



**ST MARY'S  
COLLEGE**

## Pupil premium strategy statement SMC 2022-23

**Last updated September 2022**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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's College
Number of pupils in school	1831
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers	September 2021- July 2024
Date this statement was published	September 2022
Date on which it will be reviewed	Termly
Statement authorised by	Ged Fitzpatrick
Pupil premium lead	Gareth Wild
Governor / Trustee lead	Peter Fearnley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including FSM6, CLA's and SSP)	£319,140
Recovery premium funding allocation this academic year	£93,012
National Tutoring programme funding allocation this academic year	£55,890 (60%)
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	£468,042

## Part A: Pupil premium strategy plan

### Statement of intent

At St Mary's College we acknowledge that the most important gains in student progress are made in classrooms through quality first teaching. For this reason, there is a relentless focus on outstanding teaching and learning for all students including those who are vulnerable and may require additional support. With our continued emphasis on closing gaps and ensuring outstanding progress is enabled for all, there has been an ongoing focus on:

- **Continuing to develop students' literacy and numeracy skills** to ensure that all disadvantaged pupils are able to access our ambitious curriculum. This is achieved through ensuring a consistent approach across the curriculum to reading, writing, communication and mathematics and is a key part of our approach to the Quality of Education. There is a sustained focus on explicit vocabulary instruction, the development of students' oracy skills and the incorporation of more challenging texts across the curriculum. Literacy interventions from Year 7 and onwards are part of our core offer and enable us to identify the right level of intervention on a child-by-child basis. As a result of extensive tracking, students who are underachieving in core subjects are quickly identified and targeted with progress support initiatives across all Year groups, not just at the end of Key Stage 4.
- **Professional development on evidence-based approaches** linked to the SMC Learning cycle, and SIP priorities, to ensure that all students – but particularly the most disadvantaged – are exposed to consistently high quality teaching and learning. Significant investment has been made in CPD around the SMC Learning Cycle – underpinned by Rosenshine's Principles and evidence from cognitive science, alongside approaches to the development of students' oracy/vocabulary skills and support for SEND students within the classroom. The Professional Inquiry Approach ensures effective evidence-based mechanisms for CPD lead to discernible improvements in classroom practice – particularly in relation to disadvantaged pupils.
- **Our Digital Literacy transformation** – which has at its core – the intent to provide equity for our disadvantaged students. All students have their own one to one device which allows for the use of digital approaches that provide teachers with granular insight into the development of students' skills and knowledge and ensure that disadvantaged students are able to complete digital homework and independent study in a meaningful and equitable way.

- **Constant analysis of progress for Pupil Premium students** is used to identify underachieving individuals and to respond with appropriate support from teaching staff, pastoral care teams, Heads of Year, tutors and teaching assistants. Monitoring of the impact and success of implemented strategies is carried out by the Senior Leadership Team. Refined assessment and tracking approaches implemented Autumn 2021 allow for a forensic understanding of Pupil Premium students' areas for developments in every curriculum area and teachers consistently re-shape the curriculum/its implementation in response to this.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills are often lower for PP students than for Non-PP students, preventing them from fully accessing the curriculum. Evidence shows that the impact of lower reading ages is as significant on student outcomes in science and mathematics as it is in literacy based subjects.
2	Despite achieving a positive Progress 8 score of approximately +0.03, PP students make less progress than Non PP students in our school due to the sustained impact of gaps in skills and knowledge.
3	Attendance and progress of PP students is not equal to that of Non-PP resulting in lost learning time for this cohort due to the covid deficit.
4	Health & Wellbeing - PP students are much higher statistically to suffer with SEMH which then impacts on wider school life – AP and SEMH % of PP.

## 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
Raise literacy levels of all students, especially PP students, in KS3 allowing greater access to KS4 curriculum.	Baseline assessments taken in September 2022 will benchmark starting points (NGRT and English assessments). Interim NGRT assessments (HT3) will review impact of interventions/quality first teaching.
Ambitious whole school reading, vocabulary and oracy expectations are embedded in everyday learning through the implementation of the SMC Learning Cycle.	This is evidenced from lesson drop-ins, work scrutinies and observations throughout the academic year.

Improved rates of progress across KS3 for PP students	Progress against student flight paths improved over the next 4 data collections
Classroom teachers are acutely aware of all PP students in their classroom and provide any required focus to narrow attainment/progress gaps.	In school gaps between PP and Non-PP progress and attainment are reduced due to regular and focused support for key cohorts.
Standardised departmental trackers are utilised by Central Leaders to provide 'real time' data and to ensure that the curriculum and/or its implementation is adjusted in response to this to meet the needs of all learners.	Classroom teachers and departmental leaders are able to action any relevant and/or targeted intervention throughout the year rather wait for data collection analysis.
Our strong pastoral systems are refined to ensure a focus on closing the gap between PP and Non-PP attendance.	Data shows the attendance gap is significantly diminished.

