

Pupil Premium Strategy Statement – January 2026 – December 2029

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cardinal Wiseman Catholic School
Number of pupils in school	1235
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year strategy introduced in 2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026 (interim reviews January 26 and April 26)
Statement authorised by	
Pupil premium lead	Anne Clay
Governor / Trustee lead	Anne Harkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£476,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£476,225

Part A: Pupil Premium Strategy Plan

Statement of intent

At Cardinal Wiseman, we believe that our students deserve an education that is accessible, rigorous, and based in a deep knowledge of the best that has been thought or said. Our curriculum has been carefully designed and sequenced to ensure that students' knowledge builds over time in a logical manner. This strategy is designed to close the gap between our advantaged and disadvantaged students subtly, fostering a studious and academic atmosphere in the classroom and ensuring that every learner, regardless of their background, can achieve their maximum potential. The entire school staff is committed to this, demonstrated by their familiarity with each student and proactive efforts to support those eligible for the pupil premium, ensuring their academic success aligns with their non-disadvantaged peers nationwide. Achieving this involves skilful teaching and carefully planned cultural capital activities, preparing all students for fulfilling and successful lives as local, national, and global citizens upon leaving Cardinal Wiseman School.

Central to our curriculum offer is the aim that every learner, no matter their starting point, can actively participate in and succeed with the curriculum. Every child should have the chance to develop ambitions and gain knowledge without hindrance. The pupil premium strategy is crucial in assisting learners to reach and achieve the curriculum goals. This is done by providing enriching and purposeful cultural capital opportunities, which are vital in addressing social inequality. Additionally, we strive to tackle community challenges, including ensuring access to necessary equipment and uniform when not easily accessible and contributing to activities that might otherwise be unaffordable.

Our approach will be responsive to the common challenges and individual needs.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early and with appropriate measure, to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1) Quality of Education/ Outcomes	The attainment of PP students from 2024 to 2025 has increased. With the attainment of PP going from 35.3 (2024) to 38.8 (2025). There is in-school variation between our PP and non-PP students, however the gap between PP and Non-PP pupils is decreasing. Learners achieving both English and Maths at grade 4+ (58.6%), at grade 5+ (32.9%) in 2025, shows an increase in achievement from 2024, with the gap narrowing for overall achievement from a 12.5% in 2014, to 8.8% difference in 2025. However these remain below the national average for their non-disadvantaged peers. EBacc entries for PP pupils has increased (22.9%) in 2025, compared to 2024, and the difference in the numbers of pupils being entered compared to Non-PP pupils, decreased significantly.
2) Literacy and reading ages	Assessments, observations and discussions with learners indicate that learners eligible for the pupil premium generally have lower levels of reading comprehension than peers. This impacts their progress across subjects. Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7. 27% of students in receipt of pupil premium in year 7 are below secondary ready for reading, based on SATS assessments carried out Spring 2023.
3) Attendance	Attendance data from the past year reveals that learners eligible for the pupil premium had lower attendance compared to their non-disadvantaged peers, and at 85.6% attendance, are below national average, with the gap widening overall.
4) Personalised Barriers	Some learners and families do not have the means to access wider resources and the extensive range of equipment and uniform needed to succeed in school. Knowledge of pupils experiences from various data sources, shows that significant numbers of pupils are in need of personalised support.

5) Experiences and Aspirations	<p>Some learners are not able to access enrichment activities and experiences outside of school, and pupil voice shows that a knowledge of experiences outside of the local area, is limited. Moral and social understanding can therefore be affected.</p> <p>Pupil voice shows that knowledge of careers and pathways is limited, with aspirations therefore being limited. Knowledge of career paths into aspirational careers causes a barrier to accessing the required steps.</p>
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Intended outcomes

