# Pupil premium strategy statement – Carmel College

This statement details our school’s use of pupil premium (and recovery premium) for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| **Detail** | **Data** |
| Number of pupils in school | 1075 (7-11) |
| Proportion (%) of pupil premium eligible pupils | 20%  220 pupils |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | **2022/2025**  *To be reviewed annually* |
| Date this statement was published | **September 2024**  *Updated January 2022*  *Updated September 2022*  *Updated September 2023* |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Melanie Kane |
| Pupil premium lead | Melanie Kane |
| Governor / Trustee lead | Lisa Thom |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £201,600.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\* Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £201,600.00 |

# Part A: Strategy plan - Statement of intent

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| **‘Life to the Full’**  **John 10.10**  Carmel College believes all students deserve equity and success through positive experiences which enrich their lives and ensure they know they are valued as learners, members of the community and children of God.  We aim and aspire for all students to have quality first teaching which is consistently tailored to their needs and accessible for their individual learning points so that they can fulfil their potential. Carmel has a systematic approach to narrowing the gap of disadvantaged students focusing on the needs of the individual child through provision, intervention, challenge and mentoring.  We have a strong, focused curriculum design along with a nurturing, supportive pastoral and inclusion system which allow our students to overcome potential barriers to learning and achieve regardless of ability and background. Through specific, tailored literacy and reading routes we are able to ensure levels of literacy and reading are high so that disadvantaged students achieve higher than ‘others’ nationally and in line with their peers. We track and measure this through having robust data analysis of outcomes such as GCSE attainment and progress, attendance, behaviour, safeguarding, engagement in wider opportunities and from choices students make at the end of KS3 and KS4.  We strive to ensure students receive the support they deserve in order to build up their cultural capital. Many young people as a consequence of material disadvantage and cultural deprivation face internal and external barriers and we are committed to removing those barriers. We believe it is intrinsically important that all students have opportunities to succeed in Carmel College and that they take up those skills and experiences into the wider world and succeed in their futures. We supplement the curriculum through a broad, varied and targeted enrichment programme alongside tutoring and careers support systems. As Pope Francis said: ‘Educating is an act of love; it is giving life...It demands that we use the best resources, that we awaken passion and start paths of formation for young people.’  Our routines and expectations are grounded in the ‘hierarchy of needs in education’ model created by Maslow and developed by our own SLT. The model demonstrates the fundamental ways in which Carmel captures student interests and cultivates growth in order for students to reach their educational potential and live ‘life to the full’.  A diagram of a pyramid  Description automatically generated  Our ethos is informed by the teachings of Saint Francis and we are inspired by the words of Saint Francis, ‘start by doing the necessary, then the possible and suddenly you are doing the impossible.’ Thus, we optimise on the positive teacher-student relationship to empower our community to strive for the ‘impossible possible’ and reach the highest standards in all that they do. |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| **1**  **Physiological, safety and basic needs** | Attendance is lower for disadvantaged students compared to non- disadvantaged. We know that poor attendance affects outcomes for DA more than for non- DA.  Some Disadvantaged students need additional support to get to school and start the day with a positive, welcoming experience.  Some Disadvantaged students need a trusted adult, like a “school parent” to advocate for their needs and support them through challenges.  There are financial and socio -economic challenges for DA students who lack basic provisions such as food/ breakfast, uniform, equipment and books. |
| **2**  **Belonging and Achievement** | Our reading assessments identify some disadvantaged students who have lower reading ages and proficiency than their peers. This also includes lower confidence in basic numeracy functions.  Some of our disadvantaged students lack self -esteem and can take a passive approach to learning and contribute less to class discussion.  Class charts shows that some of our disadvantaged students struggle with self- organisation and independent learning such as homework. They can lack the metacognitive skills of perseverance and self- regulation.  Some disadvantaged parents need additional opportunities to engage with college and know how to effectively support their child’s achievement.  Some disadvantaged students need academic intervention to raise their self- belief and their potential to improve and achieve in assessments. |
| **3**  **Life to the full** | Disadvantaged students, including high prior attainers, can have barriers that prevent them from “dreaming big” and lack positive role models to encourage them.  They need additional careers support to find a fulfilling pathway.  They can lack the opportunities for cultural capital that non-disadvantaged students experience.  Disadvantaged students need to compete with non- disadvantaged and achieve a set of qualifications that help them to “Live Life to the Full”. |

