

Cardinal Hume Catholic School Pupil Premium Strategy 2022 - 2025

1. Summary information					
School	Cardinal Hume Catholic School				
Academic Year	2023 2024	Total PP budget	£346,800	Date of most recent Internal PP Review	July 2023
Total number of pupils	1289 (1540 inc sixth form)	Number of pupils eligible for PP Number of pupils eligible for PP+	328	Date for next internal review of this strategy	July 2024

2. Current attainment				
2023 Results		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	Pupils not eligible for PP (local authority average)
Progress 8 score average		0.11	0.17	0.17
Attainment 8 score average		45.4	50.2	52.6

3. Barriers to future attainment (for pupils eligible for PP and PP+)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Lower Attainment than Non PP students
B.	Poor Literacy compared to Non PP students
C.	Low Aspiration compared to Non PP students
D.	Less extensive vocabulary compared to Non PP students
E.	Limited Cultural Capital compared to Non PP students

Additional barriers (including issues which also require action outside school, such as low attendance rates)

F.	Attendance Challenges
G.	Social and Emotional challenges especially since lockdown
H.	Parental Engagement
I.	Challenges of Transition
J.	Curriculum Challenge
K.	Organisation, Preparation and Resource Challenges on Transition into Secondary School

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria	Ongoing Commentary – to be completed during academic year 23 /24 – February and July
A.	Improved Attainment 8 and Progress 8 scores for disadvantaged pupils over the next 3 years.	Narrowing of gaps in attainment and progress at GCSE between disadvantaged students and their non disadvantaged peers in school. Disadvantaged students at CHCS to exceed national averages for Non Disadvantaged in all measures.	

		Narrowing of attainment and progress gaps at KS3 based on internal measurements indicating students are on track to narrow the gap at Key Stage 4.	
B.	Increase in reading ages of disadvantaged students and improved vocabulary for all students.	Use of accelerated reader and wider literacy work to increase the reading ages of disadvantaged students to bring them into line with non-disadvantaged students. Increased reading age to be in line with chronological age. Increased P8 and A8 Scores at GCSE. Reading Transition Project and Waves of Reading Support Wider use of reading tests to diagnose issues	
C.	Increased awareness of career opportunities for disadvantaged students.	Participation of disadvantaged students in networking and work experience opportunities to match or exceed the rate of non disadvantaged students.	
D.	Develop language skills through increased teaching of disciplinary literacy	Reading ages improve in line with chronological ages throughout Key Stage 3 and exam attainment improves at Key Stage 4.	
E.	Increased quantity of cultural capital opportunities flagged in departmental and school planning. Disadvantaged attendance at these events is promoted and monitored.	Increased engagement of disadvantaged in enrichment events to match the rates of non disadvantaged students.	
F.	Improved attendance and punctuality of disadvantaged cohort.	Pupil attendance and punctuality rates improve over the next 3 years. Pupil Premium students attendance exceeds the national average for non disadvantaged students.	
G.	Support provided to those students who face complex social and emotional challenges is in place.	School Counsellor appointments in place for pupils in need.	
H.	Increased parental engagement with the school.	Attendance of the parents of disadvantaged students at school events matches or exceed that of non-disadvantaged students. This will focus on attendance at parents evenings, information events and Family Learning events.	
I.	Support for vulnerable students on transition into new key stages.	Year 7 transition group established and monitored by YPL. Mentoring of disadvantaged pupils on transition to Y10 by YPL.	
J.	Create a curriculum which meets the needs of all pupils and refuse to accept decline in standards for disadvantaged students.	Training on narrowing the gaps offered to all staff trainees and new staff. Closing the gaps strategies offered via SGP and evidenced in lessons via scrutiny of work. Set reviews and data investigation for year groups at SLT Level with specific focus on PP scheduled during the academic year.	
K.	Improved levels of organisation at KS3.	Focus on Key Stage 3 – Provide support for Year 7 to help them improve levels of organisation on transition	

into secondary school, this will evidenced by fewer sanctions for poor organisation than previous years over a three year span. Diamond standards grades in student reports match non disadvantaged students.

Support continually offered in Y8 and Y9 via blue report to the students who continue to require support.

