



## Pupil premium strategy statement: Cardinal Wiseman 2018-19

1. Summary information					
<b>School</b>	Cardinal Wiseman Catholic School, Coventry				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£381,000	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	1284	<b>Number of pupils eligible for PP</b>	402	<b>Date for next internal review of this strategy</b>	Jan 2019

2a. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving EM 4+ and EM 5+ [2017/18]</b>	45% and 26%	60% and 38% <b>CWCS</b>
<b>Progress 8 score average [2017/18]</b>	-0.48 (estimate)	-0.094 (estimate)
<b>Attainment 8 score average [2017/18]</b>	36.61	42.78

2b. Y7 attainment (breakdown for 2016/17)		
	<i>Pupils eligible for PP (CWCS)</i>	<i>Pupils not eligible for PP (CWCS)</i>
<b>% with KS2 reading score &lt; 100</b>	41%	30%
<b>% with KS2 maths score &lt; 100</b>	43%	19%
<b>% of High Ability with 4 or more REDs on report</b>	63%	28%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
<b>B.</b>	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
<b>C.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
<b>D.</b>	Behaviour issues for groups of students particularly in KS3 (mostly eligible for PP) is having a detrimental effect on their academic progress and that of their peers.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Attendance rates for pupils eligible for PP are 91% (below the target for all children of 94%). This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	Poor home learning environments
<b>G.</b>	Involvement in anti-social behaviour outside of school impacts on their behaviour in school, their homework and the academic progress of PP students and that of their peers.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June.
<b>B.</b>	High levels of progress in numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using CatchUp Numeracy Progress booklets and Mathematics assessments in October, March and June.
<b>C.</b>	Improved rates of progress across KS3 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team. Knowledge Curriculum assessment will ensure easy monitoring of this progress. Each of the core departments will identify a PP Raising Achievement lead to track and arrange intervention where appropriate.

<b>D.</b>	100% Compliance effective with reduced behaviour points, reduced visits to II and reduced FTEs.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Vastly reduced low-level disruption in lessons, on corridors and in communal spaces. ALternative provision on site via the 'Gateway' and the 'Gateway +' programme for high risk PP students to reduce overall exclusion rates.
<b>E.</b>	Increased attendance rates for pupils eligible for PP  Improved attendance rates for PP students to 94%. Increased school hours. Improved academic outcomes.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 15% or below. Overall attendance among pupils eligible for PP improves from 91% to 94% in line with 'other' pupils. Behaviour and attendance team to prioritise home visits and reward incentives for PP non attenders.
<b>F.</b>	Poor home learning environments become less of a barrier to learning – Knowledge Curriculum	More students engage in home learning, due to routine and consistent expectations via Knowledge Booklets. Progress tracked by class teachers using Quizzes at start of <b>all</b> lessons.
<b>G.</b>	Selected students remain in school until 4.30pm/5.00pm for extended hours provision – reading groups, homework support, access to computers/internet and sports coaching (football, netball, trampolining).	Fewer students are involved in anti-social behaviour in the wider community. Improved mentality in school. Track increase rates of attendance throughout the year and measure feedback through qualitative questionnaires and surveys, GL Assessment Pupil Attitudes to Self and School (PASS) Questionnaire.

5. Planned expenditure					
Academic year		2018/19			
Estimated Budget		£380,895			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
A. Improved Year 7 & 8 literacy progress	Dedicated Literacy lesson for every Y7 & Y8 pupil every week.	Accelerated Reader was shown to have a positive impact in an independent evaluation.	<p>Librarian, who is very experienced with Accelerated Reader will facilitate. Librarian will also read 1 to 1 with every PP student during Literacy lessons.</p> <p>Parent volunteer also listening to PP students read.</p> <p>Two teachers will also be involved in delivering 'Private Peaceful' as a group reading book. Head of English resourcing and advising.</p>	Head of English	English TLR 1 £10,099 RA mentor £22,728
A. Improved Year 7-9 literacy progress in STEM subjects	Knowledge Curriculum	A number of studies have shown that disadvantaged students benefit most from a knowledge based curriculum, because they have not been exposed to the range of vocabularies and ideas outside school as some of their wealthier peers – Parents and Teachers for Excellence.	Link with the National Leaders at the Midlands Knowledge Hub and Inspiration Trust to moderate and share best practice.	Head of Science,  Lead practitioner for science	Science; Lead practitioner TLR1 £10,099 RA mentor £22,728

