

# Pupil premium strategy statement

This statement details our school's use of

- Pupil premium
- recovery premium for the 2023-24 academic year
- School Led Tutoring 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	The Mark Way School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	31/12/2023
Date on which it will be reviewed	31/12/2024
Statement authorised by	Curriculum Standards Committee
Pupil premium lead	S. Longstaff-Bishop
Governor lead	Curriculum Standards Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37260
Recovery premium funding allocation this academic year	£12420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£49,680</b>

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

Challenge number	Detail of challenge
1	Less good literacy skills for some students
2	Less good ratio gains in maths progress
3	Speaking, listen and communication ability
4	Aspirations and expectations for life beyond school
5	Mental health impacting the ability to learn

## 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
To improve reading age scores	Pupil Premium students are at 10.00 years or above.
To support pupil premium students in making more rapid progress in maths	a ratio gains in maths that is closer to that of Non-Pupil Premium children (ratio gain of 1) and 89% of students having a maths age above 7 years
To develop the speech, language and communication of pupil premium students	To ensure that Pupil Premium students have a TALC score of 4 to enable them to access the curriculum by Year 10
Family Support Work and Attendance Leader support to improvement in attendance in school and arriving on time	Pupil Premium students will have the same % of attendance in school as non-pupil premium students
To develop resilience and independence of students preparing them for life beyond school	100% of Students access post 16 education and remain on role, not becoming NEET.

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Completed?/notes
To refresh school staff and further develop the delivery of guided reading in Key Skills to support students progressing above 11.03 years reading age even when accessing remote learning.	Students need to be able to access reading with a better level of comprehension in order to access many areas of the curriculum and to gain higher accreditations. To safeguard students for when they leave school and enable them to be independent.	1	Yes – INSET New staff who have joined the school following its expansion require this input.
To support school staff in the delivery of key skills maths to ensure that 50% of students have a maths age above 7 years.	Until students get above 7 years in maths they are not able to independently understand and apply maths knowledge and skills	2	Yes – INSET New staff who have joined the school following its expansion require this input.
To support staff in the use of ELKLAN strategies to improve communication in class and including during remote learning, including training of new staff.	Communication is key to progress for all students, good comprehension of language and expressive skills enables students to improve their outcomes across the curriculum.	3	Yes and Zones of Regulation added New staff who have joined the school following its expansion require this input.
To train and develop a careers lead and develop this role further	Good understanding and coordination of this area of the curriculum supports students to make life choices and to develop a well thought out and coordinated approach.	4	Yes – also developing a 2 <sup>nd</sup> person supporting in this role. Lead is now taking part in HCC SEND Apprenticeship Forum
To train a Mental Health Lead in the school and develop this role further	Good mental health underpins the ability to learn, careful coordination of this supports the school's capacity to deliver timely interventions	5	Yes

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

Budgeted cost: £14,735

Activity	Evidence that supports this approach	Challenge number(s) addressed	Completed? /notes
Individual reading interventions for students who are below 7 years or who are not making rapid enough progress given their year group and ratio gains. Delivered by trained HLTA and LSA 3 trained in approaches to literacy intervention.	<p>Students cannot access the GCSE curriculum as well without a good grasp of reading. Reading is a life skill that is required in society and supports students ability for employment and in keeping safe from exploitation.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1	Ongoing HLTA also NTP trained
Targeted guided reading intervention for those children identified at 11.03 years+ with the led by the English lead	<p>Students cannot move beyond this stage without developing the comprehension and inference skills</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1	Ongoing
Small group maths interventions for those students below 7 years with staff trained in programmes to support progress	<p>Until students get above 7 years in maths they are not able to independently understand and apply maths knowledge and skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> Delivered by trained LSA.</p>	2	Ongoing

Small group and individual SALT sessions with the Speech and Language LSA as directed by the SALT in consultation with the Headteacher for students with a score of TALC 2 or below. This supports the development of metacognition.	<p>In order to live independently and to access the school curriculum students need to be able to communicate to a satisfactory standard, until reaching TALC 3 curriculum access is challenging, TALC 4 even better access to the curriculum. It is vital to support employment and safeguard against exploitation.</p> <p><a href="#">Oral language interventions   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Metacognition and self-regulation   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">One to one tuition   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Small group tuition   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	3	Ongoing and 2 further staff members undergoing further SALT training
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25753

