



**Mount Carmel**

Roman Catholic High School

*A family of faith & learning*



# **Mount Carmel Roman Catholic High School**

## **Pupil Premium Strategy Statement**

## Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Mount Carmel Roman Catholic High School				
<b>Academic Year</b>	2016 - 2017	<b>Total PP budget</b>	£274,890 April 2016	<b>Date of most recent PP Review</b>	Nov 2015
<b>Total number of pupils</b>	725	<b>Number of pupils eligible for PP</b>	294	<b>Date for next internal review of this strategy</b>	Nov 2017

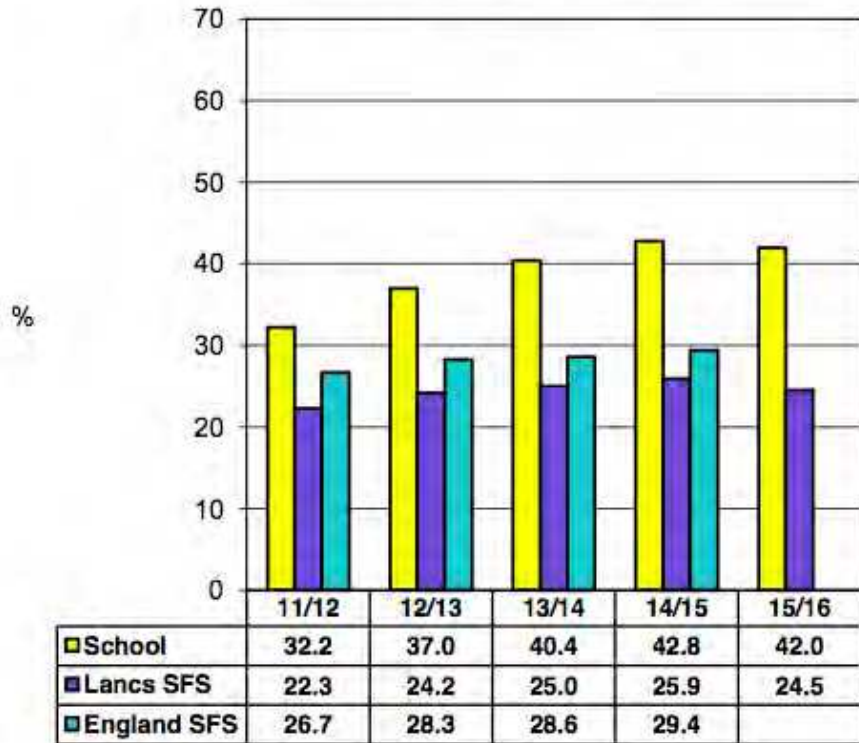
2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>	<b>37.5%</b>	64.7%
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	<b>39.6%/37.5%</b>	75.8% / 73.4%
<b>Progress 8 score average</b>	<b>-1.2</b>	0.12
<b>Attainment 8 score average</b>	<b>33.94</b>	52

Contextual information (From RAISE online 2016 unvalidated data)

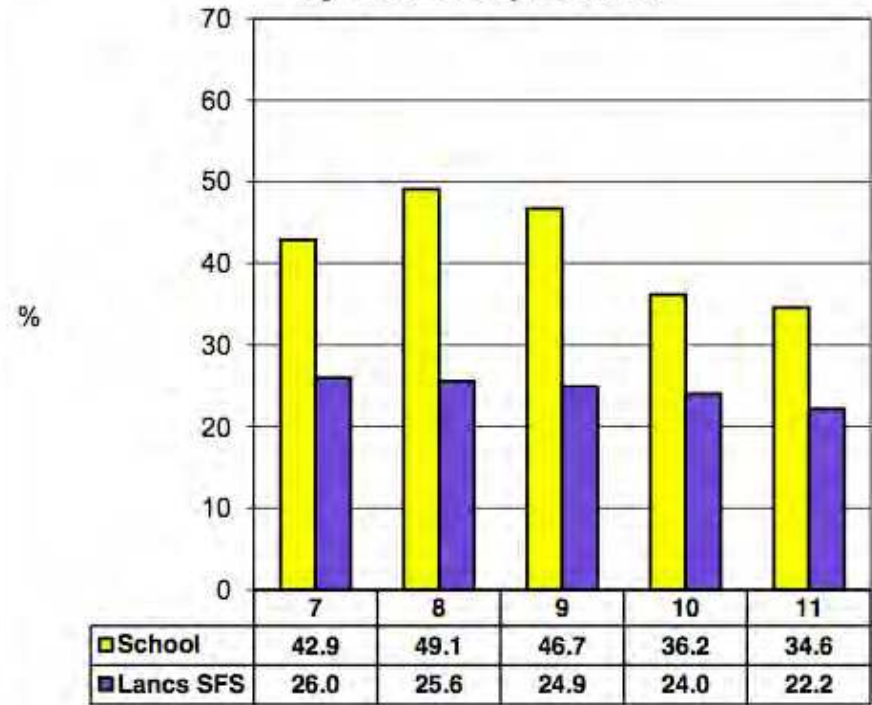
<b>NC Year Group</b>	<b>Number on Roll</b>	<b>% Boy/Girl</b>	<b>% Free School Meals*</b>	<b>% Minority Ethnic Group</b>	<b>% 1st language not English</b>	<b>% Special Education Needs</b>	<b>Children Looked After</b>
7	154	51.3 / 48.7	45.5	55.1	32.5	16.9	4
8	161	55.9 / 44.1	49.1	50.3	36.6	12.4	1
9	122	56.6 / 43.4	46.7	53.0	45.1	18.0	4

10	152	48.0 / 52.0	37.5	52.3	36.8	12.5	-
11	133	53.4 / 46.6	35.3	39.4	31.6	8.3	1

**Percentage of Pupils Eligible for FSM6**



**Percentage of Pupils Eligible for FSM6 - By Year Group 2015/16**



	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
	%	No	%	No	%	No	%	No	%	No	%	No
Free School Meals	22.84	37	22.15	33	31.29	51	22.95	28	20.81	31	24.16	180

EAL	24.07	39	30.87	46	31.9	52	43.44	53	34.23	51	32.35	241
Pupil Premium	23.46	38	42.28	63	47.85	78	41.8	51	36.91	55	38.26	285
Medical needs	22.22	36	14.09	21	23.31	38	23.77	29	20.13	30	20.67	154
CLA	0.62	1	0.67	1	1.84	3	2.46	3			1.07	8
G&T			24.16	36	20.86	34	17.21	21	17.45	26	15.7	117
SEN Needs	19.75	32	35.57	53	38.65	63	48.36	59	46.31	69	37.05	276
SEN Status	18.52	30	17.45	26	12.27	20	21.31	26	12.75	19	16.24	121

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

- A.** Literacy Skills: Pupils entering Yr 7 with below expected levels in Reading
- Yr 7 GCSE 2021 83/162 pupils (53%) KS 2 Reading SS below expected level of whom 46% are FSM 6  
Yr 8 GCSE 2020 13/148 pupils (9%) KS2 Reading below expected levels of whom 62% are FSM 6  
Yr 9 GCSE 2019 21/163 pupils (13%) Reading below expected levels of whom 57% are FSM 6  
Yr 10 GCSE 2018 18/121 pupils (15%) Reading below expected levels of whom 50% are FSM 6  
Yr 11 GCSE 2017 19/147 pupils (13%) Reading below expected levels of whom 26% are FSM 6
- B.** Numeracy Skills Number of pupils entering Yr 7 below Level 4 and as a % of PP cohort (in brackets)
- Yr 7 GCSE 2021 71/162 pupils (44%) KS 2 Maths SS below expected level of whom 45% are FSM 6  
Yr 8 GCSE 2020 15/148 pupils (10%) KS2 Maths below expected levels of whom 53% are FSM 6  
Yr 9 GCSE 2019 24/163 pupils (15%) Maths below expected levels of whom 54% are FSM 6  
Yr 10 GCSE 2018 21/121 pupils (17%) Maths below expected levels of whom 57% are FSM 6  
Yr 11 GCSE 2017 31/147 pupils (21%) Maths below expected levels of whom 46% are FSM 6

**C.****English as an Additional Language**

There is a rising trend of pupils in school from different ethnic backgrounds which is mirrored in the proportion of pupils with English as an additional language.

