

## Pupil Premium Strategy Statement: 2021 – 2024

*This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Church of England Academy     |
| Number of pupils in school   | 818                                     |
| Proportion (%) of pupil premium eligible pupils  | 30.32%                                  |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024                             |
| Date this statement was published  | October 2021                            |
| Date on which it will be reviewed  | August 2022, November 2022, August 2023 |
| Statement authorised by  |   |
| Pupil premium lead   | Jennie Khan                             |
| Governor / Trustee lead  | Rachel Norman                           |

### Funding Overview

| Detail   | Amount             |
|--|--------------------|
| Pupil premium funding allocation this academic year  | <b>£313 722.50</b> |
| Recovery premium funding allocation this academic year   | <b>£92 365</b>     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)   | <b>£0</b>          |
| <b><u>Total budget for this academic year</u></b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£406 087.50</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

St Mark's Church of England Academy is passionate about ensuring that students from disadvantaged background are supported to excel in all aspects of their school life. Our Pupil Premium Strategy Plan aims to remove barriers from students who are disadvantaged in the following ways:

- ***Ensuring that quality first teaching in the classroom promotes progress for disadvantaged students and is targeted in closing the gaps that exist in these groups.***
- ***Promoting high quality literacy interventions and approaches so that all teachers are actively addressing the literacy gaps that exist for these students.***
- ***Creating opportunities for disadvantaged students to have access to high quality small group intervention and/or tutoring so that the widening gaps caused by school closures during Covid are rapidly closings.***
- ***Ensuring that barriers to learning are removed so that students have the same access to resources as those who are not pupil premium.***
- ***Ensuring that disadvantaged students have high levels of attendance so that they are able to make strong progress in their subjects.***
- ***Ensuring that disadvantaged students have access to high quality pastoral support such as behavioural interventions, mentoring, counselling so that any barriers that impact on their readiness to learn are addressed consistently.***
- ***Creating a wide-ranging enrichment offer that enables disadvantaged students of all abilities to develop their cultural capital and enhance their aspirations.***

### Disadvantaged Pupil Performance Overview for Last Academic Year (2021 – 2022)

| Measure                         | Data |
|---------------------------------|------|
| Progress 8                      | 0.21 |
| % EBACC entry                   | 33%  |
| Attainment 8                    | 42.2 |
| % Grade 5+ in English and Maths | 31%  |

### Challenges

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

| Number | 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                |
| 4      | Due to struggles with access Remote Learning, or a lack of a quiet space to study, 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**

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  |
|--|---|
| Raising the % of disadvantaged students achieving a Grade 5+ in English and Maths  | <ul style="list-style-type: none"> <li>• Disadvantaged students have a minimum of 40% 5+ in English and maths</li> <li>• There is no gap between Disadvantaged and Non-Disadvantaged in this measure</li> </ul>   |
| Improving the literacy level of disadvantaged students so that they are better able to access the curriculum                                     | <ul style="list-style-type: none"> <li>• Reading tests through accelerated reading programme will show the impact of reading lessons on students reading ages.</li> <li>• Percentage of students 2 years or more below will drop by 30% over the year.</li> <li>• Learning walks and book looks will show increasing level of quality in the written work of disadvantaged students.</li> </ul>                   |
| Disadvantaged student attendance will improve by 2% over the course of the 2021-22 academic year   | <ul style="list-style-type: none"> <li>• Weekly attendance tracking will highlight impact of interventions of disadvantaged student attendance</li> <li>• Number of Disadvantaged Students who are Persistent Absentees will reduce by 30%</li> </ul>   |
| All Disadvantaged students will participate in at least one enrichment opportunity per term throughout the academic year.                        | <ul style="list-style-type: none"> <li>• A minimum of 1 enrichment club attended by disadvantaged students in term one.</li> <li>• Tracking of attendance to highlight which disadvantaged students are not attending clubs so that we can tailor opportunities to meet their needs.</li> <li>• Student voice will highlight the positive impact of enrichment on disadvantaged students.</li> </ul>              |
| Overall academic progress data will highlight closing gap in all subjects at KS4/5   | <ul style="list-style-type: none"> <li>• PP students will have an overall P8 Score of +0.7 in line with the academy targets and the gap between disadvantaged and non-disadvantaged will be no larger than 0.1</li> <li>• Subjects where there are large, disadvantaged gaps will offer targeted intervention for disadvantaged students and Year 11 Autumn tracking data will highlight closing gaps.</li> </ul> |
| Disadvantaged students will have a range do support services available to help them manage their behaviour and develop their learning behaviours | <ul style="list-style-type: none"> <li>• There will be a reduction of 30% in the number of resets, relocations, IECs and fixed term exclusions for disadvantaged students.</li> <li>• Student voice will highlight the impact of these support services on student wellbeing.</li> </ul>  |