## 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.*

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| **Intended outcome** | **Success criteria** |
| **Physiological, Safety and Basic Needs** | |
| **Raising attendance through specific targeted support, mentoring and pastoral support systems**  Targeted Academic Support  Wider Strategies | * Increase DA attendance and DA PA. * Identification of attendance patterns through analysis of year groups to reduce barriers to attendance * APLM focus on PP student attendance and needs, building positive relationships with parents/carers * Weekly “We missed you conversations” –positive reinforcement for students and thank you to parents with improving attendance * Weekly pastoral reports based upon data and progress ensure early interventions and support plans are in place * SLT year group link meets with PP at risk of PA weekly * Catch up intervention from learning mentors reduces the impact of poor attendance on outcomes * Timely communication and intervention with parents |
| **Creating safe, inclusive spaces for students who face significant challenges in their lives to have their basic needs met**  To support students through the challenges they face with barriers to learning (social, emotional and mental health issues)  To enable students to be successful and build up their resilience, confidence and motivation  Teaching  Targeted Academic Support  Wider Strategies | * Rag rating of vulnerable DA students enables staff to support their individual needs * SLT and Learning Mentors advocate for pupil and support with homework, catch up, praise, rewards etc * Use of the ‘Renew Shop’ for uniform, equipment, revision guides, sanitary products etc * Food ingredients and materials for art and technology provided * School uniform vouchers given to all yr 6 PP * College daily Happy Bus reduces PP PA * CPD informs all staff about our students and their needs * Use of Class Charts to create PP Seating plans * DA students attend APLM in LRC for support with homework * DA students achieve class chart points in line with their peers * DA students supported by Emmaus and the well- being team |
| **Belonging and Achievement** | |
| **Providing resources and structures to enable student proficiency and confidence in self-organisation and independent learning**  Ensure students who struggle with self- regulation can learn to manage behaviours effectively  Teaching  Targeted Academic Support  Wider Strategies | * Reduction in late detentions * Positive class chart points increase towards being in line with non- DA * Referrals for DA to internal isolation are reduced * Weekly intervention from learning mentors in Year 11 to catch up with homework and coursework * Sixth form subject mentors support with preparation for assessments and catch- up work * CPD programmes for staff on strategies for metacognitive approaches. * Continuous positive reinforcement of expectations through PSHE curriculum, use of PREP and “catching pupils being good” approach. * Meet and greet, end and send routines. |
| **Developing curricular opportunities for students to develop literacy, oracy and numeracy skills to ensure they have success in their learning as well as building self-confidence and self- esteem.**  Teaching  Targeted Academic Support  Wider Strategies | * Increased reading ages and increased progress in literacy * Strong attendance to Literacy support in breakfast club * DA are prioritised for increased opportunities for oracy in the classroom through questioning and accountable talk * Systematic use of whiteboards ensures full participation * CPD training on oracy enables to teachers to use effective methods * Departmental marking with formative feedback is prioritised for DA first * Access and attendance to literacy and numeracy interventions |
| **Communicate effectively and actively engage with parents to increase aspirations**  Wider Strategies | * Strong attendance at AMD and EPRA through individual invitations from pastoral leaders * DA invited to pre-option evening. * Ensuring all DA parents/ carers have the MCAS and class chart app. * Social Media reach and engagement through Facebook and the College Website, successes of DA students * Use of text messages more effective for low-key communication * Building relationships with families, enabling them to get access to resources, early help and other external agencies. * PLM’s prioritise AMD appointments for DA students |
| **Life to the full** | |
| **Planning an exciting and diverse curriculum for our students which interests them and challenges our higher prior attainers to aim high**  Teaching  Targeted Academic Support  Wider Strategies | * Broad, ambitious curriculum where students have equal access to qualifications including EBACC * PP students achieve better than national non- disadvantaged. * Systemic Departmental CPD and use of assessment reviews to identify gaps for PP students * Focus within Curriculum Leaders meetings * Positive discrimination for questioning and feedback * Prioritised for a wide range of intervention * Removing barriers for attending revision sessions |
| **Fulfilling potentials through a careers programme which helps our students explore dreams and aspirations to find a pathway to their future**  Wider Strategies | * DA students prioritised for more career’s interviews, trips to universities and colleges and careers events. * Supported by SLT mentor at careers fayre to engage with employers and post 16 providers. * Additional support to secure work experience * Monitoring and tracking of destinations shows strong % of DA students in the sixth form and at university/ post-16 education * NEET performance * Alumni inspire with their success stories * Sixth form mentor younger students * PSHE programme has modules in confidence and aspirations for life |
| **Maximising upon enrichment experiences, trips and events in order to widen students’ horizons and support the building of their cultural capital**  Wider Strategies | * Strong participation through targeted attendance in enrichment. * Audit of the curriculum demonstrates how cultural capital is in every subject and everyone benefits * Educational visits and guest speakers from a range of backgrounds * Targeted participation in masterclasses, pupil parliament, debating opportunities * Financial support to go on retreat programmes and spiritual/liturgical experiences and any trips * Targeted opportunities to visit the theatre, book shops * Universal events and trips ensure everyone participates * Data and registers of attendance reviewed and evaluated * Positive discrimination to be a young leader |