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

Intended outcome	Success criteria
Quality of Education	<p>Ensure that the Quality of Education for all learners, including those who are eligible for the pupil premium, is at least 'Good' or 'Outstanding'</p> <p>Learner outcomes will show that disadvantaged students will make good progress which is at least equal to those who are non PP</p> <p>Learning walks and the school's QA cycles will show that teaching colleagues understand the needs of the learners in their lessons, use class data to ensure adaptive teaching is effective, have embedded the school's lesson model and consistently use the school's behaviour policy.</p> <p>PP pupils are educated in how people learn, and the expectations of engagement, habit, concentration and punctuality.</p>
High levels of progress in literacy Y7 pupils eligible for PP (Literacy and Reading ages)	<p>Gaps in reading ages are identified and addressed quickly through appropriate means of support so that all learners can access the curriculum offer. Learners are assessed at the start of each year. Intervention programmes are planned, implemented and evaluated to improve learners' reading ages. Learners become more confident in reading.</p>

Attendance	<p>Improve attendance rates for pupils eligible for PP. Attendance rates for PP students to be in-line with non PP students and to meet or exceed school target of 95%.</p> <p>Introduction of new attendance programme to support with daily attendance monitoring so that barriers to attending are removed.</p> <p>Patterns in attendance for PP pupils are identified and the barriers causing those patterns are addressed.</p>
Personalised Barriers	<p>PP pupils don't feel identifiable by their need within a classroom, and understand the steps being taken to remove barriers and support progress, academically, socially and mentally, leading to a greater sense of belonging.</p>
Experiences and Aspirations	<p>A wide variety of experiences and opportunities are provided to support the wider life-experiences of the pupil, and these are made accessible to PP pupils.</p> <p>PP pupils increasingly take up the opportunities available to them, due to an increased understanding of the wider community and world.</p> <p>Ensure that learners are given appropriate guidance so that they understand possible pathways that are aspirational, and understand that no pathway is unobtainable, and that they have a good understanding of what they need to do in school to achieve their career ambitions.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 293,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated staff training on WalkThrus. Strategically handpicked 15 WalkThru teaching strategies that align with both school feedback policy and Cardinal Wiseman lesson structure. Programmes personalised to application at Cardinal Wiseman.	<ul style="list-style-type: none">• Evidence from cognitive science which provides a clear model for learning• Evidence from the study of effective professional development• Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1&2
Further CPD	Continuing Professional Development (CPD) holds significance in schools for multiple reasons. It offers staff the chance to enhance their skills and knowledge, fostering a dual focus on practical understanding and application. Moreover, CPD encourages reflective practices, enabling teachers to thoughtfully evaluate their teaching methods and their influence on student learning. This reflective process aids educators in pinpointing areas for enhancement and fine-tuning their educational approaches. Significantly, teachers engaged in ongoing CPD demonstrate greater proficiency in understanding and meeting the varied needs of their students. This, in turn, results in	1, 2 & 3

	<p>the refinement of teaching techniques, heightened student engagement, and ultimately, improved academic outcomes.</p> <p>Ability to plan strategically to mitigate against risk for future developments, and respond to needs once identified</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Appointment of additional colleagues to increase PP support and monitoring of Quality of Education and attendance.</p> <p>Identification of behavioural and attendance patterns follows a set routine, to identify barriers to learning and aims to remove them.</p>	<p>Additional support at a leadership level, to further develop quality assurance and development opportunities, as well as to identify barriers and work to remove them, in a more time efficient manner. Drop ins and regular observations ensure that departmental areas for development are identified and addressed. What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Attendance is directly proportional to academic outcomes.</p> <p>Summary of evidence EEF</p>	1, 2, 3, 4 & 5
<p>Provide extensive support materials for pupils to access outside of the classroom and outside of term times, including the use and access of homework,</p>	<p>Data tracking of these students to show the impact of the programme. Ensuring all pupils have access to an appropriate curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-</p>	1&2

