-Pupil premium strategy statement review

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Mary Magdalene C of E School
Number of pupils in school	1025
Proportion (%) of pupil premium eligible pupils	44.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 years
Date this statement was published	31.12.25
Annual review	1.10.25
Date on which it will be reviewed	18.12.2027
Statement authorised by	C.Harrision, Executive Co-Headteacher J.Benn and M.Riley, Secondary Co - Principals
Pupil premium lead	M.Brady
Governor / Trustee lead	S Hall

Funding overview

Detail 2024-2025	Amount
Pupil premium funding allocation this academic year	£511,803
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£511,803
Detail 2024-2025	**Amount**
Pupil premium funding allocation this academic year	£524,095.79
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£524,095.79

Part A: Pupil Premium Strategy Plan

Statement of intent

OUR PUPIL PREMIUM STATEMENT OF INTENT

Our vision is that every Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

We use our pupil premium funding to support our pupils, from whatever their starting point, to make the maximum progress they can academically as well as socially and emotionally.

We offer a wide range of strategies to tackle disadvantage and support each individual to achieve the best possible outcomes. In all our work as a Federation we strive to offer equality of opportunity, remove barriers to learning and close any identified gaps in attainment and progress.

Our Federation's Key Principles for our strategy plan are to:

- Focus on quality first teaching for all pupils, irrespective of their background and academic ability.
- Ensure appropriate provision is put in place to support our vulnerable and disadvantaged families so they may access our curriculum offer in full.
- Interrogate our school data to identify attainment gaps in order to formulate our key strategies to address challenges to achievement.
- Offer targeted academic support as well as strategies that address non – academic factors (including attendance, behaviour and social and emotional support).
- Strive to engage all stakeholders to fully participate in the life of our schools and the opportunities they offer in order that each individual pupil can reach their full potential.
- Endeavour, as best we can, to offer a diverse range of activities that will enhance each pupil's life and cultural experiences.
- To ensure parents and careers are aware of what the school offers to support all our learners from reception through to year 13

Challenges

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

Challenge number	Detail of challenge
1	To support most able PP students in achieving grades in line with FFT 20 and non-PP most able

2	Raise literacy skills for Years 7 - 11 which are lower for pupils eligible for PP than for other pupils. This currently prevents them from making at least good progress throughout their years at St Mary Magdalene.
3	Raise numeracy skills for Year 7 - 11 which are lower for pupils eligible for PP than for other pupils. This currently prevents them from making at least good progress throughout their years at St Mary Magdalene.
4	Improve limited cultural capital and life experiences that would otherwise give them a good grounding in general life skills and basic knowledge.
5	Raise levels of aspiration, resilience and study skills which leads to low confidence, and a low level of self-esteem through improved attendance, careers advice and study skills for those with additional needs. To work closely with families of PP students at risk of low attendance by monitoring attendance of all students to allow for early identification and having a clear plan of support for them.
6	Provide support for those pupil premium pupils with complicated home lives or additional needs (a greater proportion of single parent families, transitional housing, generational worklessness and a low level of self-esteem).

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.

Challenge number	Intended outcome	Success criteria
1	Narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students, through rigorous ½ termly, and termly, data analysis. With a focus on the most able	Comparison between data for PP and non-PP students. Minimal gap to be expected. Higher percentage of students in year 11 achieving a grade 4 in Maths and English in comparison to 2024.
1	To improve quality first teaching until no significant gaps in progress, and all students are seen to make expected and better than expected progress in terms of the school's ambitious projections for students.	Comparison between data for PP and non-PP students. Minimal gap to be expected and working towards both being in line with FFT20
1	To provide suitable in house and external CPD opportunities for staff to ensure they are developing quality first teaching and feel support by the school so retention and recruitment rates remain high.	High staff retention and high-quality teaching quality assured by the QA cycle, data and positive staff voice surveys.
1	PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support.	Positive data and a minimal gap between PP and non-PP students. Personalised support QA'd and positive student/parent/carer voice surveys.
1	To ensure the most vulnerable Y7 disadvantaged students have a successful transition to secondary school and are able to access the learning.	High student retention/applications and positive student voice survey to illustrate these results.
2	Improve Year 7-11 literacy progress: Encourage independent, regular reading to improve reading skills to ensure equality of progress for all pupils.	High levels of reading, enjoyment of and access to the library between PP-non-PP students. Weekly literacy sessions in family group planned for by the lead practicioner for English.
2	Through targeted English intervention and support in smaller groups develop and improve literacy skills such as reading, writing, listening and speaking.	Data which shows PP progress from interventions and small group teaching.
3	Improve Year 7-11 maths progress: Encourage independent practice to ensure equality of progress for all pupils.	High levels of engagement in lessons between PP-non-PP students. Weekly lnumeracy sessions in family group planned for by the lead practicioner for Maths.
3	Through targeted Maths intervention and support in smaller groups develop and improve numeracy skills.	Data which shows PP progress of interventions and small group teaching.
3	Increase underperforming PP students' progress and attainment in Maths so that they are in line with their peers.	Data which shows PP progress of interventions and small group teaching.
4	Increase in cultural capital and life experiences that would otherwise give PP students a good grounding in general life skills and basic knowledge.	Equal uptake for and trips/visits and experiences between PP and non-PP students.
4	To ensure an even split in the participation of extra-curricular activities for PP and no-PP students.	Equal uptake for extracurricular activities and experiences between PP and non-PP students.

