Pupil premium strategy statement – Cardinal Griffin Catholic College

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

Spring 2026 Update

During this academic year, Pupil Premium funding has continued to be used strategically to remove barriers to learning, ensure equity of access, and support both academic progress and wider enrichment. All Year 11 Pupil Premium students who did not have access to a computer at home were provided with a **school-funded laptop** to support revision, coursework, and independent study. In addition, **all Year 11 Pupil Premium students received essential maths equipment and a scientific calculator** to ensure they were fully equipped for examinations. Funding has also been used to support **curriculum-related educational visits**, including compulsory trips such as the **GCSE Geography fieldwork**, ensuring that no student is disadvantaged due to financial constraints. To promote inclusion in physical education, Pupil Premium funding supported the **purchase of specialist football boots**, enabling students to safely access the school's new Astro-turf pitch. Further funding has been allocated to support students with the **cost of Prom**, ensuring all pupils are able to participate in this important milestone. Finally, funding has been used to enable students to access the **Duke of Edinburgh Award**, supporting personal development, resilience, and wider life skills beyond the classroom.

School overview

Detail	Data
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	211 (28.7%)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024 2024 – 2025 2025 – 2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	P Johnson (Head of school) Mrs J Mellor (Chair of Governors)
Pupil premium lead	Mr G Richards (Deputy Headteacher)
Governor / Trustee lead	Victoria Rivett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,186.67
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	**£233,186.67**

Part A: Pupil premium strategy plan

Statement of intent

At Cardinal Griffin Catholic College our mission statement is:

Serve with compassion.

Inspire through action.

Create a better today

For the greater glory of God!

We hold that every student is created in the image of God, and it is our vocation to support all learners — including those who are disadvantaged — in realising their God-given potential. We affirm that each student is entitled to a learning environment that promotes the purs uit of academic excellence. Our curriculum is comprehensive, encompassing both rigorous academic stud y and enrichment opportunities, and we are committed to ensuring equitable access for all students.

What are your ultimate objectives for your disadvantaged pupils?

• For the gap between disadvantaged and non-disadvantaged pupils to be significantly lower than the national gap by 2028.

• To use pupil premium funding to achieve academic excellence for all our disadvantaged students and for them to realise their potential in their academic studies.

• To have access to a range of opportunities including cultural capital and enrichment opportunities; to complement and enhance their educational experience.

• To be a fully inclusive school which offers excellent pastoral care to all students, especially disadvantaged students.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our strategic focus is directed toward addressing the key barriers that hinder disadvantaged students fro m realising their full academic potential. These barriers include student attendance, academic progress ac ross all subject areas, the quality and accessibility of selfstudy resources, and levels of parental engageme nt. Our approach is underpinned by rigorous diagnostic assessment, continuous monitoring, systematic an alysis, and comprehensive evaluation to ensure effective and sustainable improvement.

What are the key principles of your strategy plan?

• Outstanding teaching through coaching, recruitment, retention and CPD of staff as well as excellent pedagogy.

• To develop exceptional communication skills across the school and its stakeholders to enhance the spiritual development, life chances and opportunity of all in our community.

• Access to improved educational resources and experiences for all disadvantaged students across all subject areas.

• Targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support.

• Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club.

• Bespoke support to meet the needs of individual circumstances.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Closing the attendance gap for disadvantaged students. The data from last year suggests there are gaps in every year group.
<table>
<tr><td>YEAR</td><td>PP</td><td>Non-PP</td><td>GAP</td></tr>
<tr><td>7</td><td>92.95%</td><td>96.99%</td><td>4.0</td></tr>
<tr><td>8</td><td>86.41%</td><td>96.02%</td><td>9.6</td></tr>
<tr><td>9</td><td>89.88%</td><td>95.4%</td><td>5.5</td></tr>
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		10	79.77%	92%	12.2	
		11	83.73%	93.02%	9.3	

2.

Improving progress of disadvantaged pupils from the starting point at KS2. The attainment of disadvantaged students should be in line with all the pupils nationally. Current assessment data shows a gap between disadvantaged and non-disadvantaged at GCSE.

Measure	PP	NPP
Attainment 8	33.2	47.3

Focus for 26/27 is on early Curriculum decisions for PP pupils to maximise curriculum time and as a result ensuring improved outcomes and reduce the risk of pupils becoming at risk of NEET.

3.

Pupil Premium pupils accumulate more behaviour points proportionally than Non-Pupil Premium pupils.

59.2% of disruptive incidents involved PP students

4.

