

# 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 2025 to 2026 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	798
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023 Updated: December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Xavier Bowers
Pupil premium lead	Kieran Georgy
Governor / Trustee lead	Steven Ellis

## PP Breakdown per year group

Year	7	8	9	10	11	Total
Number	67	62	50	51	56	286

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,805
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	£282,805

# 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 and attainment 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 and attainment 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.	<p>EEF research shows that effective feedback and metacognition have the greatest positive impact on pupil progress.</p> <p><b>Feedback</b> (EEF Teaching &amp; Learning Toolkit +6 months)</p> <p><b>Metacognition</b> (EEF Teaching &amp; Learning Toolkit +8 months)</p> <p><b>Teaching Assistant Interventions</b> (EEF Teaching &amp; Learning Toolkit +4 months)</p> <p>All CPD which utilises the 'Walkthrus' package is research based.</p>	1, 4
<p>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>.</p> <p>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><b>Mentoring</b> (EEF Teaching &amp; Learning Toolkit +2 months)</p>	<p>1, 2, 4, 5,6 &amp; 7</p> 
<p>Embedding Disciplinary Literacy strategies across the curriculum to ensure pupils' literacy skills are developed appropriately in each discipline.</p> <p>Developing pupils' comprehension and reading through form time literacy.</p>	<p><b>Reading comprehension strategies</b> (EEF Teaching &amp; Learning Toolkit +7 months)</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>	3

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

Budgeted cost: £93,162 (TA's Maths / English), £27,311 (Academic Mentor).

**Total £120,473**

Evening revision and KS4 tutoring to be funded from school budget.

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 <b>all Y11</b> and targeted pupils across the other 4 year groups.	<p><b>Mentoring</b> (<i>EEF Teaching &amp; Learning toolkit + 5 months</i>)</p> <p>Previous successful experience using this strategy, alongside the government advice to explore this option.</p>	1, 2, 4, 5, 6 & 7
<p>Memory and retention become a focus for PP pupils – departmental knowledge organisers used through:</p> <ul style="list-style-type: none"> <li>• Parental engagement</li> <li>• Homework club</li> <li>• Peer mentoring</li> <li>• Revision strategies</li> </ul>	<p><b>Homework</b> (<i>EEF Teaching &amp; Learning Toolkit +5 months</i>)</p> <p>Ongoing whole school CPD had a focus on memory and retention.</p> <p>Resources created/updated across school that will be further used across a range of factors high on the EEF research for improving progress.</p>	1
<p>Reading becomes a focus for all pupils (including PP).</p> <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>	<p><b>Phonics</b> (<i>EEF Teaching &amp; Learning Toolkit +5 months</i>)</p> <p><b>Peer tutoring</b> (<i>EEF Teaching &amp; Learning Toolkit +6 months</i>)</p> <p><b>Reading comprehension strategies</b> (<i>EEF Teaching &amp; Learning Toolkit +7 months</i>)</p> <p>Improving Literacy in Secondary Schools (guidance reports)</p> <p>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.</p>	1& 3

Strategic Data meetings (fortnightly) to ensure appropriate targeted support is in place and having an impact, particularly on the PP pupils	<p><b><i>Mentoring (EEF Teaching &amp; Learning Toolkit +2 months)</i></b></p> <p>Effective use of data is high on the list of successful strategies on the 2021 EEF research report.</p>	1, 2, 4, 5 & 6
<p>Identify gaps in knowledge of all pupils with a focus on PP (English &amp; Maths). Then, targeted small group and 1 to 1 tutoring provided by staff who know the pupils.</p> <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><b><i>Small group tuition (EEF Teaching &amp; Learning toolkit +4 months)</i></b></p>	1, 3 & 5
External tutors recruited in English & Maths to deliver extra sessions to those pupils who are most in need.	<p><b><i>Small group tuition &amp; one to one tuition (EEF Teaching &amp; Learning toolkit +4 months)</i></b></p> <p>DFE advise on the use of tutoring.</p>	1, 4, 6 & 7
Teacher staffed evening revision room for Y11 GCSE examinations to ensure that pupils have a safe and warm space with experts on hand for additional support.	<p><b><i>Extending School time (EEF Teaching &amp; Learning Toolkit +3 months).</i></b></p> <p><i>Proven school strategy since Summer 2024</i></p>	

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

Budgeted cost: £121,707 (50% of pastoral and attendance), £16,463 (L&M of the PP pupils), £30,000 educational visits to support and build cultural capital and department allocation.

