

# Pupil premium strategy statement for CARDINAL NEWMAN SCHOOL – Year 3

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	1375.5
Proportion (%) of pupil premium eligible pupils	15.3% 210 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 3 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Andrew Bull Headteacher
Pupil premium lead	Erica Lymer Assistant Headteacher
Governor / Trustee lead	Graham Upperton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,350
Recovery premium funding allocation this academic year	£64,078 (*check double last year?)
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	£281,428

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Catholic Community & Culture**

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.

- All that we do we do together - we are a community
- All that we do we do through learning - we want to learn to be the best version of ourselves in who we are as young people using our God given talents to flourish.
- All that we do we do in love - We want to live out the commandment to love each other every single day, through being kind to each other, respecting each other and wanting the best for each other.
- All that we do we do in faith - We underpin everything that we do with our Christian faith.

### **Whole-school ethos**

One of the biggest barriers to student achievement is expectations - the expectations that children themselves have and the expectations which their parents or carers have. We work consciously to avoid stereotyping PP students by referring to them as a group, but work with students as individuals and address their needs accordingly. We have high expectations for all students - whilst we are aware of the barriers to improvement that PP students face; we challenge any assumptions that they have less potential to succeed.

### **Addressing attendance and behaviour**

The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a student-by-student basis. We do recognise that PP students nationally are more likely to have poor attendance and we take this into account when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers. We analyse all absence and exclusion data on a whole-school basis as well as by subgroup (including PP students).

### **High-quality teaching for all**

The primary tool for narrowing the gaps is high quality teaching and learning. At CNS we recognise that poor teaching has a disproportionate effect on disadvantaged learners. High quality teaching and learning is fundamental in narrowing the gap. We invest highly in our staff and choose to hold weekly training CPD sessions rather than one-off inset days. Our key focus is staff accountability to know their students and to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, and ensure that PP audits form a part of all such reviews.

### **Meeting individual learning needs**

PP students who meet the requirement will have be part of the PP pupil profile which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The students contribute to these profiles so that their voice can be heard. Teachers are required to take this information into account in their planning, teaching and feedback to students.

### **Deploying staff effectively**

We overstaff in key areas where possible, in terms of teachers and HLTAs, so that we are able to create small intervention groups, wither on a short term or long-term basis. We match student need to teacher expertise, and assess students on entry to intervention as well as when intervention is complete so that we can evidence impact and adapt future intervention where necessary.

### **Data driven and responsive to evidence**

All students are assessed in each subject a minimum of once per term. The information gathered from assessments is added to teachers' assessment of classwork and homework as well as to their own professional judgment of students' progress. There is a school-wide approach to marking and feedback to enable teachers and students to work together on the next steps to improving performance. The Pupil Premium Lead then works with Heads of Department to identify students for intervention. This identification will take student needs into account. Clear, responsive leadership analysis of the school's exams results show that we have clear, responsive leadership with regard to the school in general but PP students in particular. We have continued to ensure that PP students achieve above national averages and that the gap between PP and non-PP students continues to close.

## Challenges

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

Challenge number	Detail of challenge
1	Aspirations, the ongoing impact of the pandemic and cultural capital
2	Attendance - Alternative Curriculum - Engagement
3	KS4 Results
4	Reading
5	Mental health and well being

## 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>Ia) Improved teaching and learning for teachers and students</p> <p>Ib) Improved engagement, behaviour and completion of homework. Self-regulatory skills among disadvantaged pupils across all subjects to ensure they engage in a scholarly culture</p>	<p>a) Teaching in lessons demonstrates a high quality of adaptive and responsive teaching and learning. All students can access the curriculum to close the learning gap. This includes seeing an increase in 7-9 grades.</p> <p>b) Behaviour and Achievement points for non PP and PP students are the same. The percentage of completed HW is higher, and incomplete HW detentions are reduced. Teacher reports, behaviour data and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

<p>2) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the overall absence rate for all pupils being no more than 95.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>- Decrease the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>
<p>3) Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on students that achieve a pass in English and maths</p>	<p>2024/25 KS4 outcomes:</p> <ul style="list-style-type: none"> <li>• Percentages of grades 4+ in Maths, English for students is higher</li> <li>• Demonstrate that the gap between disadvantaged pupils and their peers is less than or equal to 0.3</li> <li>• Standard pass in English and maths 90%+</li> </ul>
<p>4) Improved reading ages and comprehension among disadvantaged pupils.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>5) Students are happy and feel safe in school.</p>	<p>Student attendance and reduced exclusions. Students engage in student voice and pupil forums to create a happy and safe learning environment.</p> <p>Sustained levels of mental health and wellbeing. Measured by:</p> <ul style="list-style-type: none"> <li>• Reduced number of referrals to pastoral team/ other agencies for mental health concerns.</li> <li>• Student voice surveys show high levels of engagement in the academy, rating wellbeing highly.</li> </ul>

	<ul style="list-style-type: none"> <li>· Increased numbers of PP students engaging in extra-curricular activities and opportunities.</li> </ul>
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## 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: £ **£140, 713**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching and learning	Whole school and individual CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry.  <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1, 3,4,5
Funding extra staff to carry out the guided reading programme (accelerated reading) for students that are below average to enable students to have access to powerful literacy and read, write and speak like experts.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in</a>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	1, 3, 4