# Part B: Review of outcomes

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| **Challenge** | **Detail** | **Evidence** |
| **1**  **Physiological, safety and basic Needs** | Raising attendance through specific targeted support, mentoring and pastoral support systems | * Our attendance data shows that we have consistently maintained strong attendance rates for our DA students over the past 2 years, surpassing the national average. * In 2022-23 DA students, the persistent absence rate was 30.7%, 15.9% lower than the national average of 46.6% and 2.9% lower than our own figure in 2021-2022. * In the 2023-24 academic year, For DA students, the persistent absence rate was 39.1%, 5.7% lower than the latest national average of 44.8%. Some Fair access students affected this figure. * In the last week of December 2023, the College organised a week of festive activities. The aim was to maintain high attendance levels as other local secondary schools had already broken up for the Christmas holidays. Through this targeted approach, the data showed an increased attendance rate for Disadvantaged (DA) students by 9.4% compared to the same week in December 2022. * SLT were link mentors for a year group and actively noticed and checked in with targeted PP students each week, supporting them with any barriers including adjusting timetables and teachers * Learning mentors worked with PP with lower attendance ensuring that the work they have missed it in their book been caught up with. Those PP with 95% + achieved +0.22 and below –0.27 which is still considerably better than national PP. |
| Creating safe, inclusive spaces for students who face significant challenges in their lives to have their basic needs met | * Our ‘Happy Bus’ is a targeted intervention to support PP/SEND students who are PA or at risk of becoming PA. Attendance for the ten-student cohort improved in January 2024 from 67% to 89%. The bus enables students to reliably reach school on time, receive pastoral support and breakfast to ensure students attend lessons and are prepared for learning. Two students achieved 100% attendance in January 2024 due to bus. Comparing the last weeks of the academic term, the week before October half-term 2023 saw 8 out of 10 students attending the full four days, with 13 late marks. In contrast, the week before the Easter holidays in March 2024, 9 out of 10 students attended for the full week, with only 1 late mark. * After mocks in Year 11, SLT mentored List 49, a group of PP and SEND students with low progress. This group of learners made +0.56 progress from the mock to the actual exam. * We have had a huge amount of donations to our “Renew” shop and it has been popular with students and parents. * School uniform vouchers issued to all PP Year 7 parents * All PP pupils received revision guides in every subject * PP students have ingredients provided for food technology and materials for tech and art. * All PP students had transport provided for after college revision * Excellent feedback from staff regarding contextual information around the significant challenges some of our vulnerable PP students have at home * Lesson visits and seating plans across the whole college prioritise PP so they are closer to the teacher and receive additional support and interaction. |
| **2**  **Belonging and Achievement** | Providing resources and structures to enable student proficiency and confidence in self-organisation and independent learning | * Currently PP students account for 22% of all positives which is just above their representation in the college * PP students were rewarded 658 times for demonstrating self- belief and 1,213 times for resilience in class charts * When compared to the same time as last year the number of repeat homework   detentions issued to students with PP has decreased. In September 23 the average number of homework detentions issued to PP students was 2.7. This year this has fallen to 0.5.   * There has been a 20% reduction in the numbers of PP students accessing internal isolation for support on more than one occasion * CPD has been delivered on strategies for metacognitive approaches and positive reinforcement of expectations through PSHE curriculum, use of PREP and “catching pupils being good” approach. Meet and greet, end and send routines in practice across the college. * Learning mentors impact improvement of grades from mock to actual - English Language 65% increased grade, English Literature 76%, Maths 65% |
