

# Pupil premium strategy statement – Cardinal Hume Catholic School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1261 (1513 inc. Sixth Form)
Proportion (%) of pupil premium eligible pupils (23.99% inc. 6 <sup>th</sup> Form) 28.78% not taking 6 <sup>th</sup> form into account)	28.8%
Academic year/years that our current pupil premium 1	23-24 24-25 25-26
Date this statement was published	Dec 2024
Most recent review	Feb 2026
Statement authorised by	B Robson (Head)
Pupil premium lead	C Jones
Governor / Trustee lead	J Crowe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387884
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£387884

# Part A: Pupil premium strategy plan

## Statement of intent

**Our intent for all students will always start with our mission statement and the associated aims :**

The mission of Cardinal Hume Catholic School is founded on the teaching of Christ and seeks to fully develop each member of our community through faith, hard work and kindness.

### **Fide**

- To provide opportunities for students to grow in their faith through encounters with Christ in the word, liturgy and sacrament.
- To provide an environment where students live their faith, respect the beliefs and views of others and celebrate difference.

### **Labore**

- To ensure each unique individual searches for excellence in all they do, in an environment where hard work is the natural fulfilment of talent, and where potential is unearthed and used to enrich God's kingdom.
- To enable all students to *be more* by securing the attributes, learning and academic outcomes needed for a happy and successful adult life.

### **Caritate**

- To teach students to show respect – for themselves, others and the environment – within a culture founded on moral principles, mutual consideration and high standards of discipline, where all can thrive.
- To share the light of Christ in our school, local, national and international communities, demonstrating faith in action through charitable giving, the gifts of service and the sharing of talents.

At the heart of Cardinal Hume Catholic School's Pupil Premium Strategy is our commitment to using our resources with maximum efficacy to ensure that all students, regardless of socio-economic circumstance, can succeed academically and experience a rich and joyful education. Staff are continually developed to form a strong understanding of factors which may be affecting learners in our Pupil Premium cohort, and we strive to ensure our gift focuses on supporting strong literacy and language skills, positive attendance, high aspirations, diverse cultural knowledge and robust emotional health. However, we are tenacious in our approach of identifying needs across our broad and diverse Pupil Premium cohort through evidence and not by making assumptions. Our strategy recognises students who, although not officially free school meals eligible, will be experiencing poverty or less economic stability due to the cost-of-living crisis. Therefore, our strategy utilises whole school approaches including those identified as effective practice by the Education Endowment Foundation in their 'Guide to the Pupil Premium' document and the DFE 'Pupil Premium: Guidance for School Leaders' publication.

Leaders, teachers, pastoral and support staff are aware of their individual responsibilities in the implementation of our Pupil Premium Strategy summarised in the 'Planned Expenditure' sections and we are united as a school community in our collective responsibility to deliver our strategy. Ambition under-

pins our academic curriculum and staff receive a robust programme of CPD, tailored to maximise Quality First Teaching which is delivered by experts in-house, who have received additional formal training, and external providers. Our guiding principle is that all pupils, regardless of background, deserve a consistent approach to lesson delivery and assessment, thus our monitoring and evaluation approach is to prioritise scrutiny of Pupil Premium student progress and experience, and to make use of a diagnostic assessment of need. We prioritise frequent dialogue about the academic progress of our disadvantaged pupils in all layers of leadership discussion and have embedded systems to ensure all teaching staff can contribute to ongoing conversation and refer wider concerns pertaining to progress to relevant staff. Our commitment to improving attendance is constantly evolving, with embedded strategies, bespoke support and deployment of additional pastoral staff to meet need.

As evidenced by the Education Endowment Foundation research we understand that the most positive academic impact is made within the classroom by strongly informed teachers (recognised by Ofsted, May 2024), and that targeted interventions should be carefully considered to ensure maximum impact. Frequent robust assessment leads to a diagnostic approach in terms of identifying pupils in need of further academic support including extended school tuition and self-regulation mentoring. Our moral stance is that all pupils must be highly competent readers, and we invest in a range of whole school approaches to reading and literacy and have implemented bespoke programmes which seek to develop pupils' comprehension and fluency skills, in addition to promoting the value of reading for pleasure and purpose amongst our whole school community.