5.	Planned expenditure					
Academic year		2023 2024				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Barriers Addressed	Staff lead	When will you review implementation?
Intervention Leader champions the educational opportunities for disadvantaged students keeping abreast of national strategies and disseminating them throughout the school.	Develop and share strategies to ensure gaps close for all students. Plan additional support and ensure that opportunities are provided which will increase student engagement.	Ongoing positive impact of strategies over the past 5 years indicate success of the strategy. Focus for this next phase is on transition strategies and raising the Cultural Capital of disadvantaged pupils.	Regular reviews of progress at SLT level in calendared meetings and data drops. Cohorts to be tracked throughout year. IAG Programme evaluated. Review monitoring of Intervention Team.	A, C, E, H, I, J	LGY/JCE/JHL	Termly during link meetings. Monitoring of YPL work and tracking half termly. Showcase of Cultural Capital work in term 3.
T&L training on closing the gaps for new staff through CPD and a focus on strategies for supporting progress throughout the year by the T&L and YPL teams. Expansion of L&T teams to fund high quality CPD which can close the gaps in school. Backfilling of teaching positions required to release staff time.	Raise profile of vulnerable and disadvantaged groups with new staff on entry into school and staff factor this into planning. T&L best practise shared amongst the wider staff body	Increases profile of vulnerable groups and staff voice shows effectiveness of training and is borne out in KS4 results.	Intervention Leader to deliver training session and ensure message is clear to all staff that the school is committed to closing the gaps. Focus on SGP via bulletin	A,B,D,J	LGY/JCE/JHL	After session delivery. In Scrutiny of work and case studies.
Student Profiles are developed, maintained and utilised to support short term lesson planning underpinning quality first teaching.	School staff keep class profiles updated and use them to differentiate lessons and inform short term planning to ensure the needs of the disadvantaged students are addressed.	Increases profile of vulnerable groups and allows monitoring of short term support. Use of this has correlated with increased achievement of disadvantaged groups.	Student Profiles monitored by the T&L team. Staff development time is allocated to ensure staff have a detailed grasp of the barriers faced by disadvantaged students.	A,B,F,G,I,K	LGY/JLR	During week 4 monitoring.
Results Analysis package purchased and utilised	Departments and SLT to review results of disadvantaged as a discrete group within any modular analysis.	Raising the profile of most vulnerable keeps them in the spotlight. Ensures actions take place to narrow gaps in all year groups. Previous experience shows value of this activity.	SLT link work and SLT meetings which focus on results have clear focus on Disadvantaged.	A	JCE	Module by Module.

Family Learning sessions developed and implemented to help families develop the skills to support the education of their children.	Increase ability of families to support learning of their children.	Historic success of sessions in building positive relationships with school and equipping families with skills in key subject areas.	Senior Leader has responsibility for QA of sessions.	G,H,I	RFT	Sessions will be reviewed by attendees.
	ii. Targeted support					
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?
School Counsellor appointed and maintained. With additional sessions purchased when demand is high.	Provide key support for vulnerable students and keep them in school.	Attendance barriers and barriers associated with mental health and personal problems reduce chances of success in school. Previous experience of the school shows the benefit of this role.	Regular communication between School Counsellor and pastoral lead within school to monitor case load.	F,G	DCG	End of academic year
Teaching Assistants and Senior Leader with responsibility for transition and summer schools are appointed.	Most vulnerable students to have clear plans and support in place to ensure successful transition.	Transition points are shown to be vital for success in recent research.	Senior leader has specific responsibility for this. Effectiveness reviewed in SLT meetings.	F,H,I,K	DCG/RFT	End of academic year
Education Welfare Officer appointed and maintained to develop relationships with key families.	Remove barriers to attendance.	Previous history in the school shows crucial role for EWO in ensuring attendance for all key groups especially PP.	Regular meetings between SLT and EWO scheduled. Attendance reviewed at SLT meetings termly.	F	CJS	End of academic year