## 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: £ 111,330

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget	Impact
Professional Inquiry Approach to CPD to continue to develop aspects of the SMC Learning Cycle, and ensure the consistent	Evidence from the EEF guidance on 'Effective Teacher development' advocates an approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. The PIQ process allows us to address each of these areas through colleagues selecting an area for development aligned with the SMC Learning Cycle/SIP priorities but also retaining some autonomy for motivation.	1, 2	14,570	Ongoing QA of Teaching and Learning show high quality lessons are a consistent

development of students' vocabulary and oracy skills.	Development and embedding of practice is supported through Professional Learning Community sessions led by the Distinctive teacher team. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1669711782">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1669711782</a>			feature of the curriculum and teachers are highly skilled in supporting the needs of all students – but particularly the most disadvantaged .
Implementation of Phase 1 of our Digital Transformation with a particular focus on ensuring all students have access to a one-to-one device for ongoing formative assessment and homework/independent study tasks.	Evidence informed approaches taken from the EEF's guidance report on 'Using digital technologies to improve learning' show the benefit of using technology to enhance the learning experience and ensure that barriers are removed for disadvantaged students.  The focus in Phase 1 will be around embedding digital homework and using digital approaches to enhance learning within lessons – with a particular focus on identifying gaps in skills and knowledge to ensure appropriate support.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1669224779">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1669224779</a>	2	64,000	High rates of homework completion for disadvantaged students and continued improvements in outcomes across the curriculum as a result of forensic understanding of gaps in skills and knowledge
Core Subject Class Sizes.	Reduced class sizes in English enable more focused support of individuals and small groups, as supported by the EEF report on 'reducing class size' as the quantity of verbal feedback (in particular) increases. In y7-9, there is an additional set on one half of the year group, and in Year 10 and 11, there is an additional set on both halves of the year group.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2 & 4	32,760	Regular data analysis show improvement between data collections for students accessing support.

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

Budgeted cost: £ 143,629

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Personal Tutoring	<p>Each child has a personal tutor whose responsibility is to monitor the progress of their tutees and meet with them a minimum of four times per year for 30 minutes.</p> <p>This allows for SMC to support pupil's social, emotional and behavioural needs, as well as their academic progress, as suggested by the EEF report's link to wider strategies to employ for PP.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil%20Premium%20menu%20evidence%20brief.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092</a></p>	2 & 3	41,220	Ongoing QA of Pastoral systems show the positive impact of the personal tutor system on attendance, behaviour, welfare and progress. As does parental voice.

<p>Maths and English Intervention</p>	<p>As per the EEF guidance (PP Evidence brief), we make use of 1:1 and small group interventions for Maths and English to target students identified as being at risk of not achieving expected rates of progress. For Maths, this typically involves employing highly-skilled retired Maths teachers for small group intervention and to support immersive programmes.</p> <p><a href="https://d2tic4wv01iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wv01iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a></p>	<p>2 &amp; 4</p>	<p>19,000</p>	<p>Impact analysis of intervention cohorts show improvement between data collections for students accessing support.</p>
<p>Nurture Groups</p>	<p>The EEF's Special Educational Needs in Mainstream Schools report supports the nurture group approach where a small group of y7s and y8s work together for 36% of their timetable as this allows students to 'access the best possible teaching in a classroom situation that accelerates progress further for SEND students. Additionally, further EEF guidance suggests that reduced class sizes will have positive impact where it allows the teacher to teach differently.</p> <p><a href="https://d2tic4wv01iusb.cloudfront.net/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956">https://d2tic4wv01iusb.cloudfront.net/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1669223956</a></p>	<p>2 &amp; 3</p>	<p>10,530</p>	<p>Impact analysis of intervention cohorts show improvement between data collections for students accessing support.</p> <p>Students with EHCPs make sustained progress towards their targets,</p>
<p>Progress Support</p>	<p>As the EEF Pupil Premium guide suggests, 'intensive individual support (...) can support pupil learning' and is most likely impactful when provided 'in addition to' and 'explicitly linked' with normal lessons. Where any student is failing to achieve minimum expected levels of progress, support measures are put in place which are wide ranging and vary in approach, but ultimately supplement what is done in their main lessons in order to maximise students' potential.</p>	<p>2 &amp; 4</p>	<p>11,900</p>	<p>Impact analysis of intervention cohorts show improvement between</p>

