

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Cardinal Newman School
Pupils in school	1714
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	TBC
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	18/10/21 13/12/21 07/02/21 28/03/21 23/05/21 11/07/21
Statement authorised by	Mr Glenn Billington – Assistant Headteacher
Pupil premium lead	Mr Glenn Billington
Governor lead	Mr Graham Upperton

## Disadvantaged pupil performance overview for last academic year

Progress 8	0.39
Ebacc entry	12.1
Attainment 8	50.3
Percentage of Grade 5+ in English and maths	47

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.45	June 2022
Attainment 8	46.61	June 2022
Percentage of Grade 5+ in English and maths	41.8	June 2022
Other		
Ebacc entry	68.63	June 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Consistency in marking, feedback and pupil response must become embedded.
Priority 2	Ensure that assessment in all lessons and over time is used systematically to plan learning and intervention to enhance good or better progress for all. Walk thru's and learning walks around the above foci are to be used to observe good practice and share. Also to intervene and develop staff that are requiring support in the two above mentioned areas.
Barriers to learning these priorities address	Potential further Covid 19 lockdowns
Projected spending	TBC

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Assistant Heads of Year to track attendance, attainment and behaviour of disadvantaged students and regularly review progress and identify areas requiring intervention.
Priority 2	Assistant Heads of Year to intervene with barriers to attendance, behaviour and attainment through mentoring, providing of equipment, linking with depts and communicating with parents/guardians.
Barriers to learning these priorities address	Improvements in attendance – direct link to higher attainment. Behaviour and low level disruption impacts attainment – reduction in behaviour concerns will improve attainment and engagement Lack of equipment such as revision guides, maths sets. Provide such resources to students to enable full engagement in learning and revision.
Projected spending	£5000.00

## Wider strategies for current academic year

Measure	Activity
Priority 1	To improve reading age of disadvantaged students and engagement in reading. To establish D.E.A.R (Drop Everything And Read) project weekly in school. Students have one lesson

	<p>per week where the whole school will stop to read for 25 minutes.</p> <p>Disadvantaged students are to be supplied with latest and most popular teenage literature form book scheme and to also establish a book swap system.</p>
Priority 2	<p>Breakfast Club for the Most Disadvantaged. Students from year 7-11 from disadvantaged background are to be invited to breakfast club, pre-school. Support with routine of nutritional education.</p>
Barriers to learning these priorities address	<p>Improved reading age enables greater access to the curriculum and greater depth of understanding.</p> <p>Improved engagement with literature enables greater understanding of techniques and command terms that will support with access of assessments.</p> <p>Breakfast club will enable better nutrition and reduced hunger enabling greater concentration and engagement in learning.</p>
Projected spending	£3000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Click or tap here to enter text.	Click or tap here to enter text.
Targeted support	<ol style="list-style-type: none"> <li>1. Time for AHOY to track and meet with students and implement interventions of support.</li> <li>2. Lack of data than can monitor on-going progress or concerns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allocated 2 periods per week on timetable to dedicate to Pupil Premium student support. This will include time to analyse progress, meet with students, make contact with staff and home.</li> <li>2. Report provided to AHOY on weekly basis providing data on attendance, punctuality, achievement points, organisation points and behaviour points. Assessment data will be available 3 times per year.</li> </ol>
Wider strategies	<ol style="list-style-type: none"> <li>1. Ensuring consistency in pupils and staff leading the dedicated reading time.</li> <li>2. Difficult to assess progression in reading age of older students – Year 10,11.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiative presented to all staff and importance explained. Dedicated time is within school calendar and staff reminded weekly. Pupils of PP and disadvantaged have all been provided with a latest teenage title fiction book via Pupil Premium</li> </ol>

	<p>3. Regular supply of food products and staffing to operate the Breakfast Club.</p> <p>4. Dr Martijn Van Der Spoel – Study Skills programme – 50 Year 11 pupils are to access the programme to improve study and retention skills. This is a 8 session programme. Cost £250 for 50 pupils to access the 8 sessions</p>	<p>funding to help engage and encourage pupils.</p> <p>2. Subject based assessments will show a reading understanding, via understanding of assessment questions and meaning.</p> <p>3. Funding set aside for weekly order of Breakfast products. Member of staff established to support and initiative presented to all staff seeking further support to operate the Breakfast Club.</p> <p>4. SESSION 1: Focus Thursday 23rd September, 2121 • SESSION 2: Memory ‘Little &amp; often’ Thursday, 21st October, 2121 • SESSION 3: Organisation Thursday, 25th November, 2021 • SESSION 4: Target Setting &amp; Planning Thursday, 20th January, 2022 • SESSION 5: Procrastination Thursday, 24th February, 2022 • SESSION 6: Memory ‘Perseverance’ Thursday, 24th March, 2022 • SESSION 7: Stress management Thursday, 21st April, 2022. • SESSION 8: Tips for exam time Thursday, 12th May, 2022</p>
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### Review: last year’s aims and outcomes

Aim	Outcome
<p>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</p>	<p>Some inconsistencies. Some departments were able to evidence examples of mentoring, one to one or small group support, additional contact home and other interventions. Other departments approaches were not as detailed.</p> <p>The second Covid 19 lockdown also significantly disrupted intervention support.</p> <p>Effective use of UPS 3 staff requires further exploration.</p>

<p>PP students to be on the agenda of every department meeting. Aim to always review progress, establish targets and actions</p>	<p>New departmental and Pastoral meeting agenda proforma created. This ensures that Pupil Premium is always an item on the meeting agenda and constant part of reflection and discussion.</p>
<p>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.</p>	<p>IT survey was completed with parents and carers. School purchased IT devices and restored out of use or donated devices and provided them too many learners and families. Full record is available.</p> <p>Many families also supported with regular food parcels and hygiene packs via the school throughout the pandemic.</p> <p>Pupil premium and disadvantaged families surveyed regarding uniform shortages. School provided more than 50 families with many uniform items and learning equipment, to ensure learners are adequately supported.</p>