In January 2016, the school census recorded 29 pupils with EAL drawing an additional budget of £7152 ( £246 per pupil) in April 2016.

In October 2016, the descriptors determining EAL were revisited and the numbers of pupils registered as EAL was significantly increased from 29 to 241

December 2016	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
	%	No	%	No	%	No	%	No	%	No	%	No
EAL	24.07	39	30.87	46	31.9	52	43.44	53	34.23	51	32.35	241

Ethnic group	School %			National %
	2014	2015	2016	2016
<b>White</b>				
British	53.7	50.4	48.5	69.3
Irish	0.4	0.1	0.1	0.3
Traveller of Irish heritage	0.4	0.6	0.1	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	5.8	4.6	5.7	5.6
<b>Mixed</b>				
White & Black Caribbean	0.1	0.0	0.0	1.5
White & Black African	0.1	0.1	0.1	0.7
White & Asian	2.1	2.1	2.2	1.2
any other mixed background	0.1	0.6	0.6	1.9
<b>Asian or Asian British</b>				
Indian	0.3	0.3	0.3	2.8
Pakistani	33.2	37.1	38.0	4.2
Bangladeshi	0.8	0.7	0.8	1.7
any other Asian background	0.7	0.7	0.4	1.7
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.2
African	0.0	0.0	0.0	3.7
any other Black background	0.0	0.0	0.0	0.7
<b>Chinese</b>	0.1	0.1	0.1	0.4
<b>Any other ethnic group</b>	0.3	0.3	0.3	1.7
<b>Parent/pupil preferred not to say</b>	0.8	0.9	1.0	0.5
<b>Ethnicity not known</b>	0.8	1.3	1.8	0.5
<b>First language</b>				
English	66.3	63.3	63.7	81.8
Other	33.7	36.7	36.3	18.0
Unclassified	0.0	0.0	0.0	0.2

Yr 7 GCSE 2021 76/162 pupils (47%) are FSM 6 of whom 34% are EAL  
 Yr 8 GCSE 2020 68/148 pupils (46%) are FSM 6 of whom 28% are EAL  
 Yr 9 GCSE 2019 83/163 pupils (51%) are FSM 6 of whom 22% are EAL  
 Yr 10 GCSE 2018 60/121 pupils (50%) are FSM 6 of whom 33% are EAL  
 Yr 11 GCSE 2017 56/147 pupils (38%) are FSM 6 of whom 30% are EAL

From LSIP

<b>EAL (English as Additional Language)</b>		11/12	12/13	13/14	14/15	15/16
ENG	English	582	527	472	442	460
ENB	Not known but believed to be English					
OTH	Other than English	171	216	241	256	262
OTB	Not known but believed to be other than English					
REF	Information not obtained					
NOT	Information not obtained					
<b>Total</b>		<b>753</b>	<b>743</b>	<b>713</b>	<b>698</b>	<b>722</b>

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

**D.** Attendance

	GCSE 2021 Year 7 %	GCSE 2020 Year 8 %		GCSE 2019 Year 9 %		GCSE 2018 Year 10 %		GCSE 2017 Year 11 %		GCSE 2016 Leavers %	All Years %	
	Sept - Dec 16	15/16	Sept - Dec 16	15/16	Sept - Dec 16	15/16	Sept - Dec 16	15/16	Sept - Dec 16	15/16	15/16	Sept - Dec 16
All	95.81	95.56	95.63	94.02	94.08	92.87	91.78	94.39	93.59	93.34	94.28	94.30
Male	95.37	95.22	95.46	93.48	93.96	92.95	92.38	94.45	93.39	94.31	94.02	94.23
Female	96.54	95.89	95.80	94.72	94.24	92.76	91.07	94.33	93.77	92.23	94.56	94.38
FSM	94.46	93.65	93.84	92.67	91.89	90.99	87.70	92.5	91.95	94.34	92.57	92.16



Not FSM	96.22	96.15	96.14	94.65	95.06	93.39	92.96	94.93	94.00	93.18	94.85	94.97
CLA	100.00	96.43	98.31	84.17	91.32	96.91	94.92	0.00	0.00	98.68	93.28	94.87
Not CLA	95.79	95.55	95.62	94.14	94.13	92.76	91.70	94.39	93.59	93.3	94.29	94.29
CLA or FSM	94.46	93.81	93.98	92.81	92.03	91.61	88.37	92.5	91.95	94.56	92.76	92.29
Not CLA or FSM	96.22	96.13	96.12	94.60	95.02	93.26	92.87	94.93	94.00	93.13	94.81	94.94
Pupil Premium	94.61	94.50	94.83	92.72	92.62	91.01	90.32	92.36	90.99	89.47	92.75	92.66
Not Pupil Premium	96.19	96.43	96.23	95.30	95.40	94.38	92.82	95.78	95.08	95.52	95.54	95.30
PA Low	0.00	95.21	95.36	92.92	93.64	93.52	91.36	94.73	93.38	90.55	94.03	93.42
PA Middle	0.00	95.19	94.62	94.16	94.22	91.55	89.80	93.67	92.30	94.01	93.74	92.85
PA High	0.00	96.27	97.16	94.32	94.17	94.86	94.20	95.81	95.49	94.08	95.33	95.34
EAL	93.94	95.87	94.20	94.27	93.68	93.19	92.77	94.54	93.93	92.89	94.54	93.67
Not EAL	96.41	94.48	96.28	93.17	94.28	91.92	91.02	93.65	93.41	93.35	93.31	94.60
SEN	93.23	95.51	94.18	93.63	93.18	92.82	89.73	91.88	90.59	94.22	93.57	92.26
Not SEN	96.41	95.57	95.94	94.08	94.20	92.88	92.35	94.76	94.00	93.26	94.41	94.68

Absence - Autumn and Spring Terms						
Indicator	Level	11/12	12/13	13/14	14/15	15/16
NOR	School	753	743	713	698	722
% Total Absence	School	6.5	7.6	6.2	6.0	
	Lancs SFS	5.1	5.3	4.6	4.9	
	England SFS	5.7	5.8	5.1	5.2	
% Authorised Sessions	School	4.8	5.5	4.5	4.5	
	Lancs SFS	4.2	4.5	3.7	4.0	
	England SFS	4.4	4.6	3.9	4.0	
% Unauthorised Sessions	School	1.7	2.1	1.7	1.5	
	Lancs SFS	0.9	0.9	0.8	0.9	
	England SFS	1.3	1.2	1.2	1.2	
% Persistent Absence (missing 38 or more sessions)	School	8.1	11.0	6.5	7.7	
	Lancs SFS	5.4	5.5	4.8	5.0	
	England SFS	6.8	6.5	5.8	5.5	

Attendance rates for disadvantaged pupils are below that of all pupils.



	<p>Research shows that overall absence has a negative impact on attainment, with every extra day missed linked to a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English Baccalaureate (EBacc).</p> <p>For pupils already living with disadvantage, good attendance becomes more important in arresting or turning around the negative effects of early years disadvantage</p>
<b>E.</b>	<p>High levels of socio economic deprivation (Data from LSIP) 76.03% of our pupils are in the most deprived wards (E*/E) on all Overall Multiple Deprivation Indices.</p>