5	Provide targeted interventions to improve performance of high ability PP students	Data from the core interventions and enrichment activities which illustrates rapid progress for HA PP students.
5	PP most able students are aware they are HPA students and have high expectations of themselves	Most able groups set up in each department resulting in most able PP making progress in line with FFT20
6	Ensure attendance rates are at least in line with national average and narrow the gap between PP and non-PP students' attendance.	No/little gap between PP and non-PP students school attendance. Clear plan for early identification and intervention
6	Increased levels of aspiration, resilience and study skills which lead to increased confidence, and higher self-esteem.	All PP benefit from study skills, mentoring and are able to feel supported and have their opinions voiced in student surveys.
6	To promote understanding of the pathways and career choices.	All PP students to participate in aspirational careers discussions/PSHE lessons so they all have an aspiration for their future from ks3 throguh to KS5
6	For all PP students taking computing to have access to a personal laptop.	IT to provide laptops for any PP student without one.
7	Better engagement at school for some PP students due to targeted wellbeing support and intervention. Support for these PP families too.	Evidence of targeted support for those PP families who require it.
7	Remove all behaviour barriers to ensure that PP students have the emotional resilience to succeed in their learning.	All HOY to put in place appropriate support for well-being and resilience. This can be evaluated through student voice.
7	All disadvantaged students are able to wear correct full school uniform and not be identifiable through appearance. Use of uniform swap shop.	All students to be in full school uniform and provision of for those that need support either daily or financially.

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: £172,951.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of teaching and learning coaches focused on supporting improvement in Maths, English and science	Improved teaching and learning is the main way to support PP students: EEF toolkit shows that the most effective solutions tend to be those carried out in class (the EEF toolkit particularly identifies some key elements of the SMM lesson including metacognition and self-regulation, effective feedback, mastery learning, etc.)- weekly tailored literacy and numeracy within FG time- The SMM lesson structure introduced to support all learners and greater emphasis of B4L in the classroom to manage low level disruption and allow for better use of curriculum time.	1
Increased subject lead involvement in observing and supporting teaching and learning in all subjects including focus on PP students in all classes.	Improved teaching and learning is the main way to support PP students: EEF toolkit shows that the most effective solutions tend to be those carried out in class. Conducted deep dives in all subject areas and feedback was delivered to all directors and subject leads in a joint meeting. PP termly data analysed to ensure intervention is beginning for year 11's by January 2026.	1
Half termly focused learning walks to take place, both by SLT and subject leads.	Improved teaching and learning within all faculties through appointed SLT and subject leads taking ownership. This will ensure the progress of PP students is supported and driven in all areas. Identifying key areas of improvement and celebrating best practice.	1

To improve the quality and accessibility of home learning for all students alongside greater use of laptops during the school day.	Working alongside subject leads to ensure all home learning set is accessible for all students and those without ICT are supported in accessing work set and online learning facilities are provided after school. Laptops provided to year 11 students that were unable to access one at home. The greater use of online programs such as Sparx maths and the continued use of satchel, so both parents and students could track their progress.	1
Lead for T&L to monitor targeted interventions to improve performance of PP student across English and maths.	Monitor data to assess impact and track progress of PP students. Regular learning walks across intervention groups facilitated by the lead for T&L. These can all be found on our QA cycle and the use of termly data tracking of PP students to identify new areas of need and success. Network meetings with subject leads have been organised and the intervention leads for English and maths to share best practice for disadvantaged students in our school.	1
GCSE Revision guides to be purchased for all year 11 and 13 PP students in all areas	Support students with purchased revision guides to use alongside teaching, support with homework and potential home learning. We have also introduced padlett as a free online service where essential revision can be shared with home. We have also produced a 'how parenst can support booklet for year 11, giving some helpful tips to all parents French/Spanish Grammar and translation workbook provided to A Level PP students (2x French; 1x Spanish)	4
The careers and enrichment lead to continue to promote understanding of the pathways and career choices.	PP students to participate in aspirational careers discussions/PSHE lessons so they all have an aspiration for their future. All studenst will have a careers talk in year 11, overseen by the careers lead. Outcomes shared with home to inform future pathways.	6
Whole school tracking of attendance with key markers for intervention	Whole school attendance tracker shared with SLT and HoY's allowing easy tracking and monitoring of students	6