| Developing curricular opportunities for students to develop literacy, oracy and numeracy skills to ensure they have success in their learning as well as building self-confidence and self esteem | * SLT mentees improved progress by +0.56 from mock to actual * Numeracy intervention 80% of students on the programme attainment increased. * 12/13 graduated from Fresh Start * In Year 7 extra literacy, PP students made +1 months more progress than other students and SEND students made +3 months more progress than other students. 8 students graduated back to English with an improvement on average of +11 months in their reading age. * In Year 8 extra literacy, PP students made +7 months progress compared to +2 for others and SEND students made +1 months progress compared to +2 for others. 17 students graduated with an average progress of +12 months. * In Year 9 extra literacy, PP students made +10 months progress compared to +5 others and SEND students made +6 months students compared to +5 for others. |
| Communicate effectively and actively engage with parents to increase aspirations | * Year 9 PP pre-options evening for parents and students - 70% attended meeting * Texts used to communicate about attendance or any concerns more effective in achieving a response * Parents contacted with a letter thanking them for supporting child’s improved attendance * Strong engagement and attendance for Academic Mentoring Day– Year 7 97.4% 38/39 parents, Year 8 89.1% 41/46 parents, Year 9 94.7% 54/57, Year 10 95.5% 42/44 and Year 11 78.3% 36/46. * 88% of households with PP students have accessed the Class Charts application on at least one device. |
| **3**  **Life to the full** | Planning an exciting and diverse curriculum for our students which interests them and challenges our higher prior attainers to aim high and compete with non – disadvantaged. | * GCSE PP outcomes. +0.14. PP students achieved higher than non- PP students in the town and nationally * The DA gap has reduced from -0.48 to -0.34 compared to Carmel non DA * 25% of PP students achieved the EBACC at 9-5 compared to 5.7% in 2023 * In 2024 66% of PP pupils were entered for the full EBACC compared to 37.1% in 2023. * Strong outcomes for Disadvantaged students across the curriculum, positive progress in 19 subjects English Literature +0.08, Best English Grade +0.34, Mathematics +0.20, Biology +0.14, Triple Science +0.09, Geography + 0.03, French +0.59, Religious Studies +0.13, Art +0.92, Art Photography +1.67, Art Textiles +0.80, Design Technology +0.68, PE+1.74, Child Development +2.70, CNAT Health and Social Care +1.05, CNAT Sport +2.15, Performing Arts +1.27 * Strong outcomes in the Sixth form for PP - Applied general Cohort Disadvantaged students achieved Distinction compared to -Distinction for other students. This is higher than the national average of Merit +. Technical Level Cohort Disadvantaged students achieved D+ compared to Distinction for other students and the national grade of Merit + |
| Fulfilling potentials through a careers service which helps our students explore dreams and aspirations to find a pathway to their future | * Year 9 PP were prioritised with 1-1 careers intervention which ensured appropriate subject selection at Key Stage 4. Options discussions for all Year 9 students with qualified careers advisor ensured a clear understanding of subject options and the pathways that they lead to. * Year 9 PP pre-options evening for parents and students - 70% attended meeting that students felt prepared for next step choices and 100% of PP students secured their first choice of subjects. * 35 Year 9 PP/SEND students attended an Employability Skills Workshop developing skills for getting ready for the world of work. * All our Year 11 pupils had a practise interview with external employers * Year 11 PP & SEND were prioritised with 1-1 careers intervention which enabled appropriate Post 16 destinations. They were taken on numerous trips to colleges career and apprenticeship fayres * We have almost a 50% increase in retaining PP into our 6th form – from 12 to 23 * PP students going to university has increased by 12% this year with 67% (8) |
| Maximising upon enrichment experiences, trips and events in order to widen students’ horizons and support the building of their cultural capital | * Last year we had 183 trips with 3520 pupils participating – 75% of PP students participated in at least one of these experiences. * Our introduction of a Free cultural trail to Newcastle ensured that every Year 8 student experienced visits to a variety of art galleries and museums * 'Celebration Dinner' for Year 9 students provided valuable formal dining experience, helping students develop essential social skills and confidence to attend a formal dinner. * We supported many PP students with the financial cost of a trip * 81% of PP were involved in at least one enrichment activity. 42 students participated in the Duke of Edinburgh award 14% PP – all funded places enabling students to develop team building skills and resilience as well as experiencing the outdoors * 37 PP students from Year 7- 13 were young leaders or mentors in 2023/24 * PP students have been prioritised to see “Inspectors Calls” at the theatre |

