

Pupil premium strategy statement: Cardinal Wiseman 2019-20

1. Summary information					
School	Cardinal Wiseman Catholic School, Coventry				
Academic Year	2019/20	Total PP budget	£410,465	Date of most recent PP Review	28 th January 2019
Total number of pupils	1213	Number of pupils eligible for PP	436	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (CWCS)
Progress 8 score average	-0.53	-0.053
Attainment 8 score average	36.31	39.81
% achieving EM 4+ and EM 5+	43.9% / 22.8%	49% / 27%
2b. Y7 attainment (breakdown for 2018/19)		
% with KS2 reading score <100	32.89%	26.15%
% with KS2 maths score <100	31.58%	16.15%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	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.	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.
C.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across KS3. This prevents sustained high achievement through KS4.

D.	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.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
F.	Poor home learning environment.	
G.	Involvement of 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. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy for Y7 pupils eligible for PP.	100% of pupils eligible for PP in Year 7 meet expected targets in literacy assessed through accelerated reader programme and termly English written assessments.
B.	High levels of progress in numeracy for Y7 pupils eligible for PP.	100% of pupils eligible for PP in Year 7 meet expected targets in numeracy assessed through numeracy catch-up programme and termly Maths assessments.
C.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 data make at least equal progress as non PP high attaining pupils assessed via Knowledge Curriculum assessments.
D.	100% compliance effective with reduced behaviour points, reduced visits to II and reduced FTEs.	reduced behaviour points, reduced visits to II and reduced FTEs for pupils eligible for PP
E.	Improve attendance rates for pupils eligible for PP.	Attendance rates for PP students to be in-line with non PP students and to meet or exceed school target of 95%



F.	Poor home learning environment becomes less of a barrier to achievement.	Pupils eligible for PP make at least equal progress as non PP pupils assessed via Knowledge Curriculum assessments. All PP pupils to have an appropriate curriculum offer for their circumstances. This may include alternative provision and/or WRL.
G.	More students access extended day provision offers along with an improvement in pupils attitude to school.	Increased rates of PP pupils accessing extended day curriculum with an improved mentality within school monitored by behaviour, attendance and punctuality data.



5. Planned expenditure

Academic year **2019/20**

Estimated Budget

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Improve Year 7 and 8 literacy	Accelerated reader programme in place Literacy online assessments	Accelerated reader is shown to have positive impact in independent evaluations.	Librarian will facilitate accelerated reader. Librarian will to read with every PP student during Literacy lessons. Every year 7 and 8 student will have literacy lesson in the library every fortnight. Each year 7 and 8 tutor group to have a book box of the same book to read in tutor time. A literacy programme to be developed to be carried out a tutor time.	Head of KS3 English	English TLR - £10,000 HLTA in Trinity, literacy - £22,116
Improved Year 7 literacy progress	Staff training on high quality feedback	Investing PP in longer term change which will help all pupils. Many evidence sources and reviews of research	Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Assistant Principal - Disadvantaged	£10,000



		suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school.	Lessons from training embedded in school feedback policy and practice.		
Ensure all PP students achieve a positive progress 8 score in Maths	Bespoke 1:1 and small group work to PP students	Some students will require targeted support to achieve progress. This is a programme which has been independently evaluated and shown to be effective in previous years and in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of programme.	Lead Teacher of Maths Raising Achievement mentor in Maths	£10,000 £23,448
Ensure all PP students achieve a positive progress 8 score in English	Bespoke 1:1 and small group work to PP students	Some students will require targeted support to achieve progress. This is a programme which has been independently evaluated and shown to be effective in previous years and in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of programme.	Lead Teacher of English	(included above)
Ensure all PP students achieve a positive progress 8	Bespoke 1:1 and small group work to PP students	Some students will require targeted support to achieve progress. This is a programme which has been independently evaluated and shown to be effective in previous years and in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of programme.	Lead Teacher of Science	£10,000



Improve outcomes at Y11 for PP students	Identify underperforming Y11 PP students and focus intervention and support on this target group	Both Attainment 8 and Progress 8 measures increased for PP students in 2018 whilst following a similar strategy.	Use of Y11 intervention centre. Data tracking of these students to show impact of programme. Ensuring all pupils have access to an appropriate curriculum.	Achievement leaders of Y11	£21,120 (2 x TLRs)
Total budgeted cost					£106,684



ii. Targeted support					
Action	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Employment of Family Support Worker	Family Support Worker to monitor Pupil Premium intervention in English and Maths Monitor and intervene with PP persistent absentees	Intervention programme and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and careers to be developed.	Data tracking. Case studies.	Family Support Worker	£13,788
Support disadvantaged students with transition into Post 16	Assistant Head of Sixth Form to support students into Y12 and then continue monitoring and supporting progress	Previous year's Y12 had 23 students who were previously PP (17.5%) compared to 80 students (37.5%) in the corresponding Y11.	No NEETs for PP students. Increase the number of PP students in the Sixth Form. Specific support for previously PP students with UCAS applications.	Assistant Head of Sixth Form	£6,352 (TLR cost)
Heads of Year 7-10 to oversee PP progress within individual year groups	Heads of Year to monitor PP progress and coordinate liaison between home and school to ensure effective intervention	Heads of Year in position to oversee link between pastoral and academic success.	Data tracking. Effective tutor time programme in place.	4 x Heads of Year	£25,408 (4 x TLR cost)