Working with RBG to ensure we are accessing the full range of support available to us such as the engagement officers	Use of the engagement officer has allowed us to reintegrate several young people back into school following long term absence.	6

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

Budgeted cost: £99,578.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention	This is an attempt to ensure all students meet their potential, with a particular focus on those Year 11s underachieving. Research has found that disadvantaged pupils have been worst affected by Covid-related school closures.	1
Y7-13 Assessment Data Analysis	Teachers who are aware of any differences in attainment between PP students and non- PP students can use this information to inform lesson planning and close the gap between them. Training led by SLT and termly data reviews are carried out.	1

French/Spanish vocabulary booklets provided for all KS3 and KS4 PP students, to support in-class learning and home learning.	'A large vocabulary helps develop other language skills… When you have a wider vocabulary in your target language it also helps support all four language skills: reading, writing, listening and speaking.' *https://textinspector.com/vocabulary-in-language-learning/*	1
Targeted LSA support for students with Behaviour/emotion and ASD	Trained LSA to have time with targeted students with SEND and PP during lesson where they are struggling. Use of the nurture and reflection space to provide additional support and a safe space.	2
Padlets with activities have been provided for all KS4 students PP students to support home learning and revision techniques .	Independent reading and revision materials provided to promote literacy in all subjects.	2
Improve KS3 literacy progress: Encourage independent, regular reading to improve reading skills	Use of NGRT to establish reading ages of all students to be able to track progress across the academic year. KS3 lead for English to develop and provide students with an engaging, varied and current reading list. Use of **Lexia** for more effective Reading interventions for year 7 and 8	3
Exam board approved revision materials to be provided to all PP students, in all subjects	Evidence shows the following can impact attainment (DoE 2018 report): - Lack of revision material at home Financial barriers Use of exam board approved revision materials and school designed ones shared on padlet our online platform	4
Options process support	One to one meetings with all PP students in supporting them in making appropriate options choices. Options evening for parents lead by the AP for curriculum. Interviews for students with SLT to guide them in making correct choices. This is all to be tracked on a SharePoint tracker	1, 4
Increased levels of aspiration, resilience and study skills taught through bespoke PP sessions which lead to increased confidence, and higher self-esteem.	All PP benefit from study skills, mentoring and are able to feel supported and have their opinions voiced in student survey's. Increased focus on careers to allow studenst to have a as[irrational vision they are working towars.	6

Yr 12's to have 1:1's/academic target setting with family tutors	Students who receive support with academic target setting are more likely to have specific and attainable targets throughout the academic year which will help them to achieve their overall target grade. Careers meetings in Spring term ahead of UCAS applications. Use of the elephant group to ensure all PP students in KS5 are aware of their options and are exposed to russlell group univserties as potentional pathways.	6

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

Budgeted cost: £251,565.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous half-termly, and termly, data analysis using tools such as FFT and 4matrix. Regular meetings between teacher and head of subject; and between head of subject, assistant Principal and vice principal.	Awareness of the nature of the problem is necessary in order to solve it. PP students have made less progress in the past, although this has varied between subjects. This can then inform teaching and learning solutions (see above).	1
Regular awareness of data trends using marksheets on SharePoint to measure attainment and progress gaps between PP and non-PP students.	Shared marksheets shows regular discussion of student underachievement. PP students have made less progress in the past, although this has varied between subjects. This can then inform teaching and learning solutions (see above).	1
Assistant Principal for behaviour to train Family Group Tutors which helps identify the contextual barriers for our most vulnerable PP students locally.	Training of family group tutors ensures there are no barriers to our most vulnerable students (i.e.; learning, uniform and attendance) and the impact these barriers can have. Additional support for our students to complete the Spirit Awards in-line with the schools' ethos and values. Looking at how other schools can support with disengaged PP students through FAP training for middle leaders.	1
School Funded Resources	Students who have access to resources that support their studies i.e., text books, I.T. are more likely to do well in their overall attainment.	1