**Total £168,170**

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"> <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> <li>- appointment of an attendance officer</li> </ul>	<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><b>Attendance intervention rapid evidence assessment</b> (EEF Teaching &amp; Learning toolkit)</p>	1,2, 3, 4, 5, 6 & 7
<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><b>Behaviour interventions</b> (EEF Teaching &amp; Learning Toolkit +3 months)</p> <p><b>Parental engagement</b> (EEF Teaching &amp; Learning Toolkit +4 months)</p> <p><b>Social &amp; emotional learning</b> (EEF Teaching &amp; Learning Toolkit +3 months)</p>	1,2, 4 & 6
<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><b>Physical Activity</b> (EEF Teaching &amp; Learning Toolkit +2 months)</p> <p><b>Social &amp; emotional learning</b> (EEF Teaching &amp; Learning Toolkit +3 months)</p> <p><b>Arts participation</b> (EEF Teaching &amp; Learning Toolkit +3 months)</p> <p><b>Social &amp; emotional learning</b> (EEF Teaching &amp; Learning Toolkit +3 months)</p>	1, 2, 3, 4, 5, 6 & 7

	<b><i>Outdoor adventure learning (EEF Teaching &amp; Learning Toolkit + unmeasured)</i></b>  Life and enrichment Evidence review (EEF)	
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**Total budgeted cost: £288,643**

## 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 2024 to 2025 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.

**NB. Data recorded in this review captures that of all pupils and not solely the pupils on roll at the January census point and those counting in the table checking exercise.**

#### **Attendance figures:**

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
All pupils %	93.42	90.30	91.16	90.5	87.26	89.54
Disadvantaged pupils %	91.72	87.31	88.71	87.1	83.26	86.01
Non-Disadvantaged pupils %	94.39	91.98	92.46	92.3	89.15	91.37
<b>Gap</b>	<b>2.67</b>	<b>4.67</b>	<b>3.75</b>	<b>5.2</b>	<b>5.89</b>	<b>5.36</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. Attendance of PP was below that of NPP in each of the last 7 years, although the gap between PP & NPP attendance in 2024-25 decreased. Attendance will continue to be a major focus for 2025-26.*

#### **Behaviour**

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022- 2023	2023 - 2024	2024 - 2025
All pupils (Av)	18.21	13.14	15.77	18.38	17.56	16.6
Disadvantaged pupils (Av)	23.43	17.30	21.14	22.93	24.45	21.78
Non-Disadvantaged pupils (Av)	15.24	10.82	12.91	15.70	14.32	13.77
<b>Gap</b>	<b>8.19</b>	<b>6.48</b>	<b>8.23</b>	<b>7.23</b>	<b>10.13</b>	<b>8.01</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 higher than NPP although in 2024-25 the gap decreased to its second lowest point in the last 6 years (ignoring the 2020-21 Covid Closure year).*

*Attendance will continue to be the focus for action in 2025-26 with the continued investment in additional pastoral support for PP and the appointment of a new attendance officer, 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.*

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

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
All pupils %	58.6	62	61.8	62.7	51%	61.5
Disadvantaged pupils %	48.1	55.6	49	56.9	48.1%	44.4
Non-Disadvantaged pupils %	64	65.4	68.8	65.7	52.5%	68.5
<b>Gap</b>	<b>15.9</b>	<b>9.8</b>	<b>19.8</b>	8.8	4.4	24.1

*Attainment in English & Maths at grade 4+ increased for all pupils in 2024-15 and this increased was driven by increases in the percentage of NPP. The percentage achieving 4+ has again dropped with a large gap now opening between PP & NPP.*

*Attainment will continue to be the focus in 2025-26 through targeted intervention (tutoring) and the use of the academic mentor to ensure pupils secure a grade 4+.*

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

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
All pupils %	34.2	38.6	38.9	34.0	33.1	38.5
Disadvantaged pupils %	28.8	27.8	19.6	25.5	28.8	24.4
Non-Disadvantaged pupils %	37	44.2	49.5	38.4	35.4	44.1
<b>Gap</b>	<b>8.2</b>	<b>16.4</b>	<b>29.9</b>	<b>12.9</b>	<b>6.6</b>	<b>19.7</b>

*Attainment in English & Maths at grade 5+ increased for all and NPP with PP dropping to levels broadly in line with 2023. This drop bucked the upwards trend in PP pupils achieving Grade 5+ in the previous 2 years. The drop in 2025 shows the need to prioritise the PP pupils on the tutoring scheme which we continue to fund 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	2024 - 2025
All pupils	43.11	42.72	43.59	42.83	41.85	42.60
Disadvantaged pupils	40.53	38.65	38.32	39.16	40.35	35.77
Non-Disadvantaged pupils	44.45	44.84	46.47	44.72	42.63	45.36
<b>Gap</b>	<b>3.92</b>	<b>6.19</b>	<b>8.15</b>	<b>5.56</b>	<b>2.26</b>	<b>9.59</b>

*Attainment 8 has increased for all pupils to be broadly in-line with 2022-23. Attainment for PP dropped from 2023-24 at which point it was at the highest in 4 years. This drop bucked the upwards trend for PP and fell significantly short of that for NPP. The once closing gap between PP and NPP has widened significantly and will become a key focus in 2025-26.*

**Pupil Progress (Progress 8):**

Group	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
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	
<b>Gap</b>	<b>0.17</b>	<b>0.39</b>	<b>0.36</b>	<b>0.39</b>	<b>0.32</b>	

*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.*

**NB. No progress data was produced for 2024-25.**

## 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 4 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.