

Pupil premium strategy statement – 2025-2026, 26-27, 27-28

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic College
Number of pupils in school	1030 (current pupils on roll 1006) (excluding sixth form)
Proportion (%) of pupil premium eligible pupils	47.4% (488) Current pupil premium recipient on roll 48.3% (486)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-26, 26-27, 27-28
Date this statement was published	November 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mr K Maddocks
Pupil premium lead	Mr A Hampson
Governor / Trustee lead	Charles Donnelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£524,600
Recovery premium funding allocation this academic year	£N/A - Funding for the recovery premium grant finished at the end of the 2023 to 2024 academic year.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£524,600

Part A: Pupil premium strategy plan

Statement of intent

Our approach to ensuring that our disadvantaged pupils achieve well in College is one that is based on focused support, evidenced by the needs of the pupils, as well as the growing body of educational research around this issue (for example recommendations of the Sutton Trust Toolkit, EEF guidance). The reality of our approach is to try to replicate some of the advantages held by non-disadvantaged pupils whose attainment at St Mary's College is greater than our disadvantaged pupils as a whole. Access lies at the heart of our school and our disadvantaged pupil educational philosophy. In all that we do, we ensure that every pupil has the opportunity to engage with our curriculum, removing any barriers and creating opportunities for excellence and fulfilment. We always maintain Quality First Teaching and ensure that our disadvantaged pupils have access to high quality adult support through targeted intervention programmes and reading and communication opportunities .

We want our pupils to experience 'fullness of life', where the sort of person that they become is of paramount importance. At St Mary's our vision is simple, if we work together we will succeed together. Our mission is to develop individual excellence through embracing opportunities and building communities with Gospel values at the heart of everything we do. We encourage our pupils and staff to grow as individuals and to serve their world. Through our Inspire programme we specifically developed the skills that allow our pupils to live our values of Respect, Courage, Pride, Compassion and Determination .

We are aspirational for all our pupils and our knowledge-rich curriculum is based around ensuring that all pupils experience a curriculum that enables them to achieve. We recognise that this curriculum is responsive and allows timely opportunities throughout the year for the curriculum to be reviewed. Pupils will only be able to apply their learning and demonstrate this success if they acquire a deep knowledge and understanding across their curriculum that enables them to apply and present what they know and are able to do.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> of all pupils is lower than the national average: <u>Improving attendance</u> of our DP pupils is a key challenge. Many of our DP students face additional barriers to attending school and accessing the curriculum and learning. This reduces their learning time and widens knowledge gaps, leading to them making less than expected progress. Attendance rate for DP pupils (as an overall cohort) is below the target of 97% for 'all' pupils. Ensuring that DP attendance is in line with NDP attendance, will have the greatest impact on pupil outcomes as they access and to our ambitious curriculum. Working with parents to support this is a key area of focus.
2	<u>Outcomes</u> for all pupils are lower than the national average. <u>Improving attainment and outcomes</u> for our DP pupils is a challenge, especially in Maths, particularly for Higher/Mid Prior Achieving Pupils There remains a gap in attainment, particularly for higher-achieving disadvantaged pupils who are underperforming relative to their potential. Research has found that disadvantaged pupils have been worst affected by partial school closures lower down in their education journey, resulting in educational gaps in knowledge and skills. Outcomes and progress of DP pupils have been significantly adversely affected. Our challenge is to overcome this deficit, in order to equip our DP with the skills and knowledge to achieve well and access the next stage in their educational journey
3	<u>Significant numbers of pupils arrive from KS2 with lower than expected <u>reading ages</u>. <u>Improving reading comprehension</u> of our DP Pupils, who arrive well below national average, is a challenge.</u> Pupils arrive to St Mary's below their chronological reading and average expected stanine. This hinders access to the curriculum, their progress/attainment and life chances after leaving education (see reading/literacy strategy). Our challenge is to overcome this reading deficit in order to improve the outcomes and progress of DP across the subject range through whole school reading strategies and targeted interventions.

