

Pupil Premium Strategy Statement – September 2025 – July 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	September 2025
Date on which it will be reviewed	Reviewed and updated January 2026. Additional reviews April 2027 and July 2027.
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 every student deserve an education that is accessible, rigorous, and based in a deep knowledge of the best that has been thought or said. We firmly believe it is our duty and moral obligation to ensure that those children who face the greatest barriers receive the greatest support. Our mission is to ensure that every child achieves their God-given potential.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential. We understand that at the end of Key Stage 2 the disadvantage gap is sizeable (3.16 in July 2025) and that this continues as grows through Key Stage 3 and 4 (only 26% of disadvantaged students achieved a 5 in English and Maths versus 53% for non-disadvantaged counterparts). This strategy is designed to not only prevent the gap from widening during that time but in fact reduce it.

Achieving this involves high quality teaching, targeted academic support and a well-managed offer of wider strategies. Through effective use of funding, sharing of best practice (internally and externally), careful consideration of research and of our wider calling, our aim is:

For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders' and the Education Endowment Fund's 'Guide to Pupil Premium'. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



(Pupil Premium Guidance iPDF.pdf ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment (with a specific link to our Romero Child Charter). High-quality teaching continues to be at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the and experience the elements of this.

Challenges

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

Challenge number	Detail of challenge
1) Low attainment on entry.	Many disadvantaged pupils arrive in Year 7 with lower attainment on entry, including gaps in English, Maths and wider curriculum knowledge. These gaps often reflect reduced exposure to key vocabulary, gaps in knowledge and poorer learning habits. Such starting point differences affect how confidently pupils can access the demands of the Key Stage 3 curriculum. They require expert teaching and targeted support
2) Literacy and reading ages	Data from our reading assessment on entry for Year 7 shows that on average pupil premium children have a reading age 3 years below non-pupil premium children. A similar figure is true of Year 8 on entry as well. This impacts their ability to access the curriculum in its fullest form and provides a constant barrier.
3) Attendance	Attendance data from shows that learners eligible for the pupil premium had lower attendance compared to their non-disadvantaged peers. This is due to a range of factors and linked to the wider barriers many children face.
4) Experiences and Aspirations	Some children have had limited access to enrichment experiences outside of school which narrows their background knowledge and frame of reference. This in turn affect confidence, aspirations and readiness to engage with new learning. Reduced exposure to cultural, social and careers opportunities limits their understanding of pathways.
5) Personalised Barriers	A number of our children face wider personalised barriers such as safeguarding concerns, additional SEN needs and complex family circumstances. These factors can limit the emotional stability, cognitive capacity for learning and day-to-day school readiness.

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
Continued improvement to the Quality of Education for PP students/	<p>Disadvantaged pupils make progress at least in line with their non-PP peers across subjects.</p> <p>Continued reduction in the gap between our PP students and national non-PP students.</p> <p>Learning walks, book looks and QA cycles demonstrate that teachers adapt provision to meet the needs of PP students: PP pupils articulate how they learn best and demonstrate strong habits of engagement, concentration and punctuality.</p>
Accelerate progress (significantly greater than non-PP) in reading ability for PP pupils.	<p>Reading age gaps are identified early and reduced through targeted intervention.</p> <p>All Y7 pupils eligible for PP complete baseline and follow-up assessments, showing improved reading fluency and comprehension.</p> <p>Intervention programmes are implemented with fidelity and demonstrate measurable impact on reading ages.</p> <p>PP pupils report increased confidence and independence in reading.</p>
Improved attendance for PP children	<p>Attendance for PP pupils meets or exceeds 90% and is in line with non-PP peers.</p> <p>Daily monitoring identifies concerns promptly, and follow-up actions reduce persistent absence.</p> <p>Analysis shows that barriers to attendance are identified and addressed, with a reduction in repeated patterns of absence.</p>
Reduced Personal Barriers and Increased Sense of Belonging	<p>PP pupils report that they feel included, supported and not identifiable by need within lessons.</p> <p>Individual barriers are understood and addressed through personalised support plans.</p> <p>PP pupils demonstrate improved social, emotional and academic readiness to learn.</p> <p>TIASS audits and reviews show specific progress for PP students.</p>