We are dedicated to ensuring that our school continues to provide rich experiences that go beyond the classroom to promote personal development and create a sense of belonging. Consequently, we have invested in staff who seek to maximise participation from pupils in our Pupil Premium cohort who are likely to benefit. Activities are diverse and include sport and outdoor adventure, volunteering in the community, arts and creativity opportunities, cultural visits, varied university liaison programmes and visits from diverse speakers. Our strategy is built on the belief in our collective responsibility as a staff body to measure our success through the lens of our Pupil Premium students' performance, and equally through celebration of their non-academic achievements, their developing personal attributes, their sense of belonging and their abilities to make informed decisions about their futures. This is a tangible thread that weaves through all aspects of our school life.

We are confident that our strategy addresses the current challenges of our context, yet we are equally committed to regular review of impact and annual review of the ongoing effectiveness of our decisions.

## Challenges

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

Challenge number	Detail of challenge
1	Despite our Pupil Premium pupils' strong progress and attainment performance, we are committed to reducing the gap that exists between pupils in our Pupil Premium and non-Pupil Premium eligible cohorts.

2	We hold the moral stance that all pupils must be highly competent readers. We will strive to ensure high literacy levels amongst our Pupil Premium cohort and focus support where needed. Year 7 pupils are tested on arrival to the school and diagnostic assessment is carried out at regular intervals thereafter.
3	We will ensure that our Pupil Premium eligible students are equipped with secure knowledge of post-16 pathways and developed cultural capital to support their aspirations and empower their choices.
4	We must raise attendance to maximise student success. Our analysis of 23-24 data shows a gap between the attendance of our Pupil Premium and non-Pupil Premium students, which we are tenacious in addressing.
5	Social and emotional challenges have increased amongst our student population since the pandemic. Increased numbers of students with poor attendance need access to external support services.
6	We are committed to nurturing feelings of belonging across our community and are striving to engage higher numbers of Pupil Premium eligible students' families at parents' evenings and information events.
7	Data analysis identifies that organisation issues such as completion of homework and resource challenges (including technology) are evident across some pupils in our Pupil Premium cohort, and particularly in the transitional phases of year 7 and 10.
8	Curriculum access challenges exist amongst the increased number of EAL students who fall within the Pupil Premium eligible category.
9	We are committed to supporting students facing challenges outside of school including extra responsibilities in the family home.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Attainment 8 and Progress 8 scores for Pupil Premium eligible pupils over the next 3 years.	<p>Narrowing of gaps in attainment and progress at GCSE between PP students and their non-PP peers.</p> <p>Pupil Premium eligible students at CHCS to exceed national averages for non-disadvantaged students in all measures.</p> <p>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.</p>

<p>Increase in reading ages of Pupil Premium eligible students and improved vocabulary for all students.</p>	<p>Through use of reading programmes and wider literacy strategies, increase the reading ages of Pupil Premium students to be in line with their non-Pupil Premium eligible peers. Increased reading age to be in line with chronological age.</p> <p>Increased P8 and A8 Scores at GCSE. Reading for pleasure culture established at point of entry into CHCS through active engagement with Transition Reading Project and IAG Literacy programme.</p> <p>Wider use of reading tests to diagnose student difficulties in phonics, fluency and comprehension and deliver interventions in waves.</p> <p>Training of key staff to be expert at delivery of reading programmes and dissemination of best practice strategies to wider staff body.</p>
<p>Increased awareness of careers and post-16 routes for all students.</p>	<p>Quality careers IAG programme rooted in Gatsby Benchmarks is implemented with monitoring of engagement and effectiveness for Pupil Premium eligible students.</p> <p>Increased participation of Pupil Premium students in networking and work experience opportunities matched with non-Pupil Premium students.</p> <p>Year Progress Leaders identify students to participate in university liaison programmes, including activities provided by Russell Group universities and Oxbridge and activities led by external providers and evaluate effectiveness using pupil voice.</p>
<p>Develop language skills through increased teaching of disciplinary literacy.</p>	<p>Reading ages improve in line with chronological ages throughout Key Stage 3 and exam attainment improves at Key Stage 4.</p>
<p>Increased quantity of cultural capital opportunities flagged in departmental and school planning. Student Participation at these events is promoted and monitored.</p>	<p>Increased engagement of Pupil Premium pupils in enrichment events to match the rates of non-Pupil Premium students.</p> <p>Year Progress Leaders evaluate Pupil Premium students' engagement in a broad range of activities and visits.</p>
<p>Improved attendance and punctuality of students in Pupil Premium cohort.</p>	<p>Pupil attendance and punctuality rates improve over the next 3 years. Pupil Premium students' attendance exceeds</p>