<b>Total number on roll (15/16): 722</b>		<b>% Pupil</b>	<b>Mult</b>	<b>Edu</b>	<b>Inc</b>	<b>Emp</b>	<b>Health</b>	<b>Hou<sup>3</sup></b>	<b>Crime</b>	<b>Liv En</b>
Total Percentage Matched		<b>100.00</b>								
Weighted by NOR by Ward factor for matched pupils			<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>A</b>	<b>E</b>	<b>E</b>
Percentile ranking by NOR by Ward for matched pupils			<b>86</b>	<b>83</b>	<b>81</b>	<b>84</b>	<b>92</b>	<b>12</b>	<b>76</b>	<b>83</b>
Invalid postcodes		<b>0.00</b>								
<b>SOA</b>	<b>Ward</b>	<b>% Pupil</b>	<b>Mult</b>	<b>Edu</b>	<b>Inc</b>	<b>Emp</b>	<b>Health</b>	<b>Hou<sup>3</sup></b>	<b>Crime</b>	<b>Liv En</b>
OAGG	SOA with fewer than 10 pupils	17.04	<b>D</b>	D	D	D	E	A	D	D
E01025042	Central	16.48	<b>E*</b>	<b>E*</b>	E	E	<b>E*</b>	A	D	<b>E*</b>
E01025082	Spring Hill	13.43	<b>E</b>	<b>E*</b>	<b>E*</b>	E	E	A	E	C
E01025084	Spring Hill	10.66	<b>E</b>	<b>E*</b>	E	E	E	A	E	<b>E*</b>
E01025083	Spring Hill	8.03	<b>E*</b>	<b>E*</b>	E	E	<b>E*</b>	<b>A*</b>	E	<b>E*</b>
E01033231	Church	7.48	<b>E*</b>	<b>E*</b>	E	E	<b>E*</b>	A	E	<b>E*</b>
E01025041	Central	4.99	<b>E*</b>	E	<b>E*</b>	<b>E*</b>	<b>E*</b>	A	E	<b>E*</b>
E01025055	Immanuel	3.19	<b>E</b>	E	D	E	E	<b>A*</b>	D	<b>E*</b>
E01025075	Spring Hill	2.49	<b>E</b>	D	E	E	E	<b>A*</b>	D	<b>E*</b>
E01025054	Immanuel	2.35	<b>D</b>	C	C	E	E	A	D	D
E01025046	Church	2.22	<b>E*</b>	E	E	<b>E*</b>	<b>E*</b>	<b>A*</b>	E	E
E01025076	St Andrew's	1.94	<b>E</b>	C	D	D	E	<b>A*</b>	E	E
E01025077	St Andrew's	1.94	<b>E</b>	D	E	E	<b>E*</b>	<b>A*</b>	D	E
E01025033	Altham	1.66	<b>B</b>	B	A	B	D	C	B	C
E01025037	Barnfield	1.66	<b>E</b>	C	E	E	E	A	D	D
E01025044	Church	1.52	<b>E</b>	E	D	E	E	<b>A*</b>	E	<b>E*</b>
E01025081	St Oswald's	1.52	<b>B</b>	B	A	B	D	A	C	D
E01025056	Immanuel	1.39	<b>B</b>	A	A	C	D	<b>A*</b>	C	B

**Key**

% Pupils	Percentage of pupils who live in the SOA
Mult	Overall Multiple Deprivation Index
Edu	Education, Skills and Training Deprivation Index
Inc	Income Deprivation Index
Emp	Employment Deprivation Index
Health	Health Deprivation and Disability Index
Hou	Barriers to Housing and Services Index
Crime	Crime Index
Liv En	Living Environment Deprivation Index

Super Output Area (SOA) level interpretations are based on an assessment of each SOA's rank out of 32844 SOAs in

England & Wales

<b>E*</b>	Less than 5%	Most deprived
<b>E</b>	Between 5% and 25%	
<b>D</b>	Between 25% and 40%	
<b>C</b>	Between 40% and 60%	
<b>B</b>	Between 60% and 75%	
<b>A</b>	Between 75% and 95%	
<b>A*</b>	Equal to or Greater than 95%	Least deprived

<b>Total number on roll (15/16): 722</b>	<b>% Pupil</b>	<b>Mult</b>	<b>Edu</b>	<b>Inc</b>	<b>Emp</b>	<b>Health</b>	<b>Hou<sup>3</sup></b>	<b>Crime</b>	<b>Liv</b>	<b>En</b>	
Total Percentage Matched	100.00										
Weighted by NOR by Ward factor for matched pupils		E	E	E	E	E	A	E	E		
Percentile ranking by NOR by Ward for matched pupils		86	83	81	84	92	12	76	83		
Invalid postcodes	0.00										
<b>SOA</b>	<b>Ward</b>	<b>% Pupil</b>	<b>Mult</b>	<b>Edu</b>	<b>Inc</b>	<b>Emp</b>	<b>Health</b>	<b>Hou<sup>3</sup></b>	<b>Crime</b>	<b>Liv</b>	<b>En</b>
No more SOA's to display											

**F.** High numbers of pupils with external agency support due to specific child protection and complex pastoral needs

	GCSE 2017 Year 11			GCSE 2018 Year 10			GCSE 2019 Year 9			GCSE 2010 Year 8			GCSE 2021 Year 7		
Cohort Size	147			122			163			150			163		
Headlines	No of pupils	DP	NDP	No of pupils	DP	NDP	No of pupils	DP	NDP	No of pupils	DP	NDP	No of pupils	DP	NDP
Green Safeguarding	19	9	10	10	5	5	20	13	7	10	4	6	14	3	11
Amber Safeguarding	21	13	8	19	14	5	20	17	3	8	6	2	15	10	5
Red safeguarding	8	7	1	6	2	4	14	12	2	9	6	3	2	2	0
Section 47 referrals	2	2	0	0	0	0	2	2	0	4	2	2	0	0	0
CP register	5	3	2	0	0	0	0	0	0	0	0	0	0	0	0
Bereavement	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Police involvement	45	4	0	1	1	0	9	6	3	3	2	1	2	2	0
Brook Support	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0
ELCAS	14	6	8	9	6	3	5	4	1	3	2	1	1	1	0
HARV	0	0	0	2	0	2	9	5	4	3	2	1	2	2	0
Mental Health Issues	11	7	4	3	2	1	2	2	0	2	1	1	2	2	0
Engage Team	2	2	0	0	0	0	4	4	0	0	0	0	0	0	0
Young Carers	2	2	0	2	0	0	3	3	0	1	1	0	1	1	0
Caritas	2	1	1	0	0	0	3	3	0	0	0	0	0	0	0
ADOS	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0
CSC	5	3	2	0	0	0	0	0	0	0	0	0	0	0	0

ADHD	3	1	2	1	0	0	4	2	2	1	0	0	1	1	0
LEMS	2	1	1	1	0	1	0	0	0	0	0	0	0	0	0
NLTG	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
HBV	0	0	0	1	0	1	1	1	0	0	0	0	3	0	3

Agencies actively involved with pupils include; Chaplain / Counsellor, Barnardo's, Brook, CARITAS, Children Social Care, Children's Society, Early Break, ELCAS, Engage, HARV, The Heights, Inspire, LEMS, Maundy Counselling, NLTG, PCSO, Police, Prevent, Prince's Trust, PRU, Rainbow bereavement counselling, Rotarians, SCAYT, School Nurse, Targetted Youth Support, YNOT, Young Carers, YPS.

**G.** Lack of parental support / positive role models  
A large number of our pupils have difficult home circumstances. This manifests itself in the form of poor attendance and a lack of engagement and effective support from parents. Impact on pupils can include poor attendance, unwillingness to complete homework and a lack of effort in school. Attendance at parents' evenings has improved over time. However, attendees are often relatives other than parents and they and some parents, do not always engage with and act upon the advice and guidance provided by teachers.

