

Pupil premium strategy statement

School overview

Metric	Data
School name	Mount Carmel RC High School
Pupils in school	791
Proportion of disadvantaged pupils	36.6%
Pupil premium allocation this academic year	£255,085
Academic year or years covered by statement	2020-21
Publish date	May 2021
Review date	July 2021
Statement authorised by	P Dugdale (Deputy Headteacher)
Pupil premium lead	P Dugdale
Governor lead	S Ellis

Disadvantaged pupil performance overview for last academic year (2019-20 [CAGs])

Progress 8	-0.32
Ebacc entry	19.2%
Attainment 8	40.53%
Percentage of Grade 5+ in English and maths	28.8%

Raising Achievement, Progress and Aspiration Of Disadvantaged Pupils

last updated 10 June 2021

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

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	PP pupils to make more progress across their 8 key subjects	Summer exams 2024
Attainment 8	Ensure the curriculum remains broad and balanced for PP pupils in order to allow them to attain as highly as non-PP pupils	Summer exams 2024
Percentage of Grade 5+ in English and maths	Ensure the PP pupils targeted grade 5s or above in English and Maths show progress that is in line with their non-PP peers	Summer exams 2022
Attendance	Close the gap between FSM and non-FSM pupils to less than 3.3%	Summer 2022 with the gap narrowing each year thereafter
Ebacc entry	Ensure the options process allows the PP pupils to increase in number in line with the school targets for all pupils	Ongoing as outlined in the school development plan

Teaching priorities for current academic year

Measure	Activity	
Priority 1	Whole school approach to memory and retrieval to include the focus on curriculum sequence and knowledge organisers	
Priority 2	Embed reading across the curriculum	
Barriers to learning these priorities address	Support offered to pupils	Desired Impact & Rationale
PP pupils can access the learning in every lesson	Staff are aware of individual needs and follow the high set of 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).
PP pupils have confidence in their literacy ability.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • PP pupils show significant improvements in literacy and therefore can access the curriculum. • Pupils are working on target in all subject areas
PP pupils complete homework and are well prepared for assessments	<ul style="list-style-type: none"> • PP pupils are encouraged to attend Homework Club. There is support from TAs on offer. All students are fully equipped with revision guides and reading books • 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.
Projected spending	£84219	

Targeted academic support for current academic year

Measure	Activity	
Priority 1	KNOW they are SAFE	
Priority 2	Develop PP profiles to ensure staff are more aware of the barriers each individual PP pupil face	
Barriers to learning these priorities address	Support offered to pupils	Desired Impact & Rationale
Ensure that all teachers KNOW which pupils in their classes are PP	Teachers are aware which pupils are PP by firstly identifying them on seating plan, having these in context folder and being able to recall from memory who the pupils are	Unless teachers are aware of which pupils are PP, they cannot ensure they are a priority in the class
Ensure teachers provide STRETCH for the PP pupils	To counterbalance the underperformance of PP pupils, by teachers offering more stretch specifically to the PP pupils in lessons, this will accelerate their progress	The progress of the PP pupils is accelerated and they achieve proportionately higher grades
Teachers will ASK PP pupils more questions in class to address confidence and literacy issues	Teachers to ensure that they are asking more directed questions to PP pupils and using PP pupils to further develop answers given by other pupils	PP pupils to engage in more conversations in order to broaden their Tier 2 and 3 vocabulary. They will also gain more confidence by answering more questions in class
PP pupils are more effective in responding to FEEDBACK	PP pupils are given more effective feedback by teachers in order to progress in each subject	Pupils will be more efficient in acting on feedback in order to maximise their progress
PP pupils and their families may have low EXPECTATIONS of themselves	Teachers will have the highest of expectations for their PP pupils in terms of their quality of work, standards of behaviour and level of work produced	Pupils will have higher expectations of themselves
Teachers need to know more about the pupils in order to help them overcome educational barriers	Pastoral and other key staff will produce PP profiles so that teachers can better understand barriers faced and use this information to adapt and share strategies for key PP pupils. Pastoral staff deal with barriers faced by PP pupils	This better understanding and support will allow the PP pupils to achieve more
Projected spending	£59049	

Wider strategies for current academic year

Measure	Activity	
Priority 1	Readiness for Learning and Engagement	
Priority 2	Address low aspirations PP pupils may have	
Barriers to learning these priorities address	Support offered to pupils	Desired Impact & Rationale
PP pupils are fully equipped for lessons.	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Pastoral teams work with parents to ensure uniform is correct and replenished as required. PE department has spare Mount Carmel sports clothing where required. 	<ul style="list-style-type: none"> 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
PP pupils with low self-esteem and self-belief	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 fall behind their peers due to their personal barriers	Specialist subject specific TAs are employed to support Maths and English. These offer in class support as well as small group interventions	PP pupils keep up with their peers in both Maths and English
Projected spending	£118396	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	With the challenge of COVID, less structured monitoring has taken place during 2020-21	Monitoring of online lessons to ensure the curriculum is still being delivered has taken place at senior and middle leader levels. At the end of the year, the monitoring process will focus on each curriculum subject area through Spotlight week programme.
Targeted support	With the presence of the bubbles due to COVID, less small group intervention can take place due to the unpredictability of attendance as well as the maintenance of bubbles in certain areas of the school	The Maths and English TAs will be redeployed from support within the classrooms to become catch up mentors across both key stages.
Wider strategies	The pandemic has reduced attendance figures which has a knock-on effect for attainment and progress, in particular for the PP pupils. Isolations are also compounded by the fear of the virus in school for some families.	The increased skill set of the teachers to deliver online lessons, the increase in number of laptops for pupils and the hard work by the pastoral team have reduced the absence rates. The PP pupils are also the pupils prioritised for attendance during the periods of lockdowns

Review: last year's aims and outcomes

Aim	Outcome
Teaching priorities – shift the focus of school improvement onto the new OFSTED framework in order to have more of a focus on the curriculum	A sharper focus of ensuring the curriculum is accessible and targeted to PP pupils. This is now a clear focus for all departments and changes to the curriculum have the PP pupils at their heart. It is now ensured that PP pupils have the broad and balanced curriculum that they require
Targeted support allows the PP pupils to receive English and Maths catch up through the subject specific TAs	Any gaps that appear in the PP pupils can be monitored and addressed at the earliest opportunity

To set up tutors in English and Maths for PP pupils who need additional support	At least 2 tutors in English and 2 tutors in maths will be available
Wider strategies – The attendance strategies were further strengthened by changes to the pastoral structure	Systems were put in place, however due to the pandemic could not show tangible results