Pupil Premium families engage with the College less than non-Pupil Premium families.

Focused outreach to all parents, but specifically to PP parents, will improve the attendance for Parents Evening and other parental events:

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
1. To further improve attendance for all disadvantaged students in all year groups.	Disadvantaged students' attendance is at least in line with all non-disadvantaged students nationally. Attendance of disadvantaged to increase to in all year groups and PA levels are below the national average.
2. Further improve the Progress of disadvantaged pupils from their starting points at KS2.	The gap between PP and non PP students closes. Disadvantaged students achieve a progress 8 score that is above national average and in line with the school target
3. To improve the completion and quality of self-study tasks submitted by disadvantaged students.	The completion of homework by disadvantaged students is in line with the completion of all students. Disadvantaged students will complete all homework tasks
4. To further improve the parental engagement with the progress of disadvantaged students	All parents of disadvantages students will receive 4 data reports in the year. 100% of disadvantages students will be engaged during a parent evening window.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mark Cotton will coach all departments and Heads of Faculty to develop quality first teaching through instructional coaching. Each member of staff will engage in at least one coaching session per month.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf	1,2
Recruitment and retention of specialist staff. Focused CPD time on SEND needs.	EEF mastery approach to add +5 months to pupils progress.	1

Specific intervention sessions 1:1 under 100 readers Focus on External partners in all areas particularly Maths, Science and MFL	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
We will continue to reach out to outstanding schools and centres of excellence to further our provision for disadvantaged students. Meetings will take place with PP leads in partnering schools across the MAC to share best practice and provide external support and verification for all subject areas. PP transition meetings will be held between year 6 teachers and the head of year 7 before their transition into Cardinal Griffin Catholic College.	EEF Schools partnership programme – Project https://educationendowmentfoundation.org.uk/projectsandevaluation/projects/schools-partnershipprogramme-spp/ GRI working closely with Francis Waugh (PP lead at Painsley) to share best practice.	2,3
Purchase of Stationary for PP pupils.	Maffea, Juliana, "Lack of Resources in Classrooms" (2020). English Department: Research for Change - Wicked Problems in Our World. 38.	1
Purchase of Y11 examination packs for PP students so they have all necessary equipment on exam days.	Maffea, Juliana, "Lack of Resources in Classrooms" (2020). English Department: Research for Change - Wicked Problems in Our World. 38. Oxford Educational Supplies Added Value Year 7 Packs Added Value Year 7 Packs (studentcalculators.co.uk)	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy of School Led tuition. MPS6 equivalent per hour Maths Tutor - Successfully recruited QTS mathematics teacher to work in School 3 days per week.	Government led initiative.	1

English Tutor - We have successfully recruited our own English tutor to be employed to work Monday/ Wednesday with small groups. We have retained the two tutors with QTS who are now also delivering our Level 2 resit English and Maths		
Year 11 Mentoring programme with a focus on PP pupils.	Mentoring EEF – "Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/	1,4
Further development of cultural capital and IAG opportunities for disadvantaged pupils in all year groups to support aspiration and motivation. Trip leaders are aware of the funding that we can offer to disadvantaged students so that they have equal opportunities in and out of school. This enables leaders to communicate clearly with parents and make them aware of the opportunities that are open to their child. We continue to provide additional hours with a Careers Advisor for all disadvantaged students in Year 11, and prioritise these students with the first sessions, with extra sessions later in the year.	Careers education: International literature review Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults. Teenagers who have effectively underestimated the education required for their desired profession, for example, are statistically more likely to end up NEET. In addition, young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions. https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/	1,2,4
There is provision of subsidised peripatetic music lessons for disadvantaged students to ensure that they can access a broad curriculum.	Music lessons (EEF one to one tuition +5) https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/one-to-one-tuition/	

Transition for disadvantaged pupils. Director of SEND and HOY Year 7 to visit our upcoming Year 6 pupils		1,5,6,7 and 8
Y11 Additional sessions to be offered during School Holidays to raise PP attainment.		1,8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Uniform provision	**EEF**	**5,8,9**
College Transport provision Currently ALL pupils receive subsidised College transport. Pupil Premium pupils who are Catholic get Transport provided.		**5, 9**
Subscription to Satchelone and a robust Homework policy and timetable will benefit PP pupils. Hard copies of Homework made available to any PP pupils who need it, access to Laptops on an individual basis and	**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework**	
Additional Social and Emotional Support from Outside Agencies	Pupils with persistent absence are less likely to stay in education Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. https://www.bps.org.uk/	**1,2,5,7**
Teaching and Learning resources to support the Curriculum.	Maffea, Juliana, "Lack of Resources in Classrooms" (2020). English Department:	**1,3**

