

Part B: Review of outcomes in the previous academic year (2024 - 2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment

The GCSE 'Basic' measure for students achieving a standard pass in English and Mathematics in summer 2025 has increased from 41% to 51%. The percentage of pupil premium students achieving 9-5 in English and Mathematics has gone from 20% in 2024 to 14% in 2025. This reflects a whole cohort reduction in 9-5 outcomes. The GAP between PP and non-PP students is most pronounced in Maths at 14.6%. In English, the GAP is negligible at 0.8 but the overall amount of Grade 5s has decreased. While this is still an improvement on 2023 figures, we have interrogated the data to identify the drop in percentage. We found that a number of students didn't convert grades 3 to 4 or 5 in Maths, therefore specific strategies have been put in place to address this in the academic year 25 – 26. Attainment data for 2025 shows an average GAP of 0.84. As 50% of disadvantaged students did not attend school regularly (below 90% attendance) and despite bespoke programmes of intervention and support from external agencies, the school was unable to impact positively upon their GCSE outcomes. However, a number of disadvantaged students achieved exceptionally well, achieving above their target grade in the majority of their subjects. They were able to move on successfully to their Post 16 courses. Destination data shows that 97% of disadvantaged students left Cardinal Newman to study further or entered employment with training.

Attendance

Attendance figures for 2024-2025 show attendance for all groups remaining below National figures. The gap to National however has narrowed for our disadvantaged students. The gap compared to national data provided by FFT Aspire shows an improvement from -1.4% in 23-24 to -0.9% in 24-25. Within school, attendance for disadvantaged students was 7.6% lower on average than our non-PP students but this is an improvement on 2022-23 where the difference was 8.9%.

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.

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 97 students from KS3 have taken part in the literacy intervention Lexonik Advanced, 28 of those students were PP. 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 14.7 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. 20 PP students completed the Lexonik Leap Programme with an average gain of 34.3 on their exit test.

31 disadvantaged students took part in Maths tutoring which took place in 6-week blocks with an average gain of 1.5 marks in their end of unit score.

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 2025-26 with additional capacity provided by a newly appointed AAHT with deep experience of pastoral provision.

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, year 8-10 were invited to experience residential retreats at Castlerigg and Savio House whilst there were also visits to Chester Zoo and London. Students have also been involved in visits to the theatre, Inspiration Days at the University of Chester along with workshops and activities led by a range of visiting speakers. In Year 11 Priestley College put on a masterclass in Sociology and this was attended by 10 of our PP students, representing 26% of the whole class. Currently there are 16 disadvantaged students who are accessing regular peripatetic music lessons; 8 students performed at the Christmas Concert out of the 20 performers. 8 PP students took part in the Summer Show: Matilda, from a cast of 33

(25%). Each of these events have raised aspirations and provided students with opportunities that they may have not experienced before

A total of 9 disadvantaged students took part in the Warrington youth rowing programme 24/25. 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 24-25

	Cohort Number	Number of PP students	%
Year 7	174	66	38
Year 8	167	67	40
Year 9	168	34	20
Year 10	168	37	22
Year 11	164	49	30

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