Assistant Principal for curriculum to lead on year 9 options, to identify students not selecting their subjects and raise uptake.	History continues to be a popular GCSE choice but there remains a gap in uptake of MFL. SENCO to meet with PP students with SEND to ensure correct options are chosen.	4
Y12 University Trips to Russell Group Universities.	Students who are exposed to Russell group universities early on in their post-16 studies are more likely to apply to these universities/ have high aspirations in relation to their post-18 destinations. This will raise the overall attainment of PP students as Russell group universities historically require high entry requirements.	4
Increase in cultural capital and life experiences that would otherwise give PP students a good grounding in general life skills and basic knowledge.	Equal uptake for and trips/visits and experiences between PP and non-PP students and PP students to have these visits additionally subsidised to increase participation.	4
To ensure an even split in the participation of extra-curricular activities for PP and non-PP students.	Equal uptake for and trips/visits and experiences between PP and non-PP students and PP students to have these paid sports clubs additionally subsidised to increase participation.	4
SMT/SLT to meet each student in year 9 individually and to 'interview' them and aid them in the options process.	History continues to be a popular GCSE choice, interviews are to focus on data and viable options for students.	5
Specific monitoring of PP attendance. Use of family group tutors, student welfare officers and Heads of Year to identify attendance issues, barriers for PP students' attendance. Outline a clear set of incentives for PP pupils that attend school regularly and on time.	Phone calls, meetings, paying for transport costs and collecting those PP students who are unable to get into school for those PP students who have attendance under 90%. Targeted emotional support in the form of 1:1 mentoring from our home school link worker and student chosen rewards to encourage attendance. Use of personalised timetables including interventions in the nuture and reflection space. Designated student welfare officers (non-teaching) for each year group who work closely with home and the student's day to day.	6
Student voice to ensure equal participation between PP and Non-PP students.	Involvement of PP students in termly student voice meetings to ensure we are aware of any emotional barriers and raise student resilience and confidence in stating their opinion and seeing action and support from this. Raising confidence between PP students and the school staffing body.	6
Breakfast club to be held before school.	PP students have access to breakfast before starting school.	7
Food Parcels/ Uniform allowance and the addition of a uniform swap shop	This is available and used for all PP families who need support with food or items of uniform where needed to enable them to access school daily. We are also adding a uniform swap shop where students can swap ill-fitting preloved uniform for preloved uniform that fit them.	7

Specifically employed Home-School Link Worker (HSLW) to support PP families	Meets with parents/carers, external stakeholders, produces leaflets, attends courses with parents such as NVR, supports with housing and transport letters and any court hearings so that the students are not overloaded with this burden and can focus on their studies. HSLW to lead on meetings championing support for PP students. Use of specifically training YMHFA staff to provide internal support.	7

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

.

2024-2025 assessment data:

Progress 8 for PP students: +0.26

Attainment 8 for PP students: 43.23

Percentage of Grade 4+ in English and Maths: 62%

Current Y11 PP: 38%

Current Y13 PP: 35%

Please see last year's pupil premium evaluation report for specific details about the successful strategies which were implemented.

The impact on the quality of teaching, through targeted support for staff, in-house training and a robust quality assurance programme set out by the Assistant Principal for teaching and learning, was shown through the percentage of students achieving a 4+ in both English and Maths. The regular meetings between subject leads and their teams, along with the effective use of Arbor, FFT and 4Matrix in 2024/2025, also allowed for more effective tracking of the progress made by the PP students across all year groups.

The effective training of family group tutors by the Assistant Principal of behaviour and the Assistant Principal of ethos and culture ensured that all staff were able to identify, support and engage all PP students within their family groups.

The targeted interventions set out by the associate assistant principal, along with the resources purchased to support year 11 and year 13 with their exams, had a significant impact on their attainment, with PP students' Attainment 8 score only slightly below our non-PP students.

The introduction of Padlet had a positive impact on the quality of independent work and enabled teachers to monitor this effectively across the academic year. The use of LSA's to support with reading and literacy interventions saw an improvement in PP students' English language results. Student voice also supports the positive impact had.

The introduction of breakfast club has provided a welcoming space for all students and ensured that all PP students have access to breakfast before school. The HSLW has ensured that all PP students have support and that their families have access to external stakeholders where needed. This has seen an improvement in attendance of all PP students.

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.

Programme	Provider
Make it make sense	Charlton athletics community trust
Smiling boys	Smiling boys