

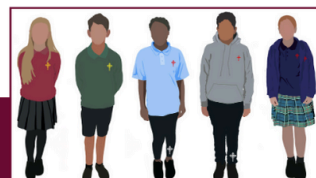


CARDINAL NEWMAN
CATHOLIC SCHOOL

December 2025

Date of Next Review: December 2026

**Pupil Premium & disadvantaged
pupil strategy | 2025-2026**



Caritas | Excellence | Together

Common Good | Common Home | Dignity | Solidarity | Subsidiarity | Participation

"God is love, and he who lives in love lives in God, and God lives in him" (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

*Our three Newman values are;
Caritas – I have been created for a specific purpose
Excellence – I always aim for my personal best
Together – I am a link in a chain*

Our commitment to the care of our most disadvantaged students is core to our Catholic mission of what Pope Francis calls the preferential option of the poor.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

Although this forms part of our three year plan, this strategy outlines this academic year's areas for development and how we intend to spend the funding, and the effect that last year's spending of pupil premium had within our school.

At Cardinal Newman Catholic School, we believe that every child can thrive into a successful and well-rounded individual through 'Caritas, Excellence, together'

The pupil premium grant (PPG) is payable to local authorities for the financial year beginning 1 April annually.

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces (we do not have any children in this category)

For 2024/25 the allocated disadvantaged student grant was £392,320.

(*Note that there are often in-year variations in funding due to various CLA PEP arrangements/ students leaving and joining during the school year)

Cardinal Newman Catholic School is a large comprehensive secondary school in Hove, which is situated in the City of Brighton on the south coast of England. We have a current roll of 1860 students of whom 24% are identified as being disadvantaged.

Definition: Students that are considered disadvantaged as a result of them either:

- **currently being in receipt of free school meals (FSM)**
- **at some point in the last 6 years, having been in receipt of FSM (Ever 6 funding)**
- **currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)**
- **being the child of a person(s) employed in the armed forces (service pupil premium)**

School overview

Detail	Data
School name	Cardinal Newman Catholic School, Hove
Number of pupils in school	1828
Proportion (%) of pupil premium eligible pupils	24%
Academic year	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Jarman, Principal
Pupil premium lead	Claire Heron, Head of School

Funding overview

Disadvantaged Students allocation financial year 2025-26	
Pupil premium funding allocation this financial year	£395,600. POST LAC £63,120.
Total budget for this academic year the amount available to your school this academic year	£459,770.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This is very much a part of our school vision and values, **Caritas, Excellence, Together.**

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Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman values are;
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Our commitment to the care of our most disadvantaged students is core to our Catholic mission of Pope Leo, who prays for the world to grow in compassion and for the poor to be recognised as a source of hope who can challenge Christians to live the Gospel in new ways.

Although our school percentage of disadvantaged pupils is lower than the National average (25.7%), we are taking a proactive approach to prepare for the locality projections that show an increase in the number of disadvantaged pupils across the city.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their personal best and to include those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have additional needs and those that are living within circumstances that have other agencies involved.

The strategies we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our school, with a focus on areas in which disadvantaged pupils require the most support. This is an area of priority for the school, through our CPD offer and by embedding new systems of communication to further improve our school's understanding of the importance of interventions, inside and outside of the classroom, for disadvantaged children.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through an additional teacher in core subjects, allowing flexibility for

intervention and smaller classes where needed. Alongside of this we have increased alternative curriculum offers, such as a small nurture class and the growing need for pastoral support, alternative curriculum offers, and adaptive teaching in the classroom. These plans will also benefit the non-disadvantaged pupils in our school and are subsidised by whole school funding. It is our goal to improve the outcomes of both disadvantaged and non-disadvantaged pupils overall.

We will improve our assessment and tracking of all children using regular analysis tools to identify pupils more efficiently. This is also a key target for teaching staff within the school appraisal process for the past two years. The approaches we have adopted complement each other, to allow all pupils to excel.

