

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mark's Catholic School
Number of pupils in school	1220 (including Sixth form total of 286)
Proportion (%) of pupil premium eligible pupils	10.61% (129)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ms Andrea Waugh-Lucas (Headteacher)
Pupil premium lead	Mr M Longuehaye (Deputy Headteacher)
Governor / Trustee lead	Mrs E Duenas (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(24-25) £129,150
Recovery premium funding allocation this academic year	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,150

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy at St Mark's reflects the mission statement of our school. It is founded on the Christian values, expressed in the gospels: peace, truth, justice and love. These values underpin everything that we do within the school and they unite us as a Christian community. We view each person as special and unique and our staff is dedicated to ensuring that every student fulfils their God given potential.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are young carers and those who are looked after.

Our aim is to reduce the gap between disadvantaged students and their peers by addressing inequalities that pupils face and raise the attainment of those students in low income families. It is also to ensure excellent progress is made by disadvantaged students who are high attainers.

We focus on high quality teaching where every disadvantaged student is supported in terms of their needs, both in the classroom and in their pastoral care. High quality teaching has the most impact on the achievement of our students and is therefore beneficial not only to them but to the non-disadvantaged students too.

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The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>GCSEs</p> <p>In the latest examination season the PP P8 score was 1.18. This was an excellent score and well above the national average. However it was not as good as non PP students, 1.41. There was a gap of 0.23. This is better than 2023 and 2019, but not as good as 2022 (-0.04)</p> <p>Our challenge is to reduce this gap to zero or have a positive gap between PP and non PP students (as in 2022).</p>
2	<p>Identifying underachievement & interventions</p> <p>The monitoring of internal data and planned interventions based on it will help provide a focus on PP students. Underachieving disadvantaged students should be identified and provided with interventions such mentoring and revision classes as well as examination and revision materials.</p>
3	<p>Digital Devices</p> <p>The current cost of living crisis and the general economic climate means that it is important that disadvantaged students are not affected by the reliance on devices or internet access. Homework tasks are also becoming increasingly reliant on computer and internet access. Monitoring access to digital devices needs to be ongoing.</p>
4	<p>Equipment & resources</p> <p>Our observations have shown that disadvantaged often lack equipment and revision materials needed for learning and completing external examinations and coursework.</p>
5	<p>Cultural capital</p> <p>We have identified a need for disadvantaged students to access more opportunities to increase their cultural capital as without financial support they are unlikely to access this resource to enrich the curriculum and allow students to express themselves creatively. It also has a positive effect on well being and confidence levels.</p>
6	<p>Literacy</p> <p>Assessments, observations and discussion and evidence from reading assessments with KS3 pupils indicate that a number of pupils have low levels of reading comprehension. This impacts their progress in all subjects. There is now a whole school focus for years 7-9 in order to address this.</p>

7	<p>PP Boys</p> <p>In 2024 there is a gap in progress between boys and girls attainment and progress at KS4. This is also true of disadvantaged students (PP Girl: P8 1.59, PP Boys P8 0.59). In terms of attainment the figure were, Girls A8 6.90 and Boys A8 5.07</p>
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Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Maintain the progress among disadvantaged pupils across the curriculum by ensuring high quality teaching.	By the end of our current plan in 2026/27, we will maintain an average P8 gap of 0. For the final year of the plan the aim is for PP students to achieve a higher P8 than non-PP students
To ensure the disadvantaged are a focus in terms of monitoring progress and intervening where appropriate.	A dedicated team of Pupil Premium Champions (PPCs) appointed and maintained for each year group. A new (Autumn 2024) system of ongoing monitoring has been implemented. A live document will record PP data and interventions as the year progresses. Case studies, and reports submitted at the end of the year showing the monitoring and intervention of pupils.
To provide students with computer and internet access to engage in online learning provision.	PPC to monitor student access to digital technology. An audit will take place and all newly identified students will also be provided with devices.
To provide all disadvantaged students with the materials and equipment needed to fully participate in learning and examinations.	All disadvantaged students have been provided with equipment for learning . Equipment Audit completed by PPCs on a termly basis to ensure all students have correct equipment. PPCs have access to a bank of stationary resources which can be used to top up PP students equipment.
To support students to develop their literacy skills which will then help to increase progress across their subjects.	Students identified as having low Reading ages will be supported using Bedrock Learning . This is a ready-made online curriculum which can be used by students of varying abilities and needs, including students for whom English is an additional language and those with special educational needs. It aims to narrow the gap that exists between different groups of students and improve outcomes across the curriculum for all students.

