






## Pupil Premium Strategy 2018/19

1. Summary Information					
<b>School</b>	Cardinal Newman Catholic School, Coventry				
<b>Academic Year</b>	2018/19	<b>Total PP Budget</b>	286,211	<b>Date of most recent PP review</b>	June 17
<b>Total number of Pupils</b>		<b>Number of Pupils eligible for PP</b>		<b>Date for next internal review</b>	Jan 19

2. Current Attainment		
	<b>PP Leavers 2018 (school's fig in bracket for 2017)</b>	<b>Non PP Average National (2017)</b>
<b>% achieving 5A*-C incl Eng &amp; Maths (C=4)</b>	52% (30%) 	TBC
<b>Basics Grade 4+</b>	55% (32%) 	71%
<b>Basics 5+</b>	36% (22%) 	49%
<b>Progress 8 average</b>	-0.06 (-0.3) 	n/a
<b>Attainment 8 average</b>	44.33 (36) 	49

3. Barriers to future attainment ( Pupils eligible for PP)	
A	Prior attainment records indicate lower than Non- disadvantaged students cohort entry in both English and Maths at KS2. Student cohort identified as Catch up in both literacy and numeracy have above representation of disadvantaged students. 50% of students in both groups are disadvantaged.
B	Attendance disadvantaged students and particularly FSM students attendance is below that of Non- disadvantaged students

## Pupil Premium Strategy 2018/19

C	Behaviour and engagement. Disadvantaged students are over represented in negative behaviour incidents and incur a higher increase of re-occurring sanctions.
---	--

Additional Barriers	
D.	Discreet information collection highlights that disadvantaged students & particularly FSM students are not able to access on-line learning resources as easily as non-disadvantaged students. Parental attendance at information evenings is lower than that of non- disadvantaged students.
E	Disadvantaged boys progress is not in line with disadvantage girls. Boys P8 = -0.4 Girls =+ 0.2 ( gap of 0.6)

4. Intended Outcomes (specific & how measured)		Success Criteria
A	Increased Attendance – esp FSM	Targets need to be set against last year's internal and national Individual's improvement and current analysis of new intake still to be formulated
B	5 GCSE 4+ including En + Ma in line with non- disadvantaged peers	No more than 8% gap
C	Reduced P8 Gap between disadvantaged and non- disadvantaged Peers	Reduction of 0.2 on 2018
D	Reduce the gap in progress between disadvantage boys and girls	Gap to be no more than 0.3
E	Disadvantaged students at keystage 3 make progress in line with non – disadvantaged peers	End of year assessment data analysis shows that years 7,8 & 9 progress is broadly in line with non – disadvantaged students.

## Pupil Premium Strategy 2018/19

Planned Expenditure – Overview of strategies to improve progress & wellbeing of disadvantaged students.			
Mission- No student, as a result of socio-economic background is unable to overcome barriers that hamper access to achieving their educational potential & emotional well being.			
Academic Year	2018/19		
Desired Outcome	Approach	Quality Assurance	Lead
Identify	All staff have Teaching file, identifying FSM, PP students, all data analysis and assessment reflections to include actions and responses to analysis. Seating plans reflect students particular needs	HOD internal QA calendar, Leadership QA calendar. Data response sheets completed and returned to HOD	HOD/LT
Target	Questioning within lessons to foci on disadvantaged students, marking to whenever possible be completed with disadvantaged male students. Inset foci external and internal to develop teaching skills in boys development – area of high priority	Lesson observations, data analysis. Evaluation of training	All staff
Core Skills	Over staffing in English, maths & science – intervention at wave 3 level for all year groups. Reduced class sizes in year 11.	Data analysis, lesson obs, student voice. Book audits.	DHTs/AHTs
Mentoring	All tutors selected 3 students to mentor throughout the year, linked to Appraisal 90% of students, male and disadvantaged	Throughout the appraisal calendar.	
Inclusion – s. council	Engagement driven agenda – ensure that proportional representation of disadvantaged students is on school council and maintain form Jan 2019	Analysis of data	AHT -
Destinations	Ensure that early interventions with CIAG resource begins in year 7 and is monitored an maintained across students time at CNCS	Data analysis, student voice.	AHT and careers advisor.
Counsellor	Through “open eyes” strategy, mentoring/pastoral programme- early interventions and priority given to disadvantaged students	Review attendance and progress.	SENCO, HOY
Removing barriers	Bespoke school inset, especially around disadvantaged boys delivered across the years, prioritising students needs to achieve potential	Lesson observations, work scrutiny, data analysis.	All staff

