

Pupil Premium Strategy Statement

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 Wiseman
Number of pupils in school	1440
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – reviewed in 2022/2023 2022/23 – review at the end of the document 2023/24- this academic school year- new strategy implemented
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Mrs Kathryn Alton
Governor / Trustee lead	Piotr Bloch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£438037.88
Recovery premium funding allocation this academic year	£115920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£553,957.88

Part A: Pupil Premium Strategy Plan

Statement of intent

At Cardinal Wiseman, we believe that our students deserve an education that is accessible, rigorous, and based in a deep knowledge of the best that has been thought or said. Our curriculum has been carefully designed and sequenced to ensure that students' knowledge builds over time in a logical manner. This strategy is designed to close the gap between our advantaged and disadvantaged students subtly, fostering a studious and academic atmosphere in the classroom and ensuring that every learner, regardless of their background, can achieve their maximum potential. The entire school staff is committed to this, demonstrated by their familiarity with each student and proactive efforts to support those eligible for the pupil premium, ensuring their academic success aligns with their non-disadvantaged peers nationwide. Achieving this involves skilful teaching and carefully planned cultural capital activities, preparing all students for fulfilling and successful lives as local, national, and global citizens upon leaving Cardinal Wiseman School.

Central to our curriculum offer is the aim that every learner, no matter their starting point, can actively participate in and succeed with the curriculum. Every child should have the chance to develop ambitions and gain knowledge without hindrance. The pupil premium strategy is crucial in assisting learners to reach and achieve the curriculum goals. This is done by providing enriching and purposeful cultural capital opportunities, which are vital in addressing social inequality. Additionally, we strive to tackle community challenges, including ensuring access to necessary equipment and uniform when not easily accessible and contributing to activities that might otherwise be unaffordable

Our approach will be responsive to the common challenges and individual needs.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1) Quality of Education/ Outcomes	The attainment and progress of PP students from 2022 to 2023 has fallen. With the attainment of PP going from 34.3 (2022) to 32.5 (2023) and progress going from -0.55 (2022) to -0.70 (2023), there still remains in-school variation between our PP and non-PP students. Non-PP students are performing on average grade better than PP students. Learners' English and Maths at grade 5+ (22.4 in 2023), at grade 4+ (30.3%) remain below the national average for their non-disadvantaged peers. EBacc entries were lower (25.3% compared to 27.7% for non-disadvantaged learners nationally). Internal data suggests similar gaps across a variety of subjects in all year groups.
2) Literacy and reading ages	Assessments, observations and discussions with learners indicate that learners eligible for the pupil premium generally have lower levels of reading comprehension than peers. This impacts their progress across subjects. 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. 27% of students in receipt of pupil premium in year 7 are below secondary ready for reading, based on SATS assessments carried out Spring 2023.
3) Behaviour	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.
4) Attendance	Historic attendance data from the past year reveals that learners eligible for the pupil premium had lower attendance compared to their non-disadvantaged peers. Our assessments and observations suggest that this absenteeism is adversely affecting their academic progress.
5) Wider Support	Some learners and families do not have the means to access wider resources and the extensive range of equipment and uniform needed to succeed in school.
6) Cultural Capital and Enrichment	Some learners are not able to access our broad and inspirational enrichment, cultural capital and extracurricular programme that supports the development of cultural, moral and social understanding. 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.
7) Careers and Aspirations	Majority of PP students have destinations at the end of Year 11 and the number of PP students entering sixth form increases, along with those going to complete an apprenticeship.

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
Quality of Education	<p>Ensure that the Quality of Education for all learners, including those who are eligible for the pupil premium, is at least 'Good' or 'Outstanding'</p> <p>Learner outcomes will show that disadvantaged students will make good progress which is at least equal to those who are non PP</p> <p>Learning walks and the school's QA cycles will show that teaching colleagues understand the needs of the learners in their lessons, use class data to ensure adaptive teaching is effective, have embedded the school's lesson model and consistently use the school's behaviour policy.</p>
High levels of progress in literacy Y7 pupils eligible for PP (Literacy and Reading ages)	<p>Gaps in reading ages are identified and addressed quickly through appropriate means of support so that all learners can access the curriculum offer. Learners are assessed at the start of each year. Intervention programmes are planned, implemented and evaluated to improve learners' reading ages. Learners become more confident in reading.</p>
Students are clear on school expectations and the consequences if these are not followed. Reduce the number of behaviour incidents which are logged on Arbor, reduce visits to Il and reduce FTEs	<p>Reduced behaviour points, reduced visits to Il and reduced FTEs for pupils eligible for PP</p>
Attendance	<p>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%.</p>

