



Pupil Premium Strategy Statement: Carmel College

| 1. Summary Information | | | | | |
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| School | Carmel College | | | | |
| Academic Year | 2017/2018 | Total PP Budget | £157,080 | Date of most recent PP Review | July 2018 |
| Total number of Pupils | 975 (yrs 7-11) | Number of pupils eligible for PP | 198 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 | -0.18 | +0.11 |
| Attainment 8 | 47.87 | 49.76 |
| % entering the English Baccalaureate/ attaining Ebacc | 63%/ 28% | 43%/26% |
| 9-4 in English and Maths | 72% | 71% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A | Poor language skills due to a high number of EAL students. |
| B | Disadvantaged pupils are underperforming in the open sector of the EBACC. |
| C | Attendance is a concern for some PP students. |
| D | Social, Emotional and Mental Health difficulties which impact on behaviour. |
| E | Accessibility of the curriculum for a small proportion of students. |
| F | Low levels of basic numeracy and literacy particularly in KS3 students. |

| 4. Outcomes | | |
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| | Desired outcomes and how they will be measured | Success Criteria |
| A | Improve oral and written language communication skills for EAL students. | Percentage of EAL students make or exceed expected levels of progress. |
| B | Students' performance in the open sector of the EBACC is improved. | More disadvantaged entered for EBACC subjects. Disadvantaged student performance in open sector of EBACC is increased. Gap between PP students and others decreases. |
| C | Increased attendance rates for students eligible for PP | Reduce the number of persistent absentees among students eligible for PP to 10% or below. |
| D | Develop students resilience and self-regulation | Number of negative behavioural incidents is reduced. |
| E | Provide further opportunities for students to have access to appropriate curriculum subjects | Students will be engaged in lessons and will be motivated to succeed. |
| F | Levels of basic literacy and numeracy are developed across KS3. | More students will make or exceed expected progress in English and Maths at the end of KS3. |

| 5. Planned expenditure | | | | | |
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| Academic Year | | 2018/19 | | | |
| 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. Universal Provision | | | | | |
| 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 implement action? |
| Improve oral and written language communication skills for EAL students. | Implementation of the Sound Training Programme | Evidence from EEF suggests that oral language interventions for disadvantaged students is high impact for a relatively low cost and is based on extensive research. | Sessions are directly related to current content being studied and focus on actively using newly acquired language. | SENCo/HLTA | Termly |
| Students' performance in the EBACC is improved. | Support from TAs. Consistent tracking and monitoring from CLs. | Support from TAs is carefully placed as a result of consistent tracking and monitoring. | Frequent and timely CL meetings. Learning walks and observations. Peer support and self-reflection. | SENCo Vice Principal (MK) CLs | Termly |

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| | | Teaching staff are aware of students' progress and specific needs. As a result, lessons can be adapted to student's needs. <i>OFSTED, The Pupil Premium (2013)</i> | | | |
| Increased attendance rates for students eligible for PP | Appointment of new Assistant Pastoral Managers specifically to focus on attendance. New data management programme designed to facilitate the rapid identification of PAs / PPs and SEND. Tracking and monitoring from PLMs and APLMs. Engagement with external agencies, where appropriate. Breakfast and homework clubs. | Staff aware of any social/emotional issues which are affecting attendance and can follow up or support families accordingly. <i>OFSTED, The Pupil Premium (2013)</i> Disadvantaged students have a quiet place and access to the appropriate facilities to undertake their studies before and after school. | Frequent and timely PLM meetings. A coordinated and consistent approach to tracking and monitoring. Staff employed to facilitate breakfast and homework clubs. | Vice Principal (LMH) PLMs APLMs | Termly |
| Develop students resilience and self-regulation | Staff training and implementation of Character Ed/Virtues curriculum | Evidence from EEF suggests that self-regulation is high impact for low cost and rooted in evidence. | Monitoring and evaluation of the Character Education programme Time designated for staff training. Peer observation and self-reflection. | Vice Principal (MK/LMH) | Termly |
| Levels of basic literacy and numeracy are developed across KS3. | Literacy and numeracy strategy is employed across the College, in conjunction with Trust-wide priorities for closing the gap. | All staff are aware of the aims of the literacy and numeracy strategy. Students are exposed to a mastery learning strategy across the curriculum and during PSHEE. Peer | Literacy and numeracy leads are employed to ensure the effective implementation of strategies. | CLs Vice Principal | Termly |

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| | | tutoring is encouraged and students are directed to track their own progress. Evidence from EEF suggests that this strategy is low cost and high impact based on moderate research. | | | |
| Total budgeted cost | | | | | £63,705 |

| ii. Targeted Provision | | | | | |
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| 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 implement action? |
| Provide further opportunities for students to have access to appropriate curriculum subjects | Alternative curriculum opportunities to be offered to students where 10 subjects is not appropriate – possibly Entry Level Diplomas | Specific groups of students are targeted and taught in small groups. Evidence from employing the same strategy last year suggests that this has been highly effective. | Student progress data is closely tracked and monitored termly. Students are carefully targeted based on data analysis. | Vice Principal (HK) | Termly |
| Improve oral and written language skills for EAL students. | EAL specialist to work on a 1:1/small group basis with identified students. | Targeted students work with the EAL specialist in small groups. Students receive extensive teacher feedback. This programme has been running effectively for a number of years in college and results are pleasing. Furthermore, the EEF suggests that identifying small groups of students to work together is high impact for a moderate cost. | SENCo and HLTA will oversee, monitor and evaluate the work being undertaken. | SENCo/HLTA | Termly |
| Students' performance in the open sector of the EBACC is improved. | Learning mentors track targeted students' progress and deliver targeted intervention on a 1:1 and small group basis. | Learning mentors have been working increasingly effectively within the college for a number of years resulting in a further member of staff being employed. | Vice Principal for curriculum and standards will manage learning mentors and work closely with them to identify students requiring support. | Vice Principal (HK) | Termly |

