

## Pupil premium strategy statement 2021-24 YEAR 3

This statement details our school's use of pupil premium (and recovery premium for the 3 year period 2021 to 2024) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cardinal Newman Catholic School
Number of pupils in school	1375.5
Proportion (%) of pupil premium eligible pupils	15.3% 210 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/
Date this statement was published	December 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Andrew Bull Headteacher
Pupil premium lead	Erica Lymer Assistant Headteacher
Governor / Trustee lead	Graham Upperton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217, 350
Recovery premium funding allocation this academic year	£64,078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281428

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our Catholic Community & Culture**

As a community of faith and learning based on the Gospel of Jesus Christ, his values and teachings, we seek constantly to improve everything we do so that we can make a difference for the young people who will shape the society of the future. Our intention is that all pupils, irrespective of their background or the challenges they face, and with a clear focus on diversity and inclusion, make excellent progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We aim to achieve this through living out our School Motto of 'Together towards our Lord through learning, love and faith' each and every day in all that we do.

- All that we do we do together - we are a community
- All that we do we do through learning - we want to learn to be the best version of ourselves in who we are as young people using our God given talents to flourish.
- All that we do we do in love - We want to live out the commandment to love each other every single day, through being kind to each other, respecting each other and wanting the best for each other.
- All that we do we do in faith - We underpin everything that we do with our Christian faith.

#### **Whole-school ethos**

One of the biggest barriers to student achievement is expectations - the expectations that children themselves have and the expectations which their parents or carers have. We work consciously to avoid stereotyping PP students by referring to them as a group, but work with students as individuals and address their needs accordingly. We have high expectations for all students - whilst we are aware of the barriers to improvement that PP students face; we challenge any assumptions that they have less potential to succeed.

#### **Addressing attendance and behaviour**

The single biggest barrier to achievement is poor attendance. In line with the principle above, we look at attendance on a student-by-student basis. We do recognise that PP students nationally are more likely to have poor attendance and we take this into account when dealing with individual cases. We strive to build and maintain positive relationships with parents and carers. We analyse all absence and exclusion data on a whole-school basis as well as by subgroup (including PP students).

#### **High-quality teaching for all**

The primary tool for narrowing the gaps is high quality teaching and learning. At CNS we recognise that poor teaching has a disproportionate effect on disadvantaged learners. High quality teaching and learning is fundamental in narrowing the gap. We invest highly in our staff and choose to hold weekly training CPD sessions rather than one-off inset days. Our key focus is staff accountability to know their students and to differentiate according to individual needs. We audit teaching and learning on a regular basis, both internally and externally, and ensure that PP audits form a part of all such reviews.

#### **Meeting individual learning needs**

PP students who meet the requirement will have be part of the PP pupil profile which outlines their needs and gives strategies for teachers, TAs and other involved adults to help to meet these needs. The students contribute to these profiles so that their voice can be heard. Teachers are required to take this information into account in their planning, teaching and feedback to students.

#### **Deploying staff effectively**

We overstaff in key areas where possible, in terms of teachers and HLTAs, so that we are able to create small intervention groups, wither on a short term or long-term basis. We match student need to teacher expertise, and assess students on entry to intervention as well as when intervention is complete so that we can evidence impact and adapt future intervention where necessary.

#### **Data driven and responsive to evidence**

All students are assessed in each subject a minimum of once per term. The information gathered from assessments is added to teachers' assessment of classwork and homework as well as to their own professional judgment of students' progress. There is a school-wide approach to marking and feedback to enable teachers and students to work together on the next steps to improving performance. The Pupil Premium Lead then works with Heads of Department to identify students for intervention. This identification will take student needs into account. Clear, responsive leadership analysis of the school's exams results show that we have clear, responsive leadership with regard to the school in general but PP students in particular. We have continued to ensure that PP students achieve above national averages and that the gap between PP and non-PP students continues to close.