Year	2011-12	2012-13	2013-14	2014-15	2015 - 16	2016 - 17
7	80%	78%	82%	84%	90%	86%
8	55%	67%	82%	72.5%	84%	88%
9	55%	68%	79%	79%	92%	
10	50%	65%	76%	89%	90%	
11	50%	56%	67%	72%	80%	91%
Ave	58%	67%	77%	79%	87%	

**H.** Low aspirations / lack of aspirations  
A large number of KS4 pupils have low aspirations and consequently have no destinations planned for when they leave school after GCSEs. As mentioned above, they have few positive role models and have little knowledge of the full range of career and destination options.  
RAISE online 13/14 destinations

**Destinations in 2014/15 of 2013/14 KS4 pupils**

		Overall percentage going to a sustained education or employment/training destination				Sustained education				Sustained employment and / or training			
		Sch		Nat		Sch		Nat		Sch		Nat	
Cohort	144	91		94		85		90		6		3	
All Pupils		92		93		86		90		6		3	
Gender		90		94		83		91		6		3	
Male	66												
Female	78												
Disadvantaged pupils		90		87		84		83		6		4	
Disadvantaged pupils	50												
Other pupils	94	91		96		85		93		6		3	

		Sustained education - breakdown										No sustained education or employment				No activity captured in data			
		Further education college or other FE provider		School sixth form (state funded)		Sixth form college (state funded)		Other education destinations		Apprenticeships *		Sch		Nat		Sch		Nat	
Cohort	144	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils		66	38	11	39	-	13	-	2	8	6	6	6	3	1	-	-	-	-
Gender		71	40	11	36	-	11	-	2	12	7	-	6	-	1	-	-	-	1
Male	66																		
Female	78	62	35	12	41	-	14	-	1	5	5	-	5	-	1	-	-	-	1
Disadvantaged pupils		70	45	-	26	6	10	-	2	12	5	-	11	-	1	-	-	-	1
Disadvantaged pupils	50																		
Other pupils	94	64	35	-	43	7	14	-	1	6	6	-	3	-	1	-	-	-	1

\* Young people counted as being on apprenticeships are included within the figures for further education colleges, sixth form colleges and school sixth forms or employment/training. They are shown again in the column headed 'Apprenticeships'. A young person will be reported as an apprenticeship destination if they are in the 'Overall sustained education and/or employment / training destination' and also recorded as taking a funded apprenticeship at any time between August and July. All school and national figures are percentages. Other education destinations include independent schools, alternative provision, special schools, specialist post-16 institutions, UK higher education and education combination destinations.

**Destinations in 2013/14 of 2012/13 KS4 pupils**

		Overall percentage going to a sustained education or employment/training destination				Sustained education				Sustained employment and/or training				Sustained education/ employment/ training combination destination			
		Sch		Nat		Sch		Nat		Sch		Nat		Sch		Nat	
Cohort	152	92		92		88		90		3		1		1		1	
All Pupils		89		91		89		89		3		1		1		1	
Gender		88		92		88		91		4		1		0		1	
Male	80																
Female	72																
Disadvantaged pupils		90		85		85		83		5		1		0		1	
Disadvantaged pupils	40																
Other pupils	112	93		94		89		93		3		1		1		1	

		Sustained education - breakdown																															
		Mainstream								Specialist provision				Apprenticeships *		Sustained education combination destination		Destination not sustained		Destination not sustained /NEET		Activity not captured											
		Further education college		Independent school		Other further education provider		School sixth form (state funded)		Sixth form college		Specialist post-16 institution		Alternative provision or pupil referral unit		Special school		Sch		Nat		Sch		Nat		Sch		Nat		Sch		Nat	
Cohort	152	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
All Pupils		58	34	0	0	7	3	9	38	13	12	0	0	0	0	0	1	14	5	1	0	6	5	1	2	1	1	1	1	1			
Gender		61	36	0	0	11	4	3	36	14	11	0	0	0	0	0	1	18	6	0	0	6	5	1	2	0	1	1	1				
Male	80																																
Female	72	54	32	0	0	3	3	17	41	13	14	0	0	0	0	0	1	10	4	1	0	6	5	1	2	1	1	1	1				
Disadvantaged pupils		63	40	0	0	3	4	8	26	13	10	0	0	0	0	0	2	5	4	0	0	5	9	5	4	0	2	2	2				
Disadvantaged pupils	40																																
Other pupils	112	56	32	0	0	9	3	10	43	13	13	0	0	0	0	0	1	17	5	1	0	6	4	0	1	1	1	1	1				

\* Young people counted as being on apprenticeships are included within the figures for further education colleges, sixth form colleges and school sixth forms. They are shown again in the column headed 'Apprenticeships'. All school and national figures are percentages.

Low aspirations also contribute to poor engagement with own learning and high incidence of behavior transgressions.

TOTAL BEHAVIOUR POINTS as of 19/12/16	NDP	NDP % of all	DP	DP as % of all	All
Year 7	404	55%	326	45%	730
Year 8	251	38%	403	62%	654
Year 9	311	29%	745	71%	1056
Year 10	273	50%	269	50%	542
Year 11	351	53%	317	47%	668
<b>Total</b>	<b>1590</b>	<b>44%</b>	<b>2060</b>	<b>56%</b>	<b>3650</b>

OWN LEARNING FAILURE as of 19/12/16	NDP	NDP % of all	DP	DP as % of all	Total
Year 7	229	72%	87	27%	316
Year 8	103	50%	102	50%	205
Year 9	138	42%	193	60%	331
Year 10	146	57%	139	49%	285
Year 11	166	60%	117	41%	283
<b>Total</b>	<b>782</b>	<b>44%</b>	<b>638</b>	<b>45%</b>	<b>1420</b>

Since DP pupils represent on average 38% of the school population, you would expect that proportion to be reflected in the numbers of Behaviour points and Own Learning failures. This is not the case with some significant in year variances.

- I. Mental health issues:  
A small number of our PP pupils are affected by mental health issues, creating anxiety and impacting on their self-esteem. This also has a detrimental impact on their attendance and performance in school.

	GCSE 2017 Year 11			GCSE 2018 Year 10			GCSE 2019 Year 9			GCSE 2010 Year 8			GCSE 2021 Year 7		
Cohort Size	147			122			163			150			163		
Mental Health Issues	11	7	4	9	6	3	5	4	1	3	2	1	1	1	0
% of cohort	7.5	4.7	2.7	7.4	4.9	2.5	3.1	2.5	0.6	2	1.3	0.7	0.6	0.6	0.0

**4. Desired outcomes** (*desired outcomes and how they will be measured*)

Success criteria

- A. Improved standards of literacy for all pupils eligible for PP

KS3 - Years 7-9

All disadvantaged pupils eligible for PP should make at least expected progress by achieving their in year progress targets in English with at least 25% exceeding expected progress.

In KS3 this will be evidenced using Accelerated Reader assessments, in class support and English written assessments (Department database and SIMS data collections)

		<p>KS4 - Year 10/11 All pupils eligible for PP should achieve at least 3LOP in English, with at least 25% making at least 4LOP (monitored through Phase data and SISRA)</p> <p>In KS4, this will be evidenced through assessments in English Study Support lessons, written assessments in English Language and Literature (Department databases and SIMS data collections) and the final GCSE examinations.</p>
<b>B.</b>	High levels of progress in numeracy for all pupils eligible for PP	<p>KS3 - Years 7-9: All disadvantaged pupils eligible for PP should make at least expected progress by achieving their progress targets in maths with at least 25% exceeding expected progress.</p> <p>This will be evidenced using in class support and maths assessments. (Department Data bases and SIMS data collections)</p> <p>KS4 - Years 10/11: All disadvantaged pupils eligible for PP should achieve at least 3LOP in maths, with at least 25% making at least 4LOP (monitored through Phase data and SISRA)</p> <p>At KS4, this will be evidenced through assessments in Maths Study Support, assessments in GCSE maths lessons (Department databases and SIMS phase data collections and the final GCSE examinations.</p>
<b>C.</b>	Improved reading and oracy skills in all pupils but especially those who are EAL and eligible for PP	<p>At KS3 this will be evidenced through accelerated reader scores.</p> <p>At KS4 this will be evidenced through speaking and listening tasks in English and other cross curricular tasks.</p>
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA) among disadvantaged pupils eligible for PP to 10% or below, particularly in