This will include Revision Guides, Textbooks, Equipment. This is included in Faculty capitation.	Research for Change - Wicked Problems in Our World. 38.	
Raise Attendance of PP pupils through: All Pupil Premium pupils to receive a first day phone call when they are absent. This phone call we be supportive and encouraging for the parent/carer to get the pupil back into School on the next day. Students to be in receipt of contact from our new EWO.		5,9
Talent spotting for Pupil Premium pupils and supporting these pupils to remove any barriers and champion this talent.		2,6
Summer School - Transition	Summer Schools: Education Endowment Foundation Evidence	8,9
Provision of CCF / D of E 50% Additionl extra-curricular opportunities for PP pupils will raise aspiration and promote engagement. Attendance will improve as a result which is a key focus	Outdoor Education: Education Endowment Foundation Evidence	2,6
Family Support Worker time 50% salary Bespoke support provided to PP families to ensure all barriers are broken down to get PP pupils into School and into the classroom.	Behaviour Interventions: Education Endowment Foundation Evidence	5,7,9
Provision of breakfast for PP pupils	Wang, D., Fawzi, W.W. Impacts of school feeding on educational and health outcomes of school-age children and adolescents in low- and middle-	4

	income countries: protocol for a systematic review and meta-analysis. *Syst Rev* **9**, 55 (2020) DfE Improving Attendance at Schools.	
Introduction of Values and Expectations Policy to incentivise behaviours for learning and reward pupils for positive learning behaviours. CARDINAL model of behaviour for learning will support PP pupils with a focus on Norms and Routines.	DfE document behaviour in Schools advice https://www.gov.uk/government/publications/behaviour-in-schools--2	7
Pupil Premium students to have funded trips, visits and extra-curricular experiences.	Evidence from case Studies on EEF website in relation to Cultural Capital.	2, 6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The College employs its own attendance officer who monitors and reports on issues relating to attendance and makes phone calls, issues letters, and sends messages to prompt parents. Pupil premium students represent a large proportion of the students who are absent and this role is vital to ensuring the attendance figures for those pupils is driven up over time.

The College has employed a member of staff (EWO) to bolster the attendance team with home visits to allow follow up on persistent absences. This member of staff has created the capacity to ensure that those students with the poorest attendance are seen and encouraged back to the College.

Teaching

A focus for the year ahead will be on the Griffin model of Teaching and Learning

Cultural capital of the Curriculum at Key Stage 3 was broadened by continuing to deliver Music into the Curriculum.

Cultural capital of the Curriculum at Key Stage 4 was broadened by extending our vocational offer with an additional BTEC courses.

A key issue which had been observed was the number of pupils who were arriving to lessons without the correct equipment for their learning. This resulted in delays to the start of their learning while they acquired the correct equipment. Consequently, those pupils who consistently arrived without equipment were missing up to 15-20 minutes of learning per day. The College purchased a full set of academic stationery for pupils and stocked up on basic stationery items. The impact of this was to

reduce the amount of lesson time which has been missed by students eligible for Pupil Premium. This was extended for Academic year 2024-25 to include a Scientific Calculator for Y11 pupils.

Targeted Academic Support

Homework club is offered by the SEND TA's to target Key Stage 3 PP pupils. The data informs us that these pupils are getting more sanctions for not completing homework than non-PP pupils. First phase focus on those pupils who are both SEND and PP.

The College successfully used NTP funding to support pupils in English and Maths and will adopt a more structured and targeted approach to this in 2025-26 bringing the Maths tuition in-house. We have retained these tutors to work in a bespoke way with the families.

Pastoral leadership for all year groups now falls with the Leadership team and one key focus of this is to ensure that Pastoral Leads feel supported and have the opportunity to engage more broadly with our PP students and parents. Furthermore, there are three members of the Leadership team who are attached to Year 11 to ensure that their preparation for examination is exemplary.

Wider Strategies

The College supported a wide range of extra-curricular activities including Commando Joe's. Focus for 2025-26 will be better tracking of those PP pupils attending and striving to increase the uptake for PP pupils. There will be an offering of a wider range of extra-curricular activities for the whole pupil body, but ensuring PP pupils are prioritised and attendance is tracked through Arbor registers. This is inclusive of our school production of 'Annie' where a significant proportion of those involved are PP.

Externally provided programmes

Programme	Provider
Academic support	SparxMaths
Academic support	Century Tech