

Pupil premium strategy statement

School overview

Metric	Data
School name	Cardinal Newman School
Pupils in school	1620
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£65,000uul
Academic year or years covered by statement	7-11
Publish date	25/10/20
Review date	01/09/2021
Statement authorised by	Mr G Billington
Pupil premium lead	Mr G Billington
Governor lead	Mrs Dee Drennan

Disadvantaged pupil performance overview for last academic year

Progress 8	0.42
Ebacc entry	14.75%
Attainment 8	45.61
Percentage of Grade 5+ in English and maths	28%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.25	12/8/21
Attainment 8	45.0	12/8/21
Percentage of Grade 5+ in English and maths	40%	12/8/21
Other		
Ebacc entry	25%	12/8/21

Teaching priorities for current academic year

Measure	Activity
Priority 1	UPS 3 staff to mentor and meet with PP students regularly in departments. The aim is to monitor their engagement, application of feedback to act upon and work towards targets.
Priority 2	PP students to be on the agenda of every department meeting. Aim to always review progress, establish targets and actions
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ongoing impact of Covid 19 and lockdowns, learning away from school. • Students not being appropriately equipped with necessary IT equipment and online access for online learning. • Challenge of student engagement in online learning in lockdowns • Lack of opportunity for face to face learning and mentoring.
Projected spending	£40,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To survey students on IT requirements, equip students with laptops and online learning devices to ensure they can access education in event of lockdowns or self- isolations
Priority 2	To ensure PP students have access and formally guided to attend intervention sessions for subjects, close gaps in learning from first lockdown
Barriers to learning these priorities address	<p>Priority 2:</p> <ul style="list-style-type: none"> • Further lockdowns preventing face to face intervention sessions. <p>Priority 1:</p> <ul style="list-style-type: none"> • Accessing devices meeting the cost • Restoring donated devices via IT team, restoring devices quickly enough.
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
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Priority 1	To support disadvantaged families by maintaining contact and supporting with needs such as food parcels and toiletry supplies.
Priority 2	Assistant Head Of Year Support specifically targeting disadvantaged students for support. This will include regular mentoring, tracking attendance, behaviour and attainment and supporting through processes such as option choices, applications and subject specific support.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Access to regular purchasing or donation of food and toiletry products. • Limitations in contact with families due to lockdowns. • AHOY face to face contact and tracking limited in event of lockdowns. In this event students will be contact minimum of weekly during lockdown. • Local Authority EWO to support with food parcel deliveries and toiletry deliveries.
Projected spending	£19,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	UPS 3 staff to mentor and meet with PP students regularly in departments. The aim is to monitor their engagement, application of feedback to act upon and work towards targets.	<ul style="list-style-type: none"> • To increase attainment of pupils achieving 5+ in English and Maths above previous attainment of 38% and closer to National average. • To increase percentage of disadvantaged students attaining five or more grades at 5 or above.
Targeted support	To survey students on IT requirements, equip students with laptops and online learning devices to ensure they can access education in event of lockdowns or self- isolations	<ul style="list-style-type: none"> • Significant number of disadvantaged students in school and also Nationally unable to access IT or sharing devices and not able to engage with online learning. • Sutton Trust research established that gap between disadvantaged and non-disadvantaged accelerated significantly

		during the first lockdown. Gaps in access, engagement and learning.
Wider strategies	Assistant Head Of Year Support specifically targeting disadvantaged students for support. This will include regular mentoring, tracking attendance, behaviour and attainment and supporting through processes such as option choices, applications and subject specific support.	<ul style="list-style-type: none"> • In order to adequately support student's detailed and consistent tracking and contact is required. This should inform intervention and communication between staff. • Need to identify barriers to students through dialogue and tracking and overcome barriers to progress attendance, engagement and attainment.

Review: last year's aims and outcomes

Aim	Outcome
Create 5 AHOY roles with focus on Pupil Premium tracking and intervention	<ul style="list-style-type: none"> • Positions were established. • Attendance of PP students improved in Year 7,9,10 and 11 on the previous academic year. • AHOY helped identify needs of students and established breakfast club and supply of 33 laptop devices to students to support online learning. • Revision guides provided to all PP students.
Food Vouchers and Food and Hygiene parcels provided to disadvantaged families	<ul style="list-style-type: none"> • Most disadvantaged families supported with food supplies, toiletries and contact with the school. • School community key to support of disadvantaged families at this time.
Support of Don Bosco Centre to improve attendance, engagement, behaviour and attainment of disadvantaged pupils	<ul style="list-style-type: none"> • 50% of students enrolled into the Don Bosco School in 2019/20 were PP or LAC. PP or PPP students struggling to sustain good behaviour and engagement in education in the main school were supported intensively with

	<p>behaviour support and diverted from the risk of permanent exclusion. All PP and LAC students improved attendance, punctuality and the reduction of behaviour points when enrolled in the Don Bosco School. No PP students received a PEX.</p> <ul style="list-style-type: none">• 185 students accessed intervention programmes through the Don Bosco Centre prior to school closures in lockdown. 95 of the students were from disadvantaged backgrounds. Interventions included aspirational and careers work, mentoring, counselling, anger management and decision making. Services such as Youthscape and the Youth Offending Team supported disadvantaged students.• School family worker has continued to provide 'good as new' uniform supplies, learning equipment packs, food parcels and hygiene packs to 15 disadvantaged families. Advent calendars were also provided free of cost to all disadvantaged families, this was funded through staff donations and PP funding.
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See more detailed report:

On school site under Pupil Premium