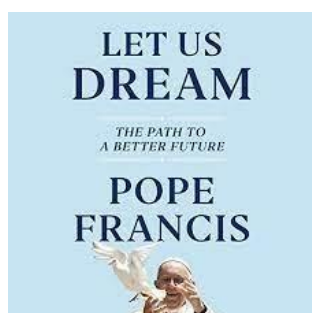


Pupil premium strategy statement



Mount Carmel improvement – advantage the disadvantaged



Mount Carmel
Roman Catholic High School

A family of faith & learning

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Raising Achievement, Progress and Aspiration Of Disadvantaged Pupils

The Church's mission in Education

- aims to harmonise the **faith of the Gospel** with good citizenship, secular learning and civilisation-2nd century AD.
- seek 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 to care for the poor and disadvantaged**- the Bishop's Educative mission of 1850.
- It is and has been from her 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 Christian Education -Vatican II - 1965

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School overview

Detail	Data
School name	Mount Carmel RC High School
Number of pupils in school	787
Percentage of PP pupils	35.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2021 Updated: January 2021
Date on which it will be reviewed	July 2022
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	£38,280
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	£301,190

Part A: Pupil premium strategy plan

Statement of intent

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 lower attendance rates than their peers. This is also evident when looking at the persistent absences.
3	Disadvantaged pupils have lower literacy skills than their peers
4	Family support for education is less for some disadvantaged pupils than their peers.
5	Knowledge and recall by the disadvantaged pupils are less well embedded in the disadvantaged group compared to their peers
6	Behaviour of disadvantaged pupils impacts on the amount of learning time they miss.
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)

Budgeted cost: £ 58,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
First quality teaching with year 1 focus being on effective feedback and explaining and modelling.	EEF research published June 2021 shows that effective feedback has the greatest positive impact on pupil progress. CPD to utilise the 'Walkthrus' package which is research based.	1
Teachers ensure they know their PP pupils, they stretch, ask focused questions, feedback and expect the best from them	Only by knowing who the PP pupils are can staff prioritise these pupils as part of their quality first teaching.	1 
Embedding Disciplinary Literacy strategies across the curriculum to ensure pupils' literacy skills are developed appropriately in each discipline.	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: £ 84,219 (TAs Maths / English), £46,282 (Maths / English specialist super TA / interventions). Total £130,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors will work with the PP pupils across the core subjects, primarily with those whose data shows that they need additional support to keep up and gaps need closing to catch up	Previous successful experience using this strategy, alongside the government advice to explore this option	1, 2 & 4
Memory and retention become the focus for the PP pupils – departmental knowledge organisers used through: <ul style="list-style-type: none"> • Parental engagement • Homework club • Peer mentoring 	2020-21 whole school CPD had a focus on memory and retention. Resources were created across school that will be further used across a range of factors high on the EEF research for improving progress	1
Reading becomes the main focus for the PP pupils <ul style="list-style-type: none"> • Reading buddies • Accelerated Reader • Book Club 	The other CPD priority for 2020-21 was reading. This is a main focus for the PP pupils to help to address the well documented gap between PP and non-PP pupils	1& 3
Strategic Data meetings each week 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 & 6
CLs for Maths and English identify gaps in knowledge of all pupils with a focus on PP. Then, targeted small group and 1 to 1 tutoring provided by staff who know the pupils. TAs in Maths and English timetabled for 2 x 30-minute tutor sessions a week with 1-3 pupils from KS3. Before and after school interventions in place for KS4	EEF report 2021 along with the advice on best use of the COVID catch-up funding	1, 3 & 5
External tutors recruited in English and Maths to deliver extra sessions to those	EEF report 2021 along with the advice on best use of	1, 3 & 5

pupils who are most in need of catching up due to COVID and social-related issues	the COVID catch-up funding	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 50% of pastoral and attendance is £78,930; L&M of the PP pupils is £9,049; £27,825 educational visits to support and build cultural capital and departmental allocation

Activity	Evidence that supports this approach	Challenge number(s) addressed
After the pandemic, a switch back to ensuring all attendance strategies are in place including incentivising attendance at key times in the year, closer links with Court Officer and more targeted approach to authorising medical absences	These previous strategies have been showed to work in the past. If a child is in school, they are learning and are safe	1,2, 3, 4 & 7
An extra form group will be in place, staffed by an experienced member of staff. This will have a small number of pupils in whose behaviour needs improving in order to make their own and others' learning more focussed through each day	Pupils who have an incentive to behave more appropriately in class will be more focused and achieve more, as will their peers	1 & 6
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	1,2, 4 & 6

Total budgeted cost: £293,365

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

However, during the 2020-21 academic year that was heavily impacted by COVID, we had a sharp focus on ensuring the disadvantaged pupils didn't fall further behind. These plans followed the main 2 areas as outlined below

COVID response

Once the school was instructed to close for lockdown 3 at the beginning of January, we made the decision to prioritise the SEND and vulnerable pupils for education on site with a limit of approximately 150 pupils. This number was set to enable us to follow the largely stay-at-home order as well as supporting pupils and their families in school if this was deemed the best course of action for each child. We set up our systems to monitor the engagement of key groups through a combination of ShowMyHomework and Microsoft Teams (tracking data available in school).

Within the first few weeks, it became evident that the SEND pupils were engaging well, mainly due to them being in school. The disadvantaged pupils were engaging less than their peers. As a result, we quickly prioritised the disadvantaged pupils to attend school and these sessions in school were staffed. Each week, Pastoral Leaders reported to SLT on the engagement and welfare of their year groups and based on this we could prioritise certain pupils for on-site provision. The tracking and monitoring of this showed that some pockets of disadvantaged pupils were engaging as well as their peers, however with the systems in place we ensured that any gaps were kept to a minimum. Throughout the lockdown 3, school ran to almost full capacity each day, and with the rota system for pupils in place, we were able to cover well over 200 pupils through the onsite provision.

Planned PP strategy

Knowing that the year would be disrupted due to the pandemic, the main focus for the PP strategy was to build the culture onto which the 3-year strategy would emerge. This began with the strapline of 'KNOW they are SAFE' which looks at the culture of ensuring the PP pupils are a priority with respect to the staff who have the greatest

influence over their education. As a Catholic school, this build in to the Catholic ethos and mission of the Church and this was outlined in the first staff INSET of the year.

The strapline is there to ensure teachers in particular KNOW who their PP pupils are in order to be able to understand that they are within a group that will underachieve not just at Mount Carmel, but nationally. Unless they KNOW who they are, they can't then go on to prioritise them for:

- Stretch to appreciate they are most probably already behind
- Ask them questions in class to help with their vocabulary and recall that they are less likely to get at home
- Feedback is quality and the most important factor to move progress forward
- Expectations are high with regard to their work, as this group may have lower aspirations with regard to their GCSE results from home

When we met as a school PP working party, we concluded across the sample of staff that this message was becoming embedded across school. A follow up staff survey showed that the majority of staff are now buying into this culture.

The PP working party also began the development of a way to share good practice for the PP pupils. This will continue into 2021-22.

Externally provided programmes

Programme	Provider
Tutoring that takes place outside school in Maths and English	Independent Maths and English tutors employed by the school

Service pupil premium funding

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. Last year, one of these pupils accessed specific support as a result of being a service child.
What was the impact of that spending on service pupil premium eligible pupils?	When service children are happy and healthy in school, they are more likely to succeed.



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.