Cardinal Allen Catholic High School

Pupil Premium Strategy Statement

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	779
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andrew Cafferkey – Headteacher
Pupil premium lead	Nicola Eccles – Assistant Headteacher
Governor / Trustee lead	Mike Murray – PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,315.00
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£259,315.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, attend school every day, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Cardinal Allen, high-quality teaching has always been our first priority, and this lies at the heart of this plan, with a focus on strategies for which there is evidence of their positive impact on disadvantaged pupils. Extensive research has proven that this has the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged students in our school – as The Education Endowment Foundation state, “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment”. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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’re set
- act early 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	**Low reading ages/levels of literacy** Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in 2024-2025, there are 50 PP pupils, 14 of whom scored less than 100 in reading (28%). Of the full Year 7 cohort of 163, this is 8.5% of all pupils.
2	**Low numeracy levels/maths attainment** The attainment of disadvantaged pupils in Maths in generally lower than that of their peers and there is a widening gap from their end of key stage 4 targets in comparison to non-disadvantaged students. From external exams non-disadvantaged students achieved around 15% lower than targets as a cohort in comparison to targets at both the grade 4+ and grade 5+ threshold, whereas disadvantaged students underachieved by around 40% on both measures. In direct comparison of the two cohorts around 10% of disadvantaged students achieved a grade 5+ and 40% achieved a grade 4+, whereas non disadvantaged students achieved around 50% grade 5+ and 70% grade 4+. Diagnostic testing and use of QLA data from each year group has reflected this underachievement is pre-dominantly from problem solving questions where the need for higher literacy levels and an incorporation of multiple aspects of the curriculum.
3	**Attendance** Attendance remains a school priority as it remains significantly below pre-pandemic levels. During 2023-2024, disadvantaged pupil attendance rose by 1.9% following an overhaul of attendance procedures, and the employment of an additional, second Attendance Improvement Officer. Work in the timeframe of this next PP strategy must work to returning to pre-pandemic levels of attendance.
4	**Emotional Health and Wellbeing** Following the pandemic, school has seen an unprecedented rise in the number of pupils struggling with their emotional health and wellbeing. The experienced Pastoral Team has been expanded to include two dedicated Attendance Improvement Officers which has increased capacity. The Pastoral Team work closely with a range of agencies, but these are incredibly stretched.
5	**Lack of aspiration** Fleetwood is a deprived area. Many of our pupils are not aware of the wide-ranging opportunities post-16 and post-18, or lack aspiration to achieve these. This is seen on a daily basis by both Pastoral and Teaching staff. This impacts on attitudes to study, to attend and achieve. This affects outcomes as pupils lack the aspiration and therefore motivation to achieve.

6	**Lack of metacognitive/self-regulation strategies** Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.

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 reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improved outcomes among disadvantaged pupils across the curriculum and at the end of KS4, particularly in Maths.	Reduction in the gap between disadvantaged and non-disadvantaged students in their attainment based on KS4 performance measures in 2026/27 with the gap between target and achievement for disadvantaged students reducing to around 20% from the 40% currently.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To continue to see a significant improvement in the attendance of disadvantaged pupils. Our aim is that by the end of the 2024-2027 strategy, we will have returned attendance levels to those achieved pre-pandemic (2018-2019) for all groups, including disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	We will see a decrease in the numbers of pupils needing to access additional well-being and mental health support. Pupils will improve their resilience, seen both socially and academically. This will be demonstrated by: • pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • pastoral records showing fewer referrals for wellbeing and mental health support
To provide a range of opportunities for pupils to better understand their future career paths, with a particular focus on our disadvantaged pupils. Raising aspiration will play an important role in this.	Careers education will be embedded into the wider curriculum. Year on year, more opportunities will be offered to disadvantaged pupils, both in school and out. This will involve pupils of all abilities, including prioritising disadvantaged pupils in the Scholars programme.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework and completion rates across all subjects.

