CARDINAL NEWMAN
CATHOLIC SCHOOL

October 2018 (updated)

Date of next review:
September 2019

**Pupil Premium Plan
2018-2019**

Pupil premium Strategy Statement: Cardinal Newman Catholic School
NB This document will be updated after next data drop (October 2018)

Table 1. Summary information					
School	Cardinal Newman Catholic School				
Academic Year	2018/19	Total PP budget	£323.205	Date of most recent PP Review	March 2017
Total number of pupils	1817	Number of pupils eligible for PP	310	Date for next internal review of this strategy	January 2019

Table 2 CNCS Governors Targets	2018 All	2019 All	2020 All	2021 All	2018 Disadvantaged Targets	2019 Disadvantaged Targets	2020 Disadvantaged Targets	2021 Disadvantaged Targets
Attendance	95%	96%	97%	97%	95%	96%	96%	96%
Progress 8	+0.3	+0.4	+0.5	+0.6	+0.1	+0.25	+0.42	+0.42
A8	54.0	55.0	60.0	62.0	42.0	57.0	60.0	60.0
Threshold Eng & maths Level 5 and above	60%	60%	65%	65%	30%	50%	60%	60%

Headlines from 2018 Results for Disadvantaged Students

Progress 8 improved for this key group resulting in the difference between non-disadvantaged/ disadvantaged gap reducing from-0.83 to -0.63 reflecting the commitment of all staff to support this group of students.

Attainment 8 was 39.04 compared to 53.76 for all and 56.81 for the non-disadvantaged

Progress P8 score for the English element was -0.25, the Maths element was -0.1 and the EBacc element was -0.11. 68.85% of disadvantaged students made expected progress in English Language and 52.46% in Mathematics. National comparison data should be available in January.

In the following subjects the percentage of disadvantaged students making progress is in line with that of the whole cohort and above 70% (where cohort > 5 students): Biology, Business BTEC, Chemistry, Geography, German, Physics, Travel and Tourism BTEC. Strategies included in this document are focused to support all departments to diminish differences in progress of disadvantaged and non-disadvantaged students.

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Attainment Under recent new specifications in GCSE English and Mathematics 49% of disadvantaged pupils achieved a standard pass in both English and Maths and 23% achieved a strong pass. As a result over 31% of the disadvantaged cohort were able to take up level 3 courses at Newman College for their 16-18 education.

Headlines from 2017 Results for Disadvantaged Students

Progress P8 score for English was -0.05, Maths -0.06 and for EBacc -0.08. 71% of disadvantaged students made expected progress in English and 57% in Mathematics. National comparison data is available in October.

In the following subjects the percentage of disadvantaged students making progress is in line with that of the whole cohort and above 70%: Art, Business Studies, English Language, Mathematics (Higher), History and ICT.   Strategies included in this document are focused to support all departments to diminish differences in progress of disadvantaged and non disadvantaged students.

Attainment Under new specifications in GCSE English and Mathematics 56.5% of disadvantaged pupils achieved a standard pass in both English and Maths and 24% achieved a strong pass. As a result over 50% of the disadvantaged cohort were able to take up level 3 courses for their 16-18 education.

Headlines from 2016 Results

Key Successes in diminishing the difference between Cardinal Newman's disadvantaged students and National Other:

Progress Progress 8 is positive for disadvantaged students (+0.05) and much improved on 2015 (-0.58). The difference to other pupils nationally diminished in 2016. Measured against similar schools nationally CNCS is 14th out of 60 and in the top 25% based on overall performance and 11th out of 60 based on overall performance of disadvantaged pupils (based on 2016 results comparing school performance).

The difference in the performance of disadvantaged students compared to non-disadvantaged students nationally continues to diminish.

No difference exists in progress in English between disadvantaged and non-disadvantaged students. 85% of disadvantaged students made expected progress in English

Low prior attaining pupils rank in the top five percent of schools in the country for progress in English (disadvantaged) and in the top 8% in Mathematics (all).

Attainment

5 A*- C including English and Maths increased from 43% in 2015 to 54% in 2016 for disadvantaged students. A8 increased from 4.31 in 2015 to 4.81 in 2016.

