

Cardinal Hume  
Catholic School



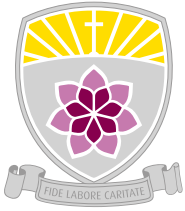
# Pupil Premium Strategy Overview

2022 - 2025



Bishop Wilkinson  
Catholic Education Trust

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## Pupil Premium Strategy Overview 2023 - 2025

### 1. Summary information

School	Cardinal Hume Catholic School
Academic Year	2023/24
Total PP budget	£346,800
Total number of pupils	1289 (1540 inc Sixth Form)
Number of pupils eligible for PP/PP+	328
Date of most recent internal PP review	July 2023
Date for next internal review of this strategy	July 2024

### 2. Current attainment

2023 Results	Cardinal Hume pupils eligible for PP	Pupils not eligible for PP	
		National average	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 change
- K** Organisation, preparation and resource challenges on transition into secondary school

#### 4. Intended outcomes (specific outcomes and how they will be measured)

##### **A** Intended Outcome:

Improved Attainment 8 and Progress 8 scores for disadvantaged pupils over the next 3 years.

##### **Success Criteria:**

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 Key Stage 3 based on internal measurements indicating students are on track to narrow the gap at Key Stage 4.

##### **Ongoing Commentary:**

**February:** Current cohorts still demonstrate a pupil premium gap within school data at all year groups. The picture at GCSE based on predictions suggests further improvements have been made over the last academic year and outcomes are expected to be better again in 2024. The main barriers to achieving this are focused on attendance. Strategy meetings with Attendance Team, YPL and SEND team.

Key Stage 3 data indicates improvements on previous years overall for this cohort but there are specific outlier students who have been identified for further support by the YPL team.

##### **B** Intended Outcome:

Increase in reading ages of disadvantaged students and improved vocabulary for all students.

##### **Success Criteria:**

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

##### **Ongoing Commentary:**

**February:** Progress is being made in this area. Star reader tests have indicated progression with an increased proportion of students now matching their chronological age. Those who do not are having further intervention with a phonics group and a fluency group existing to address issues. Students who have especially low reading ages are sitting YARC assessment to diagnose specific areas of need. Daily phonics is in place for weakest readers along with a further package of phonics support across the week. Sixth form leaders are also assisting with reading support. All staff have been trained in reading strategies during twilight and in follow up snippets training. More funding is required in this area moving forward as we are still addressing gaps related to the pandemic.

##### **C** Intended Outcome:

Increased awareness of career opportunities for disadvantaged students.

##### **Success Criteria:**

Participation of disadvantaged students in networking and work experience opportunities to match or exceed the rate of non-disadvantaged students.

##### **Ongoing Commentary:**

**February:** This will be monitored with the careers event taking place in March and in Work Experience in the summer term. Employer engagement activities ran via the YPL team have prioritised disadvantaged to increase aspiration.

**D Intended Outcome:**  
Develop language skills through increased teaching of disciplinary literacy

**Success Criteria:**  
Reading ages improve in line with chronological ages throughout Key Stage 3 and exam attainment improves at Key Stage 4.

**Ongoing Commentary:**  
**February:** Students have words of the week and an explicit focus on vocabulary, especially tier 3 words in different lessons. Reading ages and predicted data suggests this is progressing well with the exception of those outlier students who are now receiving additional reading support from the menu of approaches outlined above.

**E Intended Outcome:**  
Increased quantity of cultural capital opportunities flagged in departmental and school planning. Disadvantaged attendance at these events is promoted and monitored.

**Success Criteria:**  
Increased engagement of disadvantaged in enrichment events to match the rates of non-disadvantaged students.

**Ongoing Commentary:**  
**February:** Tracking demonstrates the proportion of disadvantaged match non disadvantaged in extracurricular opportunities. Some disadvantaged students are not engaging however, and student voice is being used to explore barriers. This is especially significant in Year 8 at the time of review but more opportunities are planned between March and April which targets this cohort.

**F Intended Outcome:**  
Improved attendance and punctuality of disadvantaged cohort.

**Success Criteria:**  
Pupil attendance and punctuality rates improve over the next 3 years. Pupil Premium students attendance exceeds the national average for non-disadvantaged students.

**Ongoing Commentary:**  
**February:** Pupil premium attendance still lags non disadvantaged. We have engaged with the attendance hub network to gain further support in this area. 62% of severely absent are disadvantaged. 49% of Persistent Absentees are PP. Majority of these. Only 32% of the whole PP cohort are PA so impact of significant outliers is vast. Further funding needs to be directed to this area over the remainder of the plan.