To ensure they are effective we will provide:

- 1. Excellence in teaching and learning, including teacher learning.**
- 2. Excellence in our learning environments; spiritual, physical and emotional.**

Three key areas

Teaching and Learning - A comprehensive CPD and professional development offer. SLT leads on both Disadvantaged pupils and SEND. Embedding communications about disadvantaged children and building upon the already good practice of the school. With a focus on adaptive teaching across the school, we are ensuring that teachers feel equipped with the tools and knowledge to support every child in their classroom and that every teacher is supported to keep improving.

Targeted academic support – Academic intervention in core subject areas, the Loft and LS1. Structured one-to-one or small group intervention. All staff are SEND and Disadvantaged pupil champions. This will be led by the school Teaching and Learning, SENDco and Disadvantaged pupil lead, all of whom are on SLT.

Wider strategies - These relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Increased LOFT provision and alternative curriculum offer. A focus on disadvantaged pupils when reviewing and improving our school behaviour/empowerment approach and attendance strategies.

This will:

- ensure disadvantaged pupils are able to access the work they are set.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Allow early intervention at the point need is identified, increasing the wellbeing and understanding of where support is required.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning - CPD and professional development. All staff will choose two disadvantaged pupils to support, as part of the appraisal process. CPD strategies will support adaptive teaching. Ensuring that staff access information about pupils on Edukey and classcharts, this is a regular training item. FFT will support pupil progress tracking and monitoring for school leaders.
2	Teaching and learning - Rules for writing is a new focus in year 7 but also across the school. Literacy, reading and oracy - Pupils access Accelerated Reader in Year 7 and 8. Assessments and observations with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The school feels that we need to develop Literacy, reading and oracy, especially for our disadvantaged pupils. New strategies are being developed. Clearer identification on classcharts as well as, speech and language assessment are now introduced for our lowest prior attainers.
3	Intervention - Targeted support - Attainment 8 in Maths and English for disadvantaged pupils is consistent, however we recognise that this is not in line with all students. Year 7 pupils are assessed in their first half term. CAT and Reading scores are analysed to capture interventions, such as additional English and Maths in LS1, instead of a second language. There is a higher need in our current Year 7 and 8, we will focus more intervention strategies at KS3. Staffing in English and Maths allows some flexibility and study support provides core subject intervention at KS4.
4	Empowerment and belonging (behaviour)- a positive relationships policy has been developed over the last three years, alongside a clear strategy inside and outside of the classroom (STAR behaviour). This is in response to concerns with post pandemic behaviours and pupils' ability to regulate. The school has seen some significant changes; developing structured communication, aligning the changes and training is a priority in this area for the school. This is under regular review and development.
5	Wider strategies - Increasing our alternative curriculum offer - Some of our pupils require an individual learning pathway. The school is widening its alternative pathway/curriculum offer. Alternative learning/Loft/LS1/Nurture interventions, as well as our outdoor learning offer, such as Bike it Ben, horticulture and forest school. The school has requested additional funding from the LEA to support this.
6	Wider strategy - Attendance Intervention - Well-being - In the current economic landscape, data from the local authority suggests that the education and engagement of many of our disadvantaged pupils to a greater extent than for other pupils.

	The projected data for Brighton and Hove means that the need for well-being and pastoral support has and will increase. The school is exploring an online learning provision for a very small number of children this year.
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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
Teaching and Learning - staff to understand how to access the information required.	CPD offers to include the areas of improvement. Staff appraisal documentation to reflect a deeper engagement and understanding of disadvantaged pupils. This can be monitored on Edukey.
Teaching and learning - Improved outcomes for disadvantaged pupils. Whole school literacy strategy. Improved literacy, oracy and reading comprehension amongst disadvantaged pupils across KS3.	Improved outcomes for all disadvantaged children across the curriculum and improved progress 8 score. Development of a whole school literacy strategy. 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.
Targeted support for pupils that require support to reach their full potential.	To reach more pupils that require targeted support, through small group intervention, LOFT, Nurture and LS1. An increase in support for our lowest PA pupils, who are not secondary ready. Core subjects will increase their intervention and forensic approach when identifying pupils. The new assessment strategy at KS3 will support intervention in earlier years.
To continue to develop the positive relationships policy and the empowerment approach.	Reduce suspensions and exclusion numbers. To give staff confidence in supporting pupils who struggle to regulate. Clear expectations and support for both staff and pupils. Locality data and Classcharts/Edukey will support monitoring and reporting.
To sustain a comprehensive alternative curriculum offer, to	To develop the already comprehensive alternative curriculum offer