	Introduction of new attendance programme to support with daily attendance monitoring so that barriers to attending are removed.
Wider Support	Support for independent studies to be completed outside of the school day. Where needed support students with uniform where families are unable to afford it.
Cultural Capital: To improve extra curricular attendance for disadvantaged pupils across KS3 and 4 and ensure that all trips and clubs reflect the PP proportion in the school	Alongside the broadening of cultural capital sequenced into each subject's curriculum ensure that learners get the opportunity to benefit from activities and trips. Continued monitoring of trips and clubs to ensure that all extra curricular opportunities reflect the school's cohort. A tangible increase in PP students accessing extra curricular provision. Each department to run a trip this academic year to broaden students understanding of curriculum. Students in year 7 who meet the criteria for PP have the opportunity to participate in peripatetic music lessons.
Careers and Aspirations	Ensure that learners are given appropriate guidance so that they understand possible pathways that are aspirational and that they have a good understanding of what they need to do in school to achieve their career ambitions.

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: £ 294,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated staff training on WalkThrus. Strategically handpicked 15 WalkThru teaching strategies that align with both school feedback policy and Cardinal Wiseman lesson structure. Designed to empower staff in a year-long journey of reflective practice.</p>	<ul style="list-style-type: none"> • Evidence from cognitive science which provides a clear model for learning • Evidence from the study of effective professional development • Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement • Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1&2</p> <p><i>Evidence: Staff have chosen their own enquiry question based on the WalkThrus to form a project for this academic year.</i></p>
<p>A range of CPD courses available to staff and support staff to support the Quality of Education in their area or a focus area for school eg exam board training etc</p>	<p>Continuing Professional Development (CPD) holds significance in schools for multiple reasons. It offers staff the chance to enhance their skills and knowledge, fostering a dual focus on practical understanding and application. Moreover, CPD encourages reflective practices, enabling teachers to thoughtfully evaluate their teaching methods and their influence on student learning. This reflective process aids educators in pinpointing areas for enhancement and fine-tuning their educational approaches. Significantly, teachers engaged in ongoing CPD demonstrate greater proficiency in understanding and meeting the varied needs of their students. This, in turn, results in the refinement of teaching techniques, heightened student engagement, and ultimately, improved academic outcomes.</p>	<p>1&2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
<p>Regular faculty Quality Assurance is built in to the school calendar which consists of lesson drop ins, book looks and deep dives to ensure that the Quality of Education is 'good' or better</p> <p>Training members of staff are observed regularly and given targeted feedback to improve their teaching. This is tracked over time. Trainees observe experienced members of staff teach to share best practice</p>	<p>We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students . Therefore there will be regular subject meetings focus on the quality of education in the department. Drop ins and regular observations ensure that departmental areas for development are identified and addressed. What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1&2
<p>Ensure Progress 8 score in Maths and English is in line or above 2023 validated</p>	<p>Mastery</p> <p>Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time</p>	1

<p>progress 8 score and in line with NA</p>	<p>needed for pupils to become proficient or competent at these objectives is varied.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	
<p>Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8 and P8</p>	<p>Data tracking of these students to show the impact of the programme. Ensuring all pupils have access to an appropriate curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>1&2</p>
<p>Parents evening in school.</p>	<p>Parental engagement to support students progress and attainment both academically and pastorally. Admin team to support with parents evenings to help parents log into school apps etc.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	<p>1&5</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising Standards leaders in conjunction with Heads of Year and Key Stage will use data to identify learners who need additional support. They will contribute to a revised intervention timetable.</p> <p>Extended day for Year 11 until 4:15 pm 5 days a week will continue. Tutor time for Year 11 utilised to support students in both vocational and academic subjects to include English, Maths and Science. Learners are provided with access to websites, such as GCSEpod, Pixl, Bedrock learning and Seneca to support learning outside the classroom</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy: Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1&2</p>
<p>Improve literacy in all subject areas. Professional development will be tailored to improve</p>	<p>EEF KS3 KS4 LITERACY GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1&2</p>