# Activity in the Academic Year

# Teaching (for example, CPD, recruitment and retention) Budgeted cost: £75,000.00

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| **Activity** | **Evidence that supports this approach** |
| High Quality  Teaching | High quality teaching and learning is at the core of the College. All research shows that developing cognitive and metacognitive strategies within classrooms has a significant impact upon progress, attainment and self-esteem/confidence.    The EEF has found that when opportunities for the following practices are implemented and then embedded, students have the most meaningful learning experiences: long term retention of knowledge, fluency in key skills, subject-specific strategies or memorisation techniques, exploring the best fit for a task, use of prior knowledge, anticipating common misconceptions, and the use of diagnostic assessment.    The EEF has shown that when departments plan lessons collaboratively the use of explicit instructions, scaffolding and flexible grouping all have a higher impact upon the learning. The Carmel LEARN model and the Assess-Plan-Do-Review fully complements the research and demonstrates the ways in which the students are at the heart and centre of all College life.  Another key focus for developing learning is through metacognition where spending time about thinking about the learning is fundamental to long term memory retention and recall of key information needed to making progress within sequential learning schemes. Metacognition is a key priority and research supports our methods of explicit teaching of metacognitive strategies and language in order to understand what you are learning and why you are learning it. This building of a learning ‘jigsaw’ ensures that students can identify their own strengths and weaknesses to become independence, resilient and successful learners.  Maslow’s hierarchy of needs is demonstrable in the infrastructures and motivational planning to ensure staff and student self-actualization. Every member of the community can function optimally and fully when their needs are met, and the College seeks to ensure this through providing consistent opportunities to fulfil human potential.  https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1high-quality-teaching  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition  Maslow, Abraham H (1943) A Theory of Human Motivation  Carmel College CPD Booklets and TOTAL Teams page |
| Inclusion  Team  Professional  Development | Teaching Assistants play a key strategic role in supporting, teaching and working with students.  EEF research suggests TA’s must be utilised in the following ways:  1.Effective use in classroom conditions:   * TAs not being used as an informal resource for LA students * TAs to add value to what teachers do not replace them * TAs to help students develop independent learning skills and manage their own learning * TAs to be fully prepared for their role in the classroom  1. Effective use in delivering structured interventions outside of the classroom:    * TAs to deliver high quality 1-2-1 and small group support using structured interventions    * TAs to use evidence-based interventions in their small groups and 1-2-1 instructions 2. Integrating learning from work led by teachers and TAs:    * Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions   https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants |