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Aspirations, the ongoing impact of the pandemic and cultural capital</b></p> <p><u>Aspirations.</u> Research suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. This is exactly what we want to avoid happening to our learners.</p> <p>Ongoing impact of the pandemic</p> <p><u>The ongoing impact of the pandemic, upon:</u></p> <ul style="list-style-type: none"> <li>▪ curriculum delivery and resultant gaps in knowledge</li> <li>▪ retention of knowledge and understanding - long term memory</li> <li>▪ attitude to learning / resilience</li> <li>▪ attendance - whilst our statistics remain above the national average, this remains a key focus for the school.</li> <li>▪ the feel of belonging to the CNS community.</li> </ul> <p>This has been identified by assessments, data drops, student voice, teacher feedback and tracking of statistics</p> <p><u>Cultural Capital.</u> For a range of reasons, our cohort have a limited range of cultural experiences, impacting upon:</p> <ul style="list-style-type: none"> <li>▪ vocabulary and context</li> <li>▪ life experiences</li> <li>▪ knowledge of hinterland / core knowledge implicitly known by peers in other schools / areas.</li> <li>▪ careers awareness</li> <li>▪ leadership opportunities</li> <li>▪ social interactions.</li> </ul> <p>The first 3 points have a further impact upon academic performance as students may not comprehend the language or contexts in academic literature, textbooks and exam papers.</p>
2.	<p><b>Attendance - Alternative Curriculum - Engagement</b></p> <p><u>Attendance.</u></p>

	<p>Low attendance of PP students. Attendance staffing and intervention is proactive, but the effect of Covid is still very evident in some households. In 2020-2021 persistent absence among PP students was higher than for other students</p> <p>PP to attend in line with non-PP: Attendance staffing and intervention is proactive, but the effect of Covid is still very evident in some households.</p> <p><u>Alternative Curriculums:</u></p> <p>Supporting PP students develop skills with the use of the ACE, Evolve, S&amp;G plastering, Zoo Academy</p> <p><u>Engagement:</u></p> <p>Having the right equipment, uniform, access to breakfast, materially poor and time poor parents, emotional support in place to support the monitoring and tracking of negative behaviour logs, isolations and suspensions. Ensure behaviour of PP students allows all to access lessons- reduce low level disruption in lessons</p>
3	<p><b>KS4 Results</b></p> <ul style="list-style-type: none"> <li>• Progress of English and Maths for PP students.</li> <li>• Higher tier PP students are also below national expectations.</li> <li>• SEND PP students do less well than their non-send, non-PP peers.</li> <li>• Digital learning. A proportion of our PP cohort faces issues with regard to access to digital devices / Wi-Fi / internet at home.</li> </ul>
4	<p><b>Reading</b></p> <p>Data on KS3 and KS4 reading in relation to national expectations shows</p> <p>Year 7 – Average Reading Age PP on entry to Yr7 – 11.00 vs 11.07 non PP</p> <p>Year 8 - Average Reading Age PP on entry to Yr8 – 11.06 vs 12.03 non PP</p> <p>Year 9 – Average Reading Age PP on entry to Yr9 – 12.03 vs 13.00 non PP</p> <p>Year 10 – Average Reading Age on entry to Yr10 – 13.02 vs 13.09 non PP</p> <p>Year 11 – Average Reading Age on entry to Yr11 – 14.00 vs 14.07 non PP</p> <p>2022/2023</p> <p>Year 7 – Average Reading Age PP on entry to Yr7 – 11.05 vs 11.09 non PP</p> <p>Year 8 - Average Reading Age PP on entry to Yr8 – 11.07 vs 12.01 non PP</p>

Commented [MC1]: any data needs to be from 2020 - 21

	<p>Year 9 – Average Reading Age PP on entry to Yr9 – 13.00 vs 13.05 non PP</p> <p>Year 10 – Average Reading Age on entry to Yr10 – 14.02 vs 14.04 non PP</p> <p>Year 11 – Average Reading Age on entry to Yr11 – 14.00 vs 14.08 non PP</p> <p>This impacts on understanding and/or processing and the ability to read educational literature such as worksheets, textbooks, support materials and exam papers. In addition to low level disruptive behaviours resulting in sanctions impaction educational self-esteem.</p>
5	<p style="text-align: center;"><b>Mental health and well being</b></p> <p>The pandemic has had a profound impact upon the well-being of our young people who are dealing with a wide range of mental health challenges both in school and outside. This is evident in the incidents being addressed, and referrals being made, by the pastoral support team. Development of resilience and growth mindset are vital to enable our young people to face the ongoing impact of this situation.</p>