<p>To decrease the gap between boys and girls progress at KS4.</p>	<p>To decrease the gap between disadvantaged boys and girls by providing mentoring, tuition and careers support.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£114,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Salaries and TLR payments for staff with responsibility for the disadvantaged.</p> <p>Appointment and retention of a specialised PP team consisting of 3 PPCs supporting each year group from Year 7 to Year 11 and one Pupil Premium Coordinator.</p> <p>High quality teachers</p>	<p>The EEF states that the funding should be balanced across three key areas, one of which is high quality teaching.</p> <p>EEF research</p> <p>As a school, since initially receiving the funding a high proportion of it has been allocated to staffing, the has proved to be successful due having a constantly low or negligible gap between the disadvantaged students and rest of the cohort at KS4.</p> <p>Published KS4 Data</p>	<p>1, 2, 3, 4, 5, 6, and 7</p>
<p>To purchase and maintain chromebooks and internet access for PP students as well as equipment for lessons and examinations.</p>	<p>This data was reliant on disadvantaged students being provided with equipment and materials needed for examinations and learning.</p>	<p>3 and 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>The use of Bedrock Learning: (Reading and Vocabulary) will help to develop the different tiers of vocabulary needed to access the curriculum in Years 7-9, with one</p>	<p>2, 5 and 6</p>

	<p>dedicated lesson a week and one H/W per week.</p> <p>Students progress through a variety of topics (between 10 and 14 in each block), experiencing engaging, language-rich fiction and non-fiction texts that expand their knowledge of the world as well as their vocabulary. Subjects range from hot air ballooning, Galileo and sea creatures in Block 3, to the climate crisis, Charles Dickens and social media in Block 11. This can also increase cultural capital.</p>	
<p>In year 7 an extra lesson has been added to the timetable for maths and English in order to improve literacy and numeracy.</p>	<p>The extra English lesson is used for Bedrock learning and reading for pleasure.</p> <p>A specialist English teacher works with disadvantaged students in small groups or one to one within English lessons to give support both in English and across the curriculum.</p>	<p>1, 2, 6 and 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000 (total for target academic support & wider strategies)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free Music lessons provided for disadvantaged students who include PP students.</p> <p>These PP Students who have been provided with music tuition showed enthusiasm in lessons; regularly attend music clubs and choir.</p>	<p>EEF Evidence for Arts Participation</p> <p>EEF shows that Arts Participation can have a 3 months impact on students progress however it can also help aspects of development that weren't necessarily measured by the EEF such as confidence and self esteem.</p> <p>Research into the impact of music on cognitive functions.</p>	<p>4 and 5</p>

<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring are disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 6, and 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000 (total for target academic support & wider strategies)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring support Provided for disadvantaged boys and girls where needed.</p>	<p>EEF evidence that supports mentoring. Increased, Attendance, Homework and engagement in lessons Can be used for pastoral reasons such as wellbeing (In school or outside agency)</p>	<p>1, 2 and 7</p>
<p>Boxing Mentoring (Sweet Science) Provided for disadvantaged boys and girls. This programme teaches young people life lessons along with social and moral guidelines, discussing local and national issues such as gang culture and knife crime, to body language and manners right through to healthy living and nutrition.</p>	<p>This has proved valuable in the last few years, disadvantaged students have benefitted from the programme and have developed in confidence and engagement in lessons. This has led to more engagement in class and for some better results.</p>	<p>2, 5 and 7</p>

<p>Careers</p> <p>Disadvantaged students are the first to be interviewed before any others. They are supported through this process.</p>	<p>PP first for interviews , Work experience and follow ups. Support with college applications. Careers Advisor. Assistant head co-ordinates.</p> <p>Use of Hounslow careers clusters. Organised through the Hounslow Education partnership</p> <p>Work experience for Year 10 disadvantaged students.</p>	<p>1, 2, 5 and 7</p>
<p>Equipment</p>	<p>All PP students have been provided with a pencil case which contains a full range of pens, pencils, maths equipment, etc, as well as a notebook, folder with dividers and a calculator.</p> <p>Digital technology given to PP students ie: Chromebooks</p>	<p>3 and 4</p>
<p>Building relationships, promoting well being and ensuring inclusion for PP students</p>	<p>Supporting PP students taking part in whole school and year events. This is to make sure they are not excluded due to financial issues.</p> <p>PP finances are used to support these events. This is all part of the broader strategy to support welling being and behaviour through inclusion.</p>	<p>5 and 7</p>

Total budgeted: £129,150

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

GCSE results 2024

The PP Progress figure was 1.18. This is significantly above the national average of - 0.57 (2023) and above the Hounslow LA average of 0.61 (2022). The attainment 8 figure was 6.10 Once again higher than the national average of 3.6 (2023) and the Hounslow LA average of 52.3 (2022). 2024 figures not available for national and LA averages at the time of writing.

These figures were produced by focusing on “PP first” in all school activities. Whether it be classwork, after school interventions or tuition. There was target support in tutoring, mentoring, careers advice and online tuition. As a package this produced excellent results. Of course, this in addition to excellent teaching which is partly funded by PP finances.

However the school is not satisfied with these results and the objective every year is that PP students achieve progress figures in line with the school figure. In 2024 the school’s P8 figure was 1.37 (non PP 1.41 and PP 1.18). The P8 figures in 2022 had PP students progressing slightly better than non PP students, and this is a figure we wish to return to.

Year 7-10

PP students are closely monitored by a team of Pupil Premium Champions. This is now coordinated by a deputy headteacher (previously there was a PP coordinator who has since retired). Interventions included

- One to one meeting
- HW clubs
- Equipment monitoring (stationary & digital)
- Monitoring of pastoral and academic data (interventions formulated from these)
- Focus on literacy and extra curricular activities

Use of National Tutoring Programme

Rolling out from Sept 2022. Starting from year 11 (Autumn term) and then through the year groups in the Spring and Summer terms. Finances are also available for the autumn term 2024 and PP students are prioritised.