**G Intended Outcome:**  
Support provided to those students who face complex social and emotional challenges is in place.

**Success Criteria:**  
School Counsellor appointments in place for pupils in need.

**Ongoing Commentary:**  
Significant pressure is evident on the appointments with School Counsellor from all year groups and students of a wide variety of backgrounds. Lack of wider CAMS support has impacted on our capacity to support in this area. Additional support is provided by Pastoral team and is shown in the workload of the Heads of House and Assistant Heads of House. Disadvantaged students represent 40% of all referrals to the school counsellor at this point which is out of proportion with their representation in school.

**H Intended Outcome:**  
Increased parental engagement with the school.

**Success Criteria:**  
Attendance of the parents of disadvantaged students at school events matches or exceeds that of non-disadvantaged students. This will focus on attendance at parent's evenings, information events and Family Learning events.

**Ongoing Commentary:**

February: Parental engagement varies by Year group. However, in all cases parents of disadvantaged are less likely to attend. Year 10 is of particular concern in relation to % of disadvantaged students attending parents evening. More follow up work is required in this area and prioritising booking appointments is planned for the next round of parents evenings.

**I Intended Outcome:**

Support for vulnerable students on transition into new key stages.

**Success Criteria:**

Year 7 transition group established and monitored by YPL.

Mentoring of disadvantaged pupils on transition to Y10 by YPL.

**Ongoing Commentary:**

February: Students in Y7 and Y10 prioritised for Mentoring by YPL as evidenced in Provision Map. Ongoing monitoring required to ensure outlier students received ongoing intervention.

**J Intended Outcome:**

Create a curriculum which meets the needs of all pupils and refuse to accept decline in standards for disadvantaged students.

**Success Criteria:**

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.

**Ongoing Commentary:**

February: Staff twilight Inset focussed upon closing disadvantaged gaps. SISRA data used to share patterns with staff and inform individual adaptations as evidence in class profiles system. Reminders of strategies to address gaps in attainment and progress delivered as snippets through term 1 and 2. SLT analysis of Module 1 data and YPL year group updates focused upon this cohort.

**K Intended Outcome:**

Improved levels of organisation at Key Stage 3.

**Success Criteria:**

Focus on KS3 – Provide support for Year 7 to help them improve levels of organisation on transition into secondary school, this will be 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.

**Ongoing Commentary:**

February: Blue reports and YPL support are fully established at KS3. Diamond standards grades still a little lower than is the case for non-disadvantaged peers especially in Y9. Some significant progress has been made in these areas with provision of equipment from school reducing the number of events.

## 5. Planned expenditure

Academic year 2023/24

### i. Quality of teaching for all

**Action:**

Intervention Leader champions the educational opportunities for disadvantaged students keeping abreast of national strategies and disseminating them throughout the school.

**Intended outcome:**

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.

**Evidence and rationale for this choice:**

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.

**Methods to ensure it is implemented well:**

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.

**Barriers addressed:** **A C E H I J**

**Staff lead:** LGY/JCE/JHL

**Implementation reviews:**

Termly during link meetings.  
Monitoring of YPL work and tracking half termly.  
Showcase of Cultural Capital work in term 3.

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**Action:**

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.

**Intended outcome:**

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.

**Evidence and rationale for this choice:**

Increases profile of vulnerable groups and staff voice shows effectiveness of training and is borne out in KS4 results.

**Methods to ensure it is implemented well:**

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

**Barriers addressed:** **A B D J**

**Staff lead:** LGY/JCE/JHL

**Implementation reviews:**

After session delivery. In Scrutiny of work and case studies.

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**Action:**

Student Profiles are developed, maintained and utilised to support short term lesson planning underpinning quality first teaching.

**Intended outcome:**

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.

**Evidence and rationale for this choice:**

Increases profile of vulnerable groups and allows monitoring of short term support. Use of this has correlated with increased achievement of disadvantaged groups.

**Methods to ensure it is implemented well:**

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.

**Barriers addressed:** A B F G I K

**Staff lead:** LGY/JLR

**Implementation reviews:**

During week 4 monitoring.

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**Action:**

Results Analysis package purchased and utilised.

**Intended outcome:**

Departments and SLT to review results of disadvantaged as a discrete group within any modular analysis.

**Evidence and rationale for this choice:**

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.

**Methods to ensure it is implemented well:**

SLT link work and SLT meetings which focus on results have clear focus on Disadvantaged.