		KS4. Overall attendance among disadvantaged pupils eligible for PP should improve from 93% to 96% to become in line with pupils who are not disadvantaged.																			
<b>E.</b>	Improved attendance and engagement of DP pupils with school. Increased rates of progress.	Attendance among disadvantaged pupils eligible for PP should improve so that it is in line with pupils who are not disadvantaged.  Phase data analysis should demonstrate that there is a clear improvement in the attitudes to learning and attainment grades of disadvantaged pupils.  Pupil voice surveys should indicate largely positive attitudes to school and learning from disadvantaged pupils.																			
<b>F.</b>	Improved engagement with parents, leading to pupils having improved rates of progress and higher attendance.	Maintain and improve upon the % of PP parents attending Parents' Evening – target >90% attendance in all years. Parents' Guidance sessions at Parents' evenings to be well received / considered useful (exit cards)  PSP / SEN reviews, attendance panels, mentor meetings, behaviour contracts to be well attended - above 90%.  Parent Engagement Projects to be well attended – Book Club, Own Learning Support Clinics, Subject Specific sessions																			
<b>G.</b>	Increase in both the number of PP pupils achieving rewards in school and engagement with extra-curricular activities.  <table border="1" data-bbox="248 1214 1198 1361"> <thead> <tr> <th rowspan="2">Cohort</th> <th colspan="4">Autumn Term 1 2016</th> </tr> <tr> <th colspan="2">Star of half term</th> <th colspan="2">Achievement points</th> </tr> <tr> <th></th> <th>All</th> <th>DP</th> <th>All</th> <th>DP</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td>85</td> <td>24 (29%)</td> <td>162</td> <td>38 (23%)</td> </tr> </tbody> </table>	Cohort	Autumn Term 1 2016				Star of half term		Achievement points			All	DP	All	DP	Yr 7	85	24 (29%)	162	38 (23%)	% increase in the numbers of PP achieving Star of the half term and behavior points to match all pupils  % increase in numbers of pupils attending extra-curricular activities and holding positions of responsibility  <ul style="list-style-type: none"> <li>Audit participation in extracurricular activities and responsibility posts.</li> </ul>
Cohort	Autumn Term 1 2016																				
	Star of half term		Achievement points																		
	All	DP	All	DP																	
Yr 7	85	24 (29%)	162	38 (23%)																	

GCSE 2021				
Yr 8 GCSE 2020	89	26 (29%)	149	63 (42%)
Yr 9 GCSE 2019	65	30 (46%)	163	78 (48%)
Yr 10 GCSE 2018	71	27 (38%)	122	51 (42%)
Yr 11 GCSE 2017	63	17 (27%)	147	53 (36%)

- Monitor the numbers of PP pupils attending extra – curricular activities at school and holding positions of responsibility.
- PP/ PTA Hardship fund to continue to support DP pupils in participation of extracurricular activities – money should be no barrier.

### **Rationale for proposed strategy**

Sir John Dunford, the former National pupil premium Champion, spent two years examining what works best after speaking to schools, addressing conferences and acting as a channel of communication between the Department for Education and schools. He noted that the most successful schools used a range of strategies that were targeted to the needs of individual pupils rather than sticking with one or two.

### **The most successful schools:**

- Collected and analysed data on groups and individual pupils, and monitored this over time
- Focused on teaching quality
- Identified the main barriers to learning for disadvantaged children
- Put interventions in place when progress has slowed
- Engaged with parents and carers in the education of their child
- Referred to existing evidence about the effectiveness of different strategies
- Trained all classroom staff in the strategies being used in school
- Secured staff commitment to the importance of the pupil premium agenda
- Trained governors on pupil premium

### **In deciding which policies to use, heads and teachers needed to:**

- Determine what the school wants to achieve with pupil premium funding
- Analyse the barriers to learning before deciding what strategies to use
- Decide on desired outcomes and identify success criteria for each
- Monitor and evaluate the success and impact of any current strategies on pupils; change them if they're not working
- Decide on an optimum range of approaches to use
- Keep up to date with research

Sir John said:

“In future, it will be up to regional school commissioners, local authorities, MATs and alliances to keep the pupil premium cause high on their priorities. The social, moral and educational case for providing additional support to children born less fortunate than others remains as strong as ever. Every school needs a Pupil Premium Champion.”

A wide range of recent research papers have identified that in determining the most effective ways to support disadvantaged pupils' achievement in school, the most impact is seen through the delivery of high quality teaching for all. In particular, John Dunford's research on using the pupil premium effectively clearly identifies the importance of focusing relentlessly on the quality of teaching and learning in the classroom. **His research demonstrates that highly effective teaching disproportionately benefits disadvantaged pupils.**

CPD and school improvement at Mount Carmel seek to develop the provision of consistently high standards by setting high expectations, monitoring and evaluating the performance of teachers, departments and pupils and sharing 'best practice'. In ensuring 'that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate teaching that is less than good', outcomes for all pupils, but especially those eligible for PP, will be improved.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all (Classroom Teacher / TA focussed)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved literacy skills for pupils in Years 7-11	School Improvement sessions – Monday meetings x 6 (1/2 hour session on Literacy and Oracy) 2 x Twilights	All teachers are teachers of literacy. Competency in literacy is required to access the wider curriculum and therefore all teachers should actively seek opportunities to develop literacy skills through their lessons.	CPD delivered by specialist staff. Appraisal observations and celebration walkabouts. Routine monitoring of pupils' exercise books to ensure literacy is explicitly taught and literacy code is applied when marking	ACN Literacy Coordinator T&L Development Group  TLR costs	Termly reviews Spring / Summer

<p>Improved numeracy for pupils in years 7-9 and in Years 10/11</p>	<p>School Improvement sessions – Monday meetings x 6 (1/2 hour sessions on Numeracy) 2 x Twilights</p>	<p>All teachers are teachers of numeracy. Competency in literacy is required to access the wider curriculum and therefore all teachers should actively seek opportunities to develop numeracy skills through their lessons.</p>	<p>CPD delivered by specialist staff. Appraisal observations and celebration walkabouts. Routine monitoring of pupils' exercise books to ensure numeracy is explicitly taught</p>	<p>MCK Numeracy Coordinator 2i/c Maths T&amp;L Development Group  TLR costs</p>	<p>Termly reviews Spring / Summer</p>
<p>Barriers to learning minimised for pupils in Years 7 – 11</p>	<p>Review of work and deployment of TA team, to improve effectiveness of TAs.</p>	<p>EEF research on the effective use of TAs emphasises the importance of support and training for teachers and TAs to understand how to work together most effectively. TAs should have a wider pedagogical focus and are expected to support the entire class, including SEN/DP pupils</p>	<p>TA observations/walkabouts to be completed by SENCo and SLT Link. Internal review of deployment and impact of TAs. TAs to participate fully in School Improvement CPD programme. TA appraisal process to be aligned with all staff. All TAs to be given a progress target for a pupil or group they are working closely with. Learning Support DIP to have TA development as a specific component. Phase data analysis to include a SEND/DP review which focuses on the impact of TAs.</p>	<p>DSY/ LCS</p>	

### Targeted support at Whole School Level

Many of the strategies listed below are based on two of the most effective ways of supporting disadvantaged pupils' achievement according to NFER research. These are:

- Meeting individual learning needs – 'schools provide individual support for specific learning needs and group support for pupils with similar needs'
- Deploying staff effectively
  - to ensure that our best teachers work with pupils who need the most support
  - to ensure that teaching assistants are well trained and well directed to support pupils' learning

The process of identifying pupils for additional intervention is data driven and responsive to on-going evidence through robust assessment systems. We aim to ensure that we use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved standards of literacy for all pupils eligible for PP					