support pupil engagement, wellbeing and attendance.	To improve the education, offer for children who cannot access the mainstream school pathway. To provide an individual, more consistent education for pupils who have medical and mental health needs
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	To improve the attendance gap between disadvantaged pupils and their non-disadvantaged peers. To find ways to support disadvantaged pupils struggling to attend school. Disadvantaged pupil, teacher lead to support this.
To embed the DA/Under- served student charter.	To include this charter in every department through their subject development plans. To show evidence of how this is being embedded across the school.

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 and Learning (for example, CPD)

Budgeted cost: **£125,000.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved communication and systems to identify and direct interventions for disadvantaged pupils Training will be provided for staff to ensure assessments are interpreted correctly. Data and assessment lead to regular meetings with core subject areas. SEND and PA pupil champions will ensure department dissemination and scrutiny. New assessment strategy at KS3.	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: <ul style="list-style-type: none"> • GL assessment tools • Google classroom marking and assessment • Analysis and tracking of pupils using ALPs • Edukey for individual pupil passports • Horsforth Quadrant to be used to analyse termly data against ATLs. • Classcharts 	1, 2, 3, 4, 5

	• FFT Aspire	
<p>CPD in developing a culture and RICE strategy.</p> <p>CPD on improving, literacy, reading and oracy.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>RICE Retrieval practice and an emphasis on EEF strategies, being the driver of performance management.</p> <p>Durrington research school - embedding a literacy strategy across the school. Working alongside a more forensic assessment.</p> <p>Regular CPD training and whole staff briefings to support disadvantaged pupils and how to support them in the classroom.</p> <p>Teaching classroom strategies to support individual pupil needs (delivered by the DA/SEND staff) and developing a whole school approach.</p>	1,2,3
<p>Improving reading and literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Areas of focus are:</p> <p>Targeted vocabulary instructions.</p> <p>RICE - breaking down comprehension.</p> <p>Checking for understanding</p> <p>Homework</p> <p>Structured talk - e.g. Think, pair, share.</p> <p>Using Frayer grids in all subject areas to increase the focus on vocabulary.</p> <p>School reading and literacy strategy.</p>	1,2, 3

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

Budgeted cost: **£165,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Literacy strategies across the school</p> <p>Accelerated Reading -Library support sessions.</p> <p>Comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2,</p>
<p>Enhancement of our curriculum interventions. Staffing in Maths and English, to allow interventions, as well as teacher release time and create opportunities for 1:1 and small group support with careful tracking of pupils and interventions.</p>	<p>Closer scrutiny of KS2, CAT and reading age data. Closer liaison with the SEND department.</p> <p>Over staffing to provide intervention groups in Maths and English.</p> <p>New assessment model at KS3. FFT Aspire, ATL and Horsforth Quadrant tool used for scrutiny and identification of pupils requiring catch up/interventions.</p> <p>Use tutor led funding to support small group core subject interventions.</p> <p>Small group intervention for pupils no longer taking a second language at KS3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Continued intervention for Newman 20% at KS4. To be rolled out across the school.</p>	<p>1,2, 3,5</p>

<p>To provide a blend of tuition, mentoring, intervention and alternative provision, for pupils who are not meeting expected progress. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Improving tracking, impact and identification tools. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind or disengaged, in one of the following areas:</p> <p>The loft area, LS1, CS17, Within departments, KS3 Language support, core subject intervention, timetabled ALT provision.</p> <p>N.B. All of our LAC pupils are offered tutoring in Maths and English.</p>	<p>1, 2, 3, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)