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| | Learning Mentors work closely with identified students. | Tailoring interventions to meet individual needs through systematic tracking of progress has been found to be highly effective in the OFSTED report 'Pupil Premium.' | | | |
| Increased attendance rates for students eligible for PP. | Additional support from PLMs / APLMs and involvement with external agencies, where appropriate. Social and emotional interventions implemented as necessary. | Students are tracked and monitored closely. PLMS take a holistic approach and aim to gain a full understanding of the student and their family. As a result of this interventions are targeted at individual needs. According to EEF social and emotional learning is low cost for high impact and is rooted in extensive research. | PLMs provide weekly reports tracking attendance and identifying specific student needs. Interventions with students are closely monitored and evaluated. They are amended as necessary and the impact is evaluated over the period of the intervention. | Vice Principal (LMH) PLMS APLMs SENCo HLTA | Weekly reports Termly |
| Develop students' resilience and self-regulation. | Emmaus Centre Co-ordinator delivers structured interventions on an individual basis. Inclusion of identified students in age appropriate nurture groups. P4L entry and exit interviews culminating in personal support plans | EEF suggests that social emotional interventions are high impact for cost. This is fixed in extensive research. | PLMs and SENCo to oversee. Structured tracking and monitoring systems in place for monitoring the impact of interventions. | Vice Principal (LMH) PLMs APLMs SENCo HLTA | Termly |
| Levels of basic literacy and numeracy are developed across KS3. | Additional TA/HLTA support – students are targeted and structured, specific interventions are delivered over a definitive period of | OFSTED report 'Pupil Premium' suggests that using TAs to deliver highly structured interventions which are frequently evaluated is beneficial in closing the gap. | SENCo to oversee delivery of interventions and to evaluate efficacy. CLs and PLMs to be involved in the identification of students. | Vice Principal (HK) SENCo | Termly |

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| | time. Progress is monitored and tracked. | | | | |
| Total budgeted cost | | | | £83,829 | |

| iii. Specialist Provision | | | | | |
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| 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 implement action? |
| Increased attendance rates for students eligible for PP. | HLTA to deliver specific and personalised programmes of work. | EEF suggests that social emotional interventions are high impact for cost. This is fixed in extensive research. | A collaborative approach to the monitoring, tracking and evaluation of interventions. Adjustment of interventions as necessary. | Vice Principal SENCo PLMs APLMs | Termly |
| Improve oral and written language skills for EAL students. Increased attendance rates for students eligible for PP. Develop students' resilience and self-regulation. Levels of basic literacy and numeracy are developed across KS3. | Bespoke arrangements for students – unallocated sum to provide tailored support based on individual student needs. | An unallocated budget has been available to offer tailored support has been available for a number of years within college. This has proved to be a highly efficient strategy and has been effective in closing the gap by offering students from disadvantaged background the same opportunities as others. | As a result of employing a whole child approach staff have a clear understanding of students' individual needs. The pastoral team works closely as part of a multi-agency team to identify individual needs. | Vice Principal (LMH) PLMs APLMs | On an individual basis Budget to be reviewed termly |
| Total budgeted cost | | | | £8,886 | |

| 6. Review of expenditure | | | | |
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| Previous academic year | | | | |
| <i>i. Universal Provision</i> | | | | |
| 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 |
| To close the gap between disadvantaged and other students. | Learning mentors – an additional post has been created to extend the capacity of the team. | | | £14,277 proportion of salary costs |
| To provide support to vulnerable students in a 'safe' environment. To ensure that all disadvantaged students make progress in line with others. Breakfast and Homework clubs providing an opportunity to study/print homework and receive advice/guidance. | To continue to offer facilities available in the Emmaus Centre in order to tackle pastoral issues that have an impact on progress. Additional Pastoral Support. | | | £39,459 proportion of salary costs £30,859 proportion of salary costs |
| <i>ii. Targeted provision</i> | | | | |
| 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 |

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| To motivate and focus targeted students on meeting targets and to identify barriers to learning. | Additional learning support. | | | £29,557 proportion of salary costs |
| iii. Specialist Provision | | | | |
| 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 |
| To close the gap on participation leading to greater engagement and accessibility. To ensure that all disadvantaged students make progress in line with others. | Bespoke arrangements for students including; provision of uniform, trip costs, extra-curricular experiences, resources and materials to complement the above interventions. | | | £40, 668 |

7. Additional detail

We are delighted that the disadvantaged students in our care have achieved better results than other students nationally in terms of the percentage achieved 9- 4 in English and Maths which is a key indicator of future life chances. It is also a fantastic achievement that more of our disadvantaged students achieve the full Ebacc than other students nationally. The progress and attainment of disadvantaged students continues to be a priority in Carmel College.