Enhanced experiences and raised aspirations	<p>PP pupils access a broad range of enrichment opportunities at rates comparable to non-PP peers.</p> <p>Uptake of trips, clubs and leadership opportunities increases year-on-year for PP pupils.</p> <p>Careers guidance ensures PP pupils understand aspirational pathways and the steps required to achieve them.</p> <p>Pupil voice indicates increased awareness of the wider community and world.</p>
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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
<p>Dedicated staff training on WalkThrus. Strategically handpicked 15 WalkThru teaching strategies.</p> <p>Programmes are designed to specifically tackle the barriers PP children face.</p>	<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> <p>https://northgowerpartnership.com/wp-content/uploads/2022/10/research-summary-walkthrus-1.pdf</p>	1, 2 and 4
Further CPD (NPQ Programmes, ECT training, Bespoke programmes)	<p>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 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>	1, 2, 4 and 5

Appointment of additional staff to increase PP support at all levels	<p>Additional support at all levels, to enable smaller groups, targeted support and tailored offers. 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 narrows the disadvantage gap.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4 & 5
Identification of barriers to learning.	<p>Dedicated staff tracking and monitoring barriers that children face. This is then shared with staff to ensure that the individual child is know. This enabled the curriculum and individual lessons to provide windows and mirrors for pupil premium children.</p> <p>Schools identify low literacy skills and poor attendance as the... EEF</p> <p>Windows and Mirrors Learning Framework - Waterford.org</p>	1, 4 and 5
Assessment of all pupils reading ages to ensure teaching can be targeted to this.	<p>Direct assessment has been followed up with reading ages being added to Arbor so that all staff have this information readily available.</p> <p>Improving Literacy in Secondary Schools EEF</p>	1 & 2
Further development of the reading curriculum	<p>Our bespoke KS3 reading curriculum has been written. It is underpinned by our established disciplinary reading skills. This is ensuring all children received direct teaching based on language and word comprehension.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Scarborough's Reading Rope - Sounds-Write</p>	

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	<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:</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Extending school time EEF</p>	1, 2 and 4
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
Specific reading intervention for targeted pupils.	<p>Students in year 7 who have been identified with weaker Literacy (from initial reading test, data on entry and staff identification) given additional reading intervention. This is mapped based on their individual area of need. More specifically, a number of children receive sustained phonics intervention to address early reading gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF publishes independent evaluation of Read, Write, Inc.... EEF</p>	1&2

<p>Bespoke cognition and learning interventions</p>	<p>A range of intervention programmes carried out in the school's Trinity centre, including precision teaching, toe by toe and stairway 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<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, after school interventions, and holiday based interventions</p>	<p>Data tracking of these students to show the impact of the programme. Ensuring all pupils have access to an appropriate curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 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>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 Homework EEF</p>	

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

Budgeted cost: £ 141,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital and enrichment through clubs, trips and wider experience offers.	<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, 5, 3
Supporting with equipment and resource requirements for lessons, extra-curricular offers and wider learning opportunities. This ranges from basic uniform to equipment for residential.	<p>Barriers such as uniform, PE kit, sports equipment, home learning resources or equipment for residential can often be a barrier. Government research shows a large percentage of PP families opt out of enrichment for this reason.</p> <p>School uniform EEF</p>	1, 2, 3, 4, 5
Support disadvantaged students with transition into Post 16. Further support considered when in sixth form on case by case.	<p>Sixth Form support students into Y12 and then continue monitoring and supporting progress. A key element of this is understanding the changes in funding for families.</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>	4 and 5
Family Support Worker, a higher proportion of students they work with are PP. This includes working with the	<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</p>	3,4,5

families as well as students.	these pupils and also enable positive relationships with parents and carers to be developed. Family Support Worker to monitor Pupil Premium students, due to the number Relevant interventions put into place, whether internally or externally. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	
Support to the Attendance officer to work to increase attendance rates pupil premium students	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. https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/	1,4 and 5
Provision of breakfast selected pupils.	Encouraging pupils to attend on time, if not early for school and ensuring that children have eaten before starting lessons. Breakfast clubs found to boost primary pupils' reading writing... EEF	3 and 4
Support disadvantaged students with transition into Post 16. All year 11 students are given 1:1 careers meetings.	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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf , page 7 and 8	4 and 5
Providing high quality careers advice which makes children aware of all options available to them.	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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf , page 7 and 8	4 and 5
Increasing enrichment opportunities, both in and out of school, including a thorough careers education programme, including a wide variety of career experiences.	Increasing the pupils' knowledge of the opportunities available to them Intrinsic, autonomous motivation increases pupil outcomes and engagement. Motivation in the classroom Arts participation EEF Physical activity EEF	1, 3 & 5

