

# Draft Pupil premium strategy statement 2022-23

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 Catholic School
Number of pupils in school	1209 including Sixth form (273)
Proportion (%) of pupil premium eligible pupils	(138) 11.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2022/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms Andrea Waugh-Lucas (Heateacher)
Pupil premium lead	Mrs Vicky Millin (PP Lead)
Governor / Trustee lead	Mrs M McMichael (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(22-23) £122,140.00
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7417
<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	£129,540.00

# 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.

The advent of Covid 19 has also had a significant impact on the attainment of many of our students, so we are aiming to recover education lost through the targeted support of the National Tutoring programme for those students who have been most affected, this includes non-disadvantaged students.

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>There was a negligible gap in progress in 2019 between non PP and PP students. This was maintained in the CAGS and TAGS in 2020 and 2021. However, in the last set of external exams in 2019 there was a gap of 0.48 in the P8 score of PP vs Non PP students. NB:This is less than the gap in national data of 0.58.</p> <p><b>In the 2022 GCSE examinations PP students did extremely well in these exams to the point where there is no gap in between PP and Non PP in P8 and PP students made more progress than non PP students. We will continue to work with our PP students to ensure they are not left behind.</b></p>
2	<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 as mentoring and revision classes as well as examination and revision materials.</p>
3	<p>The continued prevalence of Covid 19 and the economic climate mean 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. A computer survey completed during lockdown identified which students had limited access to computers and the internet.</p>
4	<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>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>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>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 1.78. PP Boys P8 1.00)</p>

	GCSE Results from August 2022 however show that PP and Non-PP students are at the same level where PP students achieved a higher P8 score.

## 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 2022/23, we will maintain an average P8 gap of 0
To ensure the disadvantaged are a focus in terms of monitoring progress and intervening where appropriate.	A dedicated team of Pupil Premium Champions appointed and maintained for each Year group. 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.	In the event of a lockdown all students indicating on the last audit that they had no access to a computer or online provision will be contacted and provided with a dongle or chromebook. A second 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.
To increase the participation of disadvantaged students attending private music tuition.	Students who are identified as disadvantaged/PP who show an interest in playing a musical instrument will be paid for through PP funding.

<p>To support students to develop their literacy skills which will then help to increase progress across their subjects.</p>	<p>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. This has been extended to groups in year 10 for 22-2023.</p>
<p>To provide support and tuition for all disadvantaged students that are achieving lower P8 values than the rest of the cohort.</p>	<p>All disadvantaged students in KS4 with progress levels below 0.5 will receive one to one or three to one tuition either online or face to face. This will be ongoing.</p>
<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>

## 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: **£100,000**

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 5 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><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
<p>To purchase and maintain chromebooks and internet access for PP students as well as equipment for lessons and examinations.</p>	<p><a href="#">Published KS4 Data</a></p> <p>This data was reliant on disadvantaged students being provided with equipment and materials needed for examinations and learning.</p>	3 and 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><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:</p> <p><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</p>	2

	<p>curriculum in Years 7-9, with one 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>	

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

Budgeted cost: £14,000

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;</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>	5

regularly attend music clubs and choir.	<a href="#">Research into the impact of music on cognitive functions.</a>	
Engaging with the National Tutoring Programme to 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. The PP fund will subsidise the NTP.	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="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 7

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring support provided for disadvantaged boys and girls where needed	<a href="#">EEF evidence that supports mentoring.</a> Increased: <b>Attendance</b> /Homework/engagement in lessons; wellbeing (In school or outside agency)	8
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	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.	8



right through to healthy living and nutrition.		
<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>Hounslow Cluster (Year 9 with Hounslow Borough) The aims of the pilot project are to improve student confidence and increase employability skills through a range of activities - most of which will take place between It includes an employability workshop on communication skills, followed by an enterprise activity that will run over a number of weeks.</p> <p>Work experience for Year 10 disadvantaged students.</p> <p>Careers officer to be appointed in Spring term 2023</p>	8
EQUIPMENT	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.	

**Total budgeted: £ 129,540**

## Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year, however the previous year's data included CAGS. When compared to the last set of exams (2019), the disadvantaged achieved much higher. EBacc entry was 88%, which is higher than in the Non PP (88.2%).

Despite being on track during **the first year (2018/19)**, the outcomes we aimed to achieve in our previous strategy by the end of **2020/21** were fully realised although we are aware that this data was internally assessed rather than calculated using external examinations.

The progress of the disadvantaged was roughly in line with the progress of those not defined as disadvantaged, PP P8 1.32 and Non PP P8 1.33. The attainment scores of the disadvantaged were also roughly in line with their peers, A8 score for the disadvantaged was 6.30 and for those defined as Non PP it was 6.33. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and it was harder to help them benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However, with the intervention put in place in the months before lockdown along with the mantra of '**PP first**' we seem to have helped to maintain a negligible gap between PP and non PP for the last 2 years. The impact of the lockdown was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online learning and support producing high engagement levels of students.

**In summer 2022 the progress of PP students was outstanding**, there were no gaps, PP attainment was in excess of Non-PP attainment, PP Progress 8 1.44 and Non PP Progress 8 1.40. The targeted support of PP students in tutoring, mentoring, careers advice and online tuition was very successful. The gap between PP boys Progress 8 (1.23) and their non PP counterparts (1.35) still needs to be monitored, however it is a good score. PP girls progress 8 scores (1.71) are higher than non-PP girls (1.46)