## 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>1.</p> <p>Aspirations, the ongoing impact of the pandemic and cultural capital</p>	<p>Aspirations</p> <ul style="list-style-type: none"> <li>▪ Access to academic support – unlike other schools or cohorts, our families are not in a position to provide their children with tutoring / academic support. Tutoring and extra intervention study programmes are needed to support and increase 7-9 PP students to support their aspirations and options for higher education (in addition to lower performing PP student cohorts).</li> <li>▪ Many of our students aspirations and education can be hindered through a lack of access to opportunities. To support students and PP cohorts impacted by a lack of cultural capital and aspirations we pledge to work with external companies, run trips and awards and engage in STEM projects and debating clubs to broaden horizons.</li> </ul>
<p>2.</p> <p>Attendance - Alternative Curriculum - Engagement</p>	<p>Attendance</p> <p>Sustained improved attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>▪ The overall absence rate for all pupils being no more than 95.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>▪ Decrease the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul> <p><u>Alternative Curriculum</u></p> <ul style="list-style-type: none"> <li>▪ Inclusive curriculum for all students of all backgrounds with a clear vision of PSHE, cultural capital whole school policy and focus on reading to support disadvantaged students.</li> </ul> <p><u>Engagement</u></p> <ul style="list-style-type: none"> <li>▪ Teaching in lessons demonstrate a high quality of adaptive and responsive teaching and learning.</li> <li>▪ All students can access the curriculum to close the learning gap</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The percentage of completed HW is higher, and incomplete HW detentions are reduced.</li> <li>▪ Teacher reports, behaviour data and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects, improved academic performance and that PP achievement points are in line with non PP students.</li> </ul>
3 KS4 Results	<p>By the end of the current strategy plan, PP students will be performing at the same level as their Non PP peers and will have an attainment in line with the National Average.</p> <p>2024/25 KS4 outcomes:</p> <ul style="list-style-type: none"> <li>▪ Percentages of grades 4+ in Maths, English and Science GCSEs for students is higher</li> <li>▪ Improved attainment/ progress of PP SEND students across the curriculum at the end of KS4.</li> </ul>
4 Reading	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers</p>
5 Mental health and well being	<p>Sustained levels of mental health and wellbeing. Measured by:</p> <ul style="list-style-type: none"> <li>▪ Reduced number of referrals to pastoral team/ other agencies for mental health concerns.</li> <li>▪ Student voice surveys show high levels of engagement in the academy, rating wellbeing highly.</li> <li>▪ Increased numbers of PP students engaging in extra-curricular activities and opportunities.</li> </ul>

## 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: **£140, 713**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The teaching staff	<p>The Sandringham Research School and Marc Rowland (see podcasts below) highlight the importance of quality teaching in all lessons across key stages as one of the most important factors in the attainment of disadvantaged students.</p> <p><a href="https://podcasts.apple.com/gb/podcast/best-bets/id1516020856">Best Bets on Apple Podcasts</a>  <a href="https://podcasts.apple.com/gb/podcast/best-bets/id1516020856">https://podcasts.apple.com/gb/podcast/best-bets/id1516020856</a></p> <p>Relationships and high expectations, along with teacher expertise and subject knowledge are crucial for good progress. Sufficient staffing to provide smaller group sizes, additional mentoring and quality tutoring are all shown to be effective.</p> <p><a href="https://podcasts.apple.com/gb/podcast/pupil-premiumwith">https://podcasts.apple.com/gb/podcast/pupil-premiumwith</a></p>	2
Reading	<p>The academy has this year, implemented a 3 year literacy strategy to include vocabulary, reading, oracy and writing. Research from the EEF suggests that reading comprehensions strategies that involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text can add up to 6 months to a student's progress. We also know that,</p>	4, 1, 3

	<p>on average, 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. Low levels of literacy on entry to the academy are evident through SAT/ CAT tests.</p> <p><a href="#">Improving literacy in secondary schools.pdf (publishing.service.gov.uk)</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p><a href="#">Improving Literacy in Secondary Schools: 7 recommendation in...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>CNS is also committed to the Accelerated reader programme</p> <p><a href="#">Accelerated Reader   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	
CPD Quality First Teaching	<p>Using the EEF Teaching and learning toolkit we have identified strategies with high impact on learning and progress</p> <p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3

	<p>The T&amp;L group, whilst working on academy wide strategies, will include a focus on Feedback, Metacognition and Self-regulation. The EEF research suggests that there is evidence to suggest that feedback involving metacognitive and self regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. This promotes clear and actionable feedback, using metacognitive strategies, to inform understanding of students' specific strengths and areas for improvement. Inclusive pedagogy including explaining, modelling and questioning are crucial (researchschool.org.uk) and will included in the work of the T&amp;L group over the next 5 terms.</p>	
<p>Purchase of diagnostic assessments in literacy, numeracy and reading.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://schoolsweek.co.uk/ntp-what-impact-has-online-tuition-had/">Education Endowment Foundation   EEF</a> (<a href="https://schoolsweek.co.uk/ntp-what-impact-has-online-tuition-had/">https://schoolsweek.co.uk/ntp-what-impact-has-online-tuition-had/</a>)</p> <p>Alongside this, we will need staff training to ensure assessments are accurately carried out and interventions put in place. Staff CPD will be offered.</p>	<p>5,1,2</p>