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: £17,100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
In improving numeracy, the focus remains on improving teaching to ensure it is inclusive and challenging for all to achieve the best outcomes. - Explicit use of 'I do, we do, you do' model - Boosting confidence through short discussion time before asking questions, especially during 'we do' phase of modelling. - Increased whiteboard work/checks to ensure misconceptions are quickly addressed for all pupils. - Further embedding of Sparx Maths to support independent study. Use of rewards to improve completion. - Increased use of summative assessments and QLA data. - QLA data to be used to inform material for small group intervention. - All data regularly reviewed to ensure gaps for disadvantaged students are reducing and analysis of measures in place to ensure they are effective.	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Improving Mathematics in Key Stages 2 and 3 | EEF High quality teaching is key to support raising outcomes, in particular for disadvantaged students. 1. High-quality teaching | EEF The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK A	2
Continued use of standardised diagnostic assessments – completed using Sparx Reader. Regular training for staff on how to interpret the assessments correctly and adapt their teaching accordingly.	As well as determining reading ages, Sparx Reader reports provide detailed information on engagement, homework completion, reading accuracy, number of books read, words read and hours spent reading. Reports can be filtered for PP and non-PP pupils.	1

Ensure the Aquinas Centre is used effectively as the school's hub for interventions, as well as a facility to encourage a love of reading. Bespoke interventions tailored to support our pupils who require additional help in their learning.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: EEF Diagnostic Assessment Improving Literacy in Secondary Schools | EEF	
Prioritise high quality teaching: • Developing metacognitive and self-regulation in all pupils. This will be a school-wide initiative, involving on-going teacher training and support. • Develop an instructional coaching programme for all teachers based on a culture of continuous improvement built around low stakes drop-ins to support and develop reflective practitioners around school. • Ensure quality of education is consistent across all subject areas through thorough quality assurance procedures including subject reviews, work scrutiny and drop ins. • Develop consistent classroom routines including common approaches to the start and end of lessons.	In the EEF's Tiered Approach to Pupil Premium Spending, high quality teaching is the most heavily represented of the different approaches: The tiered approach to Pupil Premium spending | Education Endowment Foundation High-quality teaching | EEF Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | EEF	1, 2, 6

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

Budgeted cost: £33,240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to prioritise a range of literacy interventions with disadvantaged pupils. Continue to prioritise pupils being read to at least twice a week during form time. Interventions for 2025-2026 include: • SPaG: Focused sessions to improve pupils' understanding and application of spelling rules, correct punctuation, and grammar usage, which are essential for confident writing and reading comprehension. • WIKI: A targeted reading intervention designed to boost pupils' reading ages, vocabulary knowledge, phonics skills, and decoding abilities, helping them to become more fluent and confident readers. • IDL: A specialised literacy and numeracy programme that provides personalised learning paths to support pupils with specific learning difficulties, enhancing their skills in a structured and engaging way. • Guided Reading: Small group sessions where pupils read and discuss texts with a teacher, enabling them to develop reading strategies, improve comprehension, and build confidence through targeted support.	Following diagnostic assessment, a menu of interventions are needed to ensure pupils benefit from the correct programme. Improving Literacy in Secondary Schools | EEF Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case then interventions are delivered over a shorter time span EEF: Reading comprehension strategies	1
Morning intervention in core subjects along with Easter revision groups.	Morning intervention will be targeted at specific needs and knowledge gaps can	1, 2, 6

This will be led by our school's teachers. Pupil selection will be data-driven, with a particular focus on disadvantaged pupils.	be an effective method to support low attaining pupils or those falling behind. EEF Small Group Tuition	
One-to-one mentoring of Year 11 pupils throughout Year 11 by members of school staff.	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations According to the EEF, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring | EEF	1, 2, 3, 4, 5
Academic mentoring programme to be developed to support disadvantaged pupils who are not making expected progress at KS3 and Year 10.	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations According to the EEF, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring | EEF	1, 2, 3, 4, 5

