

Pupil premium strategy statement – St Mark’s CE School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	968 (Oct 2024 census)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	19 th December 2025
Statement authorised by	Stephanie Bryant – Executive Headteacher
Pupil premium lead	Amir Fakhoury – Director of Pastoral and Inclusion
Governor / Trustee lead	Gerry Gibbs – Co-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£434,170 (2024/25)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£434,170 (2024/25)

Part A: Pupil premium strategy plan

Statement of intent

To raise outcomes of pupils who are disadvantaged so that the gap between them and others not disadvantaged are narrowed by removing barriers to educational achievement.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance
2	Access to support: Pastoral Care
3	Access to support: Emotional wellbeing and mental health
4	Access to support: Diagnostic, interventions & academic
5	Academic attainment across English (inc Phonic, Reading, Writing) and maths

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
1. Disadvantaged pupil's attendance will improve relative to school population growth until full.	Attendance will be in line or higher than national average for Pupil Premium pupils.
2. Disadvantaged pupils have pastoral needs supported.	Pupils identified as underachieving academically are targeted by middle leaders for pastoral support, proportionate to the pupil premium population of the school.
3. Disadvantaged pupils have emotional wellbeing and mental health needs supported.	Pupils accessing emotional wellbeing and/or mental health services are proportionate to the pupil premium population of the school.
4. Disadvantaged pupils have relevant diagnostics, interventions and academic needs supported.	Pupils accessing screening, interventions or academic improvement initiatives are proportionate to the pupil premium population of the school, identified by middle leaders.
5. Disadvantaged pupils' attainment in English and maths will improve relative to school population growth until full.	Attainment gap between Pupil Premium and non-pupil premium has narrowed

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 256,398.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Key Stage Lead – Early Years</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Key Stage Lead – One</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Key Stage Lead – Two</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Head of Year 7</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Head of Year 8</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Head of Year 9</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Head of English</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Head of Maths</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5
<i>Head of Science</i>	Disadvantage need, internal assessments, attendance	1 + 2 + 5

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

Budgeted cost: £ 52,549.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted academic interventions</i>	Internal assessments, referrals by middle leaders.	1 + 4 + 5
<i>Reading & writing interventions</i>	Internal assessments, referrals by middle leaders.	1 + 4 + 5
<i>Maths based interventions</i>	Internal assessments, referrals by middle leaders.	1 + 4 + 5
<i>Homework provision and resources</i>	EEF, internal assessments.	1 + 4 + 5
<i>Learning support diagnostics</i>	Internal assessments, referrals by middle leaders/SENCOs	1 + 4 + 5
<i>Careers information, Advice and Guidance (CIAG)</i>	DfE statutory guidance	1 + 4 + 5
<i>Educational materials</i>	To support interventions	1 + 4 + 5

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

Budgeted cost: £ 125,222.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA – all through</i>	Pastoral referrals	1 + 2 + 3
<i>ELSA – Secondary</i>	SEND and pastoral referrals	1 + 2 + 3
<i>Mental Health in Schools Team</i>	ELSA, SEND, Pastoral referrals	1 + 2 + 3
<i>Pastoral teaching assistant</i>	Pastoral referrals	1 + 2 + 3
<i>Pastoral support officer</i>	Pastoral referrals	1 + 2 + 3
<i>Pastoral and safeguarding officer – Primary</i>	Pastoral & safeguarding referrals	1 + 2 + 3
<i>Pastoral and safeguarding officer – Secondary</i>	Pastoral & safeguarding referrals	1 + 2 + 3
<i>Attendance officers</i>	Attendance and absences, pastoral referrals, EWO referrals	1 + 2 + 3
<i>Chaplain</i>	Pastoral referrals	1 + 2 + 3

Total budgeted cost: £ 434,170.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria					
1. Improvement in attendance for Pupil Premium children.	PP children's attendance will be within 1% of non-PP children.					
	2021-22		2022-23		2023-24	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attendance %	92.3	94.3	93.1	94.7	91.7	95.7
Intended outcome	Success criteria					
2. Reduction of the difference between PP and non-PP attainment in reading	The difference between attainment in reading by Pupil Premium and non-Pupil Premium children will reduce by 5%					
	2021-22		2022-23		2023-24	
Reading	PP	Non-PP	PP	Non-PP	PP	Non-PP
% attainment	55	72	67	80	89	87
Intended outcome	Success criteria					
3. Reduction of the difference between PP and non-PP attainment in writing	The difference between attainment in writing by Pupil Premium and non-Pupil Premium children will reduce by 10%					
	2021-22		2022-23		2023-24	
Writing	PP	Non-PP	PP	Non-PP	PP	Non-PP
% attainment	53	65	60	69	59	78
Intended outcome	Success criteria					
4. Increase the percentage of PP children who achieve ELG in YR	At least 55% of children will achieve the ELG in YR					
	2021-22		2022-23		2023-24	
ELG	PP	Non-PP	PP	Non-PP	PP	Non-PP
% attainment	46	67	50	69	57	68

Intended outcome	Success criteria						
5. PP children will achieve results in line with non-PP children in PSC in Year 1	There will be no significant difference between PP and non-pp children in PSC results in Year 1						
		2021-22		2022-23		2023-24	
	Phonics Achieved	PP	Non-PP	PP	Non-PP	PP	Non-PP
	% attainment	79	77	50	82	65	84

Intended outcome	Success criteria						
6. An increase of Pupil Premium children achieving GD in reading	10% of Pupil Premium children will achieve GD in reading across school						
		2021-22		2022-23		2023-24	
	GD in Reading	PP	Non-PP	PP	Non-PP	PP	Non-PP
	% attainment	6	19	5	19	4	18

Intended outcome	Success criteria						
7. The wellbeing of pupil premium children (along with all children) will be improved and there will be an increase in the number of pupil premium children who take part in enrichment activities.	Pupil questionnaires, CPOMs tracking and enrichment activity tracking						

Outcome 7 review – improvement in pupil engagement in enrichment activities of the term of this intended outcome, including accessing sports activities, homework club, inspirational visits to businesses, organisations, educational settings, off site visits and residential to boost educational experiences to support wellbeing.