



**ST MARY'S  
COLLEGE**

## Pupil premium strategy statement SMC 2023-24

**Last updated October 2023**

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1846
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers	September 2021- July 2024
Date this statement was published	October 2023
Date on which it will be reviewed	Termly
Statement authorised by	Maria Stead
Pupil premium lead	Gareth Wild
Governor / Trustee lead	David Laws

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including FSM6, CLAs and SSP)	£361,224
Recovery premium funding allocation this academic year	£89,424
National Tutoring programme funding allocation this academic year	£49,275 (50% - £24,637.50)
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	£499,923

## 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. Reading 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. Previous impact data shows that these interventions help to accelerate reading progress for these students and, therefore, allow them to access the full curriculum more effectively.
- **Professional development centred 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. For the 2023/24 academic year, further investment has been made in Voice 21 CPD which again is an evidence-based approach to support the development of language skills for disadvantaged students.
- **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 clear 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	Reading 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 a P8 score for PP pupils broadly in line with all other pupils nationally, PP students make less progress than Non-PP students in our school due to the sustained impact of gaps in skills and knowledge – exacerbated by COVID.
3	Whilst attendance for PP students is above national average, it is not equal to that of Non-PP resulting in lost learning time.
4	Health & Wellbeing - PP students are much higher statistically to suffer with SEMH which then impacts on wider school life.

## 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
Continue to raise reading levels of all students, especially PP students, in KS3 allowing greater access to KS4 curriculum.	<ul style="list-style-type: none"><li>- Baseline assessments taken in September 2023 will benchmark starting points (NGRT and English assessments). Interim NGRT assessments (HT3) and final assessments (HT6) will demonstrate improvements in reading ages.</li></ul>
Ambitious whole school reading, vocabulary and oracy expectations are embedded across the curriculum – employing Voice 21 approaches.	<ul style="list-style-type: none"><li>- Improvements in reading ages as above.</li></ul>

	<ul style="list-style-type: none"> <li>- Decreased behaviour incidents across the year – owing to improvements in students' ability to access the curriculum and articulate themselves.</li> <li>- Discernible impact of CPD – as shown through QA and student/staff voice.</li> </ul>
Improved progress across KS3 for PP students	<ul style="list-style-type: none"> <li>- Ongoing identification of skills and knowledge deficits for PP students in all subject areas to inform curriculum refinements and lead to increased progress across the year.</li> </ul>
Classroom teachers are acutely aware of all PP students in their classroom and provide any required focus to narrow attainment/progress gaps. These students, along with SENK students, are the priority for 'Key 3' and 'Focus Five' strategies.	<ul style="list-style-type: none"> <li>- In school gaps between PP and Non-PP progress and attainment are reduced due to regular and focused support for key cohorts.</li> </ul>
Departmental trackers are utilised by Central Leaders to provide relevant data and to ensure that the curriculum and/or its implementation is adjusted in response to this to meet the needs of all learners.	<ul style="list-style-type: none"> <li>- Classroom teachers and departmental leaders are able to action any relevant and/or targeted intervention throughout the year rather than wait for data collection analysis.</li> </ul>
Our strong pastoral systems are refined to ensure a focus on closing the gap between PP and Non-PP attendance.	<ul style="list-style-type: none"> <li>- Data shows the attendance gap is significantly diminished.</li> </ul>
Students with SEMH needs are supported effectively to ensure that they are engaged in all aspects of school life.	<ul style="list-style-type: none"> <li>- Data shows the attendance gap is significantly diminished.</li> <li>- Data shows that behaviour incidents are reduced for these students due to effective support being put in place.</li> </ul>

## 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: £ 99,760

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Voice 21 - an increased focus on student oracy	<p>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation. As a part of high-quality oracy education, students should learn both <i>to</i> talk and <i>through</i> talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively. It is crucial that oracy is implemented at a whole-school level, throughout a variety of subject areas.</p> <p>An EEF report from 2017 found that children in schools participating in a dialogic teaching study (with the aim of improving attainment and engagement through better classroom talk) made two months' additional progress in English and science, and one additional month's progress in maths.</p> <p><a href="https://voice21.org/oracy-across-the-curriculum-the-evidence">https://voice21.org/oracy-across-the-curriculum-the-evidence</a></p>	1, 2	3,000	Students make additional progress in KS3 and KS4: all students – but particularly the most disadvantaged
Implementation of Phase 2 of our Digital Literacy with a particular focus on adaptive teaching.	<p>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.</p> <p>The focus in Phase 2 will be around using digital approaches to enhance adaptive teaching.</p> <p><a href="https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1669224779">https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1669224779</a></p>	2	64,000	Outcomes for SEND students- especially those with SENK are improved at KS3 and KS4.
Core Subject Class Sizes.	<p>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.</p> <p><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></p>	1, 2 & 4	32,760	Regular data analysis show improvement between data collections for students