<p>SEN Co-ordinator covered to attend intervention meetings to deliver coordinated support. Packages are purchased to help address barriers to learning which meet the needs of the most vulnerable and disadvantaged.</p>	<p>PP students with any level of SEN highlighted and championed throughout school. Ensure SEN provision is in place. The Learning Support team works closely with departments to support students who have additional educational needs alongside Pupil Premium status. Certain software packages and resources are provided to support SEND students, many of whom also face SEND disadvantages.</p>	<p>Many of the SEN cohort have PP status and inhabit the same classes as a high proportion of other PP students. With the SEN coordinator looking at the impact of LSA provision support can be targeted effectively based on previous experience.</p>	<p>Regular meetings between SLT and SENCO. SENCO presentations to whole staff group to raise awareness. Data analysis in each module to focus on SEN and PP.</p>	<p>A,B,G,I,J,K</p>	<p>DCG/DJN/NCR</p>	<p>End of academic year</p>
<p>Pastoral Support Officer – Office Admin</p>	<p>Allows prompt resolution of pastoral issues to support teaching HOH with issue resolution and meeting parents.</p>	<p>Previous experience shows that the role increases speed of intervention with PP families. With Pastoral staff being teachers Office admin support vital to ensure rapid buy in from families.</p>	<p>Deputy Head monitors effectiveness of role.</p>	<p>A,F,H</p>	<p>BSN</p>	<p>End of academic year</p>
<p>Year 6/7 Progress leader provides mentoring and wider support for the most disadvantaged students during their transition year.</p>	<p>Provide support for most vulnerable students on arrival into Cardinal Hume Catholic School.</p>	<p>History of results shows the importance of early intervention for the most vulnerable.</p>	<p>Student performance is tracked and provision is tracked over time. Monitoring of outcomes of the transition focus group.</p>	<p>A,F,H,I,K</p>	<p>JCE/JHL</p>	<p>Termly during link meetings. Monitoring of YPL work and tracking half termly. Showcase of Cultural Capital work in term 3.</p>
<p>Attendance Support is broadened to ensure a greater proportion of 1 2 1 meetings and home visits can taken place.</p>	<p>Reduction in persistent absence of students who are disadvantaged and they are supported in their transition back into school via mentoring support.</p>	<p>History of results shows the importance of early intervention for the most vulnerable to break patterns of entrenched poor attendance.</p>	<p>Regular meetings between SLT and EWO scheduled. Attendance reviewed at SLT meetings termly.</p>	<p>F</p>	<p>CJS/CBS</p>	<p>On a Modular basis.</p>

<p>Year Progress Leaders ensure a range of support is offered and opportunities for all are tracked and evaluated.</p>	<p>Develop strategies to support the progress of PP students and raise profile of challenges faced with wider staff.</p> <p>Pupils' home working abilities and ICT provision is audited by YPLs and support provided in terms of technology and defined supportive sessions.</p>	<p>There is an achievement gap between disadvantaged students and their peers. Students who are non PP achieve higher grades. Attendance barriers and completion of work for some students at home.</p> <p>Increased awareness of strategies for members of staff about the barriers to learning for PP students.</p>	<p>Monitoring of PP students in each year group. Regular spotlighting and targeted interventions with PP pupils. Cultural Capital activities delivered via tutors. Networking opportunities for selected groups of PP pupils in KS4.</p> <p>Department information re pupils' work habits/progress is communicated to Intervention Leader and disseminated to YPLs who prioritise PP pupils for support via tiered criteria.</p>	A,B,C,E,F,G,H,I,K	JCE/JHL	<p>Termly during link meetings. Monitoring of YPL work and tracking half termly.</p> <p>Showcase of Cultural Capital work in term 3.</p> <p>End of academic year review.</p> <p>Interventions, character building activities and cultural capital opportunities are planned over course of module and evaluations carried out through pupil voice and YPL assessment.</p>
<p>Academic Mentoring by SLT is implemented for the most disadvantaged students where they are at risk of underachieving.</p>	<p>Support in place to support learning of all students by SLT mentoring of students with most significant challenge.</p>	<p>Previous school experience shows value of senior staff as mentors.</p> <p>Provides benefits to all students within a class.</p>	<p>Monthly tracking of reports. Data analysis at SLT focusing on progress of cohort.</p>	A,F,H,I,	JCE/JHL/CCN	<p>End of academic year review.</p>
<p>Academic Mentoring with the Assistant Heads of House</p>	<p>Bespoke support provided to students who are underachieving in relation to their potential improves the educational experience for all students by addressing barriers</p>	<p>Historic impact of role of mentoring within the school.</p>	<p>Regular intervention team meetings, scrutiny of work, case studies and paper trail of evidence. New training delivered to standardise approaches within the team.</p>	A,F,H,I,	JCE/JHL/CCN	<p>Termly during link meetings.</p> <p>Monitoring of AHOH work and tracking half termly.</p>
<p>Literacy Reading Packages and NGR Assessments are purchased and utilised to provide tiered support for students below their chronological age. Reading resources purchased to model reading and to embed excellent reading habits Further investment in training for phonics and resources to deliver classroom reading strategies.</p>	<p>Student reading ages to improve and exceed actual age. Students who fall behind are given further catch up and support.</p> <p>Wider reading is taught and supported through lunch time sessions and group reading.</p>	<p>Literacy is the key to ongoing success in exams and wider life beyond school and the biggest barrier to successfully accessing the curriculum.</p>	<p>Performance tracked by Librarian and English Department.</p> <p>Highlighting reading ages in staff training and on class profiles.</p> <p>Librarian and TA both trained in phonics.</p>	A,B,D	CYG/KBE/ASR	<p>After each modular assessment.</p>