## 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: £ 142,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Buy-in and embed Accelerated Reader across KS3 English Lessons and First News in coaching time for all years to increase reading for pleasure and ensure that the number of students whose reading age is two years or more below their chronological age is closed by 30%.                                 | Accelerated Reader is part of the EEF's promising projects: <i>'The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress'</i> EEF   | 1                             |
| 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. | <i>'Oral language approaches might include: explicitly extending pupils' spoken vocabulary... On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'</i> EEF   | 1                             |
| Continued overstaffing of Core Subjects at KS4 so that an extra class can be created for English and Maths in Year 10/11  | <i>Internal tracking data highlights the impact on progress for these groups in English and Maths.</i>   | 1                             |
| Continued funding of TLR holders for Reading Across the Curriculum 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  | <i>'Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year'</i> (Hanushek & Rivkin, 2006)<br><i>'In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds'</i> (Hamre & Pianta, 2005). | 1                             |
| 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  | <i>'Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year'</i> (Hanushek & Rivkin, 2006)<br><i>'In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds'</i> (Hamre & Pianta, 2005). | 4                             |
| Maths Department consultancy CPD programme to develop excellent teaching and improve the effectiveness of curriculum planning on student progress and purchase of Hegarty Maths to support targeted home learning to close gaps.  | <i>'Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year'</i> (Hanushek & Rivkin, 2006)<br><i>'In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds'</i> (Hamre & Pianta, 2005). | 4                             |
| Purchase of Additional Learning Resources, Set Texts, Textbooks and Revision Guides in all subjects for PP Students.  | <i>Student voice highlights the positive impact of providing independent study resources for students.</i>   | 4                             |

|  |   |   |
|--|---|---|
| Purchase of Star reader, Lucid Lass and Star Maths to provide complex baselines assessments to inform lesson planning, training and interventions based on student needs.  | <i>Schools screened all new pupils' reading. They followed this up with diagnostic tests to determine which aspects of reading pupils struggled with. These tests included assessment of fluency rates, word reading accuracy and efficiency, and phonic knowledge. This analytical approach meant that the schools could design additional teaching and intervention programmes to meet pupils' specific reading needs. Diagnostic tests gave schools more detail than initial reading age assessments. This meant that they knew precisely what to teach. (Now the whole school is reading': supporting struggling readers in secondary school)</i> | 1 |
| All staff to receive Pixl training to support reading across the curriculum to ensure that the number of students whose reading age is two years or more below their chronological age is closed by 30%.   | <i>Schools made sure that staff who taught specific aspects of reading, or particular reading programmes, had relevant training. Those staff also supported other members of staff. They shared their expertise and delivered internal training. The schools also gave training to subject teachers. They could then understand what pupils needed to know to become proficient readers, and what gaps in their knowledge might prevent this. ((Now the whole school is reading': supporting struggling readers in secondary school)</i>  | 1 |
| Phonics training for SENCO, teachers of reading and teaching assistants to support designated staff working with students with a reading age below eight years of age, so students can be effectively taught to decode words using phonics to improve confidence in reading and improve reading age. | <i>In the early stages of learning to read, word recognition relies on phonics and learning the relationship between written letters and the sounds they make. Children should be taught how to decode words using phonics. Phonics teaches children how to decode quickly and accurately so that eventually they can read words by sight (Now the whole school is reading': supporting struggling readers in secondary school)</i>   | 1 |
| Recruitment of lead practitioners in Lead practitioners In English, Maths, Humanities, Drama and ICT all with a focus in raising attainment for disadvantage students.   | <i>'In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds' (Hamre &amp; Pianta, 2005).</i>  | 3 |