<p>colleagues' knowledge in this area.</p>		
<p>Assess all the Year 7s reading ages using Literacy Assessment Online based on this . Trinity Team have access to this information and run interventions- on a 4 week cycle- they use Toe-by-Toe and IDL.</p> <p>Alternative curriculum in place for both lower set year 7 classes. (Read, Write, Ink Fresh Start) Students to complete three phonics lessons per fortnight with the accompanying texts.</p>	<p>Students in year 7 who have been identified with weaker Literacy and Maths skills will be given small group teaching in order to improve their literacy and maths skills to support in accessing the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>A range of intervention programmes carried out in the school's Trinity centre, including precision teaching, toe by toe and stareway to spelling.</p> <p>The EP has trained the Trinity staff on how to deliver these interventions. Students will complete small group and 1:1 intervention:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>To support students who require catch up or who have been identified with significant struggle.</p> <p>https://www.tes.com/en-gb/for-schools/literacy-assessment</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	<p>1&2</p>

	<p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p> <p>https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 159,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital and enrichment: enhance the cultural knowledge of learners through purposeful activities integrated into the curriculum for all. Encourage students to take part in a diverse range of extracurricular activities offered after school, including peripatetic lessons.</p>	<p>Research has shown that students from disadvantaged backgrounds may be less likely to benefit from sports clubs and other physical activities outside of school due to financial costs. By offering extra curricular activities in PE has shown to increase pupil attendance and retention.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Research has shown that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Further research from the University of Bath has shown found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	6
<p>Alleviate challenges encountered by learners due to social disadvantage by</p>	<p>While wearing a uniform may not directly impact learning, it can play a role in broader efforts to create a welcoming school environment and encourage positive behaviour. It is essential to support families who may find it difficult to afford uniforms. Where</p>	1&5

ensuring that those most in need receive essential equipment, uniforms, and resources necessary to meet the school's expectations.	Heads of Year have identified students who need support with resources outside of school. Use the PP budget to support with acquiring subject materials.	
LAC coordinator	LAC coordinator, attendance team, principal etc will collaborate to ensure provision and standard school processes work smoothly together. The following research paper from NFER explores the challenges to support disadvantaged students: https://www.nfer.ac.uk/understanding-the-challenges-for-evidence-informed-school-improvement-support-in-disadvantaged-schools-an-exploratory-study/	5
Support disadvantaged students with transition into Post 16. Further support considered when in sixth form on case by case.	Sixth Form to support students into Y12 and then continue monitoring and supporting progress. From: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf , page 7 and 8	5
Family Support Worker, a higher proportion of students they work with are PP	Intervention programmes 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 carers to be developed. Family Support Worker to monitor Pupil Premium students, due to the number Relevant interventions put into place, whether internally or externally. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	1,3,4,5
Support to the Attendance officer to work to increase attendance rates pupil premium students	Intervention programmes 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 carers to be developed. https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/	1,4 and 5

<p>Utilise Alternative Provision and Work-Related Learning to ensure most appropriate provision for PP students</p>	<p>Working to find what might help pupils make the next step in their learning and the focus on targeted support</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p>	
<p>Support disadvantaged students with transition into Post 16. All year 11 students are given 1:1 careers meetings.</p>	<p>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17</p> <p>From: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations main text 2020 REV.pdf, page 7 and 8</p>	
<p>Ensure disadvantaged pupils receive high quality careers advice which makes them aware of all options available to them and makes clear academic needs and aspirations.</p>	<p>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17</p> <p>From: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations main text 2020 REV.pdf, page 7 and 8</p>	

Ensure that Careers can be linked to the Gatsby Clause.		
Improve behaviour and attitude of PP students	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf	3

