

Pupil Premium strategy statement: St Marks Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" Timmy, year 11, SMA

Detail	Data
School name	St Mark's CofE Academy
Number of pupils in school	816
Proportion (%) of Pupil Premium-eligible pupils	365 (44.73%)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Collaborative Review Days: 09/10/24
Statement authorised by	Hannah Fahey
Pupil Premium lead	Jennie Khan (SVP)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£402,675.00
Recovery Premium funding allocation this academic year	n/a
Total budget for this academic year	£402,675.00

Current Attainment 2024	PP 2024	Non-PP 2024	PP National Ave
Progress 8 score (ave)	0.58	0.67	Input once 2024 data is released
Attainment 8 score (ave)	47.95	47.83	As above
Achieving EBACC	37%	38%	As above
Achieving 5+ English & Maths	48%	47%	As above

We have reviewed thoroughly outcomes for our disadvantaged students and hve identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year:

- Low Literacy skills including low reading ages, spoken oracy, written literacy and understanding of Tier 2 Vocabulary.
- Poor attendance at school and challenges engaging families to support with raising attendance
- 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.
- Disadvantaged still experience students have large gaps in their learning from periods of Covid School Closures.
- Our disadvantaged students have less access to enrichment opportunities that help them to develop their cultural capital and have high aspirations for their future.

Reflection on 2023-24 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.	
Intended outcomes	Impact
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.	<ul style="list-style-type: none"> 2024 Summer GCSE results highlight the significant impact of our approach to PP students, with the cohort's achievement at 5+ in English and Maths being in line with Non-PP, and in fact 1% above. This figure is also above the national average 5+ EM figure of.... The provisional progress gap between PP and Non-PP is 0.09, which highlights the exceptional support on offer for our PP students and the impact of our current approach. At Level, the average grade for PP students was a B-, compared to a B overall and they were the only group to have a negative progress score of -0.14. Support for Y13 PP students will be a focus of the Sixth Form Team.
2. Students who are SEND and PP progress well	<ul style="list-style-type: none"> There were 20 students in Y11 who were SEN and PP. They achieved an average progress score of +0.31. Considering the complex needs of this group, and the fact that 10% of the cohort were school refusers, the progress made is significant.
3. Reduction in PA for those students who are PP and an increase in their overall attendance	<ul style="list-style-type: none"> Overall attendance figures for 2023-24, showed a gap of 1.8% between PP and Non-PP. PP students had an attendance of 92.3% compared to 94.1% for Non-PP. There was a more significant gap between PP and Non-PP for Persistent Absenteeism. PP students had a Persistent Absentee rate of 24% compared to 17.1% for Non-PP. These figures highlight the need to continue to focus on improving attendance rates for PP students.
4. Students who are PP/SEND are not disproportionately represented in behaviour statistics	<ul style="list-style-type: none"> 63% of students who were suspended were PP compared to 37% non-PP. Therefore, PP students are still are disproportionately represented in behaviour statistics and this target needs to remain a focus of the strategy.
5. Students are fluent readers enabling them to access their learning to the full extent	<ul style="list-style-type: none"> Disadvantaged pupils show significant progress in reading and the gap to other pupils has reduced. Reading ages for disadvantaged pupils increased by an average 6 months relative to their chronological ages. Pupils with the lowest reading ability showed a very significant improvement between the two tests

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

Detail of challenge
1. Disadvantaged students still experience large gaps in their learning from periods of Covid School Closures.
2. Low Literacy skills including low reading ages, spoken oracy, written literacy and understanding of Tier 2 Vocabulary.
3. Poor attendance at school and challenges engaging families to support with raising attendance particularly for SEN/PP and white British PP
4. 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.

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
<p>1. As a result of exceptional teaching, the percentage of disadvantaged students achieving a Grade 4+ and 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 at KS4/5</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 4+ and 5+ in English and Maths will be in line with the national average. • Evidence base: KS4/5 progress data, Steplab drop ins, GCSE predictions, context sheet data, mock results, formative assessment and destination data.
<p>2. Students who are SEND and PP progress well across all Key Stages</p>	<p>Students' progress data to be in line with those peers who are non-PP/SEND.</p> <ul style="list-style-type: none"> • 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.
<p>3. Students are fluent readers enabling them to access their learning to the full extent.</p>	<p>Observations and reading age data to show that students are confident readers, and the enjoyment of reading is an integral part of the curriculum.</p> <ul style="list-style-type: none"> • 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: NGRT data (tested termly for years 7-10), LW data and English data.
<p>4. Reduction in PA for those students who are PP and an increase in their overall attendance</p>	<p>Attendance figures and PA comparison to the national average.</p> <ul style="list-style-type: none"> • 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 (2024-2027). • Evidence base: In year Bromcom analysis, parent contacts, Wonde data and national comparison data.
<p>5. Students who are PP/SEND are not disproportionately represented in behaviour statistics</p>	<p>Disadvantaged students will have a range of support services available to help them manage their behaviour and develop their learning behaviours.</p> <ul style="list-style-type: none"> • 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.
<p>6. All PP students will have partaken in at least 4 enrichment opportunities including enrichment days.</p>	<p>Our Personal Development offer will serve PP students and track their engagement.</p> <ul style="list-style-type: none"> • Target: Every PP student will actively engage with the SMA enrichment offer. Clear tracking will ensure that every child with an EHCP and the most vulnerable SEN Students have a clear and targeted personal development. 100% of PP