<p>Secondary Schools guidance.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Deliver an effective literacy strategy (including oracy and reading) because too many students lack fluency in literacy and cultural capital.</p> <p>We will fund professional development for staff and create time for them to adopt new strategies</p>	<p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>All students are provided with a word book/ glossary to support key vocabulary.</p> <p>All departments have DEAR slot.</p>	
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>To promote our scholarly culture and making it stick agenda, students are taught how to revise effectively through as part of our scholars programme in KS4 and 5.</p> <p>Visualisers and mini-white boards have been purchased for each classroom.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4, 5</p>



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

Budgeted cost: **£70, 357.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Identification of students to support achievement of standard and good passes in English and Maths, French and other EBACC	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a></p>	1, 3, 5
Pastoral mentors are also deployed to help support the academic aspirations of our students and set weekly goals around learning and behaviour.	Attendance/ pastoral staff receive training and time to develop and implement new procedures. This will include increasing parental engagement of students with poor attendance/ PA, increasing home visits, and better communication of attendance issues.	1,2

	<p><a href="#">New: Evidence review finds sending personalised letters or...   EEF</a>  <a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p>Our attendance data shows that the attendance of Pupil Premium students is below that of NonPupil Premium Students. Attendance and Persistent Absence for Pupil Premium students are below National Average.</p> <p>PP attendance has yet to recover following Covid. New attendance incentives/ rewards are in place for 2022-23 to help raise the profile of attendance and encourage good practice.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£70, 357.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Head of Years – remit PP and Attendance</p> <p>Support Workers (Behavioural Mentors)</p>	<p>Students attendance has not recovered since the pandemic. The school has therefore committed each year in KS3 and KS4 an assistant head of year to support students and families with the importance of the basics re attendance, behaviour and learning habits.</p> <p><a href="#">Persistently absent pupils to be mentored under £5m trial (schoolsweek.co.uk)</a></p> <p><a href="#">Mentoring   EEF</a>  <a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
BFL/ self regulation of students	<p>Research shows that teaching students how to express their feelings in appropriate ways, to consider the consequences of their actions and how to develop positive relationships is crucial for strong student achievement.</p>	1,2

	<a href="https://www.thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/">https://www.thehighlyeffectiveteacher.com/how-to-develop-self-regulation-in-your-students/</a>  CNS is developing a comprehensive rewards system to support behaviour for learning and encourage good behaviours in students. Funding to support this is needed.	
Careers advice and intervention in order to provide students with goals and a clear informed path to get there.	<p>Career guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work.</p> <p>It enhances linkage of academic and career experiences and thus, improves career preparation.</p> <p>There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.</p>	1
Counselling Team  Evolve / ACE / Zoo Academy (external provisions)	<p>Counsellors are employed by the school to support students with their emotional wellbeing.</p> <p>External provisions in a smaller environment are used to support wellbeing and ambition for our students.</p> <p><a href="#">Prioritise social and emotional learning to avoid “missed...”   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Such strategies increase focus, attention, self-control, classroom participation, compassion. Improved academic performance, ability to resolve conflict, overall well-being. Decreased levels of stress, depression, anxiety, disruptive behaviour.</p> <p>Mentoring connects a young person to personal growth and development, and social and economic opportunity.</p>	5

	They become more relaxed; can focus on their goal, aware about their strength and weakness.	
<i>Yes Futures</i>	<p>This programme is a coaching and leadership programme designed to help students from disadvantaged backgrounds in leadership, resilience and ambition.</p> <p><a href="http://yesfutures.org">Our Impact (yesfutures.org)</a></p>	1, 2, 5

**Total budgeted cost: £281428**

## 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.

Our internal assessments during 2022 to 2023 showed that changes made by departments to counter the national picture of learning loss from Covid were partially successful in not only finding and filling the gaps identified but also in building resilience into student practice, especially for those preparing for national exams. Students at KS4 spoke about the impact of covid19 and how they valued the National Tutoring Programme tutoring to support focus and anxiety for their exams. PP students were prioritised for the NTP. Students identified as Pupil Premium made gains and this is evidenced from the KS4 2023 GCSE results.

	GCSE Results 2023	GCSE Results 2023
	Progress 8	Progress 8
Total	0.26	0.18
Non-PP	0.31	0.26
PP	-0.03	-0.18
Gap	0.34	0.44
Girls Non-PP	0.42	0.47
Girls PP	0.21	0.14
Gap	0.21	0.33
Boys non-PP	0.21	0.08
Boys PP	-0.34	-0.36
Gap	0.55	0.44
SEND non-PP	-0.55	-0.26
SEND PP	-0.02	-0.98
Gap	-0.53	0.72
High Ach non-PP	-0.07	-0.04
High Ach PP	-0.52	-1.05
Gap	0.45	1.01

KS3 Disadvantaged students at CNS were supported by a PSHE curriculum an catholic character inclusive of leadership and values to support student growth. Working with agencies like Yes Futures has meant that students have engaged with establishments that will create, for them, networking opportunities for future education and careers.

Our CPD delivery continues to be something that is woven into our weekly delivery of information to staff, providing research and strategies for staff who having implemented key strategies for the Disadvantaged students in their care, across the year, registered increased focus and engagement, and sustained improvements in assessment outcomes.

Attendance continues to be a whole school focus with assistant head of years, an attendance monitor and payment into the Luton Borough Council Education Welfare Officer. Our whole school attendance

and pupil premium continue to be above national average and we continue to make efforts to close the gap at between disadvantaged students to support our students in their educational outcomes.