Part B: Review of outcomes in the previous academic year (2025 - 2026)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Attainment

The overall GCSE 'Basic' measure for all students achieving a standard pass (Grade 4) in both English and Mathematics in summer 2026 was 63%. This was a significant increase from 42% in 2025. Grade 5 passes also increased significantly from 22.6% in 2025 to 41.6%. A strengthening of the consistency of the curriculum offer through codified Teaching and Learning Principles and a renewed focus on adaptive teaching has improved learning in classrooms this year and subsequently outcomes for our PP students.

Within that general set of improving results attainment has improved for PP students in 2026 compared to 2025:

Average points score is slightly up at 3.66 compared to 3.62, and the 4+ pass rate at EnMa has improved from 49.3% to 52.1%.

At both 5+ and 4+ EnMa, our gap between PP and non-PP is smaller than the national average. This means we are confident that our PP achievement is at least in line with national average.

Destination data from the LA shows that 96% of disadvantaged students left Cardinal Newman to study further or entered employment with training in 2025 and through internal tracking we predict a similar outcome for our 2026 cohort when LA figures are available in March.

Attendance

Attendance figures for 2025-2026 show attendance for all groups was slightly below the national average for all schools, however, comparison to similar schools in FSMQ4 shows we were broadly in line with national data. The FSMQ4 figure was 90.75%, and the school figure was 90.70%. For our PP cohort the school figure was 86.08% which is slightly below the FSMQ4 figure of 86.49%. The difference was –0.41%. This is a clear improvement on the 24-25 figures where the difference was –0.8%.

This academic year we continued our focus in form time of one session a week being dedicated to form tutors discussing attendance and behaviour data with their forms and

targeting those students whose attendance falls below school and national targets. One effective strategy used was the introduction of late and U-code detentions on the same day through a 'Late Gate' approach. This significantly reduced our instances of U codes and had a positive impact on overall attendance. The appointment of an Attendance Officer at the end of the summer term evidences a renewed and sharpened focus on attendance with improved capacity and expertise available for the 2026-27 challenges.

Intervention

The school has used the Pupil Premium funding to support the progress of students who were identified as needing additional support. As literacy is a key focus of the Pupil Premium strategy 61 students from KS3 have taken part in the literacy intervention Lexonik Advanced, 25 of those students were PP which represents a 40% representation rate against the school figure of 33%. The programme is designed to help pupils decode new vocabulary and improve their morphemic analysis of words. The programme has been highly rated in the National Literacy Trust Review and will prepare students for the vocabulary they will encounter during KS4 GCSE courses. Students have their reading scores tested at the beginning and end of the 6-week programme and have made an average gain of 13 points on their standardised reading score with several students making a gain of 20 points or more. Lexonik Leap has been used successfully to resolve phonics gaps for learners who find English challenging and for EAL learners. 18 of the 33 students who completed the Lexonik Leap Programme were PP and they all improved on their exit test.

A bespoke Reciprocal Reading Strategies intervention has been developed and embedded this year to support students for GCSE by focusing on inference-level analysis skills. 26 out of 64 students were PP and PP students average gain of 2.3 marks outperformed the average gain for all of 2.1 marks. This intervention is being further developed and refined to improve measurement of impact and expand capacity in the delivery of the Programme.

36 disadvantaged students took part in Maths tutoring, which took place in 6-week blocks, with an average gain of 2.6 marks being realised in their end of unit score.

Pupil Premium Mentoring continues fortnightly. Regular and consistent mentoring sessions with the PP Mentor allows for timely positive reinforcement of expectations around behaviour and attendance and improves school to home communication.

Communication

A continued priority is communication with parents and providing opportunities to communicate their views, as well as the barriers they and their children face. Strategies to improve parental attendance at Parents' Evening for Pupil Premium showed some

impact but the challenge remains. A renewed focus on this aspect of removing barriers to PP families is part of the Pupil Premium Strategy for 2026-27. Additional steps have been introduced to support PP families to attend Parents' Evenings such as both digital and physical letters being sent home to PP households and prioritised phone-calls from Form-Tutors and the PP Mentor to signpost and remind families of the importance of Parents' Evening to raise concerns and celebrate successes. This has had some measurable impact, for example, attendance for PP families in Yr9 was 71%, a significant increase from the previous year of 46% attendance when the year group was Y8. This also narrowed the gap between PP and non-PP to 8% from a gap in parental attendance of 14% the previous year.

Enrichment

Students have had a wide range of inclusive opportunities to extend their knowledge and develop their skills through the school's extra curriculum and enrichment offer.

This year disadvantaged students have had the opportunity to participate in a variety of school trips, Year 7 took part in a day retreat, an Inspiration Day at the University of Chester and a visit to Chester Zoo. KS4 students have been involved in visits to the theatre and from external theatre companies who have performed within school. Opportunities exist within the Duke of Edinburgh qualification and Music and Dance Showcases each term.

There were 28 disadvantaged students who accessed regular peripatetic music lessons this year financially supported by school; 4 of those students performed at both the Spring and Summer Showcases, and overall 6 PP students were involved out of the 29 performers. Each of these events have raised aspirations and provided students with opportunities to be visibly successful that they may have not experienced before.

Across two terms of evidence PP students have had the opportunity to access twelve different extra-curricular clubs or sports' teams. On average 25% of our PP cohort engaged with at least one enrichment opportunity which compares favourably to our non-PP uptake of 18%.

Within school the enrichment offer has been formalised through a new Programme 'Live Life to the Full'. This has been piloted with Year 7 and led by the AAHT. The rationale is to provide early intervention to identify and intervene where PP students are less likely to engage with wider school life. A small group of Yr7 PP students who had not engaged with any enrichment opportunities by the end of Term 1 had become regular attenders at an extra-curricular club or sports team by the end of the year.

A total of 9 disadvantaged students took part in the Warrington youth rowing programme 25/26. All students achieved their PBs over the programme, developed their leadership skills, confidence and improved their attendance by participating in the

project. They also developed resilience and learned a new sport, which included the opportunity to compete in an indoor event and an outdoor regatta.

Pupil Premium numbers 25-26

	Cohort Number	Number of PP students	%
Year 7	**147**	**60**	**41**
Year 8	**170**	**67**	**39**
Year 9	**160**	**62**	**39**
Year 10	**157**	**33**	**21**
Year 11	**167**	**38**	**23**

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A