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Table 3. GCSE Results over 3 years

Table 3 Key Measures	2015 CNCS Average fine point score 29.0		2016 CNCS Average fine point score 28.3		2016 National Average fine points score 27.6		2017 CNCS Average fine point score 29.1		2017 National Average fine points score 28.5		2018 Actual Average fine point score 29.6	
	All #346	Disad #56	All #357	Disad #66	2016 All	2016 Other	2017 All #351	2017 Disad #61	2017 All	2017 Other	All #366	Disad #63
Attendance	94.9%	56%	94.5%	91.7%	95%	95.1%	94.6%	91.8%	94.5%	96.6%	93.1%	87.4%
Persistent Absence			12.8%	23.6%	12.4%	10.2%	11.2%	26.2%	13.6%	9%	Avail Jan	Avail Jan
Average Attainment 8	55 B-	43.79	55.7 B-	48.1	50.6	52.72	52.63	38.88	46.29	49.76	53.76	39.04
Progress 8	+0.18	-0.34	+0.30	+0.05	0.0	+0.12	+0.31	-0.32	-0.03	0.11	0.31	-0.21
Eng & Maths at grade 4 (C)	75%	48%	75.07%	56%	62.6%	70%	81%	56.5%	64%	71%	77%	49.2%
Eng & Maths at grade 5+							57%	262%	43%	49%	51.8%	22.9%
% making EP in English	78.3%	57%	81.87%	85.95%			85%	73%			86.4%	50.8%

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% making EP in Maths	72.1%	54	79.6%	56.25%			75%	56.6%			81.7%	29.5%
Ebacc	44.22%	26.92	39%	22.73%	24%	29%	45%	14.5%	24%	51%	45%	18%

KS3 Cohort Summary (From 2017-18, no new data available for 2018-19 yet)

Strengths There was a significant improvement across the year for disadvantaged students in year 9,   **74% of disadvantaged** students making expected progress in 8 or more subjects including English and maths. Progress for all students also improved in Year 9 so that 71% were making expected progress in 8 or more subjects including English and maths.

In July 2017, in the year 9 cohort there was a 3% difference between the % disadvantaged making progress in 8 subjects or more including English and maths and the whole cohort, demonstrating that differences are diminishing.

Improving outcomes for groups in KS3 The progress checks suggest that students with high prior attainment make slower progress in year 8 and catch up rapidly in year 9. This has informed the current school improvement strategy of creating more challenge and support in teaching and learning in KS3 for HPA and MPA KS3 students.

In KS3 **Students with low prior attainment** progress well, in line with their expected pathway and the % making expected progress also increases dramatically at the end of year 9 so that 82% of this group were making expected progress by July 2017.

Table 4. Differences between disadvantaged students and other students nationally										
	2014(all)	**2015(all)**	**2016(all)**	**2016 Disad**	**2017 (all)**	**2017 Disad**	**2016 National Other (national average)**	**2016 Difference Disad to National Other**	**2017 National Other tbc**	**2017 Difference**
% achieving 5A* - C incl. EM	62.5%	67.6%	73.1%	54%	78%	51.5%	72%	-18%		
% achieving	73%	78%	90%	85%	85%	73%	74%	**-3%**		

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expected progress in English										
% achieving expected progress in Maths	72%	72%	79%	56%	75%	57%	72%	-16%		
Progress 8 score			0.31	0.05	0.31	-0.32	0.18	-0.13	0.11	-0.45
Attainment 8 score			55.7	48.1	52.22	39.08	53.5	-5.4	49.76	-10.7

Table 5. Attendance Absence from school %										
	All	National	Disad	National	Difference	PA All	National	PA Disad	National	Difference
July 2016	5.5	5.0	8.3	7.2	-0.9	12.8	12.4	23.6	21.6	-2.0
July 2017	5.1	5.4	9.2	7.8	-1.4	11.2	13.6	26.2	24.1	-2.1
2018 target National data not yet available	5.0		7.0			10.0		18.0		

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	Table 6. Barriers to future attainment (for pupils eligible for PP including high ability)	
	In-school barriers	
A.	Progress of disadvantaged pupils in KS3 is lower than other pupils and impacts on progress in KS4	
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	
C.	Low level disruption has a detrimental effect on academic progress	
	External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance rates for pupils eligible for PP are 87% (below the target for all children of 95%). This reduces their school hours and affects progress.	

Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.