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

Budgeted cost: £209,400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's guidance on working together to improve school attendance. Continue to improve attendance procedures and work towards a culture of outstanding attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Working together to improve school attendance (applies from 19 August 2024)	3
Respond to changes in mental health needs. Involvement of agencies such as SHINE/Kooth/Youth Therapy/Champions. Encouraging pupils to access appropriate pathways for support.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Promoting children and young people's mental health and wellbeing	3, 4
Improve attendance at extra-curricular activities, particularly for disadvantaged pupils.	Aspirations we mean the things children and young people hope to achieve for themselves in the future. An important part of raising aspiration can include extra-curricular activities, sometimes involving peers or mentors. Aspiration interventions | EEF Attendance at extra-curricular activities are important for developing soft-skills and ultimately enabling social mobility. Extra-curricular activities - GOV.UK As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation | EEF	4, 5
Raise aspirations among disadvantaged pupils, including family engagement to support this. This is a key part of our new 'GRACE' school values:	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	5

Growth, Resilience, Aspiration, Community and Example. Ensure disadvantaged pupils are well-represented in the Scholars groups. Develop opportunities for pupils and parents who are not part of Scholars, but who would benefit from raised aspirations.	Aspiration interventions | EEF Extra-curricular activities - GOV.UK Sutton Trust Aspiration: Believing in Better All young people – regardless of their background, context, attainment levels or any other labels they may acquire – can benefit from and deserve to have their specific needs catered for. This is no less the case for the more able than for any other group. We must ensure that these learners experience high-quality challenge and support to develop their abilities. Why focus on more able learners? - NACE	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £259,740.00

Part B: Review of the previous academic year

Pupil premium strategy outcomes

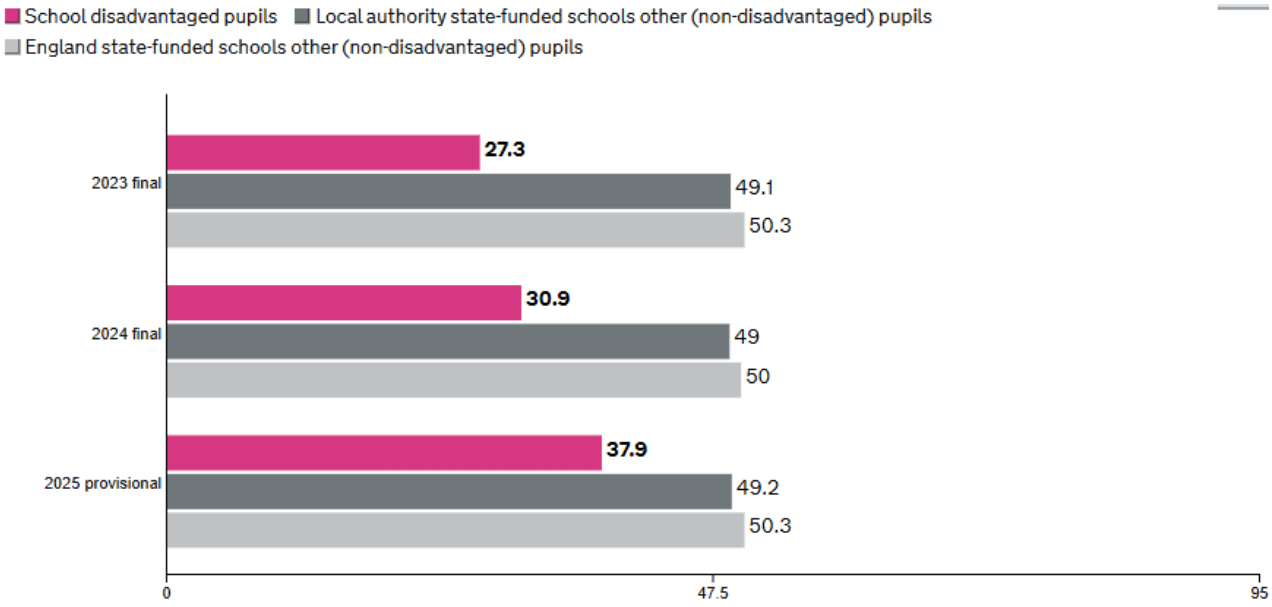
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2025 Year 11 Outcomes:

Cohort Summary	All pupils	Disadvantaged
Measure	%	%
Cohort	149	44
Average Total Attainment 8	43.52	37.82
Students Achieving 9-7 in English and Maths	2.70%	2.30%
Students Achieving 9-7 in English	12.10%	11.40%
Students Achieving 9-7 in Maths	8.10%	4.50%
Students Achieving 9-5 in English and Maths	37.60%	22.70%
Students Achieving 9-5 in English	57%	43.20%
Students Achieving 9-5 in Maths	40.90%	22.70%
Students Achieving 9-4 in English and Maths	63.10%	43.20%
Students Achieving 9-4 in English	74.50%	61.40%
Students Achieving 9-4 in Maths	68.50%	52.30%
Students Entered for the EBacc	22.80%	15.90%
Average Points Score Per EBacc Slot for COHORT	3.62	3.04
Students in COHORT Achieving the EBacc (Standard Pass)	17.40%	6.80%
Average English Attainment 8	9.26	8.27
Average Maths Attainment 8	8.27	7.05
Average EBacc Attainment 8	12.05	3.36
Average Open Attainment 8	13.94	12.42

*P8 scores unavailable due to no prior data at KS2 (Covid)

The following data shows the improvement made for school's disadvantaged pupils in terms of Attainment 8. This equates to disadvantaged pupils achieving a grade better in all subjects compared to two years ago.



Teaching (for example, CPD, recruitment and retention)

Activity outlined in 2024-2027 Plan	Update at the end of Year 1 (2024-2025)
Maths teaching and learning focus of developing understanding of students' difficulty to recall taught content/metacognition of key techniques and application of techniques to improve retention of knowledge. A focus of lessons will be explicitly modelling new material using 'I do, we do, you do' model for all lessons. Embedding of Sparx Maths as both a tool for homework and as a revision/retrieval tool. Summative assessment to inform teaching and support intervention, specifically targeted at PP. QLA to be used after formal assessments to identify gaps. PP students to be supported in identifying weaker topics on QLAs. Targets set for PP pupils to support closing of gaps at subject level. Data will be moderated and SISRA analytics used to ensure reflective practices for PP cohort of pupils with appropriate intervention identified and implemented at each data drop.	All classes taught using consistent modelling technique of 'I do, we do, you do' with a clear focus to reduce cognitive load. All students used Sparx as a tool for both homework and revision to ensure accessibility to material for all students. Additional revision materials were sent home to support the needs of all learners. QLA's were used effectively after summative assessments, however greater confidence in the application of improving grades would be beneficial moving forward and more frequent QLA data to support immediate actions. All data monitored and intervention identified for students but again greater focus on implementation of this, especially for key students will remain a focus. Impact on increasing the progress and attainment of PP students evident as APS in Maths increased from 3.4 in 2024 to 3.58 in 2025. Equally VA (calculated against target) improved from –1.63 in 2024 to –0.67 in 2025 with a gap of only –0.03 between PP and non- PP students.
Continued use of standardised diagnostic assessments (NGRT/Sparx Reader) Regular training for staff on how to interpret the assessments correctly and adapt their teaching accordingly.	We continue to have two testing points across the academic year to gauge progress. The table below shows the percentage changes. We can see PP making progress on each of the key aspects of the test and this progress surpasses that of non-PP pupils.