A. Improved Year 7 literacy progress	Staff training on high quality feedback to be delivered by PiXL lead for school	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Course selected using evidence of effectiveness and discussed with SLE Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Senior Assistant Principal and Assistant Principal PP lead	Head of learning centre to oversee GL assessment and Y7 reading scheme £22,375
A. Improved Year 7 literacy progress & B. Improved Year 7 numeracy progress	Knowledge Curriculum (Meta Cognition)  Three Assessment Butterflies: Daily recaps, weekly quizzes, knowledge based assessments.	A number of studies have shown that disadvantaged students benefit most from a knowledge based curriculum, because they have not been exposed to the range of vocabularies and ideas outside school as some of their wealthier peers – Parents and Teachers for Excellence. The Sutton Trust research has reinforced the success of rigorous well planned curriculum models providing access to further education for disadvantaged pupils as evidenced in the research of ED Hirsch.	Link with the National Leaders at the Midlands Knowledge Hub and Inspiration Trust to moderate and share best practice.	Head of Maths/ 2i/c Maths/ BN	Lead teacher Maths; £15,000 RA mentor £22,728
<b>Total budgeted cost</b>					<b>£125,404</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>

B. Improved Year 7 numeracy progress (Approx: 30 students)	1:1 CatchUp Numeracy with Raising Attainment HLTA Maths and Maths teacher  1:1 Reading Therapies, from PiXL Primary Club.	Some of the students need targeted numeracy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools and highlighted by the Sutton Trust EEF.	CPD for HLTA and teacher – 3 day course. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. CatchUp Lead teacher to liaise with parents.	AF	CPD - FREE
C. Improved progress for high attaining pupils (Approx: 30 HA PP)	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	Use of access to aspiration university visits; £5000
G. More students engage with homework more frequently	Knowledge Booklets in place for homework for every KS3 subject, for every half-term. All homework recorded on Class Charts. All knowledge learning homework tested with follow up quiz in class.	A number of studies have shown that disadvantaged students benefit most from a knowledge based curriculum, because they have not been exposed to the range of vocabularies and ideas outside school as some of their wealthier peers – Parents and Teachers for Excellence.	Knowledge Booklets already being developed and trialled with KS3 students. Regular quizzes have been introduced in some subject areas. Use of Class Charts regularly monitored and feedback to Heads of Faculty via Line Management.	Assistant Principal BN	Printing of resources for individual students at departmental level;  £6000
<b>Total budgeted cost</b>					<b>£11000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
D. Improve behaviour in and out of lessons	100% Compliance introduced for all students	The implementation of 100% compliance last year evidenced dramatic improvements in reducing both the number of PP students receiving FTEs and PEX.	HOY will track the outcomes for all PP students in their year. Vice Principal to oversee implementation of the 100% compliance and management of alternative provision courses.	Vice Principal MO	£40K on alternative provision and + £35,000 driver, transport and chaperone.

Reduce the % of PP students who are permanently excluded.					Review date; Dec 18
E. Increased attendance, behaviour and enjoyment of school for PP and LAC	Support worker employed to monitor pupils and follow up quickly on truanancies. First day response provision.  Second dedicated CAF Worker	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers Heads of Year leading small incentive projects to raise those who are PA to 90% attendance or above.	Vice Principal MO	PP and LAC coordinator: £29,928  Attendance officer;£27,324  CAF: £27,324
E. Increased attendance, behaviour and enjoyment of school for PP and LAC	HLTA Behaviour (ex-police officer) employed to monitor behaviour, intervene and educate regarding '100% Compliance' rules and consequences	There is plenty of evidence showing that both behaviour and attainment in childhood have life-long consequences: for economic, social and health outcomes as well as life satisfaction.	Thorough briefing of HLTA about existing behaviour issues and his knowledge from policing the local community for many years. HLTA Behaviour will collaborate with behaviour team to ensure 100% Compliance and related consequences run smoothly. HLTA Behaviour will be involved in next steps for students who are unable to comply with the high expectations.	Vice Principal MO	HLTA Behaviour
F. Improved attitude in school	Active Extended Day full programme of sports coaching, clubs, homework support, reading and maths intervention.	Physical activity can have an immediate and long-term impact on cognitive skills, attitude, behaviour and concentration. - Sports and PE Association, UK.	Ensure identification of pupils is fair, transparent and properly recorded. School to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors, leading to raised achievement points.	MS HoY 7 & 8	HOY to coordinate tracking and implementation £20,000 (4 x £5,000  Resources & Equipment £11000

					<b>Total budgeted cost</b>	<b>£190,576</b>
					<b>2018/19 Overall PP spending budgeted</b>	<b>326,980</b>



