

# Pupil premium strategy statement – Carmel College

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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

Detail	Data
Number of pupils in school	1345
Proportion (%) of pupil premium eligible pupils	21% PP 1% Service
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Melanie Kane
Pupil premium lead	Sarah Thornton
Governor / Trustee lead	Lisa Thom

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,080.00
Recovery premium funding allocation this academic year	£60,168.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£296,248.00

# Part A: Pupil premium strategy plan

## Statement of intent

### **'Life to the Full'**

John 10.10

Carmel College believes that 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 creative, innovative and 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 that disadvantaged students can receive the support they need as a consequence of material disadvantage and cultural deprivation in order to build up their cultural capital. We believe that 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.

Our ethos is grounded in the teachings of Saint Francis. Each classroom and room in the College has the San Damiano crucifix. 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 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 disadvantaged pupils.

Challenge number	Detail of challenge
1	Some students struggle to attend regularly
2	Some students need targeted pastoral support
3	Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work
4	Some students struggle with self-regulation
5	Some students face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from learning
6	Some students have low levels of literacy and numeracy which impedes learning and confidence
7	Some students with high prior attainment need additional help to enable them to fully achieve their potential
8	Some students need support in exploring future dreams and aspirations in order to fulfil their potentials
9	Some families through historical circumstances and cultural experiences find it difficult to see the value in education and struggle to engage in educational settings
10	Some students lack access to the internet or IT hardware/software along with key resources and safe spaces in which they can study
11	Students need to experience a wealth of enrichment experiences in order to widen horizons and develop their cultural capital.

## 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. Increase attendance rates for students and attendance of PA students <i>Wider Strategies</i>	<ul style="list-style-type: none"> <li>Attendance of students to be in line with other groups of students</li> <li>Identification of students and attendance patterns through analysis of year groups</li> <li>Weekly pastoral reports to reflect data and progress</li> <li>Early interventions and support plans</li> <li>Reduction of PAs</li> </ul>

<p>2. Identify and provide academic and pastoral support required in order to support disadvantaged student attendance, achievement, progress and attainment</p> <p>Targeted Academic Support</p>	<ul style="list-style-type: none"> <li>• Progress and attendance to be in line with National or above</li> <li>• Achievements measured through enrichment registers and attendance</li> <li>• Inclusion meetings with VP</li> <li>• Intervention records</li> <li>• One to One Support tracking and review</li> <li>• Weekly Pastoral reports, tracking attendance to show student progress</li> <li>• Analysis of student outcomes and attendance / achievement / progress data</li> </ul>
<p>3. Support disadvantaged students with the increased complexity of organisation in college and increased demands for independent work</p> <p>Teaching Targeted Academic Support</p>	<ul style="list-style-type: none"> <li>• Reduction in students marked 'late' to school / lessons</li> <li>• Lateness support plans</li> <li>• Inclusion Team support and monitoring</li> <li>• Increased independence in lessons and homework completion, monitored through Class charts, looking at responsibility</li> <li>• Homework club attendance connected to progress in subsequent lessons/learning and/or assessments</li> </ul>
<p>4. Improve behavioural statistics from ClassCharts and P4L through forensic analysis</p> <p>Ensure students who struggle with self-regulation can learn to manage behaviours effectively</p> <p>Teaching Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Decreased incidents of negative behaviour (disadvantaged students) recorded on CPOMs along with a decrease in referrals to P4L</li> <li>• Improved positive class charts</li> <li>• Referrals and outcomes of the SEMH offer through Emmaus</li> <li>• Attendance in P4L with interventions – numbers per cohort</li> <li>• P4L entry and exit interviews</li> </ul>
<p>5. To support students through the challenges they face with barriers to learning (social, emotional and mental health issues)</p> <p>To enable students to be successful and build up their resilience, confidence and motivation</p> <p>Teaching Targeted Academic Support Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Decreased incidents of negative behaviour using comparative data</li> <li>• Improved positive class charts using comparative data</li> <li>• Referrals and outcomes of the SEMH offer through Emmaus</li> <li>• Referrals to counselling reduce</li> </ul>