Total budgeted cost: £ 549,102.00

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review of expenditure 2022/2023							
Previous Academic Year		2021/2022					
Total funding		£427440					
Recovery Premium Funding		£117852					
Total budgeted spend		£545,292					
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	
Baseline assessment for reading and spelling using GL assessments (National Group Reading Test and National Group Spelling Test) used Sept 2022 CAT 4 tests to identify students that require additional Maths support used Sept 2022	Improved Y7 literacy	Intervention summary	Year 7	Year 8	Year 9	GL assessments give starting points of literacy levels at the start of their secondary school journey. The interventions used have shown success and are research informed. SATs data to identify students for intervention in Sept 2023. Liaison with HOY to discuss students requiring intervention in all year groups. Improving literacy levels will be a focus for this year, continue with methods of feedback. Element of practice to be focused on throughout	HLTA in Trinity SENCO TLR GL assessments
		Toe by Toe	13 (7 PP) 100%	9 (7 PP) 100%			
		Stareway to Spelling	13 (7 PP) 100%	9 (7 PP) 100%			
	Improved Y7 Numeracy	Bedrock		9 (6PP) 100%			
		Maths		9 (6PP) 100%			
		Talk for work			3 – 1 PP 100% 100%		
		Roots to fruits		8-8PP 100%			

			academic year and methods of feedback for low stakes testing and retrieval.													
Staff training on high quality feedback	Improved year 7 literacy progress		Whole School CPD offered to staff to support with high quality feedback in lessons.													
Bespoke 1:1 and small group teaching	Ensure progress 8 score in maths is in line or above 2019 validated progress 8 score and in line with N/A	<p>Attainment 8 score for Maths School data - A8:</p> <table border="1"> <thead> <tr> <th>2019</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>7.40</td> <td>8</td> <td>6</td> </tr> </tbody> </table> <p>P8</p> <table border="1"> <thead> <tr> <th>2019</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>-0.27</td> <td>-0.09</td> <td>-0.11</td> </tr> </tbody> </table>	2019	2022	2023	7.40	8	6	2019	2022	2023	-0.27	-0.09	-0.11	<p>HoF and SENCo will work together to identify students needing intervention in numeracy.</p> <p>Year 11 targeted intervention throughout the year. Key Staff deployed to year 11 (HoF, DHoF, SLT and Examiner)</p> <p>Key Stage 4 mock exams carried out to identify quickly gaps in knowledge.</p> <p>Introduction of Tassami</p> <p>Relaunch of PiXL</p> <p>Uplearn</p>	
2019	2022	2023														
7.40	8	6														
2019	2022	2023														
-0.27	-0.09	-0.11														

<p>Bespoke 1:1 and small group teaching</p>	<p>Ensure progress 8 score in English is in line or above 2019 validated progress 8 score and in line with NA</p>	<p>Attainment 8 score for English:</p> <p>A8</p> <table border="1" data-bbox="741 228 1025 408"> <tr> <td>2019</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>8.7</td> <td>9.5</td> <td>7.44</td> </tr> </table> <p>P8</p> <table border="1" data-bbox="741 477 1025 657"> <tr> <td>2019</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>0</td> <td>0.09</td> <td>-0.01</td> </tr> </table>	2019	2022	2023	8.7	9.5	7.44	2019	2022	2023	0	0.09	-0.01	<p>Year 11 targeted intervention throughout the year Relaunch of Bedrock for year 11 pupils 2022/2023. It was launched with current year 11 when in year 10 however interest tailed off. Actively being promoted with year 11.</p> <p>Introduction of Tassomi</p> <p>Relaunch of PiXL</p> <p>Uplearn</p>	
2019	2022	2023														
8.7	9.5	7.44														
2019	2022	2023														
0	0.09	-0.01														
<p>Identifying underperforming Y11 PP students and focus intervention and support on this target group</p>	<p>Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8 and P8</p>	<p>Tutor groups changed after each assessment point/mock exams based on results. Functional skills qualification for those with additional needs and newly arrived students to go alongside GCSE English. Those entered for functional skills that had support for this in their plans were more successful than those that were just entered for it. Functional skills came under the management of the Head of English</p>	<p>Intervention in year 11 will be targeted for students based on data from previous assessments. Targeted tutor group will run again this year. To support student mental health which has increased significantly year 10 tutor team will follow through to year 11. Students will be moved to targeted tutor groups for two sessions a week. This will capture a number of subjects.</p>													

