

Pupil Premium strategy statement: St Mark's Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" Timmy, year 9, SMA

Detail	Data
School name	St Mark's CofE Academy
Number of pupils in school	877
Proportion (%) of Pupil Premium-eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	Collaborative Review Days. The first one 11/10/2023
Statement authorised by	Hannah Fahey
Pupil Premium lead	Jennie Khan (SVP)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£357,592
Recovery Premium funding allocation this academic year	£93,288
Total budget for this academic year	£450,880

Current Attainment 2023	PP 2023	Non-PP 2023	PP national av.
Progress 8 score (ave)	+0.38	+0.75	Input once 2023 data is released
Attainment 8 score (ave)	41.6	43.7	As above
Achieving EBACC	4+: 16%, 5+: 12%	4+: 29%, 5+: 15%	As above
Achieving 5+ English & Maths	31%	38%	As above

Current Challenges: key challenges to achievement that we have identified among our disadvantaged pupils.

Detail of challenge
1. Low Literacy skills including low reading ages, spoken oracy and understanding of Tier 2 Vocabulary
2. Poor attendance at school and challenges engaging families to support with raising attendance
3. A high proportion of PP students are also SEND and have significant barriers to learning, both academic and due to poor mental health, which can impact on behaviour and wellbeing
4. Disadvantaged students have large gaps in their learning from periods of Covid School Closures.
5. Our disadvantaged students have less access to enrichment opportunities that help them to develop their cultural capital and have high aspirations for their future

Intended outcomes & how we will measure success.

Intended outcome	Success criteria (measured across a three-year period from 2021-24 and every half term)
1. As a result of exceptional teaching, the percentage of disadvantaged students achieving a Grade 5+ in English and Maths will be in line with the national average and their peers. There will be no progress gap between PP and non-PP.	Students' progress data will be in line with those non-pupil premium students and well above the national average. Attainment data for PP students will be in line with the national average for all pupils. Target: St Mark's will diminish any internal variation between PP and non-PP. Each year will show a narrowing gap by at least 0.2. The percentage of disadvantaged students achieving a Grade 5+ in English and Maths will be in line with the national average. Evidence base: KS3 progress data, Steplab drop ins, GCSE predictions, context sheet data, mock results, formative assessment and destination data.
2. Students who are SEND and PP progress well	Students' progress data to be in line with those peers who are non-PP/SEND. Target: St Mark's will diminish any internal variation between PP students with SEND and non-PP so PP students. Each year will show a narrowing gap by at least 0.2. Evidence base: KS3/KS4 attainment and progress data, predictions, reading and spelling ago data, behaviour data and learning walks to monitor OPPs.
3. Reduction in PA for those students who are PP and an increase in their overall attendance	Attendance figures and PA comparison to the national average. Target: PA rates for PP students will be well below the national average. Overall attendance will be in line with other students and demonstrate a narrowing gap each year this plan is implemented (2021-24). Evidence base: In year SOL/Classcharts analysis, parent contacts, Wonde data and national comparison data.
4. Students who are PP/SEND are not disproportionately represented in behaviour statistics	Disadvantaged students will have a range of support services available to help them manage their behaviour and develop their learning behaviours. Target: Resets, relocation, IEC and fixed term suspension data displays an improving pattern where PP students are not over-represented. The pastoral, SEND and safeguarding teams work collaboratively to co-plan and investigate influencing triggers to challenging behaviours. Evidence base: internal behaviour data analysis and Steplab and Progress Teaching LW data analysis.
5. Students are fluent readers enabling them to access their learning to the full extent	Observations and reading age data to show that students are confident readers, and the enjoyment of reading is an integral part of the curriculum. Target: Students' reading ages are in line with their chronological age. There is no internal variation between reading ages of those with PP and non-PP. The percentage of students 2 years or more below will drop by 30% over the year. Evidence base: Reading and spelling age data, LW data and English data.
6. Every PP student takes part in a transformational enrichment and CEIAG offer	Our Personal Development offer will serve PP students and track their engagement. Target: Every PP student will actively engage with the SMA enrichment offer. Every child with an EHCP and the most vulnerable SEN Students will hold a personalised enrichment and CEIAG passport to support their personal development. 100% of PP students will visit a university and speak positively about how the enrichment offer has developed their cultural capital. Evidence base: PP matrix data, student voice, PD passports and enrichment analysis.