<p>6. To improve Student Reading Ages and nurture a love of reading across the curriculum and beyond to create independent, fluent and confident readers with a broad vocabulary and improved literacy skills</p> <p>Teaching Targeted Academic Support Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Base line assessments using Salford reading test/AR STAR assessments to create ZPD codes with personalised reading routes</li> <li>• Reading and Literacy progress following the planned pathways with intervention data</li> <li>• Increased reading ages and increased progress in literacy</li> <li>• Student voice</li> </ul>
<p>7. Provide additional support for students with high prior attainment to enable them to fully achieve their potential</p> <p>Teaching Targeted Academic Support Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Narrowing of the attainment and progress gap across Key Stage 3 – Key Stage 4.</li> <li>• Improved attendance at AMD</li> <li>• EPRA attendance and impact on relationships</li> <li>• Parental engagement via MyEd</li> <li>• Increased attendance at AMD</li> <li>• All parents of PP pupils have Classchart app and mychildatschool</li> </ul>
<p>8. Improve and challenge aspirations of disadvantaged students so that they are equal to or greater than non-disadvantaged students</p> <p>Teach students the power and importance of self-belief and aspiration so that they can do well in their exams and achieve their potential</p> <p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Monitoring and tracking of destinations including number of students entering post-16 education at level 3 alongside reflecting upon current trends</li> <li>• NEET performance data compared to the RONI score with reference to trends and progress</li> <li>• Entry into Carmel sixth form monitored and tracked from current to predicted numbers</li> <li>• Increased participation in Intermediate or Advanced Apprenticeships</li> <li>• Growing % going on to Russell group universities</li> <li>• UniFrog reporting and data with exemplars</li> <li>• Attendance at Careers café</li> </ul>
<p>9. Communicate effectively and actively engage with parents to raise the profile of the value of education</p> <p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Attendance at AMD and other information evenings i.e. EPRA, Options evening</li> </ul>
<p>10. Provide facilities, resources and tools for students to study independently or with additional support</p>	<ul style="list-style-type: none"> <li>• Engagement with TEAMS, use of computer rooms, laptops and computer equipment.</li> </ul>

<p>Support students with home works</p> <p>Provide students with support to access the internet alongside computers/laptops</p> <p>Targeted Academic Support</p> <p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Reduction in the recording of negative referrals for 'missed or poor homework' for students across all year groups using AMD and class charts tracking data</li> <li>• Number of students per year group accessing the study space</li> <li>• Homework completed</li> <li>• Team support 1:1 and small groups review</li> </ul>
<p>11. Increase opportunities for students to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities</p> <p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>• Targeted, attendance, participation and engagement in enrichment, masterclasses, the retreat programme and trips to develop cultural capital</li> <li>• Data and registers reviewed</li> <li>• Student Voice</li> </ul>

## 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: £100,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	<p>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.</p> <p>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.</p> <p>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.</p> <p>The context of the Carmel LEARN model along with curriculum routes and rationales fully complements the research and demonstrates the ways in which the students are at the heart and centre of all College life.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	3, 5, 6, 7

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
Inclusion Team Professional Development	<p>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:</p> <p>1. Effective use in classroom conditions:</p> <ul style="list-style-type: none"> <li>• TAs not being used as an informal resource for LA students</li> <li>• TAs to add value to what teachers do not replace them</li> <li>• TAs to help students develop independent learning skills and manage their own learning</li> <li>• TAs to be fully prepared for their role in the classroom</li> </ul> <p>2. Effective use in delivering structured interventions outside of the classroom:</p> <ul style="list-style-type: none"> <li>• TAs to deliver high quality 1-2-1 and small group support using structured interventions</li> <li>• TAs to use evidence-based interventions in their small groups and 1-2-1 instructions</li> </ul> <p>3. Integrating learning from work led by teachers and TAs:</p> <ul style="list-style-type: none"> <li>• Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	3, 4, 5, 6
Appointment of Assistant Pastoral Managers	<p>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.</p> <p>‘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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	3, 4, 5, 6
Emmaus Centre Staffing	<p>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.</p> <p><a href="http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf">http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf</a></p> <p>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.</p>	3, 4, 5, 6