Increased Parental engagement	Increased parental engagement to support student progress and attainment both academically and pastorally.	Post pandemic school moved to face to face meetings which were received well by parents and attendance was good.	Continue to monitor parental engagement. More curriculum evenings offered to engage parents to support them in supporting their children in helping with revision.	Online parents evening software £1500										
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										
Employment of family support worker	Family support worker to monitor PP Attendance officer to work with families	Family support worker, completed regular home visits if necessary to students they supported, liaise with families and relevant professionals working with the student. Requested resources eg revision guides, specific interventions when needed.	The family support worker is firmly embedded into the safeguarding team. It has continued to strengthen the multi-agency aspect of PP support and will continue next year. Particularly this year there has been an increase in the number of families needing support.											
Support disadvantaged students with transition into post 16	Member of the sixth form leadership team to support students into year 12 and then continue monitoring and supporting progress	Number of PP students staying in sixth form is 18/79 (23 %) compared to 21/103 (20%) the previous year <table border="1" data-bbox="741 1209 1308 1390"> <tr> <td></td> <td>2020</td> <td>2021</td> <td>2022</td> <td>2023</td> </tr> <tr> <td>CW 6th Form</td> <td>25</td> <td>21</td> <td>18</td> <td>24</td> </tr> </table>		2020	2021	2022	2023	CW 6th Form	25	21	18	24	PP students on a range of post 16 courses at a range of providers. Majority of those who did not stay on at 6th form. Increase the number of PP students in the Sixth Form - targeted sessions.	
	2020	2021	2022	2023										
CW 6th Form	25	21	18	24										

	<p>All year 11 students to be given 1:1 careers meeting.</p>	<table border="1" data-bbox="741 161 1308 392"> <tr> <td>Full time education (other provider)</td> <td>53</td> <td>47</td> <td>51</td> <td>51</td> </tr> <tr> <td>Apprenticeship</td> <td>0</td> <td>6</td> <td>0</td> <td></td> </tr> </table> <p>% of PP students staying at CW into 6th form has continued to increase 23% in 2022. However there is still a large number of students who seek to stay on in education in other establishments. The amount of students who took on an apprenticeship this year was at 0 compared to 6 in the previous year.</p> <p>All year 11 students received impartial unbiased advice from Prospects of Coventry</p>	Full time education (other provider)	53	47	51	51	Apprenticeship	0	6	0		<p>Begin earlier in the academic year.</p> <p>Specific support for previously PP students with UCAS applications.</p> <p>All students evaluate their sessions and are overwhelmingly positive of the experience. Due to the success of Prospects this will continue into next year.</p> <p>New careers lead has been appointed for academic year 2022/2023. Students to go out on various visits. Careers fayre to be arranged.</p>	
Full time education (other provider)	53	47	51	51										
Apprenticeship	0	6	0											

<p>Utilise alternative provision and work related learning to ensure most appropriate provision for PP students</p>	<p>Link with alternative provision providers (The Edge)</p> <p>Programmes are tailored to individual needs in liaison with parents and carers.</p>	<p>90.91% were still in mainstream education, all accessing a well planned and sequenced, well taught, broad & rich curriculum, achieving success in accredited qualifications, assessments, and achieving levels of progress.</p>	<p>Selected students will attend WRL/AP during this year, this will be regularly monitored by the WRL coordinator. Ensure that WRL students at their placements more often. It is important to build up a good rapport with the students and their providers as this helps build psychological safety and school education. With these strategies, it aids young people to manage their behaviour, enabling them to be more advanced when moving on to their chosen career or further training.</p>	
<p>Improve behaviour and attitude of PP students</p>	<p>HLTA behaviour employed to monitor behaviour, intervene and educate regarding 100% compliance</p> <p>Time spent with identified pupils to understand root causes and work on a resolution</p>	<p>The school continues to follow a policy of 100% compliance.. A high proportion of behaviour incidents were related to PP students demonstrating the need to continue this action and analyse impact over time.</p> <p>Behaviour points</p> <p>Autumn Term 2022/2023 PP Behaviour Points: 2945 Non PP: 3576</p> <p>Spring Term 2022/2023 PP Behaviour Points: 2867 Non PP: 3178</p>	<p>100% compliance to continue as this has shown to have had a positive impact at the whole school level.</p> <p>Additional work needs to be considered to analyse repeated incidents and root causes to identify actions needed in order to address persistent behaviour issues.</p>	

