

Pupil Premium Strategy Statement



Source:	The Key for School Leaders
Adapted by:	Mr. S. McGuire
Approved by:	FGB
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Date of next review:	Autumn 2028

Our School's Mission, Purpose and Values

Our school's Mission is: To place Christ at the centre of all we do in order to inspire our young people to enable them to 'have life and have it to the full.' (John 10:10)

Our long-term vision and objectives for Cardinal Newman Catholic High School are:

- To develop students' spirituality and morality, founded upon the teachings of the Catholic Church, in order to equip our students to make wise decisions throughout their lives;
- To deliver high quality teaching of our aspirational and relevant curriculum to ensure all students make good progress and can pursue their future goals as a result;

- Develop determined, optimistic students who are ambitious for their futures and have the confidence, knowledge and skills to maximise the opportunities available to them;
- Develop emotionally literate, caring young people who are resilient and able to cope with the challenges of life, and support those around them to do the same;
- To be a school in which all students make impressive progress, regardless of any barriers to learning, supported by highly effective programmes designed to overcome any obstacles to their success;
- To be a community with high morale, to which all stakeholders are proud to belong

Our School's Values are:

Service, Compassion, Forgiveness and Truth so that 'Heart speaks to Heart' (St John Henry Newman)



This statement details our school's use of pupil premium 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 Newman Catholic High School
Number of pupils in school	852
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Langstaff (Headteacher)
Pupil premium lead	S McGuire

Governor / Trustee lead	J Johnson
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	261, 120
Recovery premium funding allocation this academic year	0
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	261, 120

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Newman Catholic High School our mission is to equip students with the knowledge, skills and experiences they need so that they may have **'life, and have it to the full.'** (John 10:10). We aim to transform their life chances, so that every student, irrespective of their background or the challenges they face, will make good progress and contribute positively to society. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

High-quality teaching is at the heart of our approach, with a key focus on how we can best support pupil premium students to make progress that is in line with all students. Our aim is to close the disadvantage attainment gap through our ongoing commitment to improving the quality of teaching and learning and prioritising the development of reading skills across curriculum. Our approach will also be responsive to the challenges and needs of individual students and this may include targeted academic support through small group or 1:1 tuition, intervention programmes to raise aspirations and a high level of pastoral care that supports students' emotional health and wellbeing and promotes excellent attendance at school.

We are committed to ensuring that the attainment gap closes, and all students are able to move onto the next stage of their education successfully.

Challenges

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

Challenge number	Detail of challenge
1	Across the curriculum, PP students do not make as much progress as their non-PP peers. The progress of PP students has also been more adversely affected by extended periods of remote learning during the pandemic.
2	The average attendance rate for PP students is frequently below that of non-PP students. Attendance that is below 97 % reduces their access to the curriculum and impacts negatively upon their progress.
3	PP students have lower levels of literacy than non-PP students and this has a significant impact upon their progress across the curriculum.
4	PP students often experience more social and emotional challenges which can have an adverse effect upon their attitudes and engagement with learning.
5	Some PP students do not have high enough aspirations and lack the knowledge and cultural capital they need to make informed choices about their future.

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
<p>To improve achievement by ensuring there are consistently high standards and expectations in every classroom. Teachers provide students with regular opportunities to learn more and remember more, and through adaptive teaching, effective feedback and targeted academic interventions, gaps in attainment for disadvantaged students close.</p>	<p>Outcomes indicate that the attainment and progress of Pupil Premium students is in line with that of students nationally. The trajectory of improvement from 2019 continues and quality assurance processes demonstrate that students have access to high quality teaching and learning experiences across the curriculum.</p>
<p>To improve the attendance of PP students through a graduated and targeted approach to managing student absence and embedding a range of strategies that reinforce and celebrate good attendance at school.</p>	<p>Attendance figures show that the gap between PP and non-PP students is diminishing. Pupil Premium pupils' attendance is more in line with the national average for all students.</p>
<p>To provide opportunities across the curriculum to develop PP students' confidence and engagement with reading so that they are able to interpret and comprehend meaning in a wide range of texts with greater independence.</p>	<p>Students have more confidence reading and decoding texts across the curriculum. Students' reading ages improve and are more in line with their chronological age.</p>
<p>To ensure PP students and their families can access the support and expertise they need to improve behaviour, emotional health and wellbeing and develop positive attitudes to learning.</p>	<p>Students and parents view school as a safe and happy place where they can access a wide range of help and support. There are increased opportunities for parental engagement and attendance at school events is in line with non-PP students. Attitude to learning data for PP students shows an improving trend across all year groups.</p>
<p>To provide increased opportunities across the curriculum for PP students to build cultural capital and provide them with appropriate information, support, and guidance to help them make informed choices about their next steps.</p>	<p>There are high levels of engagement from PP students in the many activities and opportunities that take place across the wider curriculum. Effective IAG provision ensures PP students are well prepared for post-16 pathways.</p>

