

# Pupil premium strategy statement

## The Church's mission in Education

- Aims to harmonise the faith of the gospel with good citizenship, secular learning and civilisation - *2<sup>nd</sup> Century AD*.
- Seeks to provide an education that is appropriate to any civic institution, but taught within a religious context that **permeates all aspects of day to day activities** and characterised by high academic standards and a **particular duty of care for the poor and disadvantaged** – *the Bishop's Educative mission of 1850*.
- It is and has been since the beginning, the belief of the Church that she has an obligation to provide an education for children by which their whole lives may be **inspired by the spirit of Christ** – *Declaration on Education, Vatican II 1965*.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Mount Carmel RC High School
Number of pupils in school	
1	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021 Updated: January 2021 Updated: December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Xavier Bowers
Pupil premium lead	Kieran Georgy
Governor / Trustee lead	Steven Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,910
Recovery premium funding allocation this academic year	£75,072
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£337,982

# Part A: Pupil premium strategy plan

## Statement of intent

At Mount Carmel RC High School, we have developed a range of strategies that aim to **'advantage the disadvantaged'**. We believe in a 3-tier approach for improving outcomes for all pupils including the most vulnerable; first and foremost, providing first quality teaching, followed by implementing targeted academic support and other whole school non-academic strategies eg, pastoral support, CEIAG, enhanced cultural capital and wellbeing. We aim to ensure that pupils from less advantaged backgrounds are given additional support to achieve as well as all pupils.

At Mount Carmel we use of pupil premium funding to ensure that all pupils benefit from:

- A broad and balanced curriculum that is ambitious and develops a pupil's thirst for learning, building cultural capital and preparing them for the next stage of their education.
- High quality first teaching that motivates, aspires and accelerates learning for all.
- High quality pastoral care with bespoke provision for pupils who require additional support.
- Bespoke interventions that aim to close the gap in achievement and progress.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils achieve lower levels of progress than their peers. This is more apparent at the higher ability end.
2	Disadvantaged pupils have significantly lower attendance levels than their peers. The impact of lower attendance is evident in in lower progress and attainment scores.
3	Disadvantaged pupils have lower literacy skills than their peers.
4	Knowledge and recall by the disadvantaged pupils are less well embedded in the disadvantaged group compared to their peers
5	Behaviour of disadvantaged pupils impacts on the amount of learning time they miss.
6	Family support for education is less for some disadvantaged pupils than their peers.
7	Disadvantaged pupils have lower aspirations post-16 which is reflected in a higher NEET figure compared with that of non-disadvantaged.

## Intended outcomes


This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved academic progress of disadvantaged pupils	Disadvantaged pupils will incrementally narrow the achievement gap in comparison to their peers.
Sustained high levels of attendance for disadvantaged pupils	The attendance of disadvantaged pupils will incrementally narrow in comparison to their peers.
Reduced level of persistent absence for disadvantaged pupils	Disadvantaged pupils will incrementally narrow the persistent absence gap in comparison to their peers.
Improved literacy skills in our disadvantaged pupils compared to their peers	Gaps in reading ages and other quantitative literacy indicators will incrementally narrow at KS3 with a greater proportion of KS4 pupils achieving their targets in English at GCSE
Reduce NEET in our disadvantaged pupils in comparison to their peers	Disadvantaged pupils will incrementally narrow the NEET gap in comparison to their peers.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
First quality teaching focussed on effective feedback, assessment for learning, metacognition and modelling.	EEF research shows that effective feedback and metacognition have the greatest positive impact on pupil progress. All CPD which utilises the 'Walkthrus' package is research based.	1, 4
Teachers ensure they know their PP pupils, they <b>stretch, ask</b> focused questions, provide high quality <b>feedback</b> and set high <b>expectations</b> . This is aided through the use of personalised pupil premium passports.	Only by knowing who the PP pupils are can staff prioritise these pupils as part of their quality first teaching. Key stakeholder feedback highlighted an increased need to know specific details about individual pupils.	1, 2, 4, 5,6 & 7 
Embedding Disciplinary Literacy strategies across the curriculum to ensure pupils' literacy skills are developed appropriately in each discipline. Developing pupils' comprehension and reading through homework booklets and form time literacy.	The EEF 'Improving Literacy in Secondary Schools' report (2018) recommends prioritising disciplinary literacy across the curriculum as the no 1 strategy. Kathrine Mortimore's 'Disciplinary Literacy' (2021) has been utilised to roll out staff CPD and help design DL strategies within each subject area.	3