Activity	Evidence that supports this approach	Challenge number(s) addressed	Completed?/notes
For identified students to access ELSA, Thrive and TALA interventions	<p>Improved self-esteem, improved self-regulation, improved mental health and readiness for learning</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Social and emotional learning   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Behaviour interventions   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	5	Yes – further Thrive Practitioner trained, 2 extra TALA and 2 ELSA trained
For identified students to access play therapy	<p>Raised aspirations, improved mental health and self-esteem to enable readiness for learning</p> <p><a href="#">Social and emotional learning   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	5	Ongoing
For students and their families not attending school regularly and on time to be targeted by the attendance lead to offer support to	<p>Attend school on time.</p> <p>Improved learning outcomes due to good attendance.</p> <p>Improved confidence and self-esteem.</p> <p>Increase in expectations for individual students</p> <p><a href="#">Parental engagement   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	5	Ongoing

improve attendance	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>		
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**Total budgeted cost: £59,470**

## 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 2022 to 2023 academic year.

### Externally provided programmes

Programme	Provider
activelearn	Pearson Education
Mymaths	Oxford University Press
Urbrainy	Routeonenetwork.com
Sumdog	Sumdog
The Thrive Approach	Thrive

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA, TALA and Thrive
What was the impact of that spending on service pupil premium eligible pupils?	Student mental health needs and milestones were supported and reached enabling participation in learning.

## Impact Update – July 2023 – To be updated December 2023 with end of year 2022-23 data

Intended outcome	Success criteria	Progress
To improve reading age scores	Pupil Premium students are at 10.00 years or above when they leave the school.	57% of Pupil Premium (PP) students achieved a reading age above 10 years to July 2023 compared to 27% on entry.  PP students have an average ratio gain of 1.1 compared to 1.2 of NPP students
To support pupil premium students in making more rapid progress in maths	1) ratio gains in maths that is closer to that of Non-Pupil Premium children (ratio gain of 2) 89% of students having a maths age above 7 years	PP students have an average ratio gain of 1.2 compared to 1.2 for NPP students.  On Entry 37% of PP students had a maths age above 7 years. In July 2023 this has improved to 78%.
To develop the speech, language and communication of pupil premium students	To ensure that Pupil Premium students have a TALC score of 4 to enable them to access the curriculum by Year 10	6% of PP students had a TALC score of 4 on Entry to the school, as of July 2023 53% of PP Students has a TALC score of 4.  11% of NPP students had a TALC score of 4 on entry compared to 52% of NPP as of July 2023.
Family Support Work and Attendance Leader support to improvement in attendance in school and arriving on time	Pupil Premium students will have the same % of attendance in school as non-pupil premium students	Whole school attendance was 91.63% 2021-22. Whole school attendance 2022-23 was 91.97%, PP students 93.82% NPP 90.79%.
To develop resilience and independence of students preparing them for life beyond school	100% of Students access post 16 education and remain on role, not becoming NEET.	All students have started in their new college placements (Sept 22 and Sept 23). All contacted to ensure attendance, those who have not sustained their placement are being supported to secure other placements, this appears to have happened to students within another LA not HCC.



Activity	
To refresh school staff and further develop the delivery of guided reading in Key Skills to support students progressing above 11.03 years reading age even when accessing remote learning.	Planned for Spring 2022 – students requiring this support identified Autumn 2021 Refresh again Autumn 2022 monitor delivery through the term Further refresh summer 2023 with the support of HIAS To induct new staff 23-24
To support school staff in the delivery of keys skills maths to ensure that 50% of students have a maths age above 7 years by July 2022.	Training taken place Autumn 2021 Refresh Autumn 2022 Further refresh Summer 2023 with the support of HIAS To induct new staff 23-24
To support staff in the use of ELKLAN strategies to improve communication in class and including during remote learning, including training of new staff.	5 newer staff trained in ELKLAN approaches during Autumn 2021. Whole staff Zones of Regulation Training to take place Autumn 2022. 2 staff training for ELKLAN 2023 2 staff training for ELKLAN during 2024 To induct new staff 23-24
To train a Mental Health Lead in the school and develop this role further	DHT participating in MHL training funded by the Dfe Autumn 2021/Spring 2022