Actions to address the challenges listed above.

Teaching Budgeted cost: £ £99,024

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective. (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Continue to embed and develop literacy strategies for KS3 English Lessons and in coaching time for all years to increase reading for pleasure and ensure that the number of students whole reading age is two years or more below their chronological age is closed by 20% (1/4).	DFI KPO JKH	Students' reading ages are in line with their chronological age. There is no internal variation between reading ages of those with PP and non-PP. The percentage of students 2 years or more below will drop by 30% over the year.	Termly –review literacy data. Half termly book looks and LW data (DFI/JKH).
Focus on embedding direct vocabulary instruction throughout the curriculum so that students are developing their understanding of Tier 2 and 3 vocabulary with greater skill and teacher training on using oracy effectively to ensure that students can develop their vocabulary in their spoken language (1/4).	DFI JKH	Students' reading ages are in line with their chronological age. There is no internal variation between reading ages of those with PP and non-PP.	Termly –review literacy data. Half termly book looks (DFI/JKH).
Continued overstaffing of Core Subjects at KS4 so that an extra class can be created for English and Maths in Year 10/11 (1/4)	JKH Core HODs	Internal tracking data highlights the impact on progress for these groups in English and Maths.	Termly data analysis and LW every HT (JKH, DFI and HODs)
Continued funding of TLR holders for Reading Champion and Literacy Across the Curriculum to support with the drive for developing the literacy skills for PP students at KS3-5 and providing expert teacher CPD. (1/4)	DFI GWA	Improved quality of education and outcomes data. LW data will demonstrate that PP students are engaged in learning. Students from disadvantaged backgrounds will learn and progress at the same rate as their peers.	Termly –review literacy data. Half termly book looks (DFI/JKH).
Continued funding of TLR holders for Numeracy Across the Curriculum to support with the drive for developing the numeracy skills for PP students at KS3 and providing expert teacher CPD (1/4)	DFI RKI	Students from disadvantaged backgrounds will learn and progress at the same rate as their peers. Attainment and progress data will be in line with the national average with no gaps between PP and non-PP students.	Termly pupil voice, data analysis and LW analysis (DFI/RKI).
Recruitment/Continued funding of Lead Practitioners (LP) in English, Maths, Humanities, Drama, Science and ICT with a focus in raising attainment for disadvantage students (1/3/4)	JKH DFI AGL LPs	Students from disadvantaged backgrounds will learn and progress at the same rate as their peers. Attainment and progress data will be in line with the national average with no gaps between PP and non-PP students.	Termly data analysis and half termly LW analysis (AGL/JKH/LPs).

Purchase of Languagegenut software for MfL and EAL Departments to ensure equal access to the curriculum and continue increase in EBacc uptake for PP (4)	AGL JKH	Growing number of students from disadvantaged background studying a language to meet DfE EBACC Aim.	Yearly EBacc rate analysis. Termly data analysis (JKH).
Purchase of Additional Learning Resources, Set Texts, Textbooks and Revision Guides in all subjects for PP Students (3/4)	JKH	Student voice highlights the positive impact of providing independent study resources for students.	Termly student voice and data analysis (JKH).

Targeted academic support: Budgeted cost: £76,735.12.