<p>Improved literacy for pupils in years 7-9</p>	<p>Accelerated Reader Costs          KS3 1 year rapid implementation          Secondary Literacy Licence For 40 Pupils 1          £925.00 £925.00          Secondary Literacy Subscription Per Pupil/Per Year 446 pupils @ £5.50          £2,453.00          Secondary Premier AR Professional Development 1          £1,259.00          £4,637.00</p>	<p>EEF efficiency trial indicated that using Accelerated Reader with pupils who did not achieve a Level 4 at the end of KS2 had a positive impact on all pupils by 3 months over an academic year.</p> <p>EEF also says that reading comprehension strategies have moderate impact for very low cost based on extensive evidence.</p>	<p>Monitor access of pupil usage of Accelerated Reader</p> <p>Reports to show impact of AR each half term for PP with a particular focus on PP pupils below L4</p> <p>Monitor pupil progress and use alternative approaches for students who are not making sufficient progress from strategy</p>	<p>CAN / AHT          LRC Managers</p>	
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<p>Improved literacy / English outcomes for pupils in years Years 10/11</p>	<p>English Study Support – delivered by experienced teachers</p>	<p>Identified pupils at risk of not making expected progress choose English Study Plus as an option at GCSE. Delivered by an experienced teacher, the course aims to consolidate critical literacy skills throughout Years 10 and 11.</p>	<p>Best teachers are allocated to Study Support. Quality of teaching monitored through SLT drop-ins, appraisal observations and work scrutinies. Tracking data and regular assessments monitored rigorously through school's QA systems. Fortnightly feedback on the PP cohort of study support to ensure they are making progress from this additional curriculum time.</p>	<p>LCS/LJS/NSE</p>	
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	<p>Small group withdrawal delivered by qualified teacher / teaching assistant</p> <p>Extended Curriculum time Form 7 Period 6 Saturday school</p>	<p>Identified pupils selected for additional GCSE intervention based on findings from regular assessments (1:1 / small group support) during form time, lunchtimes and after school.</p> <p>Small group tuition has moderate impact for moderate cost. Small group tuition is effective and the smaller the better. These sessions focus on mastery of key skills.</p> <p>Targeted intervention programme for DP and DP/HAP beginning October 2016.</p> <p>Pupils identified for small group support with focus on PP cohort.</p> <p>Regular assessment and review of AO's and pupil progress to ensure correct pupils are attending</p> <p>EEF states that mastery learning has moderate impact for very low cost based on moderate evidence.</p> <p>Lower attaining pupils may gain more from this strategy than high attaining pupils, by as much as one or two months' progress.</p>	<p>Review English estimated P* rankings and select PP pupils – identify particular AO issues, devise a programme to address these needs – retest specific AO that has been targeted;</p> <p>Pupil Progress meetings review progress fortnightly.</p> <p>Review of mock exams / ongoing assessments to identify areas / AO's where PP pupils fail to perform.</p>	<p>CL English to direct activities of TAs / teachers</p>	<p>Pupil progress meetings and phase data analysis to review efficacy of interventions</p>
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B. High levels of progress in numeracy for all pupils eligible for PP

<p>Improved numeracy for pupils in Years 7-9</p>	<p>Numeracy Ninja / Successmaker (Renaissance Learning)</p>	<p>EEF and school to school evidence indicates similar levels of success using Successmaker for pupils who did not achieve a Level 4 at the end of KS2</p> <p>+ 3 months over an academic year.</p> <p>EEF also says that reading comprehension strategies have moderate impact for very low cost based on</p>	<p>Monitor access of pupil usage of Successmaker</p> <p>Reports to show impact of Successmaker each half term for PP with a particular focus on PP pupils below L4</p> <p>Monitor pupil progress and use alternative approaches for students who are not making sufficient progress from strategy</p>		
<p>Improved numeracy for pupils in Years 10/11</p>	<p>Numeracy tasks during form time</p>	<p>All form tutors are teachers of numeracy. Competency in numeracy is required to access college and employment and therefore all form tutors should actively seek opportunities to develop numeracy skills through their lessons.</p>			

Improved Literacy / Numeracy (All years)	Form time literacy / Numeracy programme	<p>Activities designed to ensure mastery of the basics required to access GCSE courses.</p> <p>EEF endorses mastery techniques – moderate impact for very low cost. Particularly effective in very small groups of lower attaining pupils.</p>	<p>Regular and detailed monitoring following attendance at specialist sessions</p> <p>Pupil voice feedback to gauge engagement and progress</p>		
Improve outcomes for DP pupils with EAL					

<p>Well managed transition and integration into mainstream lessons and consequently accelerated progress and outcomes for DP pupils with EAL, especially those who join the school within with lower levels of proficiency in English.</p>	<p>Accurate assessment of proficiency in English of all pupils on roll and subsequent assessment of new pupils along with careful information gathering relating to ability in core subjects.</p> <p>Improved community engagement through adult literacy / own learning support and other workshops</p>	<p>Successful schools have tackled the challenges of increasing EAL demand by designing a bespoke programme of study at key stage 3 and thereby narrowing the achievement gap for EAL learners across the school.</p> <p>Initial assessment of each student should include English, Maths and Science in both their own language and in English to ensure appropriate class setting across departments, giving students the opportunity to show what they are capable of doing when language is not a barrier. Sets and bands can then be determined according to ability.</p> <p>Barriers to learning, include social and emotional aspects and warrant a triangulated approach – students, whole-school and community.</p> <p>Questionnaires (Boxall profiling?) with each student to reveal factors that could hinder or enhance pupils' learning outcomes (housing status, family status, hobbies and interests, aspirations)</p> <p>Other approaches to</p>	<p>Detailed assessments of current competencies in own language and English kept and progress tracked against these baselines using all available data including Accelerate Reader, Phase data and Boxall profiling</p>	<p>SENCO TAs – dedicated EAL TA??</p>	
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<p>Improved progress and outcomes for DP pupils with EAL and poor oracy.</p>	<p>Oral language training and intervention</p> <p>School Improvement sessions.</p>	<p>Oracy is the bedrock of pupils' language and communication and that it is vital for social and emotional development and is a significant factor in employability.</p> <p>A range of strategies have been shown to develop pupils' oracy skills including:</p> <ul style="list-style-type: none"> <li>• modelling spoken language</li> <li>• initiating pair and group work</li> <li>• providing pupils with feedback on spoken answers</li> <li>• Providing planned opportunities for speaking and listening</li> <li>• targeted reading aloud and discussing books with pupils,</li> <li>• explicitly extending pupils' spoken vocabulary</li> <li>• the use of structured questioning to develop reading comprehension.</li> <li>•</li> </ul> <p>Professor Robin Alexander says:  <i>"Children talk when they are prompted or invited, or enabled and encouraged to do so, so the teacher's role in promoting talk is absolutely critical"</i></p> <p>Barriers to better provision.</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Lack of confidence in</li> </ul>	<p>Measured improvements in spoken and written answers through assessments in English and in other extended writing subjects.</p>	<p>ACN T&amp;L development team</p>	
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C. Improving attendance rates for all pupils eligible for PP

Improved attendance rates for pupils eligible for PP	Governors attendance panels	Rationale – To raise the importance of attendance at crucial periods during KS4. The main purpose of the exercise is have a 'challenging conversation' to ensure pupils understand the	Pupils identified on a termly basis using up-to-date attendance data. AIW to closely monitor attendance following a panel meeting.		Weekly Attendance meetings held. Termly governors' attendance reports.
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Improved attendance rates for pupils eligible for PP	Attendance Worker employed to monitor pupils and follow up PA. Specific time allocated to monitoring of PP pupils.	Pupils cannot make progress and achieve well if they are not in school.  NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.	All staff / pupils / parents / carers are made aware of the casual link between attendance and achievement. Attendance levels for all disadvantage pupils are prioritised, checked and acted upon. (First day contact first) Systems are in place to make early identification of issue & need.	Attendance worker/ PLs/ APLs	Weekly Attendance meetings held. Termly governors' attendance reports. AIW appraisal reviews. Regular reports to SLT regarding attendance of all pupils but especially those who are eligible for PP present an improving picture.
D. Improved engagement and therefore progress of DPs.					
Year 7/8 Nurture					



<p>Improved attendance and engagement with school for pupils in KS3 where their disadvantaged start in schooling is preventing progress from being made.</p>	<p>Personalised curriculum at KS3 Timetabled sessions on Accelerated learning / Learn to Learn???</p>	<p>Meta-cognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. This is achieved by teaching them a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on the learner managing their own motivation towards learning.</p> <p><b>EEF / Sutton Trust findings</b> <b>Cost: low. Progress: +8</b></p>	<p>Nuture pupils and those vulnerable pupils on the Nurture register but in mainstream classes to be identified on contextual seating plans.</p> <p>Possible future planning to include a primary model of teaching with a small class of 10 -12 pupils with a focus on SEAL/Basics/ Literacy and Numeracy</p>	<p>SENDCO Nurture Manager</p>	<p>Phase data to focus on Nurture pupils</p> <p>Regular meetings with PLs/Nurture Manager and Parents</p>
<p>Improved progress and outcomes for DPs</p>	<p>Whole school approach to feedback and marking</p>	<p>Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests</p> <p><b>EEF / Sutton Trust findings</b> <b>Cost: low. Progress: +8</b></p>	<p>Continued consistent application of whole school marking policy with DP / HAP pupils' books being marked first and best.</p>	<p>SLT CLs</p>	<p>CL and SLT work scrutiny reports to indicate an improving picture regarding marking / assessment and feedback. (from developing to embedded)</p>