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| Assistant Pastoral  Managers | This additional layer of pastoral support is instrumental in providing rigorous and focused support. The work of the EEF along with the Youth Endowment fund have published the latest evidence in March 2022 in the three reports on rapid interventions and impact on attendance.  ‘Nudge’ texts/letters and specific removals or barriers to learning on a 1-2-1 basis have the biggest impact for PAs and students at risk of becoming PAs. Information conveying these support networks should also be provided to families in their first language alongside an English translation.  EEF research does suggest other approaches have a meaningful impact, but these are mostly measured in the 1-2-1 experiences and personalised support so are harder to measure in raw data but clearly evident in individual cases. These include: incentives and disincentives, mentoring, behaviour interventions, extra-curricular activities, provision of meals (breakfast and lunch programmes), and teaching social and emotional skills.  https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/attendance-interventions-rapid-evidence-assessment |
| Emmaus  Centre  Staffing | As a Catholic school we value the ‘culture of vocation’ of every member of our community as made in the image and likeness of God. Staff working in the ‘Emmaus Centre’ are a central point for the provision of systematic support along with cultivating a place of compassion, justice and renewal. Through having such a centre, students are reminded of their value and able to then go on to develop their whole sense of self and ultimately their fullest potential.  http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf  The centre also allows staff to have high quality training as well as to lead on key initiatives which scaffold students’ daily experiences. CPD reflects current research and texts written about inclusion and diversity to promote dignity and enable them to communicate effectively and become more resilient and self-aware.  Malone, Tony (Jan. 2021) Equality, Diversity & Inclusion: The Practical Guide: The essential handbook for terminology and communicating inclusion with dignity. |
| Literacy and Reading | Research suggests that the greatest barrier to learning and success is through the recognition and understanding of language along with the subsequent metacognitive practices of comprehension. Evidence consistently demonstrates that decoding and comprehension are vital skills for students to be able to read. Fluency of reading (spoken and silent) is considered to be the bridge between those two skills: ‘A fluent reader is one who can accurately and automatically decode words’ (Rasinski – EEF).  The EEF model for improving literacy is used as a planning tool with key strategies and a definitive measure for impact. These areas include: disciplinary literacy; targeted vocabulary instruction; the reading of complex academic texts; breaking down writing tasks; opportunities for structured talk; and high-quality interventions for struggling students. This method is highly effective in analysis specific structures for support and to ensure consistency across the curriculum.  EEF research further emphasises the importance of oracy and its impact of improving outcomes by +6 months of learning and progress across the curriculum as well as improving classroom climate and behaviour for learning. Any approach that focus on speaking, listening and a combination of the two all show positive impacts on attainment and outcomes. James Mannion talks about the oracy framework and connects it Maslow’s self-actualisation: ‘When we develop the ability to do things with confidence and flair, it is utterly transformative…Developing the ability to speak and listen is a form of self-actualisation.’ A key factor in oracy is having one to one conversations with our students particularly those who are disadvantaged, these dialogues are instrumental in providing formative support and immediate feedback, as well as ensuring they feel ‘noticed’. Within the context of setting, it is vital to ensure that teachers set positively so that they are exposed to language and successful modelling of oracy from their peers as research suggests that is who has the greatest impact on in terms of language acquisition. It also means that they are able to envisage how they could speak publicly as they have seen it happen live in the learning.  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacyks3-ks4  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions  https://oracycambridge.org/  https://www.sapere.org.uk/p4c-and-oracy/?gad\_source=1&gclid=EAIaIQobChMIwIe2jdTgiAMVw2xBAh0oLC45EAAYASAAEgJoEfD\_BwE |
| Character  Education and  Virtues  Curriculum | Character development is exemplified in the Gospel values and Christian virtues celebrated and lived within our community. Government initiatives and strategies recognise the significance of this education to develop students in, around, and outside of, the curriculum. The ideal is to develop students so that they have: motivation and future goals, the abilities to overcome and persevere through setbacks; the building of habitual moral and ethic behaviours; and social confidence in relationships and dialogue. When such an education is recognised and given value it shows success through short term goals (friendships, success in subjects, confidence in extracurricular events) and long-term goals (aspirations and destinations).  Virtues and valued learned through reading and literacy allow a lived narrative which then becomes exemplified in personal, collective and corporate experiences.  Further evidence from the EEF shows how reading is integral to the acquisition and retention of Social and Emotional Language, “a teacher might connect the characters and situations in a book with the children’s experiences by reading a passage at least twice and then asking questions…Open-ended questions like these enable children to link fictional texts to their own experiences, learn new vocabulary, and practise applying social and emotional skills.”  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/f ile/904333/Character\_Education\_Framework\_Guidance.pdf http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf  The Holy Bible |

