

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 - *2nd 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 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 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	790
Proportion (%) of pupil premium eligible pupils	32.08%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2023 Updated: December 2024
Date on which it will be reviewed	December 2025
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	£275,625
Recovery premium funding allocation this academic year	£37,881
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£313,506

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
<p>First quality teaching focussed on effective feedback, assessment for learning, metacognition and modelling.</p>	<p>EEF research shows that effective feedback and metacognition have the greatest positive impact on pupil progress.</p> <p>All CPD which utilises the 'Walkthrus' package is research based.</p>	<p>1, 4</p>
<p>Teachers ensure they know their PP pupils, they stretch, ask focused questions, provide high quality feedback and set high expectations. This is aided through the use of personalised pupil premium passports.</p>	<p>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.</p>	<p>1, 2, 4, 5,6 & 7</p> 
<p>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.</p>	<p>The EEF 'Improving Literacy in Secondary Schools' report (2018) recommends prioritising disciplinary literacy across the curriculum as the no 1 strategy.</p> <p>Kathrine Mortimore's 'Disciplinary Literacy' (2021) has been utilised to roll out staff CPD and help design DL strategies within each subject area.</p>	<p>3</p>

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

Budgeted cost: £118,641 (TA's Maths / English), £89,754 (Maths / English specialist super TA / interventions), £26,715 (Academic Mentor). Total £235,110

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 & 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"> • Parental engagement • Homework club • Peer mentoring • Revision strategies 	2023-24 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"> • Reading buddies • Accelerated Reader • Book Club • Reading homework • Phonics intervention 	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 & 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 & one to one tuition (EEF Teaching & Learning toolkit)</i> and DFE advise on the use of tutoring.</p>	<p>1, 4, 6 & 7</p>

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

Budgeted cost: £93,528 (50% of pastoral and attendance), £15,365 (L&M of the PP pupils), £30,000 educational visits to support and build cultural capital and department allocation. Total £138,893

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

Total budgeted cost: £374,003

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 2023 to 2024 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:

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
All pupils %	93.42	90.30	91.16	90.5	87.26
Disadvantaged pupils %	91.72	87.31	88.71	87.1	83.26
Non-Disadvantaged pupils %	94.39	91.98	92.46	92.3	89.15
Gap	2.67	4.67	3.75	5.2	5.89

We are aware that our attendance figures for Mount Carmel disadvantaged pupils must increase further to have the desired impact on our attainment figures. Attendance of PP was below that of NPP in each of the last 5 years, and the gap between PP & NPP attendance continued to increase in 2023-24. Attendance will continue to be a major focus for 2024-25.

Behaviour

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
All pupils (Av)	18.21	13.14	15.77	18.38	17.56
Disadvantaged pupils (Av)	23.43	17.30	21.14	22.93	24.45
Non-Disadvantaged pupils (Av)	15.24	10.82	12.91	15.70	14.32
Gap	8.19	6.48	8.23	7.23	10.13

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 in 2023-24 the gap increased to the largest it has been in the last 5 years.

Attendance will continue to be the focus for action in 2024-25 with the continued investment in additional pastoral support for PP, which supports all 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. Some of the increase in behaviour points is due to an increased school focus on behaviour and a review of the school behaviour policy.

Pupil Attainment (Achieving grade 4+ in English and Maths):

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
All pupils %	58.6	62	61.8	62.7	51%
Disadvantaged pupils %	48.1	55.6	49	56.9	48.1%
Non-Disadvantaged pupils %	64	65.4	68.8	65.7	52.5%
Gap	15.9	9.8	19.8	8.8	4.4

Attainment in English & Maths at grade 4+ dropped in 2023-24 although the drop for PP pupils was less than that of NPP with the gap significantly reducing to the lowest level in the last 5 years. Although there was a drop in attainment, it was one expected due to the 2023-24 cohort being the lowest KS2 entry we have had in recent years.

The reduced gap is a result of targeted intervention and use of the academic mentor with these pupils to ensure they secure the 4+. After replicating this mode, it is now starting to produce positive results at grade 5+.

Pupil Attainment (Achieving grade 5+ in English and Maths):

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
All pupils %	34.2	38.6	38.9	34.0	33.1
Disadvantaged pupils %	28.8	27.8	19.6	25.5	28.8
Non-Disadvantaged pupils %	37	44.2	49.5	38.4	35.4
Gap	8.2	16.4	29.9	12.9	6.6

Attainment in English & Maths at grade 5+ remained in-line with that of 2022-3 despite the lower KS2 scores on entry (Y11 2023-24). The number of PP pupils at 5+ increased from 2023-24 going against the falling figure of NPP. Results in 2023-24 show the positive impact that NTP has had on PP results at grade 5+. Despite funding of the NTP ending, we continue to fund tutoring as a PP centred initiative, targeting the specific needs of pupils creating a clear bespoke intervention plan.

Pupils Attainment (Attainment 8):

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
All pupils	43.11	42.72	43.59	42.83	41.85
Disadvantaged pupils	40.53	38.65	38.32	39.16	40.35
Non-Disadvantaged pupils	44.45	44.84	46.47	44.72	42.63
Gap	3.92	6.19	8.15	5.56	2.26

Attainment 8 has increased again for PP from 2021. In 2023-24 PP attainment was at the highest levels (excluding 'the covid years'), with PP making greater gains in attainment from pre-covid levels than NPP. The gap between PP and NPP has closed significantly overall indicating the success of the appointed PP Academic mentor whose focus is to remove barriers to learning across a PP pupils curriculum.

Pupil Progress (Progress 8):

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 23	2023 - 2024
All pupils	-0.21	-0.24	-0.16	-0.02	0.43
Disadvantaged pupils	-0.32	-0.5	-0.39	-0.29	0.22
Non-Disadvantaged pupils	-0.15	-0.11	-0.03	0.10	0.54
Gap	0.17	0.39	0.36	0.39	0.32

Progress scores are the highest they have been since measures came into effect, with PP achieving a positive progress figure for the first time in 2023-24. The gap between PP and NPP continues to exist although not across all of the individual elements. This positive PP progress score is the impact of a number of initiatives aimed at improving quality first teaching which will also have a positive impact on the progress of the higher ability pupils. As previously stated, the academic mentor will work closely with Year 11 PP 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 in 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 8 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.