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective. <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
To ensure a targeted academic intervention offer for disadvantaged KS4 and KS5 students focusing on supporting student's attainment and progress through small group bespoke intervention (4).	JKH	Students' progress data will be in line with those non-pupil premium students and well above the national average. Attainment data for PP students will be in line with the national average for all pupils.	Termly data analysis (JKH).
Funding of Steel Pans Tuition for Students in KS4 so that they have access to high quality instrumental lessons to support with progress in BTEC Music (4/5).	JKH CFI	Student voice and data analysis will demonstrate the impact on this small group tuition.	Termly student voice and data analysis (JKH/CFI).
Funding of the First Give Programme for GCSE Citizenship Students so that they are able to engage with real-world experiential learning (4/5).	JKH MHU	Student voice and data analysis will demonstrate the impact on this small group intervention.	Termly student voice and data analysis (JKH/MHU).
Tutoring opportunities for KS3 students in English and Maths where students are not making expected progress in these subjects offered by tutors sourced through National Tuition Partners (3/4)	JKH	Student attainment and progress analysis will demonstrate the impact of this intervention.	Termly data analysis (JKH).
Tutoring Opportunities for High Ability Disadvantaged students through the Brilliant Club and Scholars Programme and King's College Wimbledon Partnership lead by HA Co-ordinator (4)	JKH SHO	Student attainment and progress analysis will demonstrate the impact of this intervention. HPA attainment will be in line with national.	Termly student voice and data analysis (JKH/SHO).
Continued funding of More Able/Higher Attainer Co-ordinator to ensure that the progress of the High Attaining Disadvantaged student group is closely monitored and that they have access to high quality opportunities aimed at raising their aspirations.	JKH SHO	Student attainment and progress analysis will demonstrate the impact of this intervention. HPA attainment will be in line with national.	Termly data analysis (JKH/SHO).
Purchase of NGRT, Star reader, Lucid Lass and Star Maths to provide complex baseline assessments to inform lesson planning, training and interventions based on students' needs (1/4)	JKH DFI	Students' reading ages are in line with their chronological age. There is no internal variation between reading ages of those with PP and non-PP.	Termly –review literacy data (DFI/JKH).

Independent Learning Supervisor to lead a revision space for Year 10/11 from 3.30-5pm Monday to Friday (3/4)	JKH	Student attainment and progress analysis will demonstrate the impact of this intervention. SEND/PP data will be in line with other students.	Termly data analysis (JKH).
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Wider strategies: Budgeted cost: £180,200

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective. (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (when/what/who)
Continued funding for Vulnerable Student Co-ordinator – Head of Inclusion and LAC Co-ordinator role, so that there is a strategic approach to pastoral support for disadvantaged students and that academic support is targeted for those PP students with SEND (1-5)	JKH SBH AGA	PP students' attendance will be well above the national average and in line with other students (94%). Student attainment and progress analysis will demonstrate the impact of this intervention. SEND/PP data will be in line with other students.	Half termly attendance analysis and termly data analysis (JKH)
Offer counselling services to vulnerable students so that they have support to deal with the challenges that stop them accessing learning (2/3/4).	NVZ JKH	PP students will report positive wellbeing and attend school regularly (94%). CAMHs referrals will decrease each year.	Half termly attendance analysis and student voice and termly CAMHs analysis (JKH)
Continued funding for learning mentor in Yr. 10/11 so supports behaviour for learning of key vulnerable students (3/4)	JKH	Student attainment and progress analysis will demonstrate the impact of this intervention. SEND/PP data will be in line with other students.	Termly data analysis (JKH).
Student Study Pack purchased for all PP year 11 students to develop student's ability to learn independently and develop their metacognitive approaches to learning (4).	JKH	Student voice highlights the positive impact of providing independent study resources for students.	Termly student voice and data analysis (JKH).
Uniform bought as needed for pupil premium students from hardship fund to ensure that students' barriers to learning are removed (2).	SBH	Students will attend school regularly without material factors preventing them.	Half termly attendance data (JKH)
Continued funding of attendance officer with focus on key disadvantaged students' attendance in all years so that they are improving rates of attendance (2)	DDR JKH	PP students' attendance will be well above the national average and in line with other students (94%).	Half termly attendance data (JKH)
Continued funding of Family Liaison Officer to work with hard-to-reach families to support their ability to engage their child in education and ensure positive attendance rates (2)	KTU SBH	PP students' attendance will be well above the national average and in line with other students (94%).	Half termly attendance data (JKH)
Funding of an additional day of data manager time to ensure that interventions for PP students are consistently monitored and impact is evaluated (1-5)	EHA	Rigorous data analysis systems will be established to ensure no PP child falls under the radar.	data analysis systems will be established (EHA)