	<p>Malone, Tony (Jan. 2021) <a href="#">Equality, Diversity &amp; Inclusion: The Practical Guide: The essential handbook for terminology and communicating inclusion with dignity.</a></p>	
Literacy and Reading CPD	<p>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).</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	5, 6, 7
Character Education and Virtues Curriculum	<p>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 extra-curricular events) and long-term goals (aspirations and destinations).</p> <p>Virtues and valued learned through reading and literacy allow a lived narrative which then becomes exemplified in personal, collective and corporate experiences.</p> <p>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.”</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf</a></p> <p><a href="http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf">http://www.nwcdtp.org.uk/wp-content/uploads/2020/02/christ-at-the-centre-2005-1.pdf</a></p> <p>The Holy Bible</p>	3, 4, 5, 6, 7



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

Budgeted cost: £100,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Literacy provision	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacy-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacy-development</a></p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-writing-in-2022/">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-writing-in-2022/</a></p>	2, 5, 6, 7, 10
Targeted Curriculum Interventions	<p>Curricular interventions and support in lessons and from teachers and leaders ensures that students have access to skills and resources for success. Research from the EEF shows that in order to 'strengthen the toolbox' students need precise and explicit instructions in curricular disciplines along with consistent revision and learning routines.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines">https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send</a></p>	1, 2, 3, 5, 7, 10
Key Skills	<p>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.</p>	2, 3, 5, 7

	<p>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.</p> <p><a href="https://successatschool.org/advisedetails/523/key-skills-to-help-you-get-a-job">https://successatschool.org/advisedetails/523/key-skills-to-help-you-get-a-job</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p>	
Tutoring Programmes	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</a></p> <p><a href="https://nationaltutoring.org.uk/">https://nationaltutoring.org.uk/</a></p>	1, 2, 3, 5, 7, 10
Reading Interventions	<p>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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacy-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacy-development</a></p> <p>Accelerated Reader – What Children are Reading</p>	2, 3, 5, 6, 7, 10

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

Budgeted cost: £96,248.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
P4L including Entry and Exit Interviews	<p>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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	4, 5, 9, 10
PSHEE and RSE curriculum – Jigsaw, TenTen and Respect ME	<p>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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Christ at the Centre</p>	5, 8, 9, 10, 11
Breakfast, lunch time and after college support for homework and revision	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	5, 6, 7, 10, 11
APLM parental contact	<p>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</p>	4, 5, 9

	<p>having experiences of the school/college and feel more able to provide support when they are working alongside staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
Well-Being and social/emotional support, e.g. ELSA	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	4, 5, 6, 7, 8, 9, 10, 11
Careers Support	<p>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:</p> <ul style="list-style-type: none"> <li>• Educational outcomes, e.g. attainment level</li> <li>• Economic and employment outcomes, e.g., earnings, likelihood of finding work, transition and social mobility (NEET)</li> <li>• Social outcomes, e.g. cultural capital, virtues and non-cognitive skills and well being</li> </ul> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</a></p>	4, 5, 6, 7, 8, 9, 10, 11

**Total budgeted cost: £296,248.00**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

#### 1. Increase attendance rates for students and attendance of PA students

The current strategies in place are beginning to have positive impacts on disadvantaged students. In particular, class passports, Class Charts, parental engagement through social media and the focus on human dignity through sharing of culture have really promoted inclusivity. Early indications are that positive impact is likely to be achieved across a range of the intended outcomes in the statement by the end of 2025. Investment in staffing in the pastoral team and a minibus pick up has contributed to the improvement in PA for PP pupils.

Attendance for 2021-22 was at 93%, which was 1.2% higher than the national average of 91.8%. Persistent absence for the whole college was 21.2%, 6.5% lower than the national average of 27.7%. Persistent absence for PP students was 33.6 %, 10% lower than the latest national average of 43.6%.