				data collections for students accessing support.
Literacy Lead	<p>Research by the National Literacy Trust found that fewer than 50% of young people enjoyed reading. the literacy lead, supported by our librarian, oversees a full programme of reading enrichment activities via our library, striving to infuse students with a love of reading/literacy.</p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/</a></p>	1 & 2	5,779	<p>Staff appointed to literacy coordinator role ensures that reading and literacy continues to permeate all aspects of the curriculum and leads to accelerated progress in reading ages.</p> <p>Monitoring attendance to literacy enrichment events.</p>
Tutor time reading texts	<p>Research by the National Literacy Trust suggests that 1 in 8 students do not have access to reading materials in their home. Therefore across y7-13, we provide access to either a modern novel (y7-9) or The Day – which is a non-fiction online resource, which provides topical stories in a student-friendly manner, with varying levels of complexity.</p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/</a></p>	1	1,200	<p>Exposure to high quality reading material ensures that reading for pleasure contributes to development in students' reading</p>

				abilities as evidenced in reading assessments. Student voice to evaluate text choice.
(Catch up) Tutoring Programme	Funding has been provided for schools to ensure tutoring is available for both COVID-19 catch up and closing the gap agendas. SMC has elected to go with the school-based option. As per the progress support, this style of small group intervention also aligns closely with the curriculum offer in lessons and therefore is supported by the EEF PP report.	1, 2 & 4	12000	Impact analysis of intervention cohorts show improvement between data collections for students accessing support.
Summer School	As supported by the EEF's Summer School research document, we provide a summer school which allows for the delivery of academic, extracurricular and wellbeing activities for Y7 & 8 cohorts in the summer of 2023 in order to 'foster academic benefits' due to our highly-structured approach. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	3 & 4	17000	Student voice plus the attendance and progress of the targeted students throughout the following academic year.
Literacy TA/academic tutor –	The EEF's document on 'Improving Literacy in Secondary Schools' advocates for schools to 'provide high quality literacy interventions for struggling students'. Qualified TAs and an Academic Mentor have been appointed to deliver high-quality literacy interventions to those flagged following diagnostic testing – these include phonics, reciprocal reader (also advocated by the ILISS document) and peer reading schemes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1	25,000	Student voice plus the attendance and progress of the targeted students throughout

				the academic year shows the impact of this approach.
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 170,734

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Pastoral Support Staff	<p>As part of the wider strategies advocated by the EEF's Pupil Premium document, having staff specifically engaged to support with attendance and to support with pupils' social/emotional and behavioural needs is key to positive outcomes for these students.</p> <p>Pastoral teams provide focused individual tutoring and support for students across all aspects of their school life, and these roles are financially supported via the PP fund.</p>	2 & 3	30,809	Ongoing QA of Pastoral systems show the impact of the leadership of the pastoral structure within the school.
Pastoral Administ	The DFE report on 'Working Together to Improve Attendance' highlights how 'for the most vulnerable pupils, regular attendance is an important protective factor'. As such, we have Pastoral Administrators alongside	1	15,648	Ongoing QA of

ration (Attendance)	<p>our Education Welfare Officer to ensure that all students attend school and all absences are closely tracked and monitored. Information collated is shared with other colleagues to liaise with students, parents and carers to overcome any issues leading to any issues of poor attendance.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>			attendance being above both local and national averages show the impact of the leadership of the pastoral structure within the school.
Leadership and Management	<p>A strategic overview by pastoral leaders is taken to ensure students have access to a meaningful and challenging curriculum and are successful within it, making at least expected levels of progress and meeting challenging attainment targets. The pastoral leaders work collaboratively with teaching staff to ensure barriers are removed for students.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p>	2	64,590	Ongoing data analysis throughout the year show progress is being made by all.
Enrichment Activities	<p>With extracurricular being an 'important part of education in its own right', our enrichment offer is significant. A wide range of sporting and other activities and clubs are available to disadvantaged students and they are actively encouraged to participate in enrichment activities. Free transport to sporting events is provided and funds to attend theatre trips etc. Are also accessible to ensure all can access.</p> <p><i>EEF Pupil Premium Guidance.</i></p>	3 & 4	7,000	Post covid relaunch of enrichment including the