after school KS4 interventions, and holiday based interventions	<p><u>RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</u></p> <p>Effective homework is shown to have a low-cost but significant impact on learning. The manner in which it is provided, also plays a significant role in skill development and</p> <p><u>Homework EEF</u></p> <p><u>EEF Digital Technology Guidance Report.pdf</u></p>	
Increasing enrichment opportunities, both in and out of school, including a thorough careers education programme, including a wide variety of career experiences.	<p>Increasing the pupils' knowledge of the opportunities available to them</p> <p>Intrinsic, autonomous motivation increases pupil outcomes and engagement.</p> <p><u>Motivation in the classroom</u></p> <p><u>Arts participation EEF</u></p> <p><u>Physical activity EEF</u></p>	1, 3 & 5
Assessment of all pupils reading ages, and introduction of app based reading provision, to support availability of level appropriate, challenging texts.	<p>Use of digital technologies to support access to materials, and aiming to improve literacy through that, allows pupils to access the curriculum easier, and improves communication socially.</p> <p><u>EEF Digital Technology Guidance Report.pdf</u></p> <p><u>Improving Literacy in Secondary Schools EEF</u></p>	1 & 2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended day for Year 11 until 4:15 pm 5 days a week will continue. Tutor time for Year 11 utilised to support students in both vocational and academic subjects to include English, Maths and Science.	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy: Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Extending school time EEF</p>	1&2
Targeted support for identified learning barriers such as speech and language, complex communications and mental health barriers. Examples are Speech and Language support, Mental Health support and complex communications needs.	<p>Pupils with identified needs which prevent access to education rather than an ability to understand the education, risk disengagement from curriculum and a greater attendance deficit.</p> <p>The importance of identifying and supporting speech, language, and communication needs (SLCN) in learners Whole School SEND</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1, 2, 3 & 4
Assess all the Year 7s reading ages using Literacy Assessment	Students in year 7 who have been identified with weaker Literacy and Maths skills will be given small group teaching in order to improve their literacy and maths skills to support in accessing the curriculum.	1&2

<p>Online based on this . Trinity Team have access to this information and run interventions- on a 4 week cycle- they use Toe-by-Toe and IDL.</p> <p>Alternative curriculum in place for both lower set year 7 classes. (Read, Write, Ink Fresh Start) Students to complete three phonics lessons per fortnight with the accompanying texts.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>A range of intervention programmes carried out in the school's Trinity centre, including precision teaching, toe by toe and stareway to spelling.</p> <p>The EP has trained the Trinity staff on how to deliver these interventions. Students will complete small group and 1:1 intervention:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>To support students who require catch up or who have been identified with significant struggle.</p> <p>https://www.tes.com/en-gb/for-schools/literacy-assessment</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth miskin literacy inc - read write inc research and evidence-1-1.pdf</p> <p>https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 141,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital and enrichment: enhance the cultural knowledge of learners through purposeful activities integrated into the curriculum for all.</p> <p>Encourage students to take part in a diverse range of extracurricular activities offered after school, including peripatetic lessons.</p>	<p>Research has shown that students from disadvantaged backgrounds may be less likely to benefit from sports clubs and other physical activities outside of school due to financial costs. By offering extra curricular activities in PE has shown to increase pupil attendance and retention.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Research has shown that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Further research from the University of Bath has shown found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	6
<p>Alleviate challenges encountered by learners due to social disadvantage by ensuring that those most in need receive essential equipment, uniforms, and resources necessary to meet the school's expectations.</p>	<p>While wearing a uniform may not directly impact learning, it can play a role in broader efforts to create a welcoming school environment and encourage positive behaviour. It is essential to support families who may find it difficult to afford uniforms. Where Heads of Year have identified students who need support with resources outside of school. Use the PP budget to support with acquiring subject materials.</p>	1&5

