

# Pupil premium strategy statement 2025-26

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	934 years 7-11 (282 6th Form)
Proportion (%) of pupil premium eligible pupils	13.6% (127)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	(25-26) <b>£136,525</b>
Recovery premium funding allocation this academic year	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,525

# 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 excellent 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, to zero, 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. The goal is for disadvantaged students to **achieve higher progress** than their non-disadvantaged peers.

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><b>GCSE outcomes</b></p> <p>In the summer of 2025 the school's overall Attainment 8 score was 6.25. For PP students it was 6.11. Non PP students achieved 6.27. The gap was 0.16. This was an improvement on all years from 2024 to 2019.</p> <p>Our challenge is to reduce the gap to zero. This will be difficult and a better measure would be Progress 8. However there is no P8 score for the 25-26 cohort.</p>
2	<p><b>Student attainment year 10, 9 and 8 - internal data</b></p> <p>Internal data from IPM3 summer 2025 presents the school with a number of challenges.</p> <p>The data from year 9 and 10 was very positive. In year 8 an average points gap had developed between PP and non PP students (48.75 and 51.36). In this 7 there was a wider gap (PP 45.6 and non PP 54.64)</p>
3	<p><b>Monitoring &amp; Identifying underachievement</b></p> <p>The challenge is to identify academic, pastoral and attendance issues early on in the school year. This will then enable a system of personal intervention to be implemented.</p> <p>The challenge is to have a robust system whereby designated members of staff monitor PP students at set time throughout the school year. From this data intervention strategies can be implemented.</p>
4	<p><b>Digital Devices</b></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>
5	<p><b>Equipment &amp; resources</b></p> <p>Our observations through surveys have shown that disadvantaged often lack equipment and revision materials needed for learning and completing external examinations and coursework. This can be from calculators to quite basic items such as pens and rulers.</p>

6	<p><b>Cultural capital</b></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>
7	<p><b>Literacy</b></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>

## 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 <b>attainment &amp; progress</b> among disadvantaged pupils across the curriculum by ensuring high quality teaching.	<p>For the final year of the plan the aim is for PP students to achieve a <b>higher P8</b> than non-PP students. This will have to be based on SISRA data rather than national data (as there is no national P8 score for this cohort)</p> <p>In terms of attainment the aim is to have a score in line with the non PP students. An important focus will be on students achieving x5 strong and standard passes including English and Maths. In line with their non PP peers.</p>
Close <b>monitoring</b> of PP students to be maintained throughout the academic year.	<p>The monitoring system for PP student to be co-ordinated by the deputy headteacher responsible for PP students. They will take direct responsibility for years 7, 10 &amp; 11. A dedicated <b>team</b> of Pupil Premium Champions (PPCs) appointed for 2 year groups (8 &amp; 9).</p> <p>A system of ongoing <b>monitoring</b> has been implemented. A live document will record PP data and interventions as the year progresses. <b>Case studies, and reports</b> submitted at the end of the year showing the impact of monitoring and intervention.</p> <p><b>Attendance</b> will be a key area of monitoring</p>

To provide students with computer and internet <b>access</b> to engage in online learning provision.	<p>PP co-ordinator &amp; PPCs to monitor student access to digital technology. An audit will take place and all newly identified students will also be provided with devices.</p> <p>Monitoring of access ongoing throughout the school year</p>
To provide all disadvantaged students with the materials and <b>equipment</b> needed to fully participate in learning and examinations.	<p>All disadvantaged students have been provided with <b>equipment for learning</b>. Equipment Audit completed by PP co-ordinator &amp; 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.</p> <p>Monitoring of equipment is to be ongoing throughout the school year</p>
To support students to develop their literacy skills which will then help to increase progress across their subjects.	<p>Students identified as having low Reading ages will be supported using <b>Bedrock Learning</b>. 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>
Extra curricular & cultural capital provision.	<p>Monitoring of student participation in various school activities. Active promotion and encouragement for all PP students. Robust measures put in place to ensure participation.</p> <p>A focus on the creative subjects and their provision for PP students. Music, Drama and Art.</p>

## 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: **£121,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salaries and TLR payments for staff with responsibility for the disadvantaged.	<p>The EEF states that the funding should be balanced across three key areas, one of which is high quality teaching.</p> <p><a href="#">EEF research</a></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><a href="#">Published KS4 Data</a></p>	1, 2, 3, 4, 5, 6, and 7
<p>Appointment and retention of a specialised PP team consisting of 2 PPCs and one SLT Pupil Premium Coordinator.</p> <p>High quality teachers</p>		
To purchase and maintain chromebooks and internet access for PP students as well as equipment for lessons and examinations.	This data was reliant on disadvantaged students being provided with equipment and materials needed for examinations and learning.	4
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></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>	1, 2, 3, and 7

	<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>	
In year 7 an extra lesson has been added to the timetable for maths and English in order to improve literacy and numeracy.	The extra English lesson is used for Bedrock learning and reading for pleasure.	1, 2, 3, and 7

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on creative subjects - Art, Drama &amp; Music</p> <p>Creative subjects strategy plan.</p> <p>Aim to raise the number taking GCSEs &amp; to participating in extra curriculum &amp; super curricular activities</p>	<p><a href="#">EEF Evidence for Arts Participation</a></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><a href="#">Research into the impact of music on cognitive functions.</a></p>	1, 2, & 6

Free Music lessons provided for disadvantaged students who include PP students.  These PP Students who have been provided with music tuition showed enthusiasm in lessons; regularly attend music clubs and choir.	See above	1, 2 and 6
Provide a blend of tuition, mentoring and online tutoring for PP students. Focus on English & Maths	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 6 and 7

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

Budgeted cost: £7,500 ???

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mentoring support</b> Provided for disadvantaged boys and girls where needed.  PPCs, experienced teachers & SLT to provide this	<a href="#">EEF evidence that supports mentoring.</a> Increased, <b>Attendance</b> , Homework and engagement in lessons  Can be used for pastoral reasons such as wellbeing  (In school or outside agency)	1, 2, 3, 6 and 7



<p><b>Careers</b></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>1, 2, 3, and 6</p>
<p><b>Equipment</b></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>4 and 5</p>
<p><b>Extra curricular - Building relationships, promoting well being and ensuring inclusion for PP students</b></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>3 and 6</p>

**Total budgeted: £136,525**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### GCSE results 2025

The attainment 8 figure for the school's pupil premium students was 6.11. There are no national figures to compare this with at the time of writing. The non pupil premium students achieved a higher figure of 6.27. However the gap between PP and non PP is at its lowest since 2019.

There are no national progress figures this year (due to Covid) but on the school analysis system, SISRA, the progress was 1.09. Non PP was 1.45. There is a significant gap here.

The A8 results were very pleasing but would need to be done to reduce the gap in progress. (please note: this progress is not official and only takes into account school's using the SISRA system)

These results were obtained 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

The data from 2024-2025 suggests that year 10 (the current year 11) is doing well and has a higher score in 3 key measures, when compared to non PP students. (A8, x5 strong passes including English and Maths, and x5 standard passes including English and Maths)

Year 9 is in the same position. In year 8 a slight gap has occurred in favour of non PP students and in year 7 there is a wider gap in terms of average points in the last data drop. These year groups will be closely monitored this year.

Overall a pleasing set of data across the school but there is work to be done.

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