Girls' and Boys' Network Masterclasses and workshops seek to build pupils' cultural capital and raise aspirations through the explicit coaching of skills and mindsets.	PP student increase confidence and opportunities through networking and workshops providing Opportunities to network with professionals are given, leading to greater insight into education and career routes.	The aim of the these Networking activities is to inspire and give greater experiences and Cultural Capital for students from disadvantaged backgrounds, through one to one mentoring, workshops and buildable networking opportunities.	Questionnaires during the project and ongoing qualitative analysis is conducted and analysed.	C,E	CJS/JHL	Middle and End of scheme
Aspiring to Higher Education activities are scheduled and offered to Disadvantaged students.	Disadvantaged students in KS3 and KS4 are given the opportunity to attend workshops provided by Durham University and Oxbridge in the North Schemes.	This is a new scheme and linked to raising aspirations – making students aware of the possibilities beyond school has worked effectively before.	Questionnaires during the project and ongoing qualitative analysis is conducted and analysed.	C,E	CJS/JHL	Middle and End of scheme
Maths and English Tuition and extended school provision is in place and complemented with masterclasses via Teams. Wider tuition package developed by the trust through catch Up premium complimented by bespoke PP support.	Additional support put in place at 1 to 1 or small group level to boost chances of success in core subject areas.	Previous year's results show this has had a major impact on results for the PP cohort. Additional support helps to narrow achievement gap.	Modular data analysis and reporting by tutors to SLT. Attendance tracked also to ensure provision is being utilised effectively.	A,B	CJS/JCE	End of academic year
	iii. Other approaches					
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Barriers Addressed	Staff lead	When will you review implementation?
Hardship Fund to pay for : School Visits, Uniform and Equipment	Increase participation of PP students in school life.	Open a wider range of opportunities up for students to increase cultural capital and opportunity.	Intervention Leader to monitor spending and ensure requests for support are assessed. Promotion of opportunities for PP students to attend visits and their eventual participation to be tracked and reported on.	F,G,H,I,K	BSN/JHL	End of academic year

Subsidised Music Lessons	Increase participation of PP students in school life.	Open a wider range of opportunities up for students to increase cultural capital and opportunity.	Assistant Headteacher to track student participation and ensure opportunities are offered to disadvantaged students annually.	E	CJS/RFT	End of academic year
Character Education Lead appointed, and careers advisor appointments prioritise disadvantaged students.	To ensure students have wider educational opportunities to increase life chances when they leave school.	This is a new post designed to track take up of opportunities for all students in school regarding character and employer engagement. Exposure to these areas increases employability skills. 1 2 1careers meetings will help develop aspiration.	Character lead to report to SLT over the course of the year. Provision and opportunities to be tracked across the whole school each year to ensure key cohorts are targeted.	C,E	CJS/MSS	End of academic year
Duke of Edinburgh and Outward Bounds opportunities linked to Eco Club are identified and calendared. Disadvantaged subsidies offered to encourage student participation. Time for staff backfilled to ensure risk assessments and transport arrangements are in place.	To increase the cultural capital opportunities and range of experiences students are offered. Develop friendships and take students out of their comfort zone.	Open a wider range of opportunities up for students to increase cultural capital and opportunity to help underpin attendance and academic success.	AJN given a reduced allocation to allow the development of these opportunities to be re-established post covid. Participation tracked by JHD.	E,F	CJS/AJN	End of academic year
Summer School implemented and spaces reserved for disadvantaged students.	Identify students on entry to school who will benefit from targeted support and help students develop friendship groups and familiarity with school.	Transitions and metacognition are key features of EEF guidance. These can both be supported through the work of the summer school team.	Senior leader given responsibility for coordinating the summer school. Sessions delivered by fully qualified staff. Student and parent feedback to be gathered.	G,H,I	CJS/RFT	September
CATS Tests	Identify students on entry to school who will benefit from targeted support.	Historically KS2 data has not always been the most reliable indicator of those students who require support on entry into school. CATS allows an external benchmark to be set.	Tests will be scheduled and administered in term 1. A report will be published and circulated to identify the characteristics of the cohort which will be used to inform future setting along with other data,	I	DAN/DHN	November and July
Equipment packs and Revision Guides purchased and issued to students in need of support. Further copies added to library stock for use in school study space/	Students to be as prepared as possible for assessments and exams, ensuring they are not disadvantaged by not being able to purchase guides at home.	Reduces the effects of disadvantage, results for other cohorts in school over time shows the value of having access to these materials.	YPL will ensure those who need support in each year group are identified and resources provided in conjunction with CYG who is leading on purchase of guides across the school.	A,F	JCE/YPL	Modular basis.