4	<u>Improving the quality of teaching and pedagogical choices for our DP pupils to ensure accelerated progress is a key challenge.</u> Poor Attitudes to Learning: Lack of motivation, resilience, and engagement in learning are prevalent issues, particularly among disadvantaged students, affecting their academic progress. Therefore, Improving the quality of teaching, learning and assessment is imperative for disadvantaged pupils. All teachers have the agency and ability to adapt their pedagogy in support of individual pupils. We must also ensure that all leaders should use data to forensically focus on closing the gap for disadvantaged pupils.
5	A lack of enrichment opportunities and meaningful extra curricular experiences limit the aspirations and destinations of our learners: <u>Broadening horizons and aspirations</u> for Disadvantaged pupils remains a challenge. Many disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing including anxiety and loneliness. The cost of living crisis and local economic climate and postcodes contribute to this. Our challenge is to support our disadvantaged pupils who have experienced MHWB concerns as of this. We also must ensure that DP students are offered opportunities to take part in wider enrichment/extracurricular opportunities and increase pupils' confidence, resilience and knowledge so that they can keep themselves healthy, physically and mentally and have a positive impact on their social and emotional development. Overcoming the barriers around finance and pupils anxiety are key factors

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
<u>Attendance of all pupils is lower than the national average: Improving attendance of our DP pupils is a key challenge.</u>	Ensuring that PP attendance is in line with NPP attendance, and that FSM attendance improves will have the greatest impact on pupil outcomes. This will ensure that disadvantaged pupils are able to experience the same consistent access and support to an ambitious curriculum without gaps in their knowledge exacerbating existing disadvantage. Our intended outcome is to bring attendance and PA percentage in line with the national average.	→ Sustain year on year improvements in attendance for disadvantaged students. → Reduce PA for disadvantaged. → Reduce lateness to school and lessons → Reduction in lost learning time for disadvantaged students and improved outcomes as a result. → Reduce the number of suspensions for disadvantaged students → Improved number of disadvantaged pupils receiving positives and rewards each term. → Reduction in the number of lowest ATL's being issued to disadvantaged students. → Disadvantaged girls to close the gap to the rest of the school → DP parents/carers engage with pastoral teams. → DP are aware and are able to self-regulate attendance. → Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.

Outcomes for all pupils are lower than the national average. <u>Improving attainment and progress</u> for our DP pupils is a challenge, especially in Maths, particularly for Higher/Mid Prior Achieving Pupils	Sharpen the intervention process, with a particular focus on the core subjects of English, maths and science as the improvement from mocks was weak. Rapidly improve the proportion of pupils achieving the Basics (9-5) to be closer to the national benchmark of 46% Improve the proportion of pupils achieving the core GCSEs at 9-5 to be in line with national benchmarks Ensuring that the KS4 curriculum is ambitious for all pupils, including PP as evidenced by take-up in the EBacc and entitlement areas. Utilise CARE elements strategy, using pastoral data to identify and respond to needs,	→ Disadvantaged students will move closer to the national figure of 47% achieving a standard pass in English and Maths and achieve at least 33% from 22% in 2024 → Disadvantaged students will move closer to the national figure of 28% achieving a strong pass in English and Maths and achieve at least 14% from 3% in 2024 → QA evidence supports quality work for DA pupils across all subjects / internal data to include mock data etc. → AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT. → Data is analysed on a regular basis and discussed with measurable actions and interventions put in place → CARE elements strategy shared with staff, training put in place, data used to remove barriers
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Significant numbers of pupils arrive from KS2 with lower than expected reading ages. <u>Improving reading comprehension of our DP Pupils, who arrive well below national average, is a challenge.</u>	Without the ability to read fluently at an age-appropriate level, it is impossible for pupils to access the taught curriculum. Therefore, it is an essential part of our overall strategy to rapidly identify and support any PP pupil with a reading deficit on entry in Y7. Reading Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.	→ Pupils can read fluently with comprehension as measured by the NGRT. → Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment. → Improved Reading Levels: Pupils, particularly those in Key Stage 3, will show significant improvement in stanine / SAS, with a focus on building fluency and comprehension.
<u>Improving the quality of teaching and pedagogical choices for our DP pupils to ensure accelerated progress is a key challenge.</u>	Raise Attainment Across Key Stages: Disadvantaged pupils, particularly higher achievers, will see measurable improvements in their academic performance, leading to higher attainment at GCSE. Improve the quality of marking and moderation	→ DP pupils gap closed particularly for PP HPA. → Regular reviews of the PP strategy in line with QA and data cycles.
A lack of enrichment opportunities and meaningful extra curricular experiences limit the aspirations and destinations of our learners: <u>Broadening horizons and aspirations for Disadvantaged pupils remains a challenge.</u>	Pupils' confidence, resilience and knowledge increases so that they can keep themselves healthy physically and mentally.	→ Sustain year on year improvements in the number of disadvantaged pupils engaging in our extracurricular offer. → Increase the number of disadvantaged female pupils taking part in an extracurricular activity from 19.4% to 29.4% → Sustain year on year improvements in the number of pupils engaging in our extracurricular offer, where we increase the number of all pupils taking part in an extracurricular activity from 37.2% to 45%. T