<p>Utilise Alternative Provision and Work Related Learning to ensure most appropriate provision for PP students</p>	<p>Links with Alternative Provision partners (The Edge and U-neek)</p> <p>Programmes are tailored to individual needs in liaison with parents and carers</p>	<p>Provision in place in 2018/19 and evidence of a high impact including PP permanent exclusions at a five year low.</p>	<p>Reduce the percentage of PP students who are permanently excluded.</p> <p>Ensure the most vulnerable pupils can access correct provision.</p>	<p>LAC and alternative provision coordinator</p>	<p>The Edge: £20,000 U-neek: £40,000 WRL: £38,000 Associated transport: £35,000</p>
<p>Improve behaviour and attitude of PP students</p>	<p>HLTA Behaviour (ex-police officer) employed to monitor behaviour, intervene and educate regarding 100% Compliance</p> <p>Time spent with identified pupils to understand root causes and work on resolution</p>	<p>Evidence shows behaviour and attainment in childhood has life-long consequences.</p> <p>Compliance with behaviour expectations is needed to ensure a positive, learning environment to enable students to make progress.</p>	<p>HLTA Behaviour will collaborate with behaviour team and local community links and will be involved in next steps for students unable to comply.</p> <p>Utilisation of local community knowledge of HLTA Behaviour to identify issues early and resolve efficiently.</p> <p>High profile students receive targeted support which leads to modified behaviours.</p>	<p>Lead HLTA Behaviour</p> <p>HLTA Behaviour</p>	<p>£26,503</p> <p>£22,267</p>
Total budgeted cost					£227,318



iii. Other approaches					
Action	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Employment of LAC and WRL coordinator	<p>LAC coordinator, attendance team, head etc will collaborate to ensure provision and standard school processes work smoothly together</p> <p>Same day calls for target students to ensure students attend on a regular basis</p> <p>Explore barriers to attendance and liaise with parents/carers of relevant students</p>	NfER briefing for school leaders identifies addressing attendance as a key step.	<p>Attendance of LAC students and those on WRL to increase.</p> <p>Reduction in fixed term exclusions.</p>	LAC coordinator	£38,556
Extended Provision	After school provisions in place for additional learning – languages (inc Latin), Dance	Provides opportunity for students to access additional learning opportunities whilst providing a safe environment at the end of the school day.	<p>Attendance at this provision.</p> <p>Appropriate students to access GCSE qualification from this provision.</p>	<p>Italian/Latin teacher</p> <p>Dance teacher</p>	<p>£605</p> <p>£655</p> <p>£750</p>



				Duke of Edinburgh award	
Provision of after school revision sessions for Y11	Departments to identify those PP students in Y11 at risk of not making sufficient progress. These students to be encouraged to attend after school revision sessions	Provides opportunity for students to access additional learning in areas where they may be struggling whilst providing a safe environment at the end of the school day.	Attendance registers taken at all sessions. Department Heads to ensure provision is of a high quality.	Department Heads	
Total budgeted cost					£40,566
Overall PP spending budgeted					£374,568



6. Review of expenditure				
Previous Academic Year		2018-2019		
Total funding		£381,000		
Total budgeted spend		£321,694		
i. Quality of teaching for all				
Action	Intended outcome	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
Dedicated literacy lesson for all Y7 & Y8 pupils	Improved Y7 and Y8 literacy progress	<p>79% of Y7 PP students showed an improvement in reading age - 36% by more than one year.</p> <p>84% of Y8 PP students showed an improvement in reading age - 59% by more than one year.</p>	<p>Accelerated reader will continue for the academic year 2019/20, however the approach will be amended, and this will include:</p> <p>All year 7 and 8 students will have a dedicated lesson once per fortnight for accelerated reader and these will be delivered by an English teacher instead of a supply teacher. Tracking each term will now take place to allow students to move.</p>	£32,827
Implement Knowledge Curriculum in STEM subjects	Improved literacy progress in STEM subjects in KS3	Gap between PP and non-PP for all year groups at KS3 is within 15%.	<p>Daily quizzes and homework set from knowledge curriculum has enabled instant whole class feedback to be delivered to the class, it also has allowed staff more time to plan lessons.</p> <p>To be continued this year, with the development and implementation of a new whole class feedback sheet, for effective feedback, as recommended in the EEF toolkit.</p>	£32,827