Budgeted cost: **£170,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued wellbeing support. This includes training for school staff, collaboration with our local behaviour and wellbeing hub and teacher release time.</p>	<p>Member of SLT as Wellbeing and Mental Health Lead.</p> <p>Wave document created in school for signposting.</p> <p>Liaison with BHISS - Inclusion services, school primary MH worker, specialist behaviour.</p> <p>Educational Psychologist and School's wellbeing service for Brighton and Hove.</p>	<p>3,4,5</p>
<p>Growth of the pastoral system. This includes training for pastoral teams.</p>	<p>The new pastoral system has appointed additional staff to support the growing need.</p> <p>Relationships and empowerment approach - working with Kit Messenger behaviour specialist to replace with a Response and Repair coaching strategy.</p> <p>Introduction of pastoral AHTs.</p>	<p>3,4,5</p>

Staff training and release time to develop and implement new procedures. PAMs will also take the position of attendance/support officers.	Appointing an SLT Attendance Lead. Adopting new streamlined ways to register and track attendance procedures. Use of FFT Aspire. Training of Pastoral leads/PAMS. PPL meetings.	3,4,5
Alternative non-academic curriculum offer.	Developing the already comprehensive alternative curriculum offer. Improving tracking, impact and identification tools, Alternative Curriculum.	All
Contingency fund for acute issues. School support – poverty proofing	Subsidised trips and Uniform/school resources' payments. Instrumental lessons. <i>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	3,4,5

Total budgeted cost: £455,000

UNDER-SERVED STUDENT CHARTER

				
QUALITY FIRST TEACHING	ACADEMIC MENTORING AND SUPPORT	CAREERS GUIDANCE	EXPERIENCES AND ENRICHMENT	ATTENDANCE AND PROGRESS
In the classroom we will:	Each student will benefit from a personalised academic/pastoral mentor who will work to ensure:	Each student will have access to the best possible career guidance and as a minimum will:	Each student will have memorable experiences that will support engagement and grow independence through:	Each student will be supported to ensure that attendance and achievement in line with their peers through:
<p>Ensure that all staff know who their under-served students are.</p> <p>Consistently use the elements of RICE (our Newman principles of instruction) to ensure excellent learning for all.</p> <p>Use targeted questions for under-served students to check for understanding. Each student is asked a question during a lesson.</p> <p>Prioritise checking that students have the support they need in lessons, including relevant resources.</p> <p>Ensure that under-served students are given priority for feedback and given lots of opportunities to develop oracy and literacy skills.</p>	<p>That they identify the needs and target the right personalised help and support to succeed.</p> <p>Pupils are given priority for feedback and RICE opportunities in the lesson.</p> <p>At least three 1:1 interviews take place each year with an Academic/pastoral Tutor or Mentor.</p> <p>Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year.</p> <p>Are prioritised for interventions, such as revision skills and tutoring etc..</p>	<p>Engage in career-related learning (CRL) and IntoUniversity program from Years 7-13.</p> <p>Participate in Futures Fairs (Y9 & Y10), alumni events (Y9), and mock assessment centre workshops (Y10).</p> <p>Access independent careers guidance (ICG) at KS3 (lunchtime drop-ins/referrals) and at least one high-quality ICG interview at KS4, with follow-up if needed.</p> <p>Benefit from 5+ career-related encounters via careers/PSHE sessions and curriculum learning.</p> <p>Engage in workplace experiences through curriculum visits.</p> <p>Complete 1-day work experience in Y10 and 5 days in Y12 (online or face-to-face).</p>	<p>Positivity and praise, their achievements are noticed, and caritas coins are awarded.</p> <p>Attending at least three off-site experiences trips or visits in their school lifetime.</p> <p>Experiencing a residential trip</p> <p>Free access to music tuition or other specialist tuition.</p> <p>Free access and resources for all school clubs</p> <p>Access to wider opportunities, such as our LOFT and our school alternative curriculum offer.</p>	<p>Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths.</p> <p>Close monitoring and early help or support to remove any barriers to poor attendance.</p> <p>Individual support and assistance to remove the barriers to success such as help with homework and personal study.</p> <p>Careful timetable adaptations when required, including supportive measures, such as LOFT, Pastoral support and alternative curriculum options.</p> <p>Support with uniform.</p>

LAC - Looked After Child

EEF - Education Endowment Foundation

CAT - Cognitive Ability Tests

ATL - Attitude To Learning

RICE - Retrieval, Independent practice, Checking for understanding, Explanation

BHISS - Brighton and Hove Inclusion Support Services