Ensure the Aquinas Centre is used effectively as the school's hub for interventions, as well as a facility to encourage a love of reading.	<table><tr><th></th><th>ALL</th><th>PP</th><th>NON PP</th></tr><tr><td>SC</td><td>3.122594</td><td>6.177845</td><td>1.851998</td></tr><tr><td>PC</td><td>5.749928</td><td>9.471752</td><td>4.202122</td></tr><tr><td>Reading scale</td><td>4.157399</td><td>7.01172</td><td>2.970364</td></tr><tr><td>SAS</td><td>1.334484</td><td>3.190361</td><td>0.562675</td></tr><tr><td>NPR</td><td>44.59318</td><td>105.7682</td><td>19.15215</td></tr><tr><td>Reading age</td><td>6.675633</td><td>11.36834</td><td>4.724063</td></tr></table> *Key:* *SC – sentence completion* *PC – passage comprehension* *Reading scale – reading ability and the higher the score the better the reading ability.* *SAS – standard age score (the most significant score). The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of same age across the UK. The average score is 100.* *NPR – National percentile rank. This relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.* Reading ages continue to be visible on SIMS spreadsheets for all staff to see and use for adaptive teaching in line with work completed by the Communication Project. The library is a supervised, safe, calm and quite space for our vulnerable and anxious students at break and lunch. There is also a well-attended homework support club in the library after school, providing access to computers for those who may not have these at home. The library also hosts wellbeing club.
Prioritise high quality teaching: • Developing metacognitive and self-regulation in all pupils. This will be a school-wide initiative, involving on-going teacher training and support. • Develop an instructional coaching programme for all teachers based on a culture of continuous improvement built around low stakes drop-ins to support and develop reflective	Metacognition has been a key priority this year. Staff engaged in three CPD sessions based around understanding metacognition, metacognitive questioning and the 7-step model. There was a culmination in the form of a showcase event, with staff from all departments sharing best practice using the 7-step model. Following this event, staff were asked about their confidence in using the 7-step model, with 95% of the responses showing staff were "extremely confident" or "somewhat confident" using the model. 50% responded that they are using it regularly in their teaching, and a further 36% were using it occasionally at this point in the year (Spring Term). Further training was provided to four members of staff in the summer term from a T&L Lead at another school and this has provided the basis for planning for next year's continuation of work on metacognition. All Curriculum Leaders (CL) and Senior Leaders have completed instructional coaching training via StepLab. Over the course of the past academic year line managers have coached members of their teams during lesson visit windows. During this 'window' allocated T6 time was used by the observer (CL/SLT) to give

practitioners around school. • Ensure quality of education is consistent across all subject areas through thorough quality assurance procedures including subject reviews, work scrutiny and drop ins. • Develop consistent classroom routines including common approaches to the start and end of lessons.	detailed feedback, and the observee given the opportunity to 'rehearse' the suggested action point. This was then followed by another lesson visit to check the success of the action and suggest additional 'steps' move practice forward. 100% of teachers strongly agree or agree that the feedback or action steps provided by their line manager has been valuable. We have also provided opportunities for staff to drop in and provide feedback for each other with 89% of staff believing the feedback they received was constructive to support their professional development. The following curriculum reviews have been completed during the last academic year: LIFE, Design Technology, Religious Education, Physical Education, music and drama. As part of this process lesson visits, work scrutiny and pupil voice have been conducted. There were 259 drop-ins during 2024-2025 with 234 Shoutouts praising great practice. This academic year we launched the "Be Ready" strand of our behaviour curriculum, focusing on consistent lesson routines. Staff have been issued with reminders to greet pupils at the classroom threshold and begin lessons with a 3 to 5 minute Do Now activity. This is ensuring purposeful lesson starts, promotes calm and focus, and reinforces prior learning through low-stakes retrieval tasks such as quizzing or summarising. Lessons now end calmly and efficiently. Teachers use the final three minutes for silent packing away, reflection, and praise, ensuring pupils are prepared for their next lesson. Classrooms follow clear, consistent routines for packing up and dismissal, with pupils remaining seated until directed. Teachers finish by highlighting positives, praising individuals, and dismissing pupils in an orderly manner while monitoring behaviour and uniform at the door threshold

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

<table>
<tr><th>Activity outlined in 2024-2027 Plan</th><th>Update at the end of Year 1 (2024-2025)</th></tr>
<tr><td>Continue to prioritise a range of literacy interventions with disadvantaged pupils: Bedrock, Lexonic, NGRT
Continue to prioritise pupils being read to at least twice a week during form time.</td><td>We use Bedrock to support our lower ability pupils across years 7-9 in developing vocabulary and comprehension.
Pupils continue to be read to across Years 7-10 twice a week as per the pastoral form time schedule.
The impact of this can potentially be seen in the outcomes for 2024 compared to 2025. The data below shows the difference for each GCSE in VA and there is a significant difference between 2024 to 2025:

Language 2024
PP: -1.44

Language 2025
PP: -0.54

Literature 2024
PP: -1.28

Literature 2025
PP: -0.93

The gap in VA between PP and Non-PP reduced for both Language and Literature from 2024 to 2025. For Language, in 2024, the gap was 0.52 and in 2025 was 0.24, for Literature it went from 0.46 to 0.32.