6a. Review of expenditure

Previous Academic Year		2022 – 2023		
i. Quality of teaching for all				
Action	Intended outcome	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
Assistant Heads of House	Support in place for students who are making less progress than expected.	Disadvantaged students in Y11 make positive progress way in excess of national average and local average. Other students also not eligible for PP make excellent progress.	Approach will continue – prioritisation of PP and PP+ students in cohort selection. Further training is required with changes in the team and to increase standardisation.	£15000
Year Progress Leaders	Implement a programme of consistent intervention, Growth Mindset and raising aspirations activities from y7 – 11 to positively impact on the disadvantage gap. Champion PP pupils and prioritise support and targeted intervention for them. Track progress and ensure effective record keeping to maintain quality provision through the years. Frequent spotlighting of PP pupils. Liaise with departmental and pastoral staff to ensure all PP pupils are catered for. Deliver Cultural Capital activities via tutors.	Increase in awareness amongst staff of importance of PP and PP+ pupils' attainment in comparison to their non-disadvantaged peers. Timely and precise interventions carried out. Record keeping ensures consistency and quality of approach over time and support closing of the gap. PP pupils' cultural capital increased. Disadvantaged pupil underachievement is flagged.	Monitoring will take place on a rolling programme to focus on the impact with disadvantaged students. More frequent meetings to review strategies and their effectiveness in all year groups will allow more impactful intervention. Increased academic knowledge and trends amongst year groups have been identified and continue to be worked on by the year group specialists. YPLs continue to champion PP and PP+ pupil progress and prioritise PP and PP+ pupils for interventions when opportunities arise. They track attendance and academic achievement via class profile system and celebrate achievements with calendared assemblies. More specific focus required on this aspect of the job.	£40,000

Development and expansion of L&T team to include staff with a focus on SEND, Disadvantaged, Digital Learning	Improve the impact of classroom teaching by funding staff CPD. Changes in staffing over recent years had impacted on capacity of the L&T team to deliver CPD	Overall results are very strong. Further spending and support needed for SEND cohort and EAL are emerging areas of focus.	Further spending and support needed for SEND cohort and EAL are emerging areas of focus.	100.000
Intervention Leader	Coordinate intervention to ensure no students miss out on opportunities for support when it is required.	Confidence developed in students from a wide range of strategies ranging from mentoring, study support, networking, increased cultural capital opportunities. Excellent progress scores nationally.	Approach will continue with focus on embedding Year Progress Leaders structure. Higher profile of the role required within school for students and staff this was not possible due to maternity leave in previous academic year. The regular review of YPL work and collation case studies with students and parents to help guide development of policy. Intervention leader to champion the new transition reading project and develop further the character strand of IAG	£7000
Literacy Reading Package and group reading books.	Reading ages continue to advance during time in school. Gaps in reading ages to actual age narrow over time.	English scores outweigh national averages. Overall A8 and P8 very positive for all and PP compared to national figures.	Approach will continue but with more investment – The librarian has facilitate the testing side of the accelerated reading package which is key to tracking ongoing success. Addition of reading plus and the purchase of sets of books to read collectively will aid the development in this area. Further investment in GL assessment reading tests for each year group and the appropriate streams of support being available when issues are diagnosed is imperative. 3 key staff trained in leading the Phonics catch up package. Transition reading project invested in - impact and lessons learned will be available in the next update of this plan.	£10,200
Family Learning	Increase the capacity for parents to support students at home.	Attendance at events by PP families is high. Feedback very positive and sessions overbooked. Running these events increases parental confidence and builds relationships between parents and school.	Approach will continue but range of sessions offered to be increased and meet the needs of parental requests. More stakeholder voice required in this area. More invitations required to address the needs and challenges of the most vulnerable parents.	£3000