	the national average for non-disadvantaged students.
Support provided to those students who face complex social and emotional challenges is in place.	School Counsellor appointments in place for pupils in greatest need. Additional capacity in pastoral team with team of Assistant Heads of House and Pastoral Support Managers which leads to evidenced timely response to emerging issues.
Increased parental engagement with the school.	Attendance of the parents of Pupil Premium students at school events matches or exceeds that of non-Pupil Premium students. Focus on strategies to promote attendance at parent evenings, information events and Family Learning activities.
Support for vulnerable students on transition into new key stages.	Transition Concern groups established by Year 7 and Year 10 Progress Leaders. Effective tracking, monitoring and self-regulation mentoring takes place.  Year Progress Leaders keep records of intervention and evaluations in form of Provision Map for all pupils, with regular discussion on strategies in place for vulnerable students.  Year Progress Leaders have recording and reporting systems in place to ensure effective handover to next Year Progress Leader.
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, including ITTs and additional training for new staff.  Closing the gaps strategies shared via SGP is evidenced in lessons via scrutiny of work.  Set reviews and data investigation for year groups at SLT Level with specific focus on Pupil Premium groups scheduled at frequent intervals throughout the academic year.
Improved levels of student organisation at KS3.	Year Progress Leader support to improve levels of organisation amongst Pupil Premium students on transition into secondary school which is evidenced by

	<p>fewer sanctions for poor organisation over a three-year span.</p> <p>Diamond standards grades in student reports match those of non-Pupil Premium students in key stage 3.</p> <p>Support continually offered in Y8 and Y9 via Raising Achievement Mentoring report to support pupils' effective self-regulation.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £129 295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>T&amp;L CPD on Quality First Teaching and strategies for closing the gaps throughout the year.</p> <p>Expansion of L&amp;T term to include EAL expertise for delivery of high quality CPD to address and close gaps.</p>	<p><b>EEF Three-tiered Model of Implementation</b> is adopted with strong focus on CPD in Quality First Teaching for all.</p> <p>Evidence that this practice at CHCS increases profile of Pupil Premium and vulnerable groups amongst the whole staff body. Staff voice evidences effectiveness of training and is borne out in KS4 results.</p> <p>Effective use of class profiles leading to increased staff knowledge of key pupils and deployment of effective strategies.</p>	1, 8
<p>Student Profiles are developed, maintained and utilised to support short term lesson planning underpinning quality first teaching</p>	<p><b>EEF Guide to Implementation Report</b> advises a diagnostic approach in supporting Pupil Premium pupils. Literacy challenges identified through diagnostic assessment are evidenced for all staff on Student Profiles along with effective strategies.</p> <p>At CHCS, this practice has correlated with increased achievement of disadvantaged groups</p>	1, 2, 4, 5, 8
<p>Teaching Assistants and Senior Leader with responsibility for transition</p>	<p>Transition points are shown to be vital for success in recent research summarised in EEF's document, <b>Transition: A Trio of Challenges</b>.</p>	1, 4, 5, 7, 9