Total budgeted cost: £ 477,000

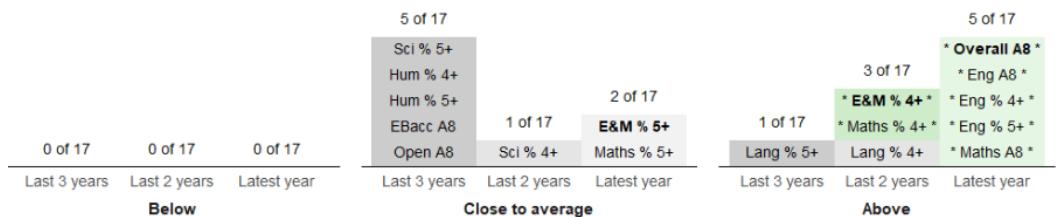
Pupil premium strategy outcomes

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

Outcomes for Disadvantaged Pupils

Quality of Education:

GCSE outcomes for disadvantaged pupils show significant progress has been made. Our IDSR shows that Overall A8, Eng A8 and Maths A8 for disadvantaged pupils were all above average. There are also no measures for the last three years which show below average disadvantage attainment. There was no formal progress measure for last year's Year 11 data but given the continued increase in attainment data we are confident this would have demonstrated a further improvement.



In addition to this, internal monitoring shows a continued increase in the quality of education across school and specifically for Pupil premium children. This is reflected in evidence from learning walks, internal data, evidence in books and discussions with pupils.

Literacy and Reading Ages

Following the introduction of the Reading curriculum, improvement in the reading age scores of Year 7 was evident. Whilst this was true for the majority of children, the improvement for pupil premium children was evident. At the start of the year (Sep 24) the reading age gap between PP and non-PP students was just over 3 years. By the end of the year, tests showed the gap reduced to 20 months. Non-PP children made better than expected progress; PP children made further accelerated progress.

Behaviour

Behaviour was a key target last academic year. The percentage rate for 1+ suspensions reduced by around 9% compared to the previous year and the percentage rate for 2+ reduced by around 5%. This is further supported by internal data which shows the number of behaviour incidents and reports reducing for Pupil Premium children.

Attendance

Attendance remains a key target for Pupil Premium students. Attendance for PP students remained consistent and mirrored the whole school increase. However, given the improvement in the national picture further work is needed. The school attendance team will be working closely with the MAC attendance team. We are confident that the foundations for improvement have been laid and that the school's attendance strategy - which has a strong Pupil Premium footing- will pay dividends this academic year. At the time of this review, pupil premium attendance year to date is within 0.18 of the national FFT measure. Significant progress has been made in relation to persistent absences with an over 4% reduction. This falls into the national distribution banding of close to average.

Wider Support and Cultural Capital and Enrichment

The offer from the school for Pupil Premium children has developed further in terms of both breadth and depth. More Pupil Premium children have accessed more clubs, trips and experiences. Moving forward into next year our aim is to target those children who also have SEN as a barrier and those who have not accessed this offer over time.

Summary

The intended outcomes from last year's strategy demonstrate a high impact. In addition to these targeted areas we are particularly proud of the individual stories that sit behind these numbers and measures. A PP child now in Year 11, sat her GCSE Literature exam early, achieved a 9, came second in a national poetry competition, will continue her studies with us next year, is attending a summer enrichment scheme for future doctors and is intending to go on to study at Oxford. A PP children in Year 8 who also has an EHCP is now attending all of his lessons, has seen a huge rise in attendance and punctuality, attends football club and is learning to play a brass instrument. The figures and statistics are important to us but it is these elements that show our pupil premium children achieving their God-given potential.

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