Barriers to Learning for Pupil Premium Pupils

Without seeking to generalise, Pupil Premium pupils may encounter greater barriers than other students. The Pupil Premium funding is spent on a variety of resources, which help identify and remove barriers to learning limiting students' progress. The key barriers of low attendance, limited aspiration and opportunity for enrichment are all focus areas to enhance pupil engagement and end a situation where disadvantaged pupils do not achieve in line with their peers. The barriers faced by Pupil Premium pupils at Mount Carmel RC High School are outlined below:

1. Readiness for Learning & Engagement
2. Safeguarding
3. Behaviour
4. Low Aspirations
5. Attendance
6. Academic

Improving the attainment and progress of vulnerable children and those from disadvantaged backgrounds is a key priority for Mount Carmel RC High School. The needs of each students are identified and assessed, ensuring that any academic or social barriers they have in their learning and progression are overcome. Some of the key barriers faced are outlined below.

1. Readiness for Learning & Engagement

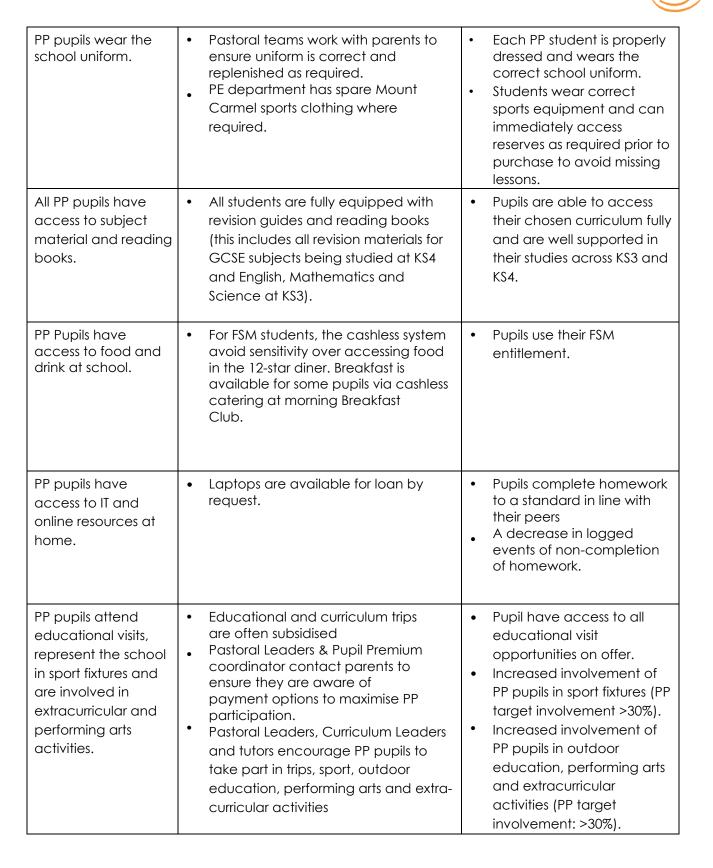| Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils are fully equipped for lessons.	• Stationary is offered to all pupils to buy on a daily basis. Form tutors are aware that PP pupils can have equipment free of charge when they require it • Pastoral teams regularly check equipment and request replenishments where required (GCSE pupil equipment is checked prior to all mock and external examinations). • All pupils are issued with all desired subject specific resources (eg. Art packs, cameras, food technology ingredients.	• Every PP student has the required equipment for daily learning. • Students are regularly checked and supported in replenishing equipment • Students are fully prepared for internal & external examinations.

PP pupils wear the school uniform.	• Pastoral teams work with parents to ensure uniform is correct and replenished as required. • PE department has spare Mount Carmel sports clothing where required.	• Each PP student is properly dressed and wears the correct school uniform. • Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons.
All PP pupils have access to subject material and reading books.	• All students are fully equipped with revision guides and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3).	• Pupils are able to access their chosen curriculum fully and are well supported in their studies across KS3 and KS4.
PP Pupils have access to food and drink at school.	• For FSM students, the cashless system avoid sensitivity over accessing food in the 12-star diner. Breakfast is available for some pupils via cashless catering at morning Breakfast Club.	• Pupils use their FSM entitlement.
PP pupils have access to IT and online resources at home.	• Laptops are available for loan by request.	• Pupils complete homework to a standard in line with their peers • A decrease in logged events of non-completion of homework.
PP pupils attend educational visits, represent the school in sport fixtures and are involved in extracurricular and performing arts activities.	• Educational and curriculum trips are often subsidised • Pastoral Leaders & Pupil Premium coordinator contact parents to ensure they are aware of payment options to maximise PP participation. • Pastoral Leaders, Curriculum Leaders and tutors encourage PP pupils to take part in trips, sport, outdoor education, performing arts and extra-curricular activities	• Pupil have access to all educational visit opportunities on offer. • Increased involvement of PP pupils in sport fixtures (PP target involvement >30%). • Increased involvement of PP pupils in outdoor education, performing arts and extracurricular activities (PP target involvement: >30%).