		<p>Summer Term 2022/2023 PP Behaviour Points: 3128 Non PP: 3442</p> <p>Visits to II Autumn Term 2022/2023- PP: 751 Non PP: 875 Spring Term 2022/2023- PP: 756 Non PP:792 Summer Term 2022/2023- PP: 771 Non PP: 778</p> <p>FTEs</p> <p>Total days lost</p> <table border="1"> <thead> <tr> <th></th> <th>PP ,</th> <th>Non PP ,</th> </tr> </thead> <tbody> <tr> <td>Summer 2022/23</td> <td>78.5</td> <td>46</td> </tr> <tr> <td>Spring 2022/23</td> <td>65.5</td> <td>38</td> </tr> <tr> <td>Autumn 2022/23,</td> <td>34</td> <td>42.5</td> </tr> </tbody> </table>		PP ,	Non PP ,	Summer 2022/23	78.5	46	Spring 2022/23	65.5	38	Autumn 2022/23,	34	42.5	<p>Higher amount of behaviour points for students who were non PP compared to those who were PP in the Autumn, Spring and Summer Term. However there were a greater proportion of students who were PP and received a FTE.</p> <p>Year to date no Permanent Exclusions for PP students.</p>	
	PP ,	Non PP ,														
Summer 2022/23	78.5	46														
Spring 2022/23	65.5	38														
Autumn 2022/23,	34	42.5														

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
Employment of a LAC and WRL coordinator	<p>LAC coordinator, attendance team, head will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>Same day calls for target students to ensure</p>	WRL placements prevented likely FTEs for specific individuals. 90.91% were still in mainstream education, all accessing a well planned and sequenced, well taught, broad & rich curriculum, achieving success in accredited qualifications, assessments, and achieving levels of progress.	Focus will be on ensuring appropriate WRL courses selected for individual students and exploring additional WRL packages / AP providers to ensure placements are the most suitable and effective possible.	

	<p>students attend on a regular basis</p> <p>Explore barriers to attendance and liaise with parents/carers of relevant students</p>															
<p>Extended provision - started summer term</p>	<p>After school provision in place for additional learning - languages (latin, sport)</p>	<p>Number of students experienced a range of activities including guardian ballers, which supported both physical and mental well being.</p> <p>DoE:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>6 Bronze: 4 Gold: 2</td> <td>34 Bronze: 18 Silver: 6 Gold: 11</td> </tr> <tr> <td>2020/21</td> <td>12 Bronze: 5 Silver: 4 Gold: 3</td> <td>48 Bronze: 19 Silver: 17 Gold: 12</td> </tr> <tr> <td>2021/2022</td> <td>1 Silver:1</td> <td>8 Bronze: 3 Silver: 1 Gold: 2</td> </tr> </tbody> </table> <p>PE: 42% of pupils who participated in a PE Enrichment class after school were PP</p>	Year	PP	Non-PP	2019/20	6 Bronze: 4 Gold: 2	34 Bronze: 18 Silver: 6 Gold: 11	2020/21	12 Bronze: 5 Silver: 4 Gold: 3	48 Bronze: 19 Silver: 17 Gold: 12	2021/2022	1 Silver:1	8 Bronze: 3 Silver: 1 Gold: 2	<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>Further development of an extended day provision to be put into place and this advertised well, so students attend, from September 2023. The programme includes a range of activities, not just sport.</p>	<p>Duke of Edinburgh - £863</p>
Year	PP	Non-PP														
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