and summer schools are in place.	<b>The EEF Transition Tool</b> guides effective range of transition activities. Qualitative assessment shows that students feeling of 'belonging' to school is supported by transition practice.	
Education Welfare Officer has crucial role in Extended Leadership. Welfare and attendance team expanded to develop relationships with key families.	<b>EEF Three-tiered Model</b> focuses on importance of precise targeting of interventions which results from focused dialogue between groups.	4, 5, 6, 9
Additional SEND leadership put in place to deal with the increase in numbers of students with EHCPs and other additional needs. Ongoing dialogue of crucial cases in Specialist Teams.	SEND coordinator monitors impact of LSA provision meaning support can be targeted effectively. LSAs support Quality First Teaching which is at the forefront of the <b>EEF's Three-tiered Model of Implementation</b> , and ongoing dialogue leads to effective targeted interventions.	1, 4, 5, 6
Pastoral Support Officers (x3) established in role. These non-teaching members of staff will support the Attendance and Welfare team.	CHCS evaluation evidences that there is a positive increase in speed of intervention with Pupil Premium students' families. In addition, office administrative support is vital to ensure rapid buy in from families. Targeted interventions are a key component of the <b>EEF's Three-tier Model of Implementation</b>	4, 5, 6, 9
Outdoor education co-ordinator in place to provide enriching pupil experience. Duke of Edinburgh and Outward Bounds opportunities linked to Eco Club are identified and calendared. Subsidies offered to encourage student participation amongst Pupil Premium cohort.	The <b>DFE Character Education Framework</b> suggests there are benefits to pupils' Personal Development in taking part in adventure activities. Appointment is evidentially leading to opening of a wider range of opportunities for students to increase cultural capital and increase their sense of belonging.	3, 5, 9

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

Budgeted cost: £121 446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Results Analysis package purchased and utilised	Raising the profile of most vulnerable pupils keeps them in the spotlight across all staff. Diagnostic assessment leads to targeted interventions which take place at timely intervals as per <b>EEF Three-tiered Model of Implementation</b> . CHCS evaluation shows value of this activity.	1
Maths and English Tuition and extended school provision is in place and	As per guidance in <b>DFE's National Tutoring Programme Guidance For Schools</b> , programme has been implemented following diagnostic	1, 2, 9

<p>complemented with masterclasses via Teams. There are separate programmes for 11-16 and 16-18</p>	<p>assessment. Previous year's results show this has had a major impact on results for the PP cohort. Additional support helps to narrow achievement gap which is evidenced in correlating positive increases in attainment.</p>	
<p>Several tiers of mentoring for students through the school - Year Progress Leaders, Assistant Heads of House and SLT – with a strong focus on meta-cognition and self-regulation.</p>	<p><b>EEF report on Meta-cognition and Self-Regulated Learning</b> has informed the approach we take with mentoring pupils.</p> <p>CHCS evaluation evidences that mentoring enables staff to discuss pupils' progress effectively leading to a collective responsibility approach as recommended in <b>DFE Pupil Premium: Guidance For School Leaders</b>.</p> <p>Previous school experience shows value of senior staff as mentors. Practice has been refined over many years and can be attributed to the historic strong outcomes in the school.</p>	<p>1, 3, 4</p>
<p>Literacy Reading Packages and NGR Assessments are purchased and utilised to provide tiered support for students below their chronological age.</p> <p>Reading resources purchased to model reading and to embed excellent reading habits.</p> <p>Investment in training for phonics and resources to deliver classroom reading strategies.</p> <p>Handwriting intervention scheme has been designed and has been implemented for pupils in KS3 identified through staff referrals.</p>	<p>CHCS staff have a collective moral purpose of increasing literacy as is the key to ongoing success academically and wider life beyond school.</p> <p>As per <b>EEF's Menu of Approaches</b>, key staff deliver bespoke reading interventions with students following diagnostic assessment and positive impact has been evidenced.</p> <p>Regular CPD on current research into best literacy approaches is delivered by Literacy Leaders which utilises the guidance provided by <b>EEF guidance Improving Literacy in Secondary Schools</b>.</p> <p><b>DFE: 'The Writing Framework' (2025)</b> outlines the crucial importance of communicating high expectations school wide in terms of handwriting, and provides guidance that pupils should be given opportunities to practise transcription skills in order to make progress.</p>	<p>1, 2, 8</p>
<p>Aspiring to Higher Education activities are scheduled and offered to Disadvantaged students</p>	<p>Schemes are linked to raising aspirations – making students aware of the possibilities beyond school has worked effectively previously. Research suggests this <b>Wider Approach in the EEF Three-tiered Model</b> leads to increases in Cultural Capital and aspirations.</p>	<p>3</p>