Lexonic has now been replaced with WIKI, and staff have received training ahead of 2025-2026.</td></tr>
<tr><td>Provide small group tutoring throughout Year 11.
This will be led by our school’s teachers.
Pupil selection will be data-driven, with a particular focus on disadvantaged pupils.</td><td>Of the 98 pupils identified for tutoring, 31.6% were disadvantaged which is a larger proportion than disadvantaged overall in the cohort. While it is difficult to specify exactly what supports an increase in attainment, the overall increases in attainment in both Maths and English for measures of 4+ and 5+ individually and for the basic measures of 4+ and 5+, reflect the impact of intervention in these subjects. The table below shows the percentage of disadvantaged pupils achieving at each measure comparing 2024 to 2025.
<table>
<tr><th>Headline Measure (disadvantaged only)</th><th>23/24 (42)</th><th>24/25 (44)</th></tr>
<tr><td>Average Total Attainment 8</td><td>31.73</td><td>37.82</td></tr>
<tr><td>Students Achieving 9-5 in English and Maths</td><td>7.1%</td><td>22.7%</td></tr>
<tr><td>Students Achieving 9-5 in English</td><td>26.2%</td><td>43.2%</td></tr>
<tr><td>Students Achieving 9-5 in Maths</td><td>11.9%</td><td>22.7%</td></tr>
<tr><td>Students Achieving 9-4 in English and Maths</td><td>31%</td><td>43.2%</td></tr>
<tr><td>Students Achieving 9-4 in English</td><td>47.6%</td><td>61.4%</td></tr>
<tr><td>Students Achieving 9-4 in Maths</td><td>40.5%</td><td>52.3%</td></tr>
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<table>
<tr><td></td><td>The gap in value added for maths was reduced significantly with all pupils at –0.67 which was the same for disadvantaged pupils. The gap for English language valued added was slightly larger at -0.18, however this has reduced since 2023 where the gap between disadvantaged and all pupils was greater at -0.39.
Of other subjects that delivered support in the form of tutoring, combined science was also successful in delivering the tutoring programme. The data for combined science shows that the value added for disadvantaged pupils was better than for all at –0.56 compared to –0.6. Again, the gap between disadvantaged and all closed significantly to -0.04 in 2025 compared to –0.47 in 2024. Spanish also closed the gap between disadvantaged and all pupils, with the gap at 0.04.</td></tr>
<tr><td>One-to-one mentoring of Year 11 pupils throughout Year 11 by members of school staff.</td><td>29 year 11 pupils were mentored last academic year with 14 of the pupils included being PP. This allowed pupils to have a member of staff to regularly discuss predicted grades, future plans, revision strategies and any worries related to upcoming exams. The PP students mentored showed an improvement in grades achieved between their mock examinations and their final GCSE results reflecting some of the impact that the mentoring sessions had.
<table>
<tr><th>Subject</th><th>% PP achieving grade 4 or above in mocks</th><th>% PP achieving grade 4 or above in final GCSE results</th></tr>
<tr><td>English</td><td>36%</td><td>58%</td></tr>
<tr><td>Maths</td><td>14%</td><td>36%</td></tr>
<tr><td>RE</td><td>21%</td><td>36%</td></tr>
<tr><td>Science</td><td>14%</td><td>29%</td></tr>
</table></td></tr>
<tr><td>Academic mentoring programme to be developed to support disadvantaged pupils who are not making expected progress at KS3 and Year 10.</td><td>Following the success of academic mentoring of Year 11 Pupil Premium pupils in previous years, 2024-2025 saw a small-scale trial of mentoring of PP pupils at KS3. Six Pupil Premium pupils were mentored by Heads of School. They were chosen as pupils at risk of demotion in their academic sets following previous assessment cycles. Average Attitude to Learning grades improved for two pupils, whereas average Assessment Without Levels scores improved for four out of the six pupils. One pupil showed a decline on both counts, and all other measures remained the same. Five out of the six pupils avoided demotion, despite initially having been seen as at risk from this, hence their being chosen for mentoring.</td></tr>
</table>

