowed by 1.88%

**Areas for Focus:**

Persistent Absence (PA) is the major area our attendance team are focusing on along with

Students who have regular gaps in attendance and their attendance is within 90-96%. The attendance team is comprised of Angela Hutcheson (Assistant Headteacher), Laura Sammon (EWO for the trust), Attendance officer, Heads of Year and Pastoral Support Assistants.

**Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
N/A	

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)