Character Education and Careers Lead in place with overview of careers education and guidance in all year groups. Careers advisor appointments offered to all, prioritising the needs of disadvantaged students.	As per the <b>Gatsby Benchmarks Framework</b> guidance, all pupils receive high quality careers advice and opportunities for employer engagement. Tracking of attendance at appointments is undertaken.	3
CATS Tests implemented in year 7 term 1.	Diagnostic assessment is recommended as best practice by DFE and is stated in updated <b>EEF Guidance to Implementation</b> . Historically KS2 data has not always been the most reliable indicator of ability, CATS allows an external benchmark to be set.	1, 2
Equipment packs, CORE LEARNING LIBRARIES and Revision Guides purchased and issued to students in need of support. Further copies added to library stock for use in school study space.	This has been evaluated as a successful Levelling Up strategy which reduces the effects of disadvantage as evidenced by CHCS evaluation. Results for pupil groups over time shows the value of having access to these materials.	1, 7, 9

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £129 295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Leader champions educational opportunities for students in Pupil Premium groups.</p> <p>Intervention Leader keeps abreast of national research and updates pertaining to Pupil Premium Strategy and key updates are disseminated throughout the school for key staff to apply to their work with Pupil Premium eligible pupils.</p> <p>Pupil Spotighting embedded into school calendar. Pupil Premium Lead shares key</p>	<p>As per <b>DFE Using Pupil Premium: Guidance For School Leaders</b>, our Pupil Premium Strategy will be regularly reviewed with relevant stakeholders and shared with staff as a collective responsibility.</p> <p>Increased awareness amongst staff of collective responsibility for delivery of PP strategy has been communicated as best practice in <b>DFE webinar on Delivering PP Strategy in November 24</b>.</p> <p>Narrowing focus on key PP pupils, identifying areas of need and sharing collective strategies has been presented as best practice in <b>DFE</b></p>	1, 2, 3, 4, 5, 6

pupil names with staff, area of need and strategy for raising achievement.	<b>webinar on Delivering PP Strategy in November 24.</b>	
<p>Intervention Leader and Year Progress Leaders ensure a variety of academic support strategies and wider enriching opportunities are found and implemented:</p> <ul style="list-style-type: none"> <li>• Breakfast Hub</li> <li>• Study Space</li> <li>• Creative and cultural activities</li> <li>• Stem activities</li> <li>• University experiences</li> <li>• Volunteering opportunities</li> </ul>	<p>This work encompasses the <b>EEF's Wider Activities tier of the Three-tier Model of Implementation</b> and is intended to support pupils' developing cultural capital and sense of belonging.</p> <p>Targeted support is given to pupils who may lack ability or support to work at home for varied reasons and is informed by <b>EEF Menu of Approaches</b>.</p> <p><b>DFE Character Education Framework</b> supports value of volunteering and service to others as one of the benchmarks.</p> <p><b>Gatsby benchmarks Framework</b> evidences the importance of university engagement in KS3 and KS4.</p>	1, 2, 3, 6, 7, 9
School Counsellor appointed and maintained with additional sessions purchased when demand is high.	Evidenced previous experience of the school shows the benefit of this role in reducing significant challenges around mental health and wellbeing amongst pupils in our context.	5
Year 6/7 Progress leader provides mentoring and wider support for students with the greatest need during their transition year. Experience of holder of this role leads to effective and timely interventions to meet needs.	<p>Transition points are shown to be vital for success in recent research summarised in EEF's document, <b>Transition: A Trio of Challenges</b>.</p> <p><b>The EEF Transition Tool</b> guides effective range of transition activities.</p> <p>Qualitative assessment shows that students feeling of 'belonging' to school is supported by transition activities, including an increased focus of pastoral tutor group activities during transition days.</p>	1, 4, 5, 7
Attendance Support is broadened to ensure a greater proportion of 1 2 1 meetings and home visits can take place.	History of results shows the importance of early intervention for the most vulnerable to break patterns of entrenched poor attendance.	4, 6
Workshops provided by external providers including local and national charities seek to build pupils' cultural capital and raise aspirations through the explicit coaching of skills and mindsets.	<p>These wider approaches are implemented for pupils following discussions amongst key staff. They are targeted interventions as per the <b>EEF's Three-tier Model of Implementation</b>.</p> <p>Qualitative assessment from pupils and providers gives a solid evidence base of effectiveness.</p>	3