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

**Budgeted Cost: £ 110,000**

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| 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. | <i>'Small group tuition has an average impact of four months' additional progress over the course of a year.' EEF</i>   | 4                                    |
| Funding of Steel Pans Tuition for Students in KS4 so that they have access to high quality instrumental lessons to support with progress in GCSE Music                                     | <i>'Small group tuition has an average impact of four months' additional progress over the course of a year.' EEF</i>   | 4                                    |
| Funding of the First Give Programme for GCSE Citizenship Students so that they are able to engage with real-world experiential learning.   | <i>Importance of experiential learning of student progress highlighted by Sherrington and Caviglioli - "Some knowledge we acquire can not be taught directly; it has to be developed through experience.'</i> | 4                                    |

|  |  |   |
|--|--|---|
| 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   | <i>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</i> EEF  | 4 |
| 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.   | <i>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</i> EEF  | 4 |
| 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. | <i>'In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds'</i> (Hamre & Pianta, 2005). | 5 |
| Independent Learning Supervisor to lead a revision space for Year 10/11 from 3.30-5pm Monday to Friday   | <i>'Student voice highlights the importance of a quiet study space for those that are not able to access this at home.'</i>  | 4 |
| Academic mentors in Maths and Humanities: developing bespoke support plans for individual pupils and small groups, helping pupils to grow in confidence and ability, and, ultimately, helping each child to reach their full potential.                    | <i>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</i> EEF  | 4 |

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted Cost: £ 154,087.50**

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| Continued funding for Vulnerable Student Co-ordinator – Head of Inclusion 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 | <i>'Ensure that you consult school leaders and other relevant staff members, for example, the designated safeguarding lead, the designated teacher, and the special educational needs coordinator'</i> DfE   | 1-5                                  |
| Offer counselling services to vulnerable students so that they have support to deal with the challenges that stop them accessing learning.   | <i>'Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate. Pupils also report an increased motivation for school and schoolwork.'</i> DfE        | 3                                    |
| Continued funding for learning mentor in Yr. 10/11 so supports behaviour for learning of key vulnerable students.  | <i>'The average impact of behaviour interventions is four additional months' progress over the course of a year.'</i> EEF  | 3/4                                  |
| 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.   | <i>'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.'</i> EEF   | 4                                    |
| Uniform bought as needed for pupil premium students from hardship fund to ensure that students barriers to learning are removed.   | <i>'Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.'</i> EEF | 3                                    |

|   |   |     |
|---|---|-----|
| Purchase of ingredients for PP students in KS3 so that they can participate in Food lessons.  | <i>Student voice and learning walks data highlights that there is 100% engagement in the food curriculum from disadvantaged students.</i>   | 4   |
| Continued funding of attendance officer with focus on key disadvantaged students' attendance in all years so that they are improving rates of attendance.                         | <i>'The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.'</i> DfE                                  | 2   |
| 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. | <i>'Parental engagement has a positive impact on average of 4 months' additional progress.'</i> EEF   | 2/3 |
| Funding of an additional day of data manager time to ensure that interventions for PP students are consistently monitored and impact is evaluated                                 | <i>DfE Guidance 'Using pupil premium: guidance for school leaders' highlights the importance of effective data review in ensuring the correct areas of focus are addressed from the school data and that evaluation of strategies is robust.</i>  | 1-5 |
| High Quality Enrichment offer targeted at PP Students e.g Arts Clubs, Duke of Edinburgh Scheme, Curriculum Trips  | <i>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.'</i> EEF  | 5   |
| Breakfast Club for KS3 PP students.   | <i>'Offering relatively disadvantaged schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment' - IFS</i>  | 3   |
| Kick London: Christian, values-driven physical education, street dance, mentoring, chaplaincy in schools and community KICK Academies.  | <i>Children and young people living in these difficult circumstances often struggle with underachievement, lack of confidence, they find learning challenging and develop differently. Underlying factors or needs, whether that is cognitive, physical, emotional or social can result in a fundamental lack of progress when compared to their peers (Tirraoro, 2017)</i> | 3   |

**Total budgeted cost: £406,087.50**

## **Part B: Review of Outcomes in the Previous Academic Year**

### **Pupil Premium Strategy Outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*The focus of pupil premium funding in the 2021 – 2022 academic year was to mitigate the impact of school bubble closures and National Covid Lockdowns on the academic and social progress of the disadvantaged students in the St Mark’s Academy community.*

**Funding was used in the following broad areas:**

#### **Staffing**

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

***Impact:*** *In 2020-2021 both English Language and Maths GCSE Disadvantaged Students had a progress score\* of +0.4 and there was no gap between Disadvantaged and Non-Disadvantaged Students. In English Literature Disadvantaged students outperformed their Non-Disadvantaged peers by 0.1 with a progress score\* of +0.5. In 2021-2022, Disadvantaged pupils showed strong progress in both English Language (+0.4) and English Literature (+0.6), however progress in Maths for disadvantaged pupils was average (0.0). Gaps were larger in 2021, at 0.6 for English and 0.9 for Maths.*