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: **£111,370.54**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A clearly targeted and bespoke CPD programme that includes a focus on curriculum planning to enhance Quality First Teaching. The process of how disciplinary knowledge becomes powerful knowledge for all learners regardless of personal experience.</p> <p>Renewed Whole-School Focus on Reading.</p> <p>An external review and research-based Reading Programme developed alongside the LA and partner schools.</p> <p>Reciprocal Reading Strategies embedded throughout the curriculum.</p> <p>Oracy focus in Year 2 and 3.</p>	<p>Evidence shows that when teachers worked together on a sustained basis (over at least one term) this collaborative and sustained CPD was linked to positive effects on students' learning, motivation and outcomes.</p> <p>CPD ensures that teachers keep pace with the current standards of others working in education. It keeps teachers' knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes and makes sure that they become more effective in the workplace</p> <p>EEF: Reading comprehension strategies are high impact on average (+6 months).</p> <p>OE: Outlining the steps towards an education system that reflects the importance of developing students' oracy in the curriculum, embraces its potency as a means of learning in all subjects and phases, and values its contribution to positive outcomes for children and wider society.</p>	<p>1,3</p>
<p>Use of diagnostic screening tools</p>	<p>EEF: When used effectively, diagnostic assessments can indicate</p>	<p>1,3</p>

<p>including CATS and Lucid Exact to identify students who have gaps in their learning and enable us to target intervention effectively.</p> <p>NGRT testing introduced.</p>	<p>areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p>	
<p>A whole school focus on reading that includes weekly form time reading, use of the Accelerated Reader Programme, membership of ePlatform (SPARX READER) and regular reading challenges and activities.</p>	<p>EEF: Reading comprehension strategies are high impact on average (+6 months).</p> <p>EEF: Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	1,3
<p>Additional curriculum time in English to develop the literacy skills of KS3 students with lower prior attainment scores. Step-Up Programme (AQA) in KS4 (Sept 25). Reciprocal Reading Strategies embedded whole-school.</p>	<p>EEF: Reading comprehension strategies are high impact on average (+6 months).</p> <p>EEF: Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend texts.</p> <p>EEF: Focused teaching of literacy and numeracy can accelerate progress by 5+ months</p> <p>EEF: Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies</p>	1,3
<p>Use of digital software to support recall and</p>	<p>EEF: Guidance shows that technology can be used to improve</p>	1,3

<p>retrieval and develop effective independent study skills across the curriculum.</p> <p>Homework/Independent Learning Policy reviewed SMCC</p>	<p>the quality of explanations and modelling, along with having the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom</p> <p>EEF: Setting regular and purposeful homework can increase student progress by 5+ months</p> <p>EEF: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	
<p>A programme of targeted exam support for KS4 students which includes after school revision sessions, motivational events, study skills workshop and mentoring programme.</p> <p>Post 16 links to local providers and employers is explicit.</p>	<p>EEF: Extending school time can improve progress by 3+ months</p>	<p>1, 5</p>

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

Budgeted cost: £ 54,303.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>A programme of school led tutoring and targeted academic intervention that includes: 1:1 tuition and small group work</p>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes (5+ months). One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF: Small group tuition can increase progress by 4+months when targeted effectively.</p>	<p>1,3</p>
<p>Targeted support and 1:1 academic mentoring for PP students by the Progress Manager.</p>	<p>EEF: Personalised packages of support tailored to suit individuals can improve pupil progress by 3+months.</p>	<p>1, 3, 4. 5</p>
<p>Intervention programmes to support PP students with additional needs along with targeted TA support in the classroom.</p>	<p>Send Code of Practice: ‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people’</p> <p>EEF: Teaching assistants can provide a large positive impact on learner outcomes (4+ months)</p>	<p>1,3</p>
<p>Intervention programme to accelerate the development of language skills for EAL students.</p>	<p>EEF: Small group tuition can increase progress by 4+months when targeted effectively.</p> <p>EEF: One to one tuition can increase progress by 5+ months</p>	<p>1,3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£90,042.76**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To empower PP students to make</p>	<p>Workshops are proven to help students reflect on their life choices and empower them to make the right</p>	<p>1, 4, 5</p>

positive changes and develop leadership skills via a range of experiences.	choices whilst simultaneously focusing on their personal well-being and happiness.	
To give PP students the opportunity to receive music tuition where appropriate.	EEF: Arts participation can increase progress by 3+ months	5
To increase engagement with the parents of PP students who are not making expected progress.	EFF: Parental engagement can have a positive impact on pupil progress by 4+ months impact on progress as stated by the EEF	1, 4, 5
To improve the attendance and lower the number of PP students who are persistently absent.	NFER: Poor attendance is one of the biggest barriers to learning - addressing attendance is a key priority. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	2
PP students who have social and emotional barriers to their learning can access a wide range of pastoral support.	EEF: Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions can have +4 months impact on progress.	1,2,4
To raise the aspirations of PP students and develop	GATSBY: 'Every young person needs high quality career guidance	5