<p>A well established and positive culture of learning for all pupil but especially DP students</p>	<p>Whole school focus on mastery learning</p>	<p>Mastery learning involves breaking down subject matter and learning content into clearly specified objectives, which are pursued until they are achieved. Learners work through blocks of content in sequential steps and must achieve success, measured through testing, before progressing to new content. Students who do not reach the required level are provided with additional tuition, peer support, small group discussions, or own learning so that they can reach the expected level. <b>EEF / Sutton Trust findings</b> <b>Cost: low. Progress: +5 months.</b></p>	<p>T&amp;L development group to research Mastery approaches with a view to developing tools and toolkits for whole staff training in CPD Summer 2017</p>	<p>LCS T&amp;L development group.</p>	<p>T&amp;L market place to have a focus on Mastery learning.  Lesson observations in the summer term to show early signs of mastery learning principles.  Departmental internal databases indicate improvements in outcomes for pupils when applying mastery learning.</p>
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<p>A well established and positive culture of learning for all pupil but especially DP students</p>	<p>Peer mentoring / tutoring. HA Pupils have mentors but some would be better served / would better serve others by mentoring / tutoring other pupils, to develop mastery of materials and support the progress of others.</p>	<p>Peer mentoring / tutoring involves a range of approaches where pupils work in pairs / small groups to offer support. (Cross age or reciprocal peer tutoring)</p> <p>The common characteristic of these approaches is that learners take on responsibility for aspects of teaching and evaluating their success.</p> <p><b>EEF / Sutton Trust findings.</b> <b>Cost: low. Progress: +5 months.</b></p>	<p>DP/HAP mentoring programme to be reviewed post mocks and peer mentors re-assigned from Category 1 pupils (mentoring category 2 pupils)</p> <p>Peer mentoring to be established in Year 10 following Phase 1 data collection.</p>	<p>PWM/CCM/JHL</p>	<p>Mentoring tracking to include work of peer mentors.</p> <p>PWM to report to SLT monthly</p> <p>Phase data analysis master sheet to identify pupils with mentors and impact analysis completed.</p>
<p>E. Increase in the number of DPs engaging with extracurricular activities and achieving rewards</p>					

<p>Increase the number of PP pupils achieving rewards in school thereby indicating improved engagement.</p>	<p>All staff to endeavour that 40% of all rewards and praise to the pupils identified as DP on their contextual seating plans and applying constructive mindset principals.</p>	<p>Carol Dweck et al identify that to foster a constructive mindset teachers should</p> <ul style="list-style-type: none"> <li>• Praise students' efforts and work strategies ("process praise") and outcomes when they do well, but</li> <li>• Don't praise students for their intelligence ("person praise").</li> <li>• Avoid linking success and failure to things over which pupils have no control (poor luck, "clever" or "thick")</li> </ul> <p>Praise for effort and/or work strategies</p> <ul style="list-style-type: none"> <li>• Directly affects students' beliefs about why they succeed or fail.</li> <li>• Leads to increased persistence, self-evaluation, motivation and resilience.</li> <li>• Leads to increased learning and higher achievement.</li> </ul> <p>Students whose teachers praise effort and work strategies rather than praising intelligence will:</p> <ul style="list-style-type: none"> <li>• Apply more, not less, effort when material is difficult for them.</li> <li>• Seek challenges.</li> <li>• Set higher goals for themselves.</li> <li>• Look at failures as</li> </ul>	<p><a href="http://www.apa.org/education/k12/using-praise.aspx">http://www.apa.org/education/k12/using-praise.aspx</a></p> <p>Further research needed into Growth / Constructive / Positive MIndsets.</p>		
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<p>Increase the numbers of pupils who engage with extra-curricular activities especially those which raise aspirations or wider opportunities</p>	<p>Supplement costs for extra curricular activities (currently at 50% with no impact measure)</p> <p>Develop DofE in school to enable as many pupils as possible to engage with this internationally recognised award.</p> <p>Target extra curricular activities to celebrate faith in action / similarities between represented faiths in school eg savio house, Damascus days, joint projects with the local mosques.</p>	<p>Integral to school life, extra-curricular activities are equally as important as academic learning as they enable students to truly flourish and discover what they are made of! There are lots of opportunities to learn outside the classroom that provide personal challenge, teamwork and the discovery of new skills, so students are encouraged to participate and to give of their best.</p> <p>Today's employers look at more than just a degree. They look for how well rounded young people are and they have identified that a lot of the skills gained in school, college and university aren't just from the academics – they're from extracurricular activities. Many students have these skills, and every student has the potential to develop them if they don't already have them.</p> <p>Pupils need to be taught the benefits of extracurricular opportunities and then should be supported in identifying the skills acquired, talk about them and make relevant connections with them on CVs or in an interview.</p>	<p>Continue with the current policy of supplementing costs for pupils in extracurricular and curriculum enhancement opportunities but develop an application process through which pupils have to consider the wider benefits of the experience and make some commitment to putting experiences to good use.</p> <p>Perhaps application / selection process could be applied to all pupils to introduce greater accountability and less entitlement.</p> <p>SLT to carefully consider academic and wider benefits of extracurricular activities and identify key pupils to target for invitation to apply to widen horizons and raise aspirations.</p> <p>Investigate other options to develop a hardship fund outside of the PP funding stream to facilitate participation in extracurricular events without draining PP resources. (PTFA/Grants)</p>	<p>EVC SLT Visit leaders JHL</p>	<p>Termly reports on DP participation in all extracurricular activities from Theatre visits, sporting events, overseas visits to ensure that DPs are accurately represented in all fields.</p> <p>Target 50 Year 9 pupils at Bronze in 2017</p> <p>Target 25 Year 10 pupils at Silver in 2018</p> <p>Possibly target 15 Year 11 Gold participants in 2019</p>
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Improved engagement with parents, leading to improved attendance and progress of the parents of pupils who are eligible for PP.

Maintain and improve upon current attendance at parents evening and other school events					
Provide further opportunities for parents to engage with school in order to best support our young people	Parent's guidance evenings – separate to parents evening to allow for Q&A about changing educational landscape				

<p>Remove barriers for parents who have had a negative experience of school</p>	<p>Parent engagement projects</p> <ul style="list-style-type: none"> <li>• Own Learning support</li> <li>• Literacy / Numeracy</li> <li>• qualifications for parents (GCSE/NVQs)</li> </ul> <p>Future plans may involve children in leading some of the workshops, thereby developing their confidence and presentation skills and giving a powerful</p> <ul style="list-style-type: none"> <li>• message to parents.</li> </ul>	<p>A case study from a midlands school identifies the following successful strategies.</p> <p>Staff greet parents at the school gate every day in order to build trust, and catch early barriers.</p> <p>Family workshops on phonics, writing and maths take place every term. Anyone can attend the workshops, but families who would particularly benefit are given special invitations. Sessions give parents resources to use at home when helping their children to read or work on homework activities.</p> <p>Translators / translations are available to help parents whose first language is not English.</p> <p>Other useful sessions for adults offered including understanding school reports, and courses in English and ICT.</p> <p>Parents awarded certificates for attending workshops and courses.</p>	<p>Establish parent engagement projects in</p> <ul style="list-style-type: none"> <li>• Own Learning support</li> <li>• Literacy / Numeracy</li> <li>• Qualifications for parents (GCSE/NVQs)</li> </ul> <p>Invite all parents (target year groups) but make specific efforts to reach hard t reach parents.</p> <p>Create a 'Parents Champions' group to come into school regularly to work with pupils in lessons or to attend the workshops or support groups.</p>	<p>CLs SLT T&amp;L development group PTFA</p>	<p>Parent voice Assessment success Improved engagement and confidence in hard to reach parents</p>
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Improved participation and representation of ethnic minority parents on PTFA and Governing body	Active recruiting from within the ethnic minority groups represented in school.		Utilise members of staff from ethnic minority groups (largely Asian heritage and eastern European) to encourage community members to be more involved in the work of the school.		Governing Body and PTFA membership represents the school population.
Improved mental health, aspirations and self esteem of DPs					
Reduction in mental health issues affecting learning and progress.	Full-time Senior Pastoral Support Worker (IMI) for our most vulnerable students. Access to Lay chaplain, Caritas counselor, other external agencies	Post has evolved to reflect the growing complexities of pupil lifestyles and the increasing frequency of mental health concerns amongst young people and the impact this can have on attendance / engagement with learning.	Appraisal targets focused on attendance and attainment. Monitoring of SPSW calendar. PSW to attend monthly ISG meetings Feedback from staff, pupils and parents.	SMM IMI	Case Studies of pupils under the care of SPSW.  Phase data analysis to focus on these pupils as a key group.