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

Budgeted cost: £113,541 (TA's Maths / English), £84,918 (Maths / English specialist super TA / interventions), £31,388 (Academic Mentor). Total £229,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor will work with the PP pupils providing mentoring support at 3 targeted levels to all Y11 and targeted pupils across the other 4 year groups.	<i>Mentoring (EEF Teaching &amp; Learning toolkit)</i>  Previous successful experience using this strategy, alongside the government advice to explore this option.	1, 2, 4, 5, 6 & 7
Memory and retention become a focus for PP pupils – departmental knowledge organisers used through: <ul style="list-style-type: none"> <li>• Parental engagement</li> <li>• Homework club</li> <li>• Peer mentoring</li> <li>• Revision strategies</li> </ul>	2020-21 whole school CPD had a focus on memory and retention.  Resources created/updated across school that will be further used across a range of factors high on the EEF research for improving progress.	1
Reading becomes a focus for all pupils (including PP). <ul style="list-style-type: none"> <li>• Reading buddies</li> <li>• Accelerated Reader</li> <li>• Book Club</li> <li>• Reading homework</li> <li>• Phonics intervention</li> </ul>	An ongoing CPD priority is reading. This is a focus for the PP pupils to help to address the well documented gap between PP and non-PP pupils.	1 & 3
Strategic Data meetings (fortnightly) to ensure appropriate targeted support is in place and having an impact, particularly on the PP pupils	Effective use of data is high on the list of successful strategies on the 2021 EEF research report.	1, 2, 4, 5 & 6
Identify gaps in knowledge of all pupils with a focus on PP (English & Maths). Then, targeted small group and 1 to 1 tutoring provided by staff who know the pupils.	<i>Small group tuition (EEF Teaching &amp; Learning toolkit)</i>	1, 3 & 5

<p>TAs in Maths and English timetabled for 2 x 30-minute tutor sessions a week with 1-3 pupils from KS3.</p> <p>Before school interventions in place for KS4</p>		
<p>External tutors recruited in English, Maths and Science to deliver extra sessions to those pupils who are most in need.</p>	<p><i>Small group tuition &amp; one to one tuition (EEF Teaching &amp; Learning toolkit) and DFE advise on the use of tutoring.</i></p>	<p>1, 4, 6 &amp; 7</p>

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

Budgeted cost: £84,479 (50% of pastoral and attendance), £16,312 (L&M of the PP pupils), £30,000 educational visits to support and build cultural capital and department allocation. Total £130,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop attendance strategies which include: <ul style="list-style-type: none"> <li>- incentivising attendance at key times in the year</li> <li>- closer links with Court Officer</li> <li>- more targeted approach to authorising medical absences</li> </ul>	These previous strategies have been showed to work in the past. If a child is in school, they are learning and are safe.  <i>Attendance intervention rapid evidence assessment (EEF Teaching &amp; Learning toolkit)</i>	1,2, 3, 4, 5, 6 & 7
Ensuring the disadvantaged pupils have the adequate pastoral care, links with home are re-established and strengthened and specific issues are such as mental health and sexual harassment	A child who is well supported both in and out of school will be more likely to succeed and fulfil their potential  <i>Behaviour interventions, Parental engagement, social and emotional learning (EEF)</i>	1,2, 4 & 6
Ensure disadvantaged pupils are exposed to the wider world and give opportunities outside of the classroom to further develop their cultural capital.	<i>Social and emotional learning, Physical activity, outdoor adventure learning, arts participation (EEF)</i>  Life and enrichment Evidence review (EEF)	1, 2, 3, 4, 5, 6 & 7

**Total budgeted cost: £360,638**



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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*The impact of these strategies will be measured using the following key performance indicators:*

- Improved student attainment in English and Maths.
- Improved student average attainment (Attainment 8).
- Higher student progress (Progress 8).
- Increased levels of student attendance.

#### **Attendance figures over the last 4 years:**

Group	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All pupils %	93.80	93.42	90.30	91.16
Disadvantaged pupils %	92.23	91.72	87.31	88.71
Non-Disadvantaged pupils %	94.73	94.39	91.98	92.46
<b>Gap</b>	<b>2.50</b>	<b>2.67</b>	<b>4.67</b>	<b>3.75</b>

*We are aware that our attendance figures for Mount Carmel disadvantaged pupils must increase further to have the desired impact on our attainment figures. There was a slight decrease in attendance of all pupils as we came out of the pandemic. Attendance of PP was below that of NPP in each of the last 4 years, although PP attendance in 2021-22 has increased from 2020-21 at a higher rate than that of NPP. Attendance will continue to be a major focus for 2022-23.*

#### **Behaviour**

Group	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All pupils (Av)	31.23	18.21	13.14	15.77
Disadvantaged pupils (Av)	39.08	23.43	17.30	21.14
Non-Disadvantaged pupils (Av)	26.56	15.24	10.82	12.91
<b>Gap</b>	<b>12.52</b>	<b>8.19</b>	<b>6.48</b>	<b>8.23</b>