**Barriers addressed:** A

**Staff lead:** JCE

**Implementation reviews:**

Module by Module.

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**Action:**

Family Learning sessions developed and implemented to help families develop the skills to support the education of their children.

**Intended outcome:**

Increase ability of families to support learning of their children.

**Evidence and rationale for this choice:**

Historic success of sessions in building positive relationships with school and equipping families with skills in key subject areas.

**Methods to ensure it is implemented well:**

Senior Leader has responsibility for QA of sessions.

**Barriers addressed:** G H I

**Staff lead:** RFT

**Implementation reviews:**

Sessions will be reviewed by attendees.

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## ii. Targeted support

**Action:**

School Counsellor appointed and maintained. With additional sessions purchased when demand is high.

**Intended outcome:**

Provide key support for vulnerable students and keep them in school.

**Evidence and rationale for this choice:**

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.

**Methods to ensure it is implemented well:**

Regular communication between School Counsellor and pastoral lead within school to monitor case load.

**Barriers addressed:** **F G**

**Staff lead:** DCG

**Implementation reviews:**

End of academic year.

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**Action:**

Teaching Assistants and Senior Leader with responsibility for transition and summer schools are appointed.

**Intended outcome:**

Most vulnerable students to have clear plans and support in place to ensure successful transition.

**Evidence and rationale for this choice:**

Transition points are shown to be vital for success in recent research.

**Methods to ensure it is implemented well:**

Senior leader has specific responsibility for this. Effectiveness reviewed in SLT meetings.

**Barriers addressed:** **F H I K**

**Staff lead:** DCG/RFT

**Implementation reviews:**

End of academic year.

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**Action:**

Education Welfare Officer appointed and maintained to develop relationships with key families.

**Intended outcome:**

Remove barriers to attendance.

**Evidence and rationale for this choice:**

Previous history in the school shows crucial role for EWO in ensuring attendance for all key groups especially PP.

**Methods to ensure it is implemented well:**

Regular meetings between SLT and EWO scheduled. Attendance reviewed at SLT meetings termly.

**Barriers addressed:** **F**

**Staff lead:** CJS

**Implementation reviews:**

End of academic year

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**Action:**

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.

**Intended outcome:**

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.

**Evidence and rationale for this choice:**

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.

**Methods to ensure it is implemented well:**

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.

**Barriers addressed:** A B G I J K

**Staff lead:** DCG/DJN/NCR

**Implementation reviews:**

End of academic year.

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**Action:**

Pastoral Support Officer – Office Admin.

**Intended outcome:**

Allows prompt resolution of pastoral issues to support teaching HOH with issue resolution and meeting parents.

**Evidence and rationale for this choice:**

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.

**Methods to ensure it is implemented well:**

Deputy Head monitors effectiveness of role.

**Barriers addressed:** A F H

**Staff lead:** BSN

**Implementation reviews:**

End of academic year

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**Action:**

Year 6/7 Progress leader provides mentoring and wider support for the most disadvantaged students during their transition year.

**Intended outcome:**

Provide support for most vulnerable students on arrival into Cardinal Hume Catholic School.

**Evidence and rationale for this choice:**

History of results shows the importance of early intervention for the most vulnerable.

**Methods to ensure it is implemented well:**

Student performance is tracked and provision is tracked over time.

Monitoring of outcomes of the transition focus group.

**Barriers addressed:** A F H I K

**Staff lead:** JCE/JHL

**Implementation reviews:**

Termly during link meetings. Monitoring of YPL work and tracking half termly.

Showcase of Cultural Capital work in term 3.

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**Action:**

Attendance Support is broadened to ensure a greater proportion of 1 2 1 meetings and home visits can taken place.

**Intended outcome:**

Reduction in persistent absence of students who are disadvantaged and they are supported in their transition back into school via mentoring support.

**Evidence and rationale for this choice:**

History of results shows the importance of early intervention for the most vulnerable to break patterns of entrenched poor attendance.

**Methods to ensure it is implemented well:**

Regular meetings between SLT and EWO scheduled. Attendance reviewed at SLT meetings termly.

**Barriers addressed:** F**Staff lead:** CJS/CBS**Implementation reviews:**

On a Modular basis.

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**Action:**

Year Progress Leaders ensure a range of support is offered and opportunities for all are tracked and evaluated.

**Intended outcome:**

Develop strategies to support the progress of PP students and raise profile of challenges faced with wider staff.

Pupils' home working abilities and ICT provision is audited by YPLs and support provided in terms of technology and defined supportive sessions.