Attendance for 2022-23 was at 92.9%, which is 2.2% higher than the latest national average of 90.7%. Persistent absence for the whole college was 19.6%, 12.9% lower than the latest national average of 28.3%. Persistent absence for PP students was 30.7 %, 15.9% lower than the latest national average of 46.6% and 2.9% lower than Carmel's figure in 2021-2022.

Overall, the gap in Persistent Absentees for PP students had decreased between the academic years. This is made more significant by the National average gap for this cohort increasing.

#### 2. Identify and provide academic and pastoral support required in order to support disadvantaged student attendance, achievement, progress and attainment

Progress 8 score for disadvantaged has improved from -0.18 in 2022 to -0.11, with their progress continuing to above national in the English element at +0.16. Disadvantaged progress in the Maths element improved from -0.35 in 2022 to -0.18. PP pupils also achieved national progress and above in Health and Social Care, Geography, Art, photography, textiles, child development and creative craft. Many of these students went on to a L3 qualification in these particular subjects.

Although absence of disadvantaged pupils is higher than other pupils (both at Carmel and nationally), the gap is narrower than national. Absence for disadvantaged pupils in 2022-23 was at 10.2% with other pupils at 6.2% putting the gap at 4.0%. Nationally, disadvantaged absence is at 13.2% (3% higher than Carmel) and is 5.8% higher than the national rate for other pupils. 31% of disadvantaged pupils at Carmel has persistent absence in 2022-23 compared to 17% for other pupils, resulting in a 14% gap. Nationally, this gap is at 23% with disadvantaged pupils having a persistent absence rate of 44% compared to 21% for other pupils.

Average attainment for Disadvantaged students is in-line with the College average for both average A Level attainment (B-) and Applied General attainment (Dist). This is higher than national with average national A

Level attainment at C+ with Applied General at Merit+. With our new intake of students last year, the progress of high attaining pupils in year 7 in maths was at 88% compared to 84% for middle attaining pupils.

**3. Support disadvantaged students with the increased complexity of organisation in college and increased demands for independent work.**

During the academic Year 21-22 PP/Disadvantaged students were awarded 4,961 positive points. During the most recent academic year 22/23 disadvantaged students were awarded 9,501 Class Charts points. This represents a 92% increase. In relation to the specific award for Responsibility there was an increase of 646 points awarded to disadvantaged students between the two academic years. This represents a 112% increase.

SLT mentor groups of disadvantaged pupils who need a “corporate parent” to ensure they have got everything they need for the day. Checking diaries, homework, equipment, making sure there are no barriers to their progress. Consistent PREP in every form should set every pupil up for success each day. APLM’s chase up PP pupils with attendance concerns to prevent them falling behind, this contributes to the significantly lower than national attendance data for PP persistent absence.

**4. Improve behavioural statistics from CPOMs and P4L through forensic analysis.**

**Ensure students who struggle with self-regulation can learn to manage behaviours.**

Behaviours are not recorded on Cpoms unless they relate to safeguarding issues. However, it is important to note that negative behaviours on class charts account for only 5% of behaviours recorded. PP negatives account for 25.8% of all negatives recorded. PP suspensions remained low as students avoided FTS by accessing P4L. 43/128 (33%) students who accessed P4L to avoid suspension in the last academic year were disadvantaged students.

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The number of students receiving SEN support with multiple referrals to P4L has decreased from 13 in 21/22 to 11 in 22/23. SEMH repeat referrals to P4L have fallen from 8 in 21/22 to 4 in 22/23. 33% of students referred to P4L during 22/23 were Disadvantaged pupil. Following the tightening of the exit interview process during the academic year 22/23 only 40% of PP students referred to P4L had repeat isolation periods. In the previous year 60% of PP students required additional periods of isolation.

**5. 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.**

Pastoral learning managers lead sessions with all staff on strategies to support our PP students and highlight issues facing students from disadvantaged backgrounds. They are rag rated and highlighted if attendance is

a concern. This information is on a TEAMS tile and teachers are required to include strategies on their class passport. PP pupils sit a PP corridor on the seating plan so that they are close to the teacher who can encourage their motivation and confidence through questioning and continuous feedback.