6. Review of expenditure				
Previous Academic Year 2017-18				
Total Funding		£389,895		
Total budgeted Spent		£335,932		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP students achieve a minimum of 3 LoP in Mathematics.	<ul style="list-style-type: none"> <li>PP Lead in Maths had Y11 form with 14 PP students.</li> <li>RA HLTA working with small groups</li> </ul>	<p>High impact:</p> <ul style="list-style-type: none"> <li>9 students on achieved target grades (64%).</li> <li>50% of students achieved 4+ Maths (3% increased from previous year and just 9% from Nat Average)</li> <li>Number of Maths entries for PP students was 2.1% ABOVE Nat Average</li> </ul>	<p>Four additional 30 minute Maths sessions has had a positive impact for the majority of the students. The PP Lead in Maths needs to deploy successful strategies from Yr11 into KS3. The PP RA allowed for clear identification of students, co-ordination and implementation of strategies which allowed entire cohort to access the final exam.</p> <p>Raising Attainment Mentor (HLTA) and teacher need further training to deliver a recommended programme which is known to make impact. 1:1 Maths will be delivered using new approach – Catch Up Numeracy - from September 2018.</p>	Lead teacher Maths; £15,000 RA mentor £22,728
All PP students achieve a minimum of 3 LoP in English.	<ul style="list-style-type: none"> <li>Lead Teacher for PP</li> <li>RA mentor</li> <li>4 x PP forms in English</li> </ul>	<p>High impact:</p> <ul style="list-style-type: none"> <li>Yr11 Progress in English was highest in 3 years and above National Average</li> <li>Number of English entries in Yr11 was 2.5% above the Nat average</li> <li>5+ Eng was 53% (Just 7% from Nat Average non PP)</li> <li>4+ Eng was 68% (Just 8% from Nat Average non PP)</li> </ul>	<p>New PP Lead in English has tracked pupils consistently. A clear job definition has helped focus work through PM targets. Use of time in tutor time, lessons and after school used to great effect.</p>	TLR 1 £10,099 RA mentor £22,728
All PP students achieve a minimum of 3 LoP in Science.	<ul style="list-style-type: none"> <li>Lead Teacher for PP</li> <li>RA mentor</li> <li>2 x PP forms in Science</li> </ul>	<p>High Impact:</p> <ul style="list-style-type: none"> <li>Progress in Double science has improved from -1.44 to -0.67 in one year.</li> <li>In Triple Science PP students out performed non PP Nationally achieving 90% (9-4) and 50% (9-5).</li> </ul>	<p>Within science the TLR lead coordinated the work of tracking across double and triple science successfully. The use of extra form time and bespoke after school revision sessions resulted in the highest ever number of PP students entering science GCSE&gt;</p>	Lead practitioner TLR1 £10,099 RA mentor £22,728
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduction in NEETs for post-16 PP students.	Mentoring, support and advice provided by support worker.	High: No NEETs expected for Y12 & Y13 students. Success criteria: met.	Post 16 support worker ensured all PP students had access to CIAEG, University visits and guidance to local apprenticeship schemes. Coordination with SLT lead was very successful.	Post 16 support worker £22,000
Increase number of PP students in the Sixth Form.	Assemblies, site visits and visiting speakers	Low: Y11 were 38% PP; Y12 are 18% PP. 15 of the PP students were HA, only six of these are in CWCS Sixth Form. Success criteria: not met.	Entry requirements were prohibitive, policy has been changed to enable current Y11 PP student's access to a range of post-16 courses. Deliberate recruitment of PP student's needs to happen.	£3,000
Pupil Premium students access university places including Russell Group.	59 Y13 students supported with UCAS applications.	Low: 23% of Y13 are PP, only 14% (8 students) were supported with UCAS applications. 51% of all Y13 students hold a place at a Russell Group University, of these only 2 students are PP. Success criteria: not met.	All Y13 Pupil Premium students to be supported with UCAS applications and the merits of Russell Group Universities should be explored.	

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Effective pastoral intervention for PP	Heads of Year to oversee PP progress, coordinating liaison between school and home	Medium-low: positive impact for some students whose attendance and/or behaviour has improved. Approaches and outcomes are too variable across year groups. Approaches need to be pro-active not reactive.	Good practice in Year 8 to be shared, including meetings with Attendance Officer, logging of actions, PP specific incentives to improve attendance, analysis of data and communications with Head of English and Maths regarding interventions. Introduction of new assessment system has enabled HOY post to be refocused upon data analysis and intervention.	£20,000 (4 x £5,000)
Increased attendance, behaviour and enjoyment of school for PP and LAC	PP & LAC coordinators appointed to oversee student needs	Medium: PP attendance has improved to 92.6% but has not yet reached target of 95% or equalled the 94% attendance rate of non-PP students. Intervention has been successful in linking with mental health services for persistent non attenders (medical)	Improvements need to be made to the decisions of how LAC PP+ funding is spent on individual students. This needs to be directly related to each students Progress Report, with measurable impact of spending. A very simple proforma has been developed to ensure accounting for each LAC is clear and relates to areas of underperformance, if any.	PP and LAC coordinator: £29,928 Attendance officer; £27,324
Second dedicated CAF	Second dedicated CAF worker to	High: The support for our most vulnerable and disadvantaged students is of a very high	The second CAF worker has been firmly embedded in the safeguarding team with a clear remit of breaking the barriers	CAF: £27,324