**Evidence and rationale for this choice:**

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. Increased awareness of strategies for members of staff about the barriers to learning for PP students.

**Methods to ensure it is implemented well:**

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.

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.

**Barriers addressed:** A B C E F G H I K**Staff lead:** JCE/JHL**Implementation reviews:**

Termly during link meetings. Monitoring of YPL work and tracking half termly.

Showcase of Cultural Capital work in term 3.

End of academic year review.

Interventions, character building activities and cultural capital opportunities are planned over course of module and evaluations carried out through pupil voice and YPL assessment.

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**Action:**

Academic Mentoring by SLT is implemented for the most disadvantaged students where they are at risk of underachieving.

**Intended outcome:**

Support in place to support learning of all students by SLT mentoring of students with most significant challenge.

**Evidence and rationale for this choice:**

Previous school experience shows value of senior staff as mentors. Provides benefits to all students within a class.

**Methods to ensure it is implemented well:**

Monthly tracking of reports. Data analysis at SLT focusing on progress of cohort.

**Barriers addressed:** A F H I

**Staff lead:** JCE/JHL/CCN

**Implementation reviews:**

End of academic year review.

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**Action:**

Academic Mentoring with the Assistant Heads of House

**Intended outcome:**

Bespoke support provided to students who are underachieving in relation to their potential improves the educational experience for all students by addressing barriers to learning.

**Evidence and rationale for this choice:**

Historic impact of role of mentoring within the school.

**Methods to ensure it is implemented well:**

Regular intervention team meetings, scrutiny of work, case studies and paper trail of evidence. New training delivered to standardise approaches within the team.

**Barriers addressed:** A F H I

**Staff lead:** JCE/JHL/CCN

**Implementation reviews:**

Termly during link meetings.

Monitoring of AHOH work and tracking half termly.

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**Action:**

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.

**Intended outcome:**

Student reading ages to improve and exceed actual age. Students who fall behind are given further catch up and support.

Wider reading is taught and supported through lunch time sessions and group reading.

**Evidence and rationale for this choice:**

Literacy is the key to ongoing success in exams and wider life beyond school and the biggest barrier to successfully accessing the curriculum.

**Methods to ensure it is implemented well:**

Performance tracked by Librarian and English Department. Highlighting reading ages in staff training and on class profiles.

Librarian and TA both trained in phonics.

**Barriers addressed:** A B D

**Staff lead:** CYG/KBE/ASR

**Implementation reviews:**

After each modular assessment.

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**Action:**

Girls' and Boys' Network Masterclasses and workshops seek to build pupils' cultural capital and raise aspirations through the explicit coaching of skills and mindsets.

**Intended outcome:**

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.

**Evidence and rationale for this choice:**

The aim of 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.

**Methods to ensure it is implemented well:**

Questionnaires during the project and ongoing qualitative analysis is conducted and analysed.

**Barriers addressed:** C E

**Staff lead:** CJS/JHL

**Implementation reviews:**

Middle and End of scheme.

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**Action:**

Aspiring to Higher Education activities are scheduled and offered to Disadvantaged students.

**Intended outcome:**

Disadvantaged students in KS3 and KS4 are given the opportunity to attend workshops provided by Durham University and Oxbridge in the North Schemes.

**Evidence and rationale for this choice:**

This is a new scheme and linked to raising aspirations – making students aware of the possibilities beyond school has worked effectively before.

**Methods to ensure it is implemented well:**

Questionnaires during the project and ongoing qualitative analysis is conducted and analysed.

**Barriers addressed:** C E

**Staff lead:** CJS/JHL

**Implementation reviews:**

Middle and End of scheme.

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**Action:**

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.

**Intended outcome:**

Additional support put in place at 1 to 1 or small group level to boost chances of success in core subject areas.

**Evidence and rationale for this choice:**

Previous year's results show this has had a major impact on results for the PP cohort. Additional support helps to narrow achievement gap.

**Methods to ensure it is implemented well:**

Modular data analysis and reporting by tutors to SLT. Attendance tracked also to ensure provision is being utilised effectively.

**Barriers addressed:** A B

**Staff lead:** CJS/JCE

**Implementation reviews:**

End of academic year

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## ii. Targeted support

**Action:**

Hardship Fund to pay for: School Visits, Uniform and Equipment

**Intended outcome:**

Increase participation of PP students in school life.

**Evidence and rationale for this choice:**

Open a wider range of opportunities up for students to increase cultural capital and opportunity.