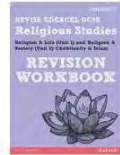


<p>Reduction in mental health issues affecting learning and progress.</p>	<p>Engagement with Lancashire Mental Health CPD opportunities.</p> <p>MC to engage with the Healthy relationships Education programme.</p>	<p>Children’s mental health is largely invisible; disguised as bad behaviour or missed because there are so many pressures on schools.</p> <p>Andy Bell, Deputy Chief Executive, Centre for Mental Health.</p> <p>1 in 10 pupils aged 5 – 16 suffer from a diagnosable mental illness.</p> <p>1 in 12 -15 young people deliberately self harm.</p> <p>More than half of all adults with mental health problems were diagnosed in childhood but were not treated appropriately.</p> <p>80,000 young people suffer from severe depression</p>	<p>Whole School mental health strategies to focus on</p> <ul style="list-style-type: none"> <li>• Staff well being</li> <li>• Leadership of well being (staff and pupils)</li> <li>• Families</li> <li>• Preventative curriculum through drop down days and strategic development of PSHE / SRE in curricular and extracurricular provision.</li> <li>• Targeted support</li> <li>• Developing role of pastoral staff</li> <li>• Clinical and professional supervision for staff who have pastoral counselling responsibilities.</li> </ul>	<p>SLT IMI</p>	<p>Staff voice Pupil voice Structured 5 year programme of PSHE / SRE embedded in pupils experience with opportunities to revisit mental health themes across all 5 years.</p>
<p>Reduction in mental health issues affecting attendance, learning and progress.</p>	<p>Staff / pupil well being programme</p>				

Measurable improvements in pupils' self-esteem and positive outlook	MC PE department wants PE lessons to be more than just physical activity and the benefits of a healthy active lifestyle. We want to provide key life skills to pupils that they could use outside of PE lessons and for the	Introduce My PB into all year 7 lessons-each unit looked at a different life skill. The pupils assessed themselves at the end of the unit.  Set up a My PB feature board in the main corridor of PE department.  Included life skills in our PE policy.	SLW to trial with 7M GGR to support/manage Autumn 2 revisit PE policy vision to start whole year 7 spring 1. If successful role out to KS3 September 2017	Autumn 2 trail with one year 7 class. Spring 1 introduce to all year 7 PE Autumn 1 2017 KS3	
<b>Total budgeted cost</b>					
<b>ii. Targeted support at Department Level</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	English		DP cohort have been issued with a GCSE English Language Revision Guide and Revision Workbook. English teachers set additional own learning/independent revision tasks from these books and mentors follow this up with their mentees		
	Maths		4 CGP Grade 9 targeted workbooks 19 CGP Revision Guide and work book combo. (H) 39 CGP revision Guide and work book separate (F) Set of 58 answer booklets Year 11 only 58 X £6.50= £377 HAP DIP 4 X £6.50 = £26		

	Geography		<p><u>Year 11 Disadvantaged Pupils</u>  14 pupils  GCSE revision guides £3.25 each  £45.50</p> <p><u>Year 10 Disadvantaged pupils</u>  25 pupils  GCSE revision guides £3.25 each  £81.25</p>		
	PE		<p>The PE department would like to bid for £167.72 to cover the cost for all DP GCSE PE students to receive a revision guide and worksheet booklets. The cost for each book is £5.99 and with other subjects also wanting students to purchase such guides for their subject, we feel this will benefit them immensely. This would also help us to narrow the gap between PP and HAP students.</p>		
	History		<p><u>Year 11 (Main priority)</u>  Number of pupils 27  Support: Revision guides  Cost per pupils: £2.75  <b>Overall cost 41.75</b></p> <p><u>Year 10</u>  Number of pupils: 15  Support: Revision guides and work book  Cost per pupils: £23.56  <b>Overall cost: £353.40</b></p>		

	D&T		<p>Year 7 41    £3    £123  Year 8 67    £3    £201  Year 9 76    £3    £228  Year 10  RM 31   £10   £310  Ct 11   £10   £110  Tx 3   £10   £30</p> <p>Year 11  RM 24   £20   £480  Ct 7   £20   £140  Tx 4   £25   £100</p>		
	Science		<p>All Y10 students have been issued with free AQA Trilogy Combined Science CGP revision guides.  All Y11 PP students have been issued with free AQA Core and Additional CGP revision guides.</p>		
	RE		<p>111 disadvantaged students will study Religious Education at GCSE in the next two years. Therefore it is imperative that we have the resources required to provide all students with appropriate revision materials that are suited for the exam. It has been proven in results that with revision guides used currently at GCSE, the grades have continued to rise. At present the new specification for Religious Studies in terms of content is similar to A Level, therefore making many of the resources we have; textbooks etc., useless. As a result of the information above we would like to apply for funding for the following:</p>		

			<p><u>1 Revision Guide for every disadvantaged pupil in current Year 11 (59 pupils)</u>  C band pupils (22)  M band pupils (37)  For current year 11 we would require at <u>£427.41 (plus postage)</u></p> 		
<b>Total budgeted cost</b>					

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.		Lessons learned may be about impact or implementation.
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<b>7. Additional detail</b>
<p>Self-review questions for Governing Bodies taken from OFSTED paper The Pupil Premium - Analysis and challenge tools for schools</p> <p><b>Governors' knowledge and awareness</b></p> <ol style="list-style-type: none"> <li>1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?</li> <li>2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?</li> <li>3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?</li> <li>4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?</li> <li>5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?</li> <li>6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?</li> </ol> <p><b>Leaders and managers' actions</b></p> <ol style="list-style-type: none"> <li>1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?</li> <li>2. Do the actions noted for improving outcomes for Pupil Premium pupils:</li> </ol>

- give details of how the resources are to be allocated?
  - give an overview of the actions to be taken?
  - give a summary of the expected outcomes?
  - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
  - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
  4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
  5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

### **Pupils' progress and attainment**

1. Does the summary report of RAISE online show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

**Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?**

### **Immediate actions w/b Monday 20<sup>th</sup> February**

- Accelerated reader programme initiated for KS3
- SLT lesson drop in targeting specific PP students
- Improve informal communication routes to parents e.g. departments texting parents about upcoming assessments
- PP students a standing item on all department agendas
- Y8/9/10 small group careers talks with HBA

- PP students are flagged on all SIMs registers to be immediately recognizable
- Spellings of 'dirty thirty' most misspelt words targeted by form tutors with all classes linking to form competition
- Identify a reading book to provide current Y6s students who are joining MC in September. Students/English teachers/tutors read the book over the summer ready for follow up activities in English lessons and form time in September.
- Outline rewards for PP students linking attendance to the 50% discount on all trips. E.g. 100% attendance = 50% discount on trip. 99% attendance = 40% discount etc
- Identify outside intervention expert for Easter English revision
- Planning of curriculum 2017/18 places best teachers with PP students
- PP students where possible are concentrated in groups across subjects with the best teachers

#### **Actions from September 2017**

- GL Assessment Tests introduced for Ys7, 8, 9 to identify PP (or all) students not making progress in En/Ma/reading. Parents' meetings for students identified as not making progress with SLT.
- Enrichment club passport for PP students. Passport linked to rewards e.g. priority places on trips/discounted places
- Rigorous setting out of exercise book work re-launched in assemblies to encourage good standards of literacy
- Literacy and numeracy starters in all subjects
- Re-launch literacy marking code
- Brightly coloured missing work sheets stuck into books when students are absent to highlight attendance and ensure completion of catch up work
- "Support your child" parents' programme for En/Ma/revision workshops
- After school English language lessons for EAL parents
- SENCO and core departments train TAs for best practice out of classroom support for maximum impact
- Reorganization of form groups to group PP students with most effective/inspirational tutors
- Enrichment trips to focus PP students on possible careers paths and grades needed