Hardship Fund to pay for : School Visits, Uniform and Equipment	CHCS evidences the effectiveness in supporting pupils facing challenges guided by pastoral staff. This approach of using funds to meet the needs of pupils within our context is guided by <b>DFE Pupil Premium: Guidance For Senior Leaders'</b> .	9
Subsidised Music Lessons	CHCS evidence suggests that this provision opens up a wider range of opportunities for students and increases their cultural capital. This extra-curricular activity can further promote a sense of belonging.	3
Breakfast Hub put in place and staffed every day, enabling any child in the school to have access to a free breakfast whilst preparing for the day ahead.	As evidenced in <b>EEF's Menu of Approaches</b> , this initiative has contributed to an increased a sense of belonging, whilst providing a safe place for students to work.  CHCS evidence shows that this is a sustainable model that enables students to be given access to nutritious food and a secure start to the day.	4, 5, 7, 9
Summer School implemented with activities based on effective learning provided by teaching staff and wellbeing activities provided by RISE mental health team.  Pupils entering year 7 are provided with a summer reading book, and promotion of reading is bolstered by a transition reading focus to Literacy IAG in first term of Y7.	Transition points are shown to be vital for success in research summarised in EEF's document, <b>Transition: A Trio of Challenges</b> .  <b>The EEF Transition Tool</b> guides transition practice and supports pupils' wellbeing and academic success. Qualitative assessment shows that students feeling of 'belonging' to school is supported by transition activities including summer school activities.  <b>'Children's Literacy Society' research</b> evidences that disadvantaged children read for pleasure less than their non-disadvantaged peers. Transition Reading Project is informed by <b>EEF guidance Improving Literacy in Secondary Schools</b> .	1, 2, 3, 4, 5, 8

**Total budgeted cost: £387 884**

## Part B: Review of previous academic years

### Outcomes for disadvantaged pupils

We continually and habitually analyse the performance of our school's disadvantaged students during the academic year, drawing on national assessment data and our own internal modular data for Y7-10.

#### **24-25**

In a year where there can be no genuine measure of progress due to a lack of KS2 data, A8 data for disadvantaged students is 43.5 and non-disadvantaged is 56. Strategies will be continually developed to help the disadvantaged students close that gap as we move into a similar year of no progress data in 25-26.

#### **23-24**

We should be extremely pleased that the strategies and approaches outlined in this document have led to our disadvantaged students gaining an A8 figure of 48.4, showing progress of +0.33 (23-24 GCSE cohort). This compares extremely well against national non-disadvantaged figures of 49.7 and +0.18 respectively. In a local context, the LA attainment data currently available is at 46.8 A8 for all students and only 36.2 for disadvantaged.

However well we compare as a school to national and local figures we must look at any in-school variation. Non-disadvantaged students show P8 of +0.90, so it could be said that the whole school strategies that work so well for disadvantaged students, work even more effectively for non-disadvantaged.

Looking at the 22-23 data as part of the previous strategy progress for the disadvantaged cohort +0.15 (non-disadv. +0.75) demonstrates Cardinal Hume has been able to respond well to challenges post-pandemic.

Assessment data is robustly and routinely analysed for all years as they move through the school and we have evidence in the Secondary sector that the gap, although it does exist in Y7, clearly grows as students' progress through the school. There are many factors that need to be considered and addressed. For example, there is a certain cohort of non-disadvantaged students who make rapid and sustained progress through their time at Cardinal Hume, with environmental factors, socio-economic factors and high aspiration all playing a part. Often, we at school are trying to compensate for these factors.

The work undertaken over a number of years - as the PAN in the school has grown - to add capacity to the Pastoral team in terms of an extra House team and additional assistant Heads of House, has enabled the management of behaviour and engagement

to continue to be a real strength of the school, where there is a non-negotiable aim that poor behaviour will not be tolerated. The following paragraphs will outline further work that needs to take place in the next cycle:

The literacy work that the school has undertaken on a much larger scale would be an area that we would hope enables students from disadvantaged backgrounds to keep pace with their non-disadvantaged peers in this next 3-year cycle.