1. Outcomes		
	Desired outcomes and how they will be measured	*Milestones and Success criteria*
A.	**80% of disadvantaged pupils with 90%+ attendance to make expected progress in English and Maths in Year 7, 8 and 9.** Progress Tracker data scrutiny and Accelerated Reader scrutiny with Heads of English and Maths	Pupils eligible for PP in Year 8 and 9 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 80% meet expected targets in English and Maths. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English/ Maths assessments including the PIXL Microwave, which we are trialling this year for the first time.
B.	**90% of high prior attaining disadvantaged students with 90%+ attendance to make expected progress, and** are achieving target pathway in 8 or more subjects including English and Maths. Academic Mentoring from Lead teachers (1 per year group) Assessment using strategies from Challenge the Gap	Pupils eligible for PP identified as high attaining from KS2 levels/ CATS scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above (with 90%+ Attendance) are on track for beyond expected progress by the end of KS4. Where they are not, departments are putting in place wave 1 intervention, monitored by heads of departments (HOD, Lead Teachers and Senior Leaders.
C.	**Low level disruption eradicated from lessons.** Use of SIMS behaviour Data and survey data. Consistently applied Behaviour for Learning protocol	More consistent recording of incidents for pupils using SIMS facilitating a more coordinated approach to address disruption to learning
D.	**95% attendance rates for pupils eligible for PP.** Use of Attendance Data and consistent use of Attendance Protocol.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 8% or below (currently 12%). Overall attendance among pupils eligible for PP improves from 89% to 95%.

Disadvantaged Students proposed spend 2018/19
Budget £323,205
In school barriers (issues to be addressed such as poor literacy skills)
Progress of disadvantaged pupils in KS3 is lower than other pupils and impacts on progress in KS4
High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across KS3. This prevents sustained high achievement through KS4
Eradicate low level disruptive behaviour
External barriers
Low attendance rates

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	Action	PP contri-bution £	Desired outcome
Planned spending 2018-19			
	Action	PP contri-bution £	Desired outcome
1.Staffing	Enhanced English and Maths staffing to enable targeted interventions, primarily at Y11.	107,000	Maintain the improving trend in diminishing the differences in academic progress. 2018 P8 score for the English element was -0.25, the Maths element was -0.1
	Staff the Zaccheus Centre in order to provide alternative provision and support for those students struggling to attend or thrive in mainstream.	50,000	Raise attendance, academic progress and attitude to learning of disadvantaged students
	Attach one Pastoral and Attendance Manager to each year group	86,000	Move attendance of DPs in line with school target of 95%, reduce PA figure and improve parental engagement
	Appoint Associate Lead Teachers to each year group to oversee the mentoring of DPs by UPS teachers	21,000	Enhance, monitor & evaluate the mentoring offer to as many DP students as we can
	Centralised detention system staffing	12,000	Use curriculum time (period 6) to staff detentions to support the behaviour system
	EMAS provision from LA	10000	EAL students are strength
2.Additional learning resources	MINT software to develop CAAG	2000	Ensure all staff are aware of needs of the pupils in front of them
	Brilliant Club, Into University and First Generation Scholars' programmes	2500	To inspire,, motivate and enthuse DPS into higher education
	Revision materials and IT support	10000	To support independent revision
3 Additional learning activities	Homework club	9600	To support DPs with homework, a space & a teacher
	Accelerated Reading Programme	5000	To improve reading ages of DPs
4 CPD	PIXL membership	3000	To share strategies proven to help DPs make progress
	Awareness raising of diversity/ unconscious bias training		To help support DPs with protected characteristics
	Mental health Fist Aid		To help support SEMH students
5 extra-curricular	Subsidies for school visits	5000	To enhance school life and experiences for DPs
	Uniform budget	250	
	TOTAL	**323,350**	

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Table 8. Planned expenditure (subject to review in November 2018)					
Academic year	**2018/19**				
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.					
1.Staffing (Teaching and Learning)					
Desired outcome 2017-18	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Milestones and success criteria**
A. KS3 90% of disadvantaged students with 90%+ attendance meeting expected pathway in 8 subjects inc E&M 2019 Target P8 +0.1 A8 42.0	Enhanced English and Maths staffing to enable targeted interventions and smaller class sizes in KS3 and KS4	Smaller class sizes and personalised intervention supported by EEF as raising progress and attainment English and Maths Progress and attainment demonstrate improving trend from last two years data	Underachieving students identified using data drops, mentoring and information sharing. One SLT member line manages English and Maths.	Head of School	2018-19 Term 1. 75% of students in each year group to be meeting expected pathways in English and Maths. English and Maths collaborate to share strategies
D. Increased attendance rates for pupils eligible for PP 2018 Absence 5% PA 15%	Staffing of Zacchaeus Centre On site alternative provision to support most vulnerable disadvantaged students. Provide an alternative education setting whilst improve attendance to school. KS3 and KS4	Alternative provision is an effective measure to assist students re engage with learning. Established in December 2016 to support non/ poor attenders and those with CP/ mental Health and other difficulties Disadvantaged students are a significant majority of these pupils	Centre manager to tailor timetables and schemes of work to meet the needs of the pupils Attendance and wellbeing closely monitored, supported by the inclusion and pastoral teams Clear entry/exit and length of stay protocol established	Head of School and ZC manager	2018 Absence 7% PA 18%