	<p>students will visit a university and speak positively about how the enrichment offer has developed their cultural capital.</p> <ul style="list-style-type: none"> • Evidence base: Bromcom Tracking, student voice, and enrichment analysis. WEX data for PP students
--	--

Actions to address the challenges listed above.

Teaching Budgeted cost: £197,595.30

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Teacher training on using oracy to literacy strategies effectively to ensure that students can develop their vocabulary in their spoken language and thus develop their written academic literacy (1/4).	SPU 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 (SPU/JKH)
Adaptive Teaching CPD: Teacher training on adaptive teaching will ensure that PP/SEN students are effectively catered for in the classroom, thus raising their attainment.	JKH AGL	Gaps between PP and Non-PP attainment are closed in academic performance.	Data review after PPEs.
Continue to embed and develop literacy strategies for all subjects and in coaching time for all years to increase reading fluency.	JKH SPU EBO	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 (SPU/JKH).
Continued overstaffing of Core Subjects at KS4 so that an extra class can be created for English, Maths, Science and RE in Year 11 (1/4)	Q of Ed Team Core HODs	Internal tracking data highlights the impact on progress for these groups in English, Maths, Science and RE	Termly data analysis and LW every HT (QofE, HODs)
Continued funding of TLR holders 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)	JKH/KPO/SPU	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 (SPU/JKH).
Recruitment/Continued funding of Lead Practitioners (LP) in English, Maths, and ICT with a focus in raising attainment for disadvantage students (1/3/4)	JKH/HPA	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 (JKH/AGL/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/NAH 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: £52,695.81

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
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 afterschool and in half-terms/holidays (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 Music 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. Student numbers for steel pans is increasing each term.	Termly student voice and data analysis (JKH/CFI).
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 KWA	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/KWA).
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 KWA	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/KWA).
Purchase of NGRT, Lucid Lass and Star Maths to provide complex baseline assessments to inform lesson planning, training and interventions based on students' needs (1/4)	JKH SPU KPO	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 (SPU/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).

Wider strategies: Budgeted cost: £151,858.89 (including FSM contributions)

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Continued funding for Vulnerable Student Co-ordinator – Director 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 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 (NVZ)
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 being made in a timely manner and students coming off CAMHS register once successful treatment plans in place, and this is maintained once support is handed back to school.	Half termly attendance analysis and student voice and termly CAMHS analysis (NVZ)
Continued funding for learning mentor in Yr. 10/11 so supports behaviour for learning of key vulnerable students (3/4)	JKH/NVX	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).	JKH KTU	Students will attend school regularly without material factors preventing them. Decrease in students being given sanctions for not having uniform when on PP register.	Half termly attendance data (NVZ)
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 NVZ	PP students' attendance will be well above the national average and in line with other students (94%).	Half termly attendance data (NVZ)
Continued funding of Family Liaison Officer (EWO) to work with hard-to-reach families to support their ability to engage their child in education and ensure positive attendance rates (2)	KTU MPA SBH	PP students' attendance will be well above the national average and in line with other students (94%).	Half termly attendance data (JKH)
High Quality Enrichment offer targeted at PP Students e.g., Arts Clubs, Duke of Edinburgh Scheme, Curriculum Trips (5)	EBO	Rigorous data analysis systems will be established to ensure no PP child falls under the radar.	data analysis systems will be established (EBO)

Breakfast Club for PP students (2)	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.	Termly enrichment analysis (EBO)
Kick London: Christian chaplaincy, values-driven physical education, street dance, mentoring and chaplaincy in schools through collective worship and spiritual development (2/3/5).	JKH DDR	Students will attend school regularly without material factors preventing them.	Half termly breakfast club and attendance analysis (JKH)

Total budgeted cost:

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](#)