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

Budgeted cost: £ 178125

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. 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://d2fic4wv01iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu_evidence_brief.pdf.pdf?v=1649431092">https://d2fic4wv01iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu_evidence_brief.pdf.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.
Maths and English Intervention	<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>	2 & 4	40,000	Impact analysis of intervention cohorts show improvement between data collections for students accessing support.
Nurture Groups	<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>	2 & 3	10, 530	<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>

Progress Support – Funding and Transport	<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><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866</a></p>	2 & 4	21,100	Impact analysis of intervention cohorts show improvement between 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 lead with the English department 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/NGRT Testing	<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	5000	Exposure to high quality reading material ensures that reading for

				pleasure contributes to development in students' reading abilities as evidenced in reading assessments. Student voice to evaluate text choice.
(Catch up) Tutoring Programme	<p>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.</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2023-to-2024/coronavirus-covid-19-recovery-premium-2023-to-2024-conditions-of-grant-for-local-authorities">https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2023-to-2024/coronavirus-covid-19-recovery-premium-2023-to-2024-conditions-of-grant-for-local-authorities</a></p>	1, 2 & 4	12,500	Impact analysis of intervention cohorts show improvement between data collections for students accessing support.
Summer School	<p>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 &amp; 8 cohorts in the summer of 2023 in order to 'foster academic benefits' due to our highly-structured approach.</p> <p><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></p>	3 & 4	17,000	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	1	25,000	Student voice plus the attendance and progress

	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>			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: £ 222,038

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Pastoral Support Staff	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. 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.  <a href="https://d2tic4wv01iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866">https://d2tic4wv01iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866</a>	2 & 3	30,809	Ongoing QA of Pastoral systems show the impact of the leadership of the pastoral structure within the school.
Pastoral Administration (Attendance)	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 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.	1	15,649	Ongoing QA of attendance being above both local and national averages show the impact of the

	<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>			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><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866</a></p>	3 & 4	10,000	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 extra-curricular activities is tracked in order to ensure this cohort are accessing all

				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 meetings throughout years 10-13 continue.
Free Breakfast	<p>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.</p>	3	5,000	A continuing provision for our most vulnerable cohorts as evidenced through attendance and engagement.
Music Tuition	<p>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</p>	2, 3 & 4	11,475	A continuing provision for our most

	<p>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.</p> <p><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></p>			vulnerable cohorts as evidenced in outcomes and progression for these students.
Welfare Funding	<p>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).</p>	3	10,000	Insuring the most vulnerable students have access to all necessary equipment and uniform required to access school.
Life Skills Hub	<p>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.</p>	3	6,000	Attendance and engagement of students accessing the life hub is positively impacted.
AP provision – staffing, resources and bespoke provision	<p>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.</p>	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 –	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils from the DFE Research report November 2018 identified that</p>	3, 4	1500	PP students are always in

additional staff deployed to supervise and safeguard vulnerable children on site during unstructured time.	"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 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.			an adult-rich environment, amongst adults they know and are able to navigate unstructured time whilst feeling supported.
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**Total budgeted cost: £ 499, 923**

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.

- Attendance for PP students increased in 2023 to 91.53% - up from 90.42% the preceding year. Whilst this is below attendance of non-PP students within the school, it represents a closing of the gap with an improvement of 1.1% for PP students compared with an improvement of 0.51% for non-PP. This demonstrates the impact not only of quality first teaching for this cohort, but the layers of wider support we offer. Attendance for PP students remains significantly above national and local averages and we continue to invest in our attendance strategy to continue driving improvements.
- Rates of suspensions for PP students are lower than local and national averages for all pupils which shows the impact of our curriculum and wider approaches to supporting these students.
- As a result of our highly effective reading strategy, NGRT data shows accelerated reading progress for disadvantaged students in Key Stage 3 with the average SAS score across KS3 improving from 100.6 in September 2022 to 102.3 in June 2023. An improvement in SAS score represents better than expected progress for this cohort and means that on average PP students at KS3 now have reading ages higher than their peers (all other students) nationally.
- Our public examination results for 2023 showed attainment outcomes for disadvantaged students higher than national averages for all other pupils with 68.2% of grades 4+ for PP students at SMC vs. 67.8% nationally and 22.79% of Grades 7+ vs. 21.6% nationally.
- Progress 8 for disadvantaged students in 2023 is also broadly in line with all other students nationally (and significantly higher than national P8 trends for PP students).
- Whilst disadvantaged students achieve well at St Mary's College, there is still a gap between the progress of PP and non-PP students – which is reflected nationally. For the 2022-23 cohort, the significant impact of lost learning during Covid was still apparent – with disadvantaged students not able to benefit from the targeted teaching, support and reading interventions intended during this period. Whilst the 'live' provision the school provided during this period did mitigate these issues to an extent, as shown nationally, disadvantaged students were impacted to a greater degree in relation to the security of foundational learning. The effective use of 'catch up' tutoring contributed to attainment and progress strengths for disadvantaged students in 2023 as outlined above.

- Our investment in our Core Enrichment offer meant that 100% of PP pupils accessed enrichment activities in 2022-23 focused on the development of students' cultural capital and development as active citizens.

## 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
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.