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

Budgeted cost: **£70, 357.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme</p> <p>Online Tuition</p>	<p>Evidence from the EEF shows that small group tuition is effective, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Academic mentors from the National Tutoring Programme have been sought to work with PP students , 1:3, on core subjects including Maths, English and Science. Online revision programmes- Tassomai, Pixl. Focus on Year 10 and 11 students in English and Science.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.schoolsweek.co.uk">The Knowledge: What impact has NTP online tuition had? (schoolsweek.co.uk)</a></p>	<p>1,2,3</p>

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

Budgeted cost: **£70, 357.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing uniform for students/ resources for lessons to include art materials, cookery ingredients, revision guides and reading books.</p>	<p>Although not proven to add significant value to a student's progress, assisting PP students with costs incurred buying uniform, resources for learning and revision books will enable PP students to participate fully in academy life and join in activities. The EEF states that, wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Providing all PP students with a reading book will also enable students to join in with reading activities and practice reading skills following interventions</p>	<p>2</p>
<p>Extra curricular activities such as cultural visits, sports activities, STEM clubs, intervention and revision activities.</p>	<p>Arts participation, outdoor adventure learning and physical activity have all been identified by the EEF as low cost, moderate impact interventions.</p> <p><a href="https://www.teachingandlearningtoolkit.org.uk/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Making funding available to enable PP students to join cultural visits, sporting activities and trips will significantly improve student engagement and as a result their attendance and behaviour in the academy.</p>	<p>5,2, 1, 5</p>

	<p>Making funds available for anti-bullying, anxiety and family engagement to support attendance.</p> <p><a href="#">A safe, positive place to learn: improving attendance and reducing exclusions - Youth Endowment Fund</a></p>	
<p>Wellbeing/ mental health self-help to assist students (especially in exam time)</p>	<p>Observations in the academy have shown that an increasing number of students, especially after the lockdown, have struggled with their mental health and anxiety around examination time. A significant number of students in Years 10 and 11 are struggling with mental health issues. Additional support, using academy staff and external agencies, can be put in place to address these issues</p> <p><a href="#">What can schools do about examination and test anxiety - The Ofqual blog</a></p>	5
<p>Contingency Fund</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	ALL

**Total budgeted cost: £281428**

## 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 2022 to 2023 academic year.

Our internal assessments during 2022 to 2023 showed that changes made by departments to counter the national picture of learning loss from Covid were partially successful in not only finding and filling the gaps identified but also in building resilience into student practice, especially for those preparing for national exams. Students at KS4 spoke about the impact of covid19 and how they valued the National Tutoring Programme tutoring to support focus and anxiety for their exams. PP students were prioritised for the NTP. Students identified as Pupil Premium made gains and this is evidenced from the KS4 2023 GCSE results.

	GCSE Results 2023	GCSE Results 2023
	Progress 8	Progress 8
Total	0.26	0.18
Non-PP	0.31	0.26
PP	-0.03	-0.18
Gap	0.34	0.44
Girls Non-PP	0.42	0.47
Girls PP	0.21	0.14
Gap	0.21	0.33
Boys non-PP	0.21	0.08
Boys PP	-0.34	-0.36
Gap	0.55	0.44
SEND non-PP	-0.55	-0.26
SEND PP	-0.02	-0.98
Gap	-0.53	0.72
High Ach non-PP	-0.07	-0.04
High Ach PP	-0.52	-1.05
Gap	0.45	1.01

KS3 Disadvantaged students at CNS were supported by a PSHE curriculum an catholic character inclusive of leadership and values to support student growth. Working with agencies like Yes Futures has meant that students have engaged with establishments that will create, for them, networking opportunities for future education and careers.

Our CPD delivery continues to be something that is woven into our weekly delivery of information to staff, providing research and strategies for staff who having implemented key strategies for the Disadvantaged students in their care, across the year, registered increased focus and engagement, and sustained improvements in assessment outcomes.

Attendance continues to be a whole school focus with assistant head of years, an attendance monitor and payment into the Luton Borough Council Education Welfare Officer. Our whole school attendance

and pupil premium continue to be above national average and we continue to make efforts to close the gap at between disadvantaged students to support our students in their educational outcomes.