**Methods to ensure it is implemented well:**

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.

**Barriers addressed:** **F G H I K**

**Staff lead:** BSN/JHL

**Implementation reviews:**

End of academic year

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**Action:**

Subsidised Music Lessons

**Intended outcome:**

Increase participation of PP students in school life.

**Evidence and rationale for this choice:**

Open a wider range of opportunities up for students to increase cultural capital and opportunity.

**Methods to ensure it is implemented well:**

Assistant Headteacher to track student participation and ensure opportunities are offered to disadvantaged students annually.

**Barriers addressed:** **E**

**Staff lead:** CJS/RFT

**Implementation reviews:**

End of academic year

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**Action:**

Character Education Lead appointed, and careers advisor appointments prioritise disadvantaged students.

**Intended outcome:**

To ensure students have wider educational opportunities to increase life chances when they leave school.

**Evidence and rationale for this choice:**

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 1 careers meetings will help develop aspiration.

**Methods to ensure it is implemented well:**

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.

**Barriers addressed:** **C E**

**Staff lead:** CJS/MSS

**Implementation reviews:**

End of academic year.

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**Action:**

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 arraignments are in place.

**Intended outcome:**

To increase the cultural capital opportunities and range of experiences students are offered. Develop friendships and take students out of their comfort zone.

**Evidence and rationale for this choice:**

Open a wider range of opportunities up for students to increase cultural capital and opportunity to help underpin attendance and academic success.

**Methods to ensure it is implemented well:**

AJN given a reduced allocation to allow the development of these opportunities to be re-established post covid. Participation tracked by JHD.

**Barriers addressed:** E F

**Staff lead:** CJS/AJN

**Implementation reviews:**

End of academic year.

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**Action:**

Summer School implemented and spaces reserved for disadvantaged students.

**Intended outcome:**

Identify students on entry to school who will benefit from targeted support and help students develop friendship groups and familiarity with school.

**Evidence and rationale for this choice:**

Transitions and metacognition are key features of EEF guidance. These can both be supported through the work of the summer school team.

**Methods to ensure it is implemented well:**

Senior leader given responsibility for coordinating the summer school. Sessions delivered by fully qualified staff. Student and parent feedback to be gathered.

**Barriers addressed:** G H I

**Staff lead:** CJS/RFT

**Implementation reviews:**

September.

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**Action:**

CATS Tests

**Intended outcome:**

Identify students on entry to school who will benefit from targeted support.

**Evidence and rationale for this choice:**

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.

**Methods to ensure it is implemented well:**

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,

**Barriers addressed:** I

**Staff lead:** DAN/DHN

**Implementation reviews:**

November and July.

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**Action:**

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/

**Intended outcome:**

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.

**Evidence and rationale for this choice:**

Reduces the effects of disadvantage, results for other cohorts in school over time shows the value of having access to these materials.

**Methods to ensure it is implemented well:**

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.

**Barriers addressed:** **A** **F**

**Staff lead:** JCE/YPL

**Implementation reviews:**

Modular basis.

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## 6a. Review of expenditure

### Academic year 2022/23

#### i. Quality of teaching for all

**Action:**

Assistant Heads of House.

**Intended outcome:**

Support in place for students who are making less progress than expected.

**Estimated impact:**

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.

**Lessons learned:** (and whether this approach will continue)

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.

**Cost:** £15,000

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**Action:**

Year Progress Leaders.

**Intended outcome:**

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.

**Estimated impact:**

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.

**Lessons learned:**

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.

**Cost:** £40,000

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**Action:**

Development and expansion of L&T team to include staff with a focus on SEND, Disadvantaged, Digital Learning.

**Intended outcome:**

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.

**Estimated impact:**

Overall results are very strong. Further spending and support needed for SEND cohort and EAL are emerging areas of focus.

**Lessons learned:**

Further spending and support needed for SEND cohort and EAL are emerging areas of focus.

**Cost:** £100,000

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**Action:**

Intervention Leader.

**Intended outcome:**

Coordinate intervention to ensure no students miss out on opportunities for support when it is required.

**Estimated impact:**

Confidence developed in students from a wide range of strategies ranging from mentoring, study support, networking, increased cultural capital opportunities. Excellent progress scores nationally.

**Lessons learned:**

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.

**Cost:** £7,000

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**Action:**

Literacy Reading Package and group reading books.

**Intended outcome:**

Reading ages continue to advance during time in school. Gaps in reading ages to actual age narrow over time.

**Estimated impact:**

English scores outweigh national averages. Overall A8 and P8 very positive for all and PP compared to national figures.