Following this CPD, data suggests that disadvantaged students were awarded 36% of positive points for confidence and resilience distributed during the 22/23 academic year. This suggests that the cohort are rewarded frequently in excess of their representation in the school's context. We have increased our counselling capacity for supporting students with emotional and mental health issues. 3/12 students in the sixth form and 6/12 in lower school are PP that are accessing this support.

The Listening Post facilitated a total of 175 listening post appointments (compared to 62 in 2021-22), for 20 students (9 PP) 45% (compared to 9 students in 2021-22 (4 PP) 44%). We have trained 2 PP students to be Mental Health First Aiders.

We developed an Inclusion Mentor group of 15 students (2 PP) 13% from Years 11 and 12 to work with younger students working with them to support friendship issues, promote self-esteem and support with HW. The students supported were from Years 7-9, 15 students (3 PP) 20%. Within Key Stages 3 and 4 we also developed Peer Mentors, 8 students (5 PP) 63% supporting Year 6 during their transition to Carmel, the mentors attended our Singles Night, the Year 6 evening and the two transition days in July.

## **6. To improve Student Reading Ages and nurture a love of Reading across the curriculum and beyond to create independent, fluent and confident readers with a broad vocabulary and improved literacy skills.**

Our students have been given priority throughout all events during the year ensuring every student participated in a key reading event during 'Reading Fest' and were given priority in purchasing the £1 books at 'World Book Day'.

In our fresh start programme, 44% of the cohort were disadvantaged and all students graduated by the end of the academic year making 9 months plus progress and moving their NR scaled scores from 86 to 89. These students made more progress than others in this cohort.

In our extra literacy pathways, 35% of the cohort were disadvantaged and all made progress with students in the Year 7 group making one month more progress than the cohort average.

## **7. Provide additional support for students with high prior attainment to enable them to fully achieve their potential.**

Our school led tutoring programmes have been targeted towards our most vulnerable learners giving them the opportunity to experience immediate, targeted support. In terms of revision for our high attainers we prioritised their revision during specific masterclass sessions taught during form times for 20-minute bursts along with invitations to bespoke revision timetables in the Spring and Summer term.

PP pupils have been prioritised for tutoring.

### **National Tutoring Programme My tutor**

Year 11 80% of the cohort were PP and were offered 12 hours of tutoring of the 15, 6 were offered maths tutoring and 9 English

Year 10 60% of the cohort were PP and offered 12 hours of tutoring – all were offered maths tutoring

### **National Tutoring Programme Protocol**

Year 10 40% of the cohort were PP and - 4 students were offered 8 hours of tutoring and 5 students 7 hours

Year 9 60% of the cohort were PP and offered 5 hours of tutoring

### **National Tutoring Programme Pearson**

### **Year 10 33% of the cohort were PP**

Year 10 9 students were offered maths tutoring for 15 hours  
Year 10 9 students were offered English tutoring for 15 hours  
Year 9 58% of the students offered tutoring were PP  
Year 9 6 students were offered maths tutoring for 15 hours  
Year 9 6 students were offered English tutoring for 15 Hours

## **8. Improve and challenge aspirations of disadvantaged students so that they are equal to or greater than non-disadvantaged students.**

### **Teach students the power and importance of self-belief and aspiration.**

Our most recent validated destination data from 2020 confirmed that 95% of disadvantaged pupils stayed in education and employment, performing better than their national and local counterparts (88% PP and 94% others)

Destination data is strong for PP students.

Yr 11 2022

PP Pupils - 47.2% retained, 50% other sixth form college/HE provider, 2.8% Apprenticeships/Employment  
Yr13 2022

17/22 PP students 77% (higher than other at 70%) went to university, 27% went to a Russell Group, 1 student went on to study medicine and 5% went into apprenticeships and 5% employment.