ii. Targeted support

Action	Intended outcome	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
School Counsellor	Support in place for vulnerable students	Low proportion of school refusers and PA/ Students involved with school counsellor stay in school and progress scores are successful.	Very positive impact – this is a vastly oversubscribed service and despite increased capacity from the Road Centre being secured more still to be done. Look at ways support can be offered pastorally prior to this step building on the RISE team and Wellbeing champions trained staff. Rainbows has been reimplemented. Approach will continue -further investment required to source support and trainees in this area.	£24700
Teaching Assistants and Senior Leader with responsibility for transition and summer schools	PP students have opportunities to ease transition and remove barriers to achievement and progress.	Uptake of summer school very positive. Support in place with teaching assistants in classes with high proportion of PP students along with SEN	Encourage Summer School participation and add support in first term for those students. Senior leader role here is key in ensuring positive transition. Funding required to provide staffing for the summer school with over 100 students in attendance. Approach will continue and the focus is linked to new summer school funding and school priorities. Roles will need to be reallocated.	£44200
Education Welfare Officer and additional tutor / staffing to promote attendance	Barriers to school attendance removed.	Improved attendance in all years from previous year group. Especially the case for PP.	Challenging families with a history of poor attendance still an area of focus. Approach will continue further support needed in this team and will be sourced via PP budget. Greater development of activities linked to attendance panels, rewards and promotion of attendance strategies to be	£46300
SEN Co-ordinator	Provision for the most needy students is established and championed amongst the staff.	Strong outcomes for SEN students relative to peers in all year groups. Support covers Non PP students as well but greater proportion of SEN students in school are also PP.	Successful approach will continue. Greater emphasis on the wave of intervention required for each SEND student linked to reforming of class profiles will allow more impact in this area.	£54200
Pastoral Support Officer – Office Admin	Enable the tracking of students and communication with parents to be recorded effectively.	Efficient processing of pastoral communications. Provides support to pastoral team to allow more pupil interventions.	Successful approach will continue. Early contact with home most likely to yield positive impacts. Potential growth in this area in terms of support required. Aim to link more closely to attendance.	£24000
Academic Mentoring by SLT	Provide support to most challenging students – cohort to include majority of PP students.	Strong outcomes for students involved but also the wider cohort with support minimising negative learning behaviours of those mentored.	Approach will be refined further to ensure more consistency and continuity with students. Building a better picture of challenge from a single point of contact amendments to use weekly paperwork and increase parental involvement early in the scheme is a new focus. SLT to have responsibility for a small cohort for the entire academic year. To be a point of contact for	£16000
Girls' Network	Increase confidence and awareness of opportunities for the cohort.	Very positive feedback from students involved and the evidence from the organisers supports this.	Discontinued in this old format – new offer due to changes since covid are less effective for our cohort. Scheme no longer viable as it was before. This budget has be reallocated to other raising aspiration activities linked to girls network provided by the same charity	£2500

Boys Network	Increase confidence and awareness of opportunities for the cohort.	Very positive feedback from students involved and the evidence from the organisers supports this. As it is a smaller organisation additional challenges had to be overcome in Year 1 that should not be an issue in future years.	Continue in a revised format of workshops. Mentoring was moved to remote and was less personalised thus less effective. More opportunity to involve M10 in wider reaching activity through guest speakers to ensure broader reach and value for money.	£2500
Maths and English Tutors	Improve attainment and progress at KS4 in Key Subjects	Attainment in both subjects outstrips national averages. Students who had tutors improved performance from predictions at the start of the process in most cases.	Continue - look for opportunities to pair up students to maximise impact and access more year groups. Successful during Covid times. Excellent outcomes. Look to widen this access to this via school led tuition in other subjects.	£28000
iii. Other approaches				
Action	Intended outcome	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
Hardship Fund to pay for : School Visits, Uniform and Equipment	Allow students regardless of background to assimilate fully into school life.	Participation in school visits is strong from PP groups XX% attended at least 1 visit. Provision of uniform allows attendance to lose the gaps	Continue – promote opportunities more strongly to PP cohort to ensure they are not missing out on potential to broaden horizons. Trips to increase in scale and frequency so more opportunities are available.	£16000
Subsidised Music Lessons	Increased opportunities for students to broaden cultural capital	% of PP students have opportunity to benefit from music lessons. Wider benefits within student population of developing orchestra opportunities some non-disadvantaged benefit from this	Continue – promote opportunities more strongly to PP cohort to ensure they are not missing out	£12000
Character Education Lead	Appointment to champion character learning opportunities in school and to track coverage of students.	More students have opportunities to extend learning outside of the classroom. Increased links with partners outside of education benefits the whole cohort.	Opportunities have been identified for students from key cohorts and excellent contacts have been made with employers. Activity is now tracked effectively and bespoke offer to remove barriers is possible.	£10000