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D. Increased attendance rates for pupils eligible for PP 2018 Absence 5% PA 15%	Progress and Attendance Mentors for each year group	Support pastoral teams to improve attendance and provide mentoring for the most vulnerable. Identifying causes of poor attendance will enable school to address, support and remove those barriers in future	PAMs managed directly by PPLs supported by relevant RSL Attendance protocol followed consistently	RSL for y7	2018 Absence 7% PA 18% Embed attendance protocol and role of PAM's
B. 75% of disadvantaged students with high prior attainment and 90%+attendance make positive value added across Eng , Maths and Science (tracked in the 4M Progress Measures tool)	A lead teacher to be allocated to a year group. The lead teacher will oversee, monitor and evaluate the work of UPS teachers in monitoring DPs n each year group.	P8 score for HAPPs -0.83 96%ile nationally. In school data projects a similar trend throughout all year groups. A personalised approach has raised attainment of pupils in English and Maths where gaps are minimal. The attainment data has identified higher achieving disadvantaged students as particularly vulnerable in making adequate levels of progress and is a national trend.	Lead teacher (LA Trainer) leads on Training for mentors throughout the school A relentless focus on pupil data will enable CNCS to identify the particular needs of each single pupil and ensure that all interventions are precisely targeted whether through individuals or groups. Changes could be on-going throughout the year as children will be tracked regularly and frequently for progress and 'those in danger of not making age related expectations' Each lead teacher will supervise and support the mentoring of the other disadvantaged students in the year group There will need to be effective communication with parents about the strategies that are being developed. Lead teachers will undertake learning walks to monitor and support the	Lead Teacher (Assoc SLT)	2018 75% of HAPP with 90%+ attendance make positive VA across Eng, Maths and Science (tracked with 4M Progress Measures tool) Barriers to poor progress more clearly understood and addressed through CPD cycle.

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Milestones and success criteria
			progress of the chosen subjects in lessons		
C. Low level disruptive behaviour eradicated from lessons	Centralised Behaviour System staffing	EEF research presents that disruptive behaviour impacts on learning and progress. Low level disruption is the main behavioural issue as identified using SIMS data Centralised behaviour systems are consistent and proven to work well in large schools (Tom Bennett research)	Monitoring at middle and senior leadership level Successful trial period data	AHT Behaviour	Termly review of data to show declining trends of negative behaviour and increasing trend of recognising positive behaviour

Table 9. Additional Learning Resources

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Milestones and success criteria
Heighten teacher/ staff awareness of disadvantaged students	Use MintClass as an extension of class at a glance sheet	Will enable a central user friendly system for communicating key information about students Implemented and used successfully at two local secondary schools	Regular Staff training in use of MintClass	AHT Data	2018 Mintclass embedded in teaching and learning

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Milestones and success criteria
A. KS3 90% of disadvantaged students with 90%+ attendance meeting expected pathway in 8 subjects inc E&M B.75% HAPP students with 90%+ attendance meet expected pathways in 8 subjects/E&M	Brilliant Club, Into University and First Generation Scholars Programmes developing links with University and raising educational aspiration levels Year 9 through to Year 13	IAG on post-16 options research suggestive that aspirations can be raised if post 16 options are understood more fully. Schemes with Brighton and Sussex University underway	Pupil, Parent Surveys and a feedback loop with University co-ordinators Yr9-Yr13 programmes	Careers Lead	2018 Cohorts of eligible Yr 9, 10,11, 12 and 13 students identified 2019 Review of programme to utilise most effective sessions/ visits
A. 90% of disadvantaged students with 90%+ attendance meeting expected pathway in 8 subjects inc E&M B. 75% HAPP students with 90%+ attendance meet expected pathways in 8 subjects inc E&M	Provide revision materials and ICT support. Support parents and students to understand how to use them All Year Groups	Realisation that revision tools are underused and ineffective unless students and their parents are taught how to use them effectively. English Department have successfully engaged parents to better support their child's use of revision books	Record intervention and support on SIms Measure attainment of students in assessment and use student voice via lead teacher mentoring to assess impact	HODs	2018 source most effective revision guides 2019 develop handbook for parents to use alongside revision guides
Table 10. Additional Learning Activities					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Milestones and success criteria**