				biannual enrichment fair is leading to a return to pre-pandemic attendance at the exceptional extracurricular offer throughout the college. PP attendance at all enrichment and extracurricular activities is tracked in order to ensure this cohort are accessing all
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				learning opportunities.
Peer mentoring	<p>1:1 peer mentoring between 6<sup>th</sup> former and younger students takes place for reading, as well as in other curriculum areas including sports coaching. The EEF guidance for peer tutoring highlights that it has a significantly positive impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	2 & 3	800	Peer mentors have been trained and continue to support other students across the college on a weekly basis. Attendance and outcomes for the students being mentored has increased.
Careers Advice and Guidance	<p>As the government document 'Pathways to Success' highlights that 'young people from disadvantaged backgrounds are less likely to engage with careers' more independently, our independent careers expert will see targeted disadvantaged students as a priority, providing high quality advice.</p> <p><a href="https://www.gov.uk/government/publications/pathways-to-success">https://www.gov.uk/government/publications/pathways-to-success</a></p>	1 & 3	10,000	Destinations for all Year 11s have been confirmed and careers

				meeting s through out years 10- 13 continu e.
Free Breakfas †	Widespread research details how those who go to school hungry struggle to be successful in the classroom. The school funds free breakfast for disadvantaged pupils, as well as monitors students' uptake of FSM.	3	5,000	A continui ng provision for our most vulnerab le cohorts as evidenc ed through attenda nce and engage ment.
Music Tuition	The school fund free music tuition for disadvantaged pupils. The EEF report on 'arts participation' highlights how approaches can have a 'positive impact on academic outcomes in other areas of the curriculum' whilst also allowing disadvantaged students to learn a skill they may otherwise not have been able to access. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 3 & 4	11,475	A continui ng provision for our most vulnerab le cohorts as evidenc ed in outcom es and

				progression for these students.
Welfare Funding	There is funding used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities e.g enrichment or school uniform, school equipment, bespoke mentoring, attendance incentives. Research shows that: "the causes of that gap could be the result of a lack of confidence at the level of individual pupils, poor guidance by schools, inadequate mentoring for pupils from disadvantaged backgrounds, or attendance" (Sutton Trust, 2015).	3	10,000	To be updated Jan 2022
Life Skills Hub	As per the EEF PP guidance that effective SEMH provision leads to 'positive outcomes later in life', we offer a service that provides specialist interventions for students to remove barriers to success at school (and ultimately in life). These are targeted at students with SEMH, or who are disengaged, lack resilience / social skills, have low attendance have, attachment and/or trauma needs or struggle managing difficult emotions.	3	6,000	Currently under review
AP provision – staffing, resources and bespoke provision	St Mary's College has an onsite Alternative Provision which ensures that students who struggle to access mainstream continue to receive high quality teaching from specialist teachers, whilst also having their significant SEMH/behaviour issues met at the high level that is required. A study mapping alternative provision across two counties (Russell and Thomson, 2013) shows that recreational, vocational, therapeutic and arts based fixed-term part-time alternative provision are seen by schools as a way to provide personal development and routes to improved further education and employment outcomes.	1-4	50,000	Students attend school with greater regularity, have fewer behavioural incidents and have greater levels of engagement post 16.
Safeguarding of students	Research to understand successful approaches to supporting the most academically able disadvantaged pupils from the DFE Research report November 2018 identified that "From analysis of interview data from 21 diverse schools spread across all nine regions of England, we found that successful support was not about a	3, 4	1887	PP students are

<p>– additional staff deployed to supervise and safeguard vulnerable children on site during unstructured time.</p>	<p>single intervention, such as mentoring or tutoring.” We know that PP students need extra support throughout the whole school day, not just during lessons, therefore we utilise staff during unstructured time to be present for these students and safeguard them effectively.</p>		<p>always in an adult-rich environment, amongst adults they know and are able to navigate unstructured time whilst feeling supported.</p>
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## Total budgeted cost: £ 468,168

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 2021 to 2022 academic year.

Our public examination results showed that while the performance of disadvantaged pupils was lower than in 2019, it remains well above the national average and above the national average of all students. However, the in-school gap between pupil premium and non-pupil premium was not reduced.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of live TEAMS lessons, though despite considerable efforts in providing technology and internet access, these reduced face to face high quality teaching and impacted our most disadvantaged students.

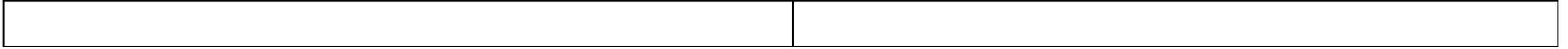
Although overall attendance in 2021/22 was lower than in the preceding years it was higher than the national average and significantly higher than the local average.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## 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*

<b>Programme</b>	<b>Provider</b>
My Tutor	My Tutor



## Further information (optional)

At St Mary's College we are committed to ensuring that all students, regardless of starting points or level of disadvantage, are able to succeed and leave school confident and prepared for their next steps in life. Students eligible for FSM or who are CLA continue to be monitored in the Sixth Form and support is provided as required to maintain progress towards and beyond targets.