



## Cardinal Wiseman Pupil premium strategy statement (secondary) 2017-18

1. Summary information					
School	Cardinal Wiseman				
Academic Year	2017-18	Total PP budget	£326,645	Date of most recent PP Review	Nov 17
Total number of pupils	574	Number of pupils eligible for PP	375	Date for next internal review of this strategy	Nov 18
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving 9-5 English & Maths		16.7		DATA NOT AVAILABLE UNTIL JANUARY 2018	
% achieving 9-4 English & Maths		45.0			
Progress 8 score average		-0.48			
Attainment 8 score average		38.15			
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	Poor home learning environment				
B.	Significantly below average starting points				
C.	Area is in the 97% percentile in terms of deprivation				

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	30% of parents have no qualifications.				
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )					Success criteria
<b>A.</b>	All PP pupils make progress in line with non PP pupils				Average progress 8 score of 0.10 is reached
<b>B.</b>	Gap between PP and non PP pupils is closed				Attainment of PP pupils is in line with non PP pupils
<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-2018</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Most effective use of tracking	PiXL and Doodle	Effective tracking leads to more targeted interventions	Embed whole school system through PiXL and Doodle advisors. HOD, RSL & SAHT data analysis	CR/CST	Half termly
High quality teaching for all pupils.	Whole school CPD	B band consists of more PP pupils and less progress is made by this cohort than A band PP cohort.	Whole school tracking	CR/CST	Half termly
65% of pupils to achieve 4+ in all subjects including English and Maths 44% of pupils to achieve 5+ in all subjects including English and Maths	WS Maths plan Identification of boundary leapers Intervention & revision sessions	Maths and English results become more line with each other. Results improve	WS monitoring cycle	CR/CST/ RSLs	Half termly
<b>Total budgeted cost</b>					£326,645

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve literacy levels across all subjects	Guided reading	Pupils start with literacy levels significantly below chronological ages and national averages	Data analysis of reading tests (NEALE), learning walks and work scrutinies	EB/JAg	Termly via Educational Life Committee
Improve numeracy levels across all subjects	WS Maths plan Year 10 Numeracy across the curriculum	Pupils start with numeracy levels significantly below national averages. To improve maths results	Learning walks, book scrutinies and data analysis	HM, SLT	Termly via Educational Life Committee
Close the gaps in KS2 English and Maths knowledge on entry to secondary school.	Maths & English KS2 interventions. Use of ASP and DAISI Question level analysis to identify pupils who did not make expected progress at KS2. PiXL NOW resources used to deliver bespoke interventions to these pupils to close existing gaps on entry	Pupils start with English and Maths knowledge significantly below national averages.	Diagnosis, therapy, testing model from PiXL. Doddle analysis. Tracking data	HS/JHa Monitored by CR	End of each half term
<b>Total budgeted cost</b>					£326,645
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Gap between progress of SEND PP and non SEND PP has increasingly closed	Appointment of SEND literacy and numeracy coach	Historically SEND PP have performed significantly below national averages.	PM targets successfully achieved. Triangulation of data analysis, learning walks and book scrutinies completed by SENCO	JA (CR/CST)	Monitoring after each data drop with a final review in August 2018

Gap between PP and non PP pupils closed	RADY (Raising attainment of disadvantaged youngsters) project	Historically PP perform significantly below non PP at KS2 SATS. Scaled scores are “uplifted and equalised” for PP pupils to bring them more in line with non PP pupils so that when targets are set interventions begin early to help close the gap	HOD monitor interventions delivered by class teachers, RSL and SAHT monitor data.	CR/CST	Monitoring after each data drop with a final review in August 2018
Academic - Departments are closing monitoring the impacts of teaching and learning, and identifying areas for development – DDP Pastoral - development of PSHE within the school Both specifically focused on PP pupil	Continued work of RSLs	Development of all middle leaders by working with strong practitioners, who have effectively demonstrated their own development. Links between the academic and pastoral teams are more closely forged. Data becomes more encompassing and focused on both academic and pastoral data from pupil voice activities	Regular leadership conversations between HODs/HOYs and RSLs, followed by conversations between RSLs and AHTs/SAHTs.	RSLs, SLT	Half termly
<b>Total budgeted cost</b>					£326,645

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Raise the attainment and achievement of Most able pupils	Appointment of Most able co-ordinator	Partly – MA pupils were tracked more rigorously, however this was done under the heavy guidance of the SLT responsible for MA rather than the MA coordinator.	MA coordinator left to start a new job, role was not re-appointed to. MA analysis will be completed by HODs, RSL, SAHT	£2560

Improve literacy levels across all subjects	How language works with Hamstead Hall	Yes with those that were involved in programme	Continue to roll the work out to other departments	£2498
Continue to develop Teaching and Learning of all staff – including focus of PP strategies	Whole school CPD PP/ Good practice observations/PiXL/RAD Y	Yes – School rated as Good in September 2016 Ofsted inspection. Learning walks, observations and book scrutinties identify strengths in teaching of all pupils including PP.	Work to continue in response to 2017 monitoring cycle and staff CPD.	£56,350
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Maintain low NEET figure	Continue to develop the work of staff responsible for careers Guest speakers/companies	96.9% of pupils went on to further education, training or apprenticeships.	Work experience week successful. External speakers and companies worked to motivate pupils. Programmes to continue 2017/2018	£20413
Support for SEND PP pupils	External consultation with Education psychologist, Pupil support services and Speech and language therapist.	S & E pupils achieve results in line with targets in all subjects. SEND offer continued to be developed following work with staff, pupils and parents.	Support to continue into 2017/2018 SEND provision to be developed further during 2017, including development of new LSC.	£3500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase the number of pupils with a reading age matching chronological age	Appointment of librarian Accelerated reader programme	Partly – the percentage of pupils reading meeting their chronological reading age continued to increase over the course of the last academic year – however this was for non PP mostly	Move away from Accelerated reading programme and develop Guided reading programme to match the needs of our pupils. Develop Handwriting programme. Work to continue into 2017/18	£11508 £13200

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