*\*Subject progress scores measured internally using FFT and CAT benchmarking.*

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 work of the High-Attaining Student Co-ordinator, Disadvantaged High Attaining Students had access to the following academic and enrichment opportunities.*

*Year 7 engaged in the Thinker’s Club which was an enrichment project aimed at developing their aspirations and cultural capital.*

*Year 8 and 9 students completed the Brilliant Tutoring programme focusing on raising attainment in English and Science*

*Year 10 High Attaining Students took part in the Scholar’s Programme working on a piece of independent research with a PHD student and completed a workshop on meta-cognition and maths with a numeracy specialist.*

*Year 11 students accessed Grade 7 – 9 tutoring in Science and English through the King’s School Wimbledon Partnership.*

*Year 11 Disadvantaged High Attainers had some exceptional outcomes with an average P8\* Score of +0.97 in 2021, and +0.15 in 2022*

*\*2021 Progress 8 score measured internally using 2019 national outcomes.*

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*



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. Whilst SEND progress remains a priority for the school, the gap between SEND and Non-SEND students closed by 50% and the progress of PP/SEND students at GCSE in 2021 was +0.3 and in 2022 was -0.16*

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 2020-2021 school year was 91.8% which is in line with national average. In 2021-2022, Disadvantaged students' attendance rate was 91.4%, 0.3% above national average*

### **Interventions and Curriculum Support**

6. Funding of Study Space in the Library for Year 11 Students only during 2020-21 to ensure that these students had access to study space which the restrictions of bubbles in school.

***Impact:*** *Library attendance was recorded and tracked by the librarian on a fortnightly basis with a number of students regularly attending to revise and study. Overall P8\* outcomes for Disadvantaged students at GCSE in 2021 were +0.5 and were in line with peers and 0.21 in 2022.*

*\*2021 Progress 8 score measured internally using 2019 national outcomes.*

7. Funding of Steel Pans Tuition for Music GCSE Students.

***Impact:*** *Final TAG Music Progress Score for Disadvantaged students was +0.5, a significant improvement on early internal tracking data in Autumn 1. In 2022 the Music progress score was +0.2*

8. Funding of Curriculum Materials and Revision Resources so that Disadvantaged students have full access to the tools that they need to complete independent learning at home such as purchase of Languagenut Programme, Set Texts and Revision Guides, Independent Study Kits for all KS4/5 Disadvantaged Students in all subjects.

***Impact:*** *Overall P8\* outcomes for Disadvantaged students at GCSE in 2021 were +0.5 (in line with non-disadvantaged pupils) and +0.21 in 2022. Pupil Voice with students in Year 10 commented that the purchase of set texts in English had a positive impact on their ability to engage with the text.*

*\*2021 Progress 8 score measured internally using 2019 national outcomes.*

9. National Skills Academy programme for Year 7 and 8 students with significantly low reading ages delivered to support closing gaps in English.

***Impact:*** *Tracking of reading age data highlights that the increase in reading ages for the students completing the programme was accelerated.*

10. Purchase of ingredients for all KS3 disadvantaged students so that they are able to participate fully in the Food and Nutrition Curriculum.

***Impact:*** *100% of Disadvantaged students participating in Food & Nutrition Lessons at KS3.*

### **Pastoral Support and Enrichment Opportunities.**

11. Funding of kit and cost of Duke of Edinburgh Programme for all Disadvantaged students to develop their rounded skills and cultural capital.

***Impact:*** *Students completed Bronze Qualifying Expedition in September 2021 having been postponed due to ongoing Covid cases in Summer 2021.*

12. Funding of school uniform, PE Kit and other equipment for Disadvantaged students through the hardship fund to ensure students have equal access to school opportunities

***Impact:*** *Barriers to learning for PP students are removed as they arise.*

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**Externally Provided Programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

| <b>Programme</b>                                  | <b>Provider</b>         |
|---|-------------------------|
| The Scholar’s Programme                           | The Brilliant Club      |
| Brilliant Tutoring                                | The Brilliant Club      |
| Accelerated Reader & MyOn                         | Renaissance Learning UK |
| French, Spanish and English as a foreign language | Languagenut             |
| CAT4 Testing & NGRT/NGST                          | GL Assessment           |
| Skills Academy                                    | National Literacy Trust |
| Timestable Rockstars                              | Maths Circle Ltd        |
| Kick London                                       | Kick London             |

**Service Pupil Premium Funding (Optional)**

*For schools that receive this funding, you may wish to provide the following information.*

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | n/a            |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a            |