Yr 11 2023

PP Pupils - 31.6% retained, 63.1% other sixth form college/HE provider, 5.2% Apprenticeships/Employment  
Yr13 2023

6/11 PP students 55% went to university, 33% went to a Russell Group, 1 student went on to study Cambridge and 27% employment.

Our current trends for VI entry are as follows:

- 2023/2024 - We retained 52% of Year 11, we retained 32% of our PP students
- 2022/2023 - We retained 64% of Year 11, we retained 47% of our PP students
- 2021/2022 - We retained 54% of Year 11, we retained 19% of our PP students
- 2020/2021 - We retained 55% of Year 11, we retained 45% of our PP students

Our careers lead prioritises PP students and uses Unifrog questionnaires and information to focus conversations from these discussions. Students can use the 'Careers library' to search for a career and then learn about the pathways into that career from this section, students can also use the 'Subjects library' to input their favourite subjects and this will then search for careers that link to these subjects, this again is a very useful starting point for any student who is not sure of their next steps. This has helped get more out of independent careers interviews with our lead this has had a greater impact on our PP students who have had more regular careers appointments if they are unsure of their next steps.

The following aspiration and careers opportunities have been undertaken last year.

- SIMFLY - 10/10/2022 - 9 students in three groups - 4 x PP - to experience a flight simulator
- 30/9/2022 - Draken - Year 10 - 10 students attended, and 3 x PP. Students experienced a day at Draken where they learned about various roles in aviation. They spoke with pilots, engineers and the operations team. They were given a presentation by two pilots, taken on a tour of the operations/briefing rooms and were able to sit in the cockpit of a fighter plane
- 4/11/2022 - University and Apprenticeship Search Fair - St James Park - 14 x PP



- Year 9 options workshops Nov-Dec 2022 - To explore year 9 options - students 'practice' choosing their options after a workshop with the career's advisor. Students take their action plan home to discuss with parents/carers prior to options evening. To create a point of discussion. 46 x PP
- 15/2/2023 - BBC Bitesize workshop - year groups 9-11. (46 x year 9 PP, 44 x year 10 PP, 38 x year 11 PP)
- Big Project - competition includes 3 rounds. We took students to Northumbria University for round 2 where they presented their ideas in front of professors. They had lunch with the MP of Newcastle and experienced workshops in the space labs. 6 x PP
- 7.3.2023 - NHS Careers Carousel - Year 7 and Year 8 - speed dating style workshop with NHS to introduce students to various careers in NHS including office and medical based roles. (48 x year 7 PP and 59 x Year 8 PP)
- 8.3.2023 - Careers Fair - Student, parents/carers attended (approx. 400) years 9-13. Over 40 employers, over 20 universities, over 10 apprenticeship/FE providers. PP students were shown around the fair by Principal and SLT and encouraged to network. Following the event, 4 x year 11 PP students were found work experience placements at Rockcliffe Hotel and Aycliffe Fabrications. Careers Advisor supported with apprenticeship applications and made CVs for these students.
- May 2023 - (3 days) Year 10 work experience - 38 x PP
- Darlington College 27/6/2023 - Post 16 options trip for year 10 students - 21 x PP students
- 10/7/2023 - Year 10 army residential - 3 x PP - students experienced a 3-day residential where they performed drills and learned about army careers.

Our careers café is now called careers lunch. All sixth form students are offered a 1-1 appointment. PP/SEND/EHCP/LAC are a main focus and rather than offering an appointment, the careers lead made an appointment to attend a 1-1. Careers action plans are updated on Unifrog. Some PP students received more than 1 appointment. All year 12 students were invited to attend the UK University trip in Nov 2022.

We have ensured PP students are targeted and encouraged to take on leadership role, developing their confidence and raising their self-esteem and aspirations

### **House Captains**

76 House Captains

**16 Disadvantaged (21%)**

9 EAL

12 SEND (16%)

### **Liturgy Leaders**

60 Liturgy Leaders

6 EAL (10%)

**9 Disadvantaged 15%**

5 SEND 8%

### **SVP**

208 members

**32 PP 15.4%**

25 SEND 12.0%

29 eal14%

### **Student Council** (All three groups)

50 members

**9 PP 18%**

3 SEND 6%

8 EAL 16%

With 21% PP in college, the percentage involved in leadership is a strong representation.