High Quality Enrichment offer targeted at PP Students e.g., Arts Clubs, Duke of Edinburgh Scheme, Curriculum Trips (5)	EBO	Every PP student will actively engage with the SMA enrichment offer. Every child with SEND will hold a personalised enrichment and CEIAG passport to support their personal development. 100% of PP students will visit a university and speak positively about how the enrichment offer has developed their cultural capital.	Termly enrichment analysis (EBO)
Breakfast Club for PP students (2)	JKH DDR	Students will attend school regularly without material factors preventing them.	Half termly breakfast club and attendance analysis (JKH)
Kick London: Christian chaplaincy, values-driven physical education, street dance, mentoring, chaplaincy in schools and community KICK Academies (2/3/5).	AGR	PP students with poor attendance and mental health will attend school regularly (94% attendance)	Termly pupil voice and half termly data analysis (JKH/AGR)

Total budgeted cost: £450,880.00

EVIDENCE SOURCE

NFER – Deploying staff effectively

NFER – High quality teaching for all

EEF – Teaching and Learning toolkit

EEF- Teacher feedback to improve learning

EEF – Teaching and Learning toolkit

EEF – Metacognition & Self-regulated learning

EEF – Covid Catch up

EEF – improving literacy in secondary schools

EEF – Improving behaviour in schools

EEF – SEND in mainstream schools

EEF – Improving mathematics in KS2 & 3

NFER- Meeting individual learning needs

EEF – Effective Professional Development

EEF – Using digital technology to improve learning

EEF – Effective Professional Development

EEF – Putting evidence into work

EEF – Pupil Premium guide

Sutton Trust ‘Engaging Parents Effectively’

NFER- Addressing behaviour and attendance

NFER – Clear responsive leadership

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Overstaffing in the core including TLR holders in Literacy and Numeracy to ensure strong outcomes in English and Maths at GCSE.

Impact: *In both English (best of) and Maths GCSE Disadvantaged Students had minimal gaps at FSM6 at 4.6 compared to 4.7 in English and 4.2 compared to 4.1 in Maths. Progress Scores were also very similar in Maths at +0.8 and +0.9 respectively, though there was a slight gap in English of 0.3 which will be a continuing focus.*

2. Funding of High Attaining Student Co-ordinator to ensure that Disadvantaged High Attaining students have access to high quality academic and enrichment opportunities.

Impact: *Through the use of the High Attaining Student Co-ordinator students had access to a number of partnerships with King's College Wimbledon aimed and widen participation. University visits took place for HA/PP students to widen horizons for Higher Education. High Attainer tuition in science took place in Term 2 and Term 3.*

3. Funding of Head of Inclusion (Vulnerable Student Co-ordinator) to ensure that there is strategic oversight of the pastoral support for disadvantaged students including access to counselling services, SEND Support, mentoring and high-quality safeguarding and behaviour interventions.

Impact: *External reviews of St Marks have repeatedly pointed out the outstanding provision that the school provides for its vulnerable students with safeguarding systems being describe as 'world-class.' Support for disadvantaged students which ensures that they are ready to learn has seen a reduction in behaviour incidents, including fixed term exclusions over the past year. Ofsted commented on the effectiveness of the strategy and inclusive curriculum and wider experiential learning offer.*

4. Funding of KS4 Learning Mentor to support disadvantaged SEND students with their academic progress at KS4.

Impact: *The Year 11 Learning mentor focused specifically on developing independent learning skills, supporting motivation and attendance to intervention with SEND/PP students. These students were also provided with support on routes at post-16. In 2022-2023 the provisional P8 score shows a 0.1 gap between PP and non-PP students, and both have an average GCSE grade of 4 highlighting the impact of the strategy.*

5. Funding of Attendance and Family Liaison Officer to support disadvantaged families to improve their attendance to school.

Impact: *Disadvantaged students attendance rate at the end of the 2022-2023 school year was 92.5% and was 5.7% above national average for PP attendance.*