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

### Budgeted cost: £66,600.00

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| **Activity** | **Evidence that supports this approach** |
| Extra Literacy provision | Evidence suggests that students need focused and specific interventions to support progress in literacy. Initiatives which are translated into curricular learning through literacy along with programmes to support personalised needs are the most effective in ensuring long term progress.  Through a well-structured and developed programme for students, pathways must be provided for all students who need that support. When EL lessons complement literacy lessons students are able to retain and embed their new learning/skills so as to be able to successfully complete tasks of writing and comprehension.  In order to be truly effective, literacy needs to be defined clearly and shown as an explicit strategy, e.g. this is how you write a question in Maths, this is how you answer a question in history, this is how you ask a question in RE etc. The recent report by the National Literacy Trust (June 2022) has shown that students who are on FSM are those who enjoyed writing more than their peers. The report has also highlighted that following from the lower figures of ability and interest in writing from 2020/2021, boys now especially enjoyed having the opportunities to write including doing so in their spare time. The main ways of writing and communication amongst students is through text/direct messages (90.4%), in-game communications (83.0%), fiction/short stories on paper (25.2%), and fiction on a screen (19.0%). Most importantly, the research shows that students on FSM enjoyed writing for two main reasons. The first being that it helped them deal with emotions such as confidence, happiness or to relax alongside also feeling that they are connected to others and can see how writing is valuable for their futures.  https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacydevelopment  https://literacytrust.org.uk/research-services/research-reports/children-and-young-peopleswriting-in-2022/ |
| Targeted  Curriculum  Interventions | Curricular interventions and support in lessons and from teachers and leaders ensures that students have access to skills and resources for success. EEF research shows that in order to ‘strengthen the toolbox’ students need precise and explicit instructions in curricular disciplines along with consistent revision and learning routines.  Rowland demonstrates that any targeted approach must be rooted in best practice and centred on improving the day-to-day learning experiences of disadvantaged pupils, leading to better long-term choice and opportunity:   1. **Strategic and Evidence-Informed**: there must be collaboration among pupils, families, teachers, leaders, system leaders, and wider agencies 2. **Focus on Day-to-Day Learning**: Improving the daily learning experiences of disadvantaged pupils is central alongside enhancing long-term choices and opportunities for them. 3. **Whole School Culture**: the whole school culture must prioritize addressing disadvantage. This involves ownership and buy-in from all stakeholders within the community. 4. **Impact of Socio-Economic Disadvantage**: understand the impact of socio-economic disadvantage on learning and provides strategies to mitigate these effects.   https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habitsand-revision-routines  https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/specialeducational-needs-and-disabilities-send  Rowland, Marc (2021) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way |
| Key Skills | A key skills approach is foundational for ensuring future success alongside student confidence, resilience and problem solving. Having a programme which also provides “opportunities for writing for creativity, mindfulness, social connection and social change” is key in supporting writing engagement, reading levels and acts of problem solving. Key skills are transferable life skills which help you thrive, be successful and manage your work and life more effectively, e.g. communication, teamwork and leadership. Through effective lessons and a final qualification, students feel empowered and have the necessary skill set to go onto apprenticeships, further study and the workplace.  https://successatschool.org/advicedetails/523/key-skills-to-help-you-get-a-job  https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/essential-life-skills |
| Tutoring  Programmes | Following the recent COVID pandemic, research surrounding the recovery curriculum has found that tutoring programmes have a significant impact upon student success. These forms of targeted subject support can be used in a variety of ways including: academic and pastoral mentors, school led tutoring groups and the employment of external agencies. EEF research shows how tutoring is particularly effective for disadvantaged students. Research also demonstrates that it is important for students to see this as a valuable experience because they are valued. Students are being given this provision because they are important and deserve the scaffolding and structures to help them succeed. For example, tutoring in Macbeth for English, tutoring in the Solar System in Science or in Kandinsky for Art. The more focused the tutoring, the more effective the experience and buy in from the students. Formative assessments as well as summative are key to providing the data necessary to identify where students need such specific support.  https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationaltutoring-programme https://nationaltutoring.org.uk/ |
| Reading  Interventions | Language is the foundation of all learning and formation. Engagement with language is intrinsic to student acquisition of vocabulary, literacy key skills and comprehension. The most powerful tool for unlocking and accessing language and literacy is through reading. It is through reading that student progress and predictions can be measured and reported on with accuracy.  Opportunities for reading and doing so in a variety of ways is paramount for students to be able to access the spoken and written word with confidence, clarity and ease.    Accelerated Reader has identified six elements for successful reading: regular reading; access to books at home; the choice of reading; the sharing of reading with trusted adults and peers; time to read; and the reading experience being enjoyable. All strategic interventions are centralised around these elements and so have the highest impact upon improving student experiences of books and reading. Through more exposure to reading throughout the curriculum, language will become varied, and dialogue will be more overt.  https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacydevelopment  Accelerated Reader – What Children are Reading |