Headteacher: Xavier Bowers BA(Hons), PGCE, MA, NPQH

www.mountcarmelhigh.co.uk

Wordsworth Road,
Accrington, Lancashire BB5 0LU
t: **01254 233458** f: 01254 236355
e: office@mountcarmelhigh.co.uk

2. Safeguarding

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils feel safe at Mount Carmel RC High School and part of the school community.	• All pupils have a tutor who is aware of their PP status. • Curriculum Leaders regularly monitor progress and updates PP coordinator on a termly basis. • Progress of pupils is monitored by PP coordinator.	• Students feel part of their year and tutor group – a 'family' unit. • Students confident around the school site and have a sense of ownership and belonging.
PP pupils experiencing personal issues or 'adverse childhood experiences'	• Staff trained in safeguarding on an annual basis • Pastoral Leaders/Tutors share appropriate information with relevant staff (including strategies to support pupil's individual needs).	• Staff are aware of individual pupil barriers and utilise and appropriate strategies to ensure success.
Various safeguarding concerns	• Weekly DSL meetings focus on the PP pupils to ensure this group who usually face more of the safeguarding concerns are safe	
PP pupil build positive relationships with all members of school community.	• Tutor and Pastoral Leader monitor friendships and social groups.	• Students quickly form positive relationships with peers and staff alike. • PP pupil feel comfortable approaching staff about their problems.

Headteacher: Xavier Bowers BA(Hons), PGCE, MA, NPQH

www.mountcarmelhigh.co.uk

Wordsworth Road,
Accrington, Lancashire BB5 0LU

t: **01254 233458** f: 01254 236355

e: office@mountcarmelhigh.co.uk

3. Behaviour

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
Tackling poor behaviour of PP pupils.	• There is regular contact between Pastoral/SEND (where required) teams and parents to promote and maintain high standards. • Good behaviour is celebrated and rewarded through the school's 'positive' system (certificates and postcards are presented to pupils with most positive in each half term).	• There are clear boundaries and expectations throughout all aspects of the school. • PP pupils behave well around the school site.

4. Low Aspirations

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils with low self-esteem and self-belief.	• Tutors monitor the progress of students on a daily basis in form time. Pupils are encouraged to participate in school leadership roles such as form rep, chaplaincy rep, eco rep, sports rep etc	• More representation of PP pupils in the leadership roles across school
PP pupils have low expectations and sense of accomplishment.	• School contacts PP pupil parents prior to parents evening to encourage attendance. • PP pupils are prioritised for any wellbeing workshops and careers mentoring. • Teachers are encouraged to mark books with lots of praise.	• Target of 100% attendance of PP parents at parent's evenings. • Pupils can identify their personal skills and qualities'. • Pupils speak highly of their achievements and accomplishments.
PP pupils have low aspiration regarding their future and Post16 options.	• Pupils are prioritised for personal tutoring by tutors. • Pupils are prioritised for Careers advice with independent careers advisor in Year 10 and 11.	• Reduction in NEET figures for PP pupils

Headteacher: Xavier Bowers BA(Hons), PGCE, MA, NPQH

www.mountcarmelhigh.co.uk

Wordsworth Road,
Accrington, Lancashire BB5 0LU
t: **01254 233458** f: 01254 236355
e: office@mountcarmelhigh.co.uk

5. Attendance

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils attend school with good/excellent attendance	• Excellent/Good attendance is celebrated. • Pastoral team are aware of individual needs and follow a set of non-negotiable standards directly relating pastoral support and attendance. • Breakfast club, bus passes and transport support is offered to pupils with poor attendance or punctuality.	• Target PP overall attendance >95%. • PP pupils with good attendance will access the curriculum and therefore be making desired progress.

6. Academic

Barrier to Success	Support offered to pupils	Desired Impact & Rationale
PP pupils can access the learning in every lesson.	• All staff aware of individual needs and follow a set of non-negotiable standards directly relating to the teaching and learning of vulnerable and disadvantaged pupils.	• Teaching of vulnerable and disadvantaged students is good to outstanding across the school (examples of shared practise are shared amongst staff).

Headteacher: Xavier Bowers BA(Hons), PGCE, MA, NPQH

www.mountcarmelhigh.co.uk

Wordsworth Road,
Accrington, Lancashire BB5 0LU
t: **01254 233458** f: 01254 236355
e: office@mountcarmelhigh.co.uk

PP pupils have confidence in their literacy ability.	• Small group intervention delivered by experienced teachers within the English faculty (these lessons focus on exam technique and English Language (pupils are prioritised on forecast negative progress 8 scores). • Pupils identified as having significant SPAG concerns are provided with literacy support workbooks. Literacy coordinator and librarians ensure • active participation in literacy based activities and the ability to access age and ability appropriate texts. Pupils participate in the Accelerated Reader programme.	• PP pupils show significant improvements in literacy and therefore can access the curriculum. • Pupils are working on target in all subject areas.
PP pupil complete homework and are well prepared for assessments	• PP pupils are encouraged to attend Homework support. There is support from a TA on offer). All students are fully equipped with revision guides • and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3). Laptops are available for loan by request so pupil have access to Microsoft word, the internet and 'Show my Homework' at home.	• Homework completed more consistently and to a better standard (in line with their peers) across the curriculum.

Last updated 18th November 2020