Staff training on high quality feedback	High quality feedback has a positive effect on improving attainment	Gap between PP and non-PP for all year groups at KS3 is within 15%.	Daily quizzes and homework set from knowledge curriculum has enabled instant whole class feedback to be delivered to the class, it also has allowed staff more time to plan lessons. To be continued this year, with the development and implementation of a new whole class feedback sheet, for effective feedback, as recommended in the EEF toolkit.	£22,375
Use of daily quizzes, weekly quizzes and knowledge-based assessments	Improved Y7 literacy and numeracy progress	Gap between PP and non-PP for all year groups at KS3 is within 15%.	Recap quizzes are the start of all lessons and allow retrieval practice. This will continue for next year, alongside knowledge quizzes being recorded centrally 2x per half term and termly assessments for KS3 being cumulative over the course of the year.	£37,728

ii. Targeted support

Action	Intended outcome	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
Raising Attainment HLTA in Maths to lead CatchUp Numeracy	Improved Y7 Numeracy progress	All students obtained better scores in the final assessment compared to the initial results. Students have gained more confidence when working with their peers in maths lessons.	For next academic year, a change in approach to delivery will happen, the sessions will be based on workbooks which the department has designed. Each student identified will receive 2 x 20-minute sessions per week.	Included above
Weekly small group sessions in Maths and English	Improved progress for high attaining pupils	The interventions were delivered in larger groups, through the tutor time programme in year 11. Year 11 had 2 math intervention tutor groups and 4 English tutor groups.	A more tailored approach this year is for specific gaps and this will be identified after assessment points and mock exams.	£5,000



for high attaining pupils		Subjects focused on certain areas based on assessment data. Students were invited to attend revision sessions after school and during the holidays.		
Knowledge booklets in place for homework for every KS3 subject	More students engage with homework more frequently	All subjects have knowledge booklets in place for KS3. Hard copies were given to students and these are available on the school website. Homework is set from these, to improve knowledge of topics.	Further develop knowledge booklets for KS3, so that they have a range of tasks in them, which can be used as homework tasks.	£7,874
iii. Other approaches				
Action	Intended outcome	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
100% Compliance introduced	Improved behaviour in and out of lessons	The introduction of 100% compliance has led to a significant increase in the number of behaviour incidents being logged (this does not necessarily equate to an increased number of incidents). A high proportion of behaviour incidents were related to PP students demonstrating the need to continue this action and analyse impact over time.	100% compliance needs to continue in order to have a lasting impact. Root causes of behaviours need to be assessed and preventative measures considered.	£48,770



<p>Support worker and second CAF worker employed to monitor pupils and follow up quickly on truancies</p>	<p>Increased attendance</p>	<p>High: The support for our most vulnerable and disadvantaged students is of high standard. From supplying basic needs such as a tie or blazer to attending meetings and coordinating across several services.</p> <p>Medium: attendance for PP students is at 92% but has not yet reached the target of 95%. A new attendance team was put in place from Spring 2019 and lots of work between families, the attendance team and safeguarding team has developed.</p>	<p>The second CAF worker is firmly embedded into the safeguarding team and their remit is to work on breaking down the barriers PP students face accessing school. It has continued to strengthen the multi-agency aspect of PP support and will continue next year.</p>	<p>£84,576</p>
<p>HLTA Behaviour employed to monitor behaviour, intervene and educate regarding 100% compliance</p>	<p>Improved behaviour</p>	<p>The number of permanent exclusions was 4 for 2018/19. Some students have had provision through WRL and U-Neek and this has been positive for them.</p>	<p>U-Neek is a positive move for small groups of students who struggle maintaining behaviours and expectations in a large setting, this is to carry on this year, with the AP coordinator and SENCO making regular monitoring visits.</p> <p>100% compliance to remain in place, so that learning is not disrupted.</p> <p>Lead HLTA behaviour will now lead a whole team of HLTA's for behaviour in place for 2019-20 to monitor behaviour, in regard to 100% compliance. A programme of support and intervention to be put into place to support those who struggle with 100% compliance.</p>	<p>£26,503</p>



<p>Active Extended Day full programme of sports coaching, clubs, homework support, reading and maths intervention</p>	<p>Improved attitude in school</p>	<p>9 PP students were involved in the Bronze Duke of Edinburgh award and 5 PP students in the Gold Duke of Edinburgh.</p>	<p>Duke of Edinburgh to continue this year, as it has developed a range of skills and enabled PP students to be involved in an after school activity. A well established session takes place each week to develop the skills needed to complete Duke of Edinburgh and the expeditions happen throughout the year.</p>	<p>Dol-y-Moch £6,260.70 Duke of Edinburgh - £2,077.20</p>
---	------------------------------------	---	---	--