**Lessons learned:**

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.

**Cost:** £10,200

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**Action:**

Family Learning.

**Intended outcome:**

Increase the capacity for parents to support students at home.

**Estimated impact:**

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.

**Lessons learned:**

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.

**Cost:** £3,000

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## ii. Targeted support

**Action:**

School Counsellor.

**Intended outcome:**

Support in place for vulnerable students.

**Estimated impact:**

Low proportion of school refusers and PA/ Students involved with school counsellor stay in school and progress scores are successful.

**Lessons learned:**

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.

**Cost:** £24,700

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**Action:**

Teaching Assistants and Senior Leader with responsibility for transition and summer schools.

**Intended outcome:**

PP students have opportunities to ease transition and remove barriers to achievement and progress.

**Estimated impact:**

Uptake of summer school very positive. Support in place with teaching assistants in classes with high proportion of PP students along with SEN.

**Lessons learned:**

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.

**Cost:** £44,200

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**Action:**

Education Welfare Officer and additional tutor / staffing to promote attendance.

**Intended outcome:**

Barriers to school attendance removed.

**Estimated impact:**

Improved attendance in all years from previous year group. Especially the case for PP.

**Lessons learned:**

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 devised for the next academic year.

**Cost:** £46,300

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**Action:**

SEN Co-ordinator.

**Intended outcome:**

Provision for the most needy students is established and championed amongst the staff.

**Estimated impact:**

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.

**Lessons learned:**

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.

**Cost:** £54,200

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**Action:**

Pastoral Support Officer – Office Admin.

**Intended outcome:**

Enable the tracking of students and communication with parents to be recorded effectively.

**Estimated impact:**

Efficient processing of pastoral communications. Provides support to pastoral team to allow more pupil interventions.

**Lessons learned:**

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.

**Cost:** £24,000

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**Action:**

Academic Mentoring by SLT.

**Intended outcome:**

Provide support to most challenging students – cohort to include majority of PP students.

**Estimated impact:**

Strong outcomes for students involved but also the wider cohort with support minimising negative learning behaviours of those mentored.

**Lessons learned:**

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 parents.

**Cost:** £16,000

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**Action:**

Girls' Network.

**Intended outcome:**

Increase confidence and awareness of opportunities for the cohort.

**Estimated impact:**

Very positive feedback from students involved and the evidence from the organisers supports this.

**Lessons learned:**

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 been reallocated to other raising aspiration activities linked to girls network provided by the same charity

**Cost:** £2,500

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**Action:**

Boys Network.

**Intended outcome:**

Increase confidence and awareness of opportunities for the cohort.

**Estimated impact:**

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.

**Lessons learned:**

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.

**Cost:** £2,500

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**Action:**

Maths and English Tutors.

**Intended outcome:**

Improve attainment and progress at KS4 in Key Subjects

**Estimated impact:**

Attainment in both subjects outstrips national averages. Students who had tutors improved performance from predictions at the start of the process in most cases.

**Lessons learned:**

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.

**Cost:** £28,000

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### iii. Other approaches

**Action:**

Hardship Fund to pay for: School Visits, Uniform and Equipment.

**Intended outcome:**

Allow students regardless of background to assimilate fully into school life.

**Estimated impact:**

Participation in school visits is strong from PP groups XX% attended at least 1 visit. Provision of uniform allows attendance to close the gaps.

**Lessons learned:**

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.

**Cost:** £16,000

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**Action:**

Subsidised Music Lessons.

**Intended outcome:**

Increased opportunities for students to broaden cultural capital.

**Estimated impact:**

% 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.

**Lessons learned:**

Continue – promote opportunities more strongly to PP cohort to ensure they are not missing out

**Cost:** £12,000

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**Action:**

Character Education Lead.

**Intended outcome:**

Appointment to champion character learning opportunities in school and to track coverage of students.

**Estimated impact:**

More students have opportunities to extend learning outside of the classroom. Increased links with partners outside of education benefits the whole cohort.

**Lessons learned:**

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.

**Cost:** £10,000

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## 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.

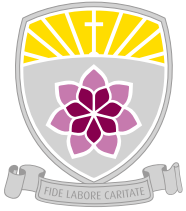
Cardinal Hume Catholic School also employs an Intervention Leader and team of Year Progress Leaders to ensure that there is continuous support for students through the key stages and during vital transitions. This also allows more sustained and open dialogue to support pupil progress with parents and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



# Cardinal Hume Catholic School



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