Additional detail

Pupil Premium funding at Cardinal Hume Catholic School is focused upon supporting students to make progress academically and socially and to increase their Cultural Capital. In line with our curriculum intent and the school mission, we expect all our disadvantaged students to achieve their full potential, regardless of their socio-economic status. Aspiration underpins our broad and balanced curriculum, and we focus our efforts on ensuring that our disadvantaged students are equipped with the skills essential for success in all areas of school life. To support this our Pupil Premium Strategy is rooted in our whole-school ethos as school wide strategies include those identified in the Government's 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' document.

Cardinal Hume Catholic School aims to help all students maximise their potential and as such overcome barriers to learning. We provide academic and social opportunities to help students become active, engaged citizens who can make a direct contribution to their community. All students regardless of background benefit from T& L Training, SLT Support, and Differentiation in classes, Streamed and Set Class Groupings throughout their time in school. However, some disadvantaged student face additional barriers to learning which may include lack of appropriate space to work, lack of access to technology, lack of aspiration and lack of motivation. We seek to remove these barriers by a variety of methods detailed in the earlier sections of this document. As such the budgeted information attached earlier is not exhaustive and further spending will also benefit PP students.

We are fully committed to the social justice of championing our PP pupils and ensuring we meet their diverse needs.

Funding is used to improve curriculum opportunities for Pupil Premium Students this includes more targeted teaching and bespoke intervention and delivering high quality teaching and learning with a focus on Literacy. Significant emphasis is placed on reading and the addressing barriers to this.

Funds are used to ensure that needs of pupil premium students are of strategic importance at SLT level. Raising the profile of Pupil Premium students in staff meetings and by spotlighting students ensures their needs are at the forefront of staff planning in all subject areas. PP and PP+ student level analysis occurs during data interrogation and is reviewed at SLT level on a modular basis to ensure sustained impact.

Cardinal Hume Catholic School also employs an Intervention Leader and team of Year Progress Leaders to ensure that there is continuous support for students through the key stages and during vital transitions. This also allows more sustained and open dialogue to support pupil progress with parents and carers.

All students eligible for Pupil Premium and PP+ funding receive bespoke support to demonstrate the value the school places on all pupils achieving their full potential in all aspects of their academic career. Year Focus group meetings at SLT focus on progress and have explicit discussion about the progress of our PP and PP+ students. Calendared Spotlighting meetings focusing on PP and PP+ students to identify effective strategies to narrow achievement gaps also take place.

Pupil Premium Funding is used to encourage pupil participation and give opportunities to achieve outside of the classroom environment as well as in the taught curriculum. These funds have allowed the school to subsidise a range of opportunities for outward bound, residential, and overseas visits. Specific examples of those opportunities are the Year 8 Diocesan residential enrichment event, opportunities to attend the school sports trip to Germany, Humanities visit to Italy and Duke of Edinburgh outward bound programme to be specific. The aim of these visits has been to provide enriching experiences for students, increasing their cultural capital and broadening their aspirations for the future.

LAC provision, students who are looked after (LAC) or have previously been (PLAC) receive an enhanced Pupil Premium provision. This provision is to be spent directly on helping LAC students achieve academically and is tailored for the individual students in line with Personal Education Plan. Part of their funding is spent on the salaries of pastoral staff who have the greatest role in supporting LAC and PLAC students at Cardinal Hume Catholic School. This includes monitoring their academic progress and putting in place various means of support should these students underperform.

Services children are also supported using the Service Pupil funding, this provides mentoring and tuition when required. Academic performance and pastoral welfare is monitored by Senior staff.