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A. KS3 90% of disadvantaged students with 90%+ attendance meeting expected pathway in 8 subjects inc E&M B. 75% HAPP students with 90%+ attendance meet expected pathways in 8 subjects inc E&M	KS3 Homework Club Staffing for Year 7, 8 and 9	Providing a supportive environment and a space to complete homework gives disadvantaged students an opportunity to complete independent study	Registers maintained and intervention logged so that numbers attending and individual underachieving students can be targeted	SENDCo	Underachieving student attend regularly.
A. 80% of Disadvantaged students make expected progress in English and Maths in Year 7, 8 and 9.	Accelerated Reader used effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language. Year 7 and 8	Components of language identified as an area of weakness from English moderation and assessments In school data demonstrates the effectiveness of the programme Accelerated Reader was shown to have a positive impact in an independent evaluation.	AHT Able and talented to oversee resources and scheme development with librarian. Assess Reading ages Identify a cohort of Year 9's to continue the programme.	RSL y7	2017 Assess impact on Year 7 and Year 8 2018 select a cohort of Year 9 pupils to continue the scheme
B. 75% HAPP students with 90% + attendance to meet expected pathways in English and Maths	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly. Year 10 and Year 11	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	2018 demonstrate impact of small group intervention.

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Table 11. Continuous Professional Development

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Milestones and success criteria
A.80% of Disadvantaged students make expected progress in English and Maths in Year 7, 8 and 9. B.75% of High prior attaining disadvantaged students make expected progress in English and Maths in Year 7, 8 and 9.	Training on high quality feedback and use of DIRT to be delivered through CPD.	Embed marking and assessment policy in every lesson . Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment. This will focus specifically on effective assessment and giving opportunities for Student DIRT	Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Evaluation of CPD through subject health checks and assessment grades. Student voice and book scrutinies	Head of School	2017 Evident in exercise books from book scrutinies and lesson observations 2018 Departments consistently feeding back & students consistently identifying strengths and areas for improvement in their work
Increase progress and attainment of all students including disadvantaged	Join PiXL	National Pupil Premium champions 2015 and 2016 are part of this organisation. Provides support, challenge and successful strategies for all departments and levels of leadership	Appoint a Raising Standards Leader to direct and apply PiXL strategies. Closer scrutiny of individual students progress in their individual subjects	Head of School	2017 appoint RSL and disseminate strategies through middle leaders 2018 evidence use of strategies and their impact

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| Eradicate Low level disruption | Challenging low level disruption | Share strategies for positively managing behaviours for Learning | Monitoring at middle and senior leadership level

Plan a programme of interventions to support teachers and staff at all levels commensurate to their needs | RSL 10&11 | 2018 Termly review of data to show declining trends of negative behaviour and increasing trend of recognising positive behaviour |
|---|---|---|---|---|---|
| B.75% of High prior attaining disadvantaged students with 90%+ attendance make expected progress in 8 subjects inc E&M.

KS4 75% of disadvantaged students with high prior attainment &90%+attendance make positive value added across Eng , Maths and Science (tracked in the 4M Progress Measures tool) | Teaching high achieving Students effectively | Want to focus attention on how we can maintain and improve the progress and attainment of our most able students in KS3 and KS4 and prevent underperformance | Closer scrutiny of progress by subject leaders, lead teachers and SLT line managers. Target and share successful interventions from high performing departments | Peter Shears | 2018 75% of HAPP with 90%+ attendance make positive value added across Eng , Maths and Science (tracked in the 4M Progress Measures tool) |
| **Table 12. Extra Curricular Activities** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Milestones and success criteria** |

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More rounded education and higher aspiration of all students	Subsidies for School visits and Music Lessons KS3 and KS4	A contribution made to eligible students for educational visits and subscription to music lessons Inclusive school which does not feel anyone should have barriers to participation in events and activities. Evidence that disadvantaged students do not participate in wider school life compared to non disadvantaged pupils	Student and parent survey to monitor and review the impact of this support Monitor who attends visits, performs for the school in sport and arts and attends SKi trip and numerous Camps	Head of School	2017 Review academic and pastoral data for those receiving subsidies 2018 Increase disadvantaged students involvement in extracurricular activities
				Total budgeted cost	£320,00

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