<p>their understanding of the opportunities available to them Post 16.</p>	<p>to make informed decisions about their future'</p> <p>EEF: Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p>	
<p>There is a Pastoral programme of support to ensure effective transition for students from KS2 to CNCHS.</p>	<p>Research shows that 'Pupils need to make positive adjustments to their new school so that their wellbeing is maintained and their learning is coherent and continuous'</p>	<p>2,4</p>
<p>PP students are able to participate in a wide range of enrichment activities including trips abroad, Duke of Edinburgh, School council, Chaplaincy Group and Librarians, etc</p>	<p>EEF: There is some evidence that enrichment activities, such as sports participation, may lead to improvements in attendance. There is evidence that outdoor adventure learning can have a positive impact on attainment.</p>	<p>5</p>

Total budgeted cost: £255,716.66

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 2023 to 2024 academic year.

The GCSE 'Basic' measure for students achieving a standard pass in English and Mathematics in summer 2024 has increased from 33% to 41%. The percentage of pupil premium students achieving 9-5 in English and Mathematics has gone from 26.2% in 2023 to 20% in 2024. While this is still an improvement on 2019 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 in English, therefore specific strategies have been put in place to address this in the academic year 24 – 25. The progress 8 score in 2023 for pupil premium students was -1.06 this has improved to -0.78 in 2024. A significant number of disadvantaged students did not attend school regularly, and despite bespoke programmes of intervention and support from external agencies, the school was unable to impact positively upon their GCSE outcomes. The disadvantaged gap decreased from -0.79 to -0.11 when these students are removed from the data. 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.

	P8 all PP	P8 PP>85%	School	Non PP all
22_23	-1.04	-0.24	-0.55	-0.39
23_24	-0.79	-0.11	-0.19	-0.02

Attendance figures for 2023-2024 show an improvement in attendance for all groups including disadvantaged students, Attendance for disadvantaged students improved by 2.4% closing the school gap by 1.5% compared to the academic year 2022-2023. The gap compared to national data provided by FFT Aspire shows an improvement from -3.6% in 22-23 to -1.4% in 23-24. 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 of the main strands of the work of the progress manager was bi-weekly meetings with targeted students to improve their attendance through conversations with them and their parents, which had a positive impact on a number of students.

The school has used the NTP 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 24 students from KS3 have taken part in the literacy intervention Lexonik Advanced. 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 12.1 points on their standardised reading score with several students making a gain of 20 points or more. 28 disadvantaged students took part in Maths tutoring which took place in 6-week blocks with an average gain of 3.3 marks in their end of unit score. A further 15 Year 7 students received Maths tuition for the last two weeks of the summer term ready for their transition into Year 8. The cohort for the academic year 23-24 is the last to benefit from the NTP funding as it is no longer available. Despite this we will continue to fund and focus on the English and Maths intervention to aid pupil progress.

A continued priority is communication with parents and providing opportunities to communicate their views, as well as the barriers they and their children face. Parent voice showed that 83% of parents agreed or strongly agreed that their child knew which member of staff they could approach if they needed help and support with the majority listing the progress manager and their head of year. We also surveyed access to technology that students had that would enable them to complete homework and additional revision and as a result we loaned laptops to a number of KS4 students. Parents indicated that they would like additional information on supporting their children with their mental health and as a result of this feedback we ran one morning and one evening session where Warrington Mental Health Support Team presented to parents on the signs and symptoms of mental health, how they can support their children and additional sign-posting to outside agencies. 26 families signed up to attend this event and feedback from parents was positive.

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. Currently there are 8 disadvantaged students who are accessing regular peripatetic music lessons; 5 of these students performed at the end of year showcase. Each of these events have raised aspirations and provided students with opportunities that they may have not experienced before.

A total of 10 disadvantaged students took part in the Warrington youth rowing programme 23/34 with one student qualifying for the National indoor event in London. 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 23-24

	Cohort Number	Number of PP students	%
Year 7	164	69	42
Year 8	167	40	23
Year 9	180	44	24
Year 10	164	49	30
Year 11	165	34	20

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