*Behaviour points for all pupils has continued on a downward trend (ignoring the points following the Covid school closure 2020-21). PP behaviour points remain much higher than NPP and will continue to be the focus for action in 2022-23 with the continued investment in additional pastoral support for PP and the launch the 'Belonging Project', which will target pupils including a large percentage of PP, developing their ability to cope with a variety of situations which sometimes results in time being spent away from the classroom.*

#### **Pupil Attainment over the last 4 years (Achieving grade 4+ in English and Maths):**

Group	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All pupils %	56.3	58.6	62	61.8
Disadvantaged pupils %	40.7	48.1	55.6	49
Non-Disadvantaged pupils %	67.1	64	65.4	68.8
<b>Gap</b>	<b>26.4</b>	<b>15.9</b>	<b>9.8</b>	<b>19.8</b>

*Attainment in English & Maths at grade 4+ has improved in all pupils from 2019 although the most significant increase came from the PP pupils with the gap significantly narrowing from 2019. The increase is a result of targeted intervention and use of the academic mentor with these pupils to ensure they secure the 4+. Although this was a success, we must replicate this model at 5+ in 2022-23*

**upil Attainment over the last 3 years (Achieving grade 5+ in English and Maths):**

Group	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All pupils %	32.6	34.2	38.6	38.9
Disadvantaged pupils %	25.4	28.8	27.8	19.6
Non-Disadvantaged pupils %	37.6	37	44.2	49.5
<b>Gap</b>	<b>12.2</b>	<b>8.2</b>	<b>16.4</b>	<b>29.9</b>

*Attainment in English & Maths at grade 5+ has increase significantly from 2019 for all pupils and NPP but has dropped significantly for PP. The NTP was used well in school with most pupils taking part belonging to the PP cohort, but the impact of the tutoring programme was not a significant one with pupils only improving (on average) 0.3grades in English & Maths. The impact of the pandemic has been large on PP which is evidenced by the widening gap. The NTP will continue in 2022-23 as a PP initiative with tutors being appointed by the school rather than using external services. This will allow teachers and tutors to communicate more effectively about the specific needs of pupils creating a clear bespoke intervention plan.*

**Pupils Attainment over the last 4 years (Attainment 8):**

Group	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All pupils	41.46	43.11	42.72	43.59
Disadvantaged pupils	37.47	40.53	38.65	38.32
Non-Disadvantaged pupils	44.22	44.45	44.84	46.47
<b>Gap</b>	<b>6.75</b>	<b>3.92</b>	<b>6.19</b>	<b>8.15</b>

*Attainment 8 increased for both PP and NPP from 2019. An increase was expected due to the 2021-22 GCSEs being a transition year between pre and post pandemic results but the one seen in PP was not as large as anticipated. The main factor that impacted on A8 not being as large as anticipated was the poor performance in the Open element. A PP Academic mentor has been appointed with the sole goal of removing barriers to success for Year 11 pupils with an expected impact being the completion of all NEA assessment, improved links between school and home and earlier intervention with pupils.*

**Pupil Progress over the last 4 years (Progress 8):**

Group	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All pupils	-0.1	-0.21	-0.24	-0.16
Disadvantaged pupils	-0.37	-0.32	-0.5	-0.39
Non-Disadvantaged pupils	0.09	-0.15	-0.11	-0.03
<b>Gap</b>	<b>0.46</b>	<b>0.17</b>	<b>0.39</b>	<b>0.36</b>

*Progress scores remain similar to those of 2019, although have improved from 2021 (slight dip in the non-examined years). This improvement is confirmed when comparing the gap between disadvantaged and non-disadvantaged with the gap being smaller than in 2019 and 2021. The progress of higher ability PP was low and is an area that we are addressing through a number of initiatives aimed at improving quality first teaching which will have a positive impact on the progress of the higher ability pupils. As previously stated, the academic mentor will work closely with Year 11 pupils which include a number of HAP.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Tutoring that takes place outside school in Maths and English	Independent Maths and English tutors employed by the school
Accelerated Reader	Star
NGRT	GL Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have 7 service children currently in school. We have links with the Army Welfare Service and have attended training about service children. Pastoral support are aware of these children and will provide additional support where needed.
What was the impact of that spending on service pupil premium eligible pupils?	We have previously given additional pastoral and external support to service children, however this year they all appear to be settled and coping well in school.



**Mount Carmel**  
A family of faith & learning

As a Catholic school whose mission is to foster the ethos build around a 'Family of Faith and Learning', we strive to ensure that the disadvantaged and those on the edges of society are our priority. By keeping Christ at the centre of all we do and being His hands in our community, we aspire to create the best opportunities for our young people and their families.