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

**Budgeted cost: £60,000.00**

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| **Activity** | **Evidence that supports this approach** |
| P4L including  Entry and Exit  Interviews | Provision of centres for support and interventions have a significant impact on behaviour for learning. Students who understand reasoning around their behaviours are more able to manage their own character and become more self-aware and responsible. Through personalised conversations and strategic activities, students can remain within their educational context and form positive relationships with members of their community.    The EEF report on behaviour highlights the importance of knowing your students and knowing what influences them. Centres such as P4L allows for that focused approach which ensures the best outcomes for all.  https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/essential-life-skills    https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socialand-emotional-learning  https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour |
| PSHEE and RSE curriculum – PREP, TenTen and Respect ME | PSHEE and RSE programmes allow for students to engage with the world on issues of diversity, inclusion, economics, politics, ethics and relationships. Through reflecting upon a broad range of issues, students are able to articulate their human rights and protected characteristics and apply their understandings to contexts around the world.  At the core of all of their learning and critical reflections, it is important for students to recognise their own self-worth, and uniqueness as a creation and person of God. Through the value of the human person and their dignity and integrity, each student is fully able to feel part of the community and know that they deserve to live their life to the fullest and achieve their potential.  https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF\_Social\_and\_ Emotional\_Learning.pdf    Christ at the Centre |
| Breakfast, lunch time and after college support for homework and revision | Providing safe spaces for students around the college day is imperative to ensure they are able to be fully present in their learning. The idea of breakfast clubs and lunch clubs ensures that all have something to eat/drink as well as opportunities to do homework’s and revisions they have not been able to complete for personal reasons. Removing social and physical barriers to learning ensures there is a greater equity to resources, learning and ultimately progress and success.    https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast    https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme |
| Parental/Carer Engagement | Studies of interventions and communications with parents all demonstrate that there is a greater impact when relationships with parents are effectively developed. Through consistent and focused conversations, parents feel more involved, aware and supportive of the school systems. Research has shown improvements in students’ attainment, attendance, and behaviour. The research also shows that families and student support systems appreciate having experiences of the school/college and feel more able to provide support when they are working alongside staff.    https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/supporting-parents    https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement |
| Well-Being and social/emotional support | The EEF on SEL uses models from CASEL who define the learning as “The process through which children…acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”. Opportunities for well-being and support ensure that students are given the space and time to interact, explore and investigate their own feelings. Students are able to gain new SEL skills when they are given the time to engage with the learning sequentially and then put it into practice through active forms of learning such as role play and discussion. Small groups and interactions ensure students are confident to collaborate and discuss important issues with their peers.    https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF\_Social\_and\_ Emotional\_Learning.pdf |
| Careers Support | Aspirations are instrumental in inspiring students to set and follow their future dreams and goals. When career frameworks are explored with clarity and purpose, students are able to pursue their next steps and make independent decisions. EEF research indicates that careers support has a positive impact upon:     * Educational outcomes, e.g. attainment level * Economic and employment outcomes, e.g., earnings, likelihood of finding work, transition and social mobility (NEET) * Social outcomes, e.g. cultural capital, virtues and non-cognitive skills and well being     When careers strategies are threaded throughout pastoral and curricular experiences, it ensures students are given every possible opportunity to have meaningful dialogue and 1-2-1 meetings.    https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/careers-education    https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/employer-engagement-in-education |

Total budgeted cost: £201,600.00

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| **Programme** | **Provider** |
| Fresh Start | Salford Reading Tests |
| Accelerated Reader | Dyslexikit |
| School Led Tutoring | National Tutoring Programmes |