**9. Communicate effectively and actively engage with parents to raise the profile of the value of education.**

Parent engagement has risen enormously through our fortnightly updates, our active social media and half termly newsletters. Hundreds of followers on social media like, share and comment upon our posts daily with our celebrations of student success and college events being our most popular and well loved. We are continuously trying to ensure all pp parents access our apps which share rewards, sanctions, homework etc. So far: Classcharts app 656/1066 of parents have accessed the app. 121/222 pp parents have accessed the app. 201/222 PP parents have our new Mychildinschool app.

The following data is evidence of excellent engagement with PP parents at Academic Mentoring Days except for a dip in yr 11.

**Y7 AMD attendance 2022/23**

PP Attendance = 41/45 in attendance = 91%

SEND Attendance = 24/28 = 85%

**Y8 AMD attendance 2022/23**

PP Attendance= 55/59= 93%

SEND= 24/29 83%

**Y9 AMD attendance 2022/23**

PP attendance 48/57 PP attended

**Y10 AMD attendance 2022/23**

PP Attendance:38/40 attended = 95%

SEND Attendance: 21/23 attended = 91%

**Y11 AMD attendance 2022/23**

PP: 77%

SEND: 80.8%

**Y12 and Y13 AMD attendance 2022/23**

**Yr12 AMD 2022:**

PP: 14/17 = 82.3%

SEN: 13/14 = 92.8%

**Yr13 AMD 2022:**

PP: 10/15 = 66.6%

SEN: 10/11 = 90.9%

**Yr12 Parents Evening 2023:**

PP: 12/15 = 80.0%

SEN: 12/14 = 85.7%

**10. Provide facilities, resources and tools for students to study independently or with additional support.**

Our tutor PREP boxes ensure all students are prepared for their learning. Tutors make it a priority to check in with our disadvantaged learners to ensure they have what they need. All GCSE and A level revision guides are provided for the students, and they are given targeted interventions in preparation for their external examinations. This includes small seminar groups for revision and examination practice.

The use of teams and class charts means that recordings of lessons, online Power Points and resources can be shared equitably with all alongside providing other means of revision for any student who needs to be at home or access them in their own time.

Students are provided with a laptop if they need one to access the work. Identified PP students in year 10 and 11 are mentored (corporate parent) by SLT to improve organisation, completion or homework and attendance to revision and general well-being support. We have seen better progress during these periods of mentoring against those who haven't received it. Learning mentors are available after college twice a week and every lunchtime to get support with homework, coursework and revision.

**11. Increase opportunities for students to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.**

We have ensured PP students are prioritised for every trip and that they know cost should not be a barrier to their participation. An example in year 9 was taking extra literacy children to a performance of Blood Brothers, a play they were studying in the lesson.

79% of disadvantaged students engaged with at least one enrichment activity in the academic year 2022/23. This is compared to 80% of other students in the College. Of particular note is the Youth SVP group of over 100 students of which 20% of students involved are disadvantaged. 154 trips and residentials were offered during 2022/23. 427 places were taken by disadvantaged students (some students may have been on numerous trips. This is 15% of the total number of students who participated in a trip or residential.

For our residentials with a religious character, 19% of all participants were disadvantaged. 182 students attended a retreat or joined the pilgrimage to Rome. For our retreats, 4 places are reserved for disadvantaged students of which the College pays the full amount for these students. For the Lourdes pilgrimage, support is given to all students, with further targeted support for disadvantaged students through grants and fundraising.

One LAC pupil was fully funded to go on the ski trip and 2 others on the Battlefields trip. We are currently supporting another student in the sixth form to go to Peru.

## 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.*

Programme	Provider
Fresh Start	Salford Reading Tests
Accelerated Reader and STAR	Dyslexikit

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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<b>The impact of that spending on service pupil premium eligible pupils</b>