Recent appointments of two additional (one previously in post)) non-teaching Pastoral and Welfare officers whose primary focus is to work with disadvantaged students and make progress with attendance and engaging hard-to-reach families will again be, we think, a big positive factor, moving into the next 3-year cycle.

Disadvantaged students will continue to be identified to take part in relevant Personal Development activities, both in and out of school, with the taught curriculum being regularly updated to meet their needs. The systems in place to track engagement in clubs and societies are now much more robust and will enable us to target certain students and groups of students for activities.

The May 2024 Outstanding Ofsted judgement for the school is credit to the hard work of both teaching and non-teaching staff over a long period of time. This area, which includes large proportions of deprivation needs an outstanding school that parents and carers can be confident in.

### **Marc Rowland feedback (December 2025)**

We were fortunate to welcome to our school Marc Rowland who is a foremost expert on the effective use of the [Pupil Premium](#) and improving outcomes for disadvantaged learners. Excerpts from his report :

- The leadership team at the school is united, speaks with one voice and are committed to a high-quality experience for all pupils, irrespective of background and starting point.
- Relationships are strong and expectations high. Leaders have created an inclusive culture whilst maintaining high expectations.
- Senior leaders have a shared understanding and expectation of the quality of teaching and learning pupils are entitled to.
- The culture, values, pedagogical approaches and expectations for / of pupils is explicit and 'lived'.
- There were many examples of excellent, high-quality teaching and learning, underpinned by strong relationships and positive interactions. The expectation is that pupils enjoy their learning through success: 'pupils like me can produce excellent work'.
- Pupils feel like they matter at Cardinal Hume Catholic School. Pupils and staff feel secure because of the clear social expectations. This comes through in discussions, but also of observations around the school. They

value the expectations of them in lessons and the opportunities afforded to them across school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

It should be noted that at Cardinal Hume Catholic School, and we can go back to our mission statement that is present at the start of this document, all students - irrespective of background - are subject to the highest of expectations. We have implemented high impact strategies for whole year groups and across whole classes, and that leads to rising expectations and standards for all that will ultimately lead to success. We strive to ensure our practice is highly effective through trust wide collaboration, peer reviews and CPD with external experts.

However, to address in-school variation we actively target and prioritise disadvantaged students for tuition, periods of extended study, extra-curricular opportunities and other practical means of support. Routinely monitoring and analysing data in all these areas is essential to the work we do. In addition, we keep crucial pupils in focus with regular discussion at departmental level, in HOD/SLT links meetings and in focused collaboration meetings. We have established an effective routine spotlighting briefing in addition.

Part of this overall strategy is a programme of *levelling-up*, to ensure that disadvantaged students don't fall behind due to a lack of basic resources. This includes:

- A free breakfast is available for all pupils.
- All students (Y7-10) are given a Core Learning Library. A simple folder that enables them to organise their academic resources.
- All Y11 students are given a revision folder full of GCSE revision resources that are well organised.
- Disadvantaged students can be supplied with revision guides and school laptops if it is felt there is a need.
- Study support programme: intervention to close gaps for students at KS4, which is well organised and well attended.
- Students are given study spaces on a lunchtime, where homework and independent study can be completed in a quiet, studious environment.
- There is a hardship fund that enables us to ensure all students have the correct uniform. The standards at Cardinal Hume, with respect to uniform, enable us to see no visible difference in how our students look, whether they are from privileged backgrounds or not.

Staff are expected to be able to consider the needs of the disadvantaged students in their classrooms. To help them do this they are given class profiles, which outlines strategies they can use, based on the research available. These attach to seating plans, and teachers can add to the profiles with the strategies they are using. All

students have access to a robust curriculum that suits their needs with 69% of students eligible for the Ebacc (58% of the disadvantaged cohort eligible). This figure is 40% nationally highlighting our ambitious curriculum – 40% of our disadvantaged cohort actually achieve the Ebacc (standard).