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

<table>
<tr><th>Activity outlined in 2024-2027 Plan</th><th>Update at the end of Year 1 (2024-2025)</th></tr>
<tr><td>Embedding principles of good practice set out in DfE's guidance on working together to improve school attendance.
Continue to improve attendance procedures and work towards a culture of outstanding attendance.</td><td>The last two years have seen school make significant progress in terms of both overall attendance, and that of Pupil Premium pupils.

During 2024-2025 significant progress was made in closing the gap between PP and non-PP attendance. The following table shows the impact of this work:

<table>
<tr><td></td><td>School 2024-2025</td><td>National 2024-2025</td><td>Diff</td><td>School 2024-2025</td><td>National 2024-2025</td><td>Diff</td><td>School 2024-2025</td><td>National 2024-2025</td><td>Diff</td></tr>
<tr><td></td><td colspan="3">Autumn Term</td><td colspan="3">Spring Term</td><td colspan="3">Summer Term</td></tr>
<tr><td>PP</td><td>88.8%</td><td>87.4%</td><td>+1.4%</td><td>89.7%</td><td>85.8%</td><td>+3.8%</td><td>89.4%</td><td>84.9%</td><td>+4.5%</td></tr>
<tr><td>Non-PP</td><td>95.0%</td><td>93.9%</td><td>+1.1%</td><td>94.6%</td><td>93.2%</td><td>+1.4%</td><td>94.5%</td><td>92.6%</td><td>+1.9%</td></tr>
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</td></tr>
<tr><td>Respond to changes in mental health needs.
Involvement of agencies such as SHINE/Kooth/Youth Therapy/Champions.
Encouraging pupils to access appropriate pathways for support.</td><td>During the 2024-25 academic year, pupils received support from external agencies addressing a range of needs. 23 of which were PP. These agencies included Barnardo's, Nest, and We Are With You, Youth Therapy, Children's Champions.
In addition to this external provision, our pastoral support officers delivered daily mentoring and intervention for pupils requiring lower-level support.
We continue to have a SHINE Mental Health team in school, working with six pupils and closed with a further two. Four of these were PP pupils.
15 pupils attend well-being group.
17 are with our school counsellor, 14 of which are PP.</td></tr>
<tr><td>Improve attendance at extra-curricular activities, particularly for disadvantaged pupils.</td><td>On average during 2024/25, 71% of pupils attended at least one extra-curricular activity in the year. 30% of attendees were eligible for pupil premium and 27% were SEND pupils.100% of CLA pupils attended at least one of more extra-curricular activity.

Pupil premium Plus funding has been allocated for bespoke extra-curricular activities for disadvantaged pupils including cross stich and crafting sessions in the ACE room or homework club with TA support each night.</td></tr>
<tr><td>Raise aspirations among disadvantaged pupils, including family engagement to support this.
Ensure disadvantaged pupils are well-represented in the Scholars groups.
Develop opportunities for pupils and parents who are not part of Scholars,</td><td>The Scholars Programme recognises and nurtures outstanding learners, supporting their ambitions and encouraging intellectual curiosity.

We have prioritised an over-representation of Pupil Premium pupils in the cohort over the last two years. The legacy Year 10 cohort of 2024-2025 has just 28% PP, whereas the Year 9 cohort has 42% PP and Year 8 35% PP, with the school's overall PP being 31% for 2024-2025.
The new Year 8 cohort (i.e. last year's Year 7) - 32% are PP.</td></tr>
</table>

but who would benefit from raised aspirations.	The Scholars' Programme is not just for a select few—it serves as an inspiration for all students across Cardinal Allen. By showcasing academic ambition and celebrating success, the programme creates a culture where high expectations are shared and achieved.
Contingency fund for acute issues.	N/A

All available evidence demonstrates that our strategy is having a positive impact on all pupils, including those who are disadvantaged.