LAC coordinator	<p>LAC coordinator, attendance team, principal etc will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>The following research paper from NFER explores the challenges to support disadvantaged students: https://www.nfer.ac.uk/understanding-the-challenges-for-evidence-informed-school-improvement-support-in-disadvantaged-schools-an-exploratory-study/</p>	5
Support disadvantaged students with transition into Post 16. Further support considered when in sixth form on case by case.	<p>Sixth Form to support students into Y12 and then continue monitoring and supporting progress.</p> <p>From: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf, page 7 and 8</p>	5
Family Support Worker, a higher proportion of students they work with are PP	<p>Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.</p> <p>Family Support Worker to monitor Pupil Premium students, due to the number Relevant interventions put into place, whether internally or externally.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	1,3,4,5
Support to the Attendance officer to work to increase attendance rates pupil premium students	<p>Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.</p> <p>https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</p>	1,4 and 5
Provision of breakfast club for selected pupils.	Encouraging pupils to attend on time, if not early for school, by providing a settling provision to allow for a softer start to the school day, as well as providing meals to those who may have gone without.	3 and 4
Utilise Alternative Provision and Work-Related Learning to ensure most	Working to find what might help pupils make the next step in their learning and the focus on targeted support	1, 3, 4 and 5

appropriate provision for PP students	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE- RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p>	
Support disadvantaged students with transition into Post 16. All year 11 students are given 1:1 careers meetings.	<p>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17</p> <p>From:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf, page 7 and 8</p>	4 and 5
Ensure disadvantaged pupils receive high quality careers advice which makes them aware of all options available to them and makes clear academic needs and aspirations. Ensure that Careers can	<p>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17</p> <p>From:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf, page 7 and 8</p>	4 and 5

be linked to the Gatsby Clause.		
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Total budgeted cost: £ 477,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for Disadvantaged Pupils

Overview of Year 11 Performance

In 2025 the whole cohort attainment increased significantly from 43.5, to 46.6, with a reduction in the gap between PP pupils and Non-PP. The 2024 gap was -12.5, whereas in 2025 it was -8.8. The gap between PP pupils and Non-PP pupils who achieved both English and Maths at grade 4+, has reduced from a gap of -19.2% in 2024, to a gap of -11.4% in 2025. Similarly, the percentage of pupils achieving grades 5+ in both English and Maths has reduced from -17.1% in 2024, to -15.8% in 2025. Early predictions for the 2026 Year 11 cohort, show further reductions the gap between PP and Non-PP, particularly in the area of those achieving grade 5+ in both English and Maths.

In English specifically, the schools A8 score for PP pupils, is significantly above the national measure (9.8 – school, 7.8 national).

In Maths specifically, the schools A8 score for PP pupils, is matching the national measure (9.1 for both).

A8 in languages shows that PP pupils achieve higher than non-PP pupils with 77.8% of PP pupils achieving a grade 4+ compared to 75.8% of non-PP pupils, and 61.6% of PP pupils nationally.

Data analysis shows that as a cohort in 2025, achievement in separate sciences is below national averages. Within Science as a whole, the gap in A8 for pupils compared to national, is widening.

As there is no published progress data for 2025, it's not possible to compare this indicator.

Year 11 Curriculum Entries

2025 showed an increase in the number of pupils

At Cardinal Wiseman, entry to the Separate Science (Triple) course, is through an option choice and is non-selective. Currently in Year 11 (2026 cohort) there are 56 pupils studying separate sciences, of which 46.4% are PP. This is above the schools PP overall %.

In 2025, pupils were entered for 6 different languages in addition to the Modern Foreign languages offered as part of the option curriculum.

The 2025 gap between the number of pupils entering the EBACC has narrowed, with 11.1% of PP pupils being eligible in 2025, compared to the national average of 14.8%, a reduction of 3.7% when the gap was 5.1% in 2024. This level is also higher than the national average percentage of PP pupils entered for EBACC, which lies at 9.9%.

Overall, with the continued impact of PP funding to support quality first teaching, 1-1 interventions and recruitment to provide a varied curriculum, then there is reason to predict that improvements in achievement will continue and are successful strategies, worthy of continued application.

Attendance

In the 2024/25 academic year, whole school attendance was level with 2023/24 at 90.0%, but given that the national average attendance increased to 92.3%, the gap between whole school attendance and national figures, shows that the gap has therefore widened. For PP pupils, the 24/25 attendance was 85.6% which is below the national average of 88.2%, and shows a widening of the gap since 23/24.

Attendance strategy needs further development, with a PP focus in particular. Greater emphasis is to be placed on this area for the new strategy beginning 2025-2026.

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