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)

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
→ Reading across the whole curriculum - disciplinary literacy. → Regular use of NGRT followed by supported analysis; CPD around NGRT → CPD for subject leaders to lead within subject areas: time. → Reading Champion to support reading across the whole curriculum.	NGRT/RR/Vocab training - 4 hours all teachers Reading Champion full cost	EEF - guidance report for developing literacy. EEF - guide to pupil premium. EEF – Teaching and Learning Toolkit. Benefits of NGRT.	3
→ QLA analysis for DA groups based on mock outcomes followed by increased subject time in English and Maths.	6 hours fortnight x2 deputy headteachers (teaching hours)	• Pixl insights • EEF - Effective approaches to teaching Maths	1

→ Use of action research projects to develop strategies to support disadvantaged learners, evidence available to make appropriate decisions.	All Teaching staff x 2 hours	• Pixl insights	1,2
→ Purchase of Key English Literature texts for PP students → Revision guides Maths → Maths Calculators → Revision Guides Science → Revision guides English (3 texts)	£2000 £1300 £1175 £523 £1600		1,2

evidence available to make appropriate decisions including EFA			
→ Data is used in a sophisticated way to inform teachers of the effectiveness of their own teaching and its impact on pupil learning. → Ongoing CPD led by LPs on curriculum assessment. → Middle leader coaching and support to ensure incremental progression through the curriculum is maintained. → QFT addresses gaps in learning. → Bespoke intervention programme.	Mathematics Lead SLT Scale (L)-full cost 2 lead practitioners Mathematics TLR +1 additional HOD English TLR	EEF - Effective professional development -guidance report. EEF – Teaching and Learning Toolkit.	2 & 4

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

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
Reading → Reciprocal reading ; staff training on the development of reading skills. → Buy texts across the key stages/curriculum areas. → Investment in the school library.	Reading champion full cost.(Taken above) Library resources £2000 £5000	GL Assessments. FFT Literacy - Reciprocal reading. EEF - Teaching and Learning Toolkit. Reading comprehension strategies.	3

→ EAL and language acquisition mentor → Phonics Programme-read Write Inc → Orretts Meadow outreach reading and phonics support → Learning Islands Program to support EAL students	Academic Mentor English and Maths full cost (taken above) EAL tutor Phonics Program cost £2400 Orretts Meadow costs£2000 Learning Islands-£400		
→ Timely AIM meetings to identify pupils who require additional support. → Data is used effectively to ensure that gaps in knowledge are acknowledged and addressed in the short term to enable pupil progress to be maximised through 1-1 meetings and dept time.	1x SENDCO, 1 x HOD, 2 x P&A Coach x 30 hours. (no cost) 1 x HOD, 1 x Senior leader x 30 hours. (no cost)	EEF - guide to pupil premium. Putting evidence to work: A school's guide to implementation. Gathering and interpreting data to identify priorities.	1, 2 & 4

→ Focused support and intervention programme for Yr11, English and Maths EBacc Period 6 rewards	Approx. 12 teachers x 1 hour per week (prd6) Maximise study support sessions=£1590 £2000 rewards budget Maths Tutor Trust tutor=12 students-8 weeks= £2880 x 2 English Tutor Trust tutor= 12 students -8 weeks= £2880 x 2	EEF - Teaching and Learning Toolkit.	2 & 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
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Attendance → P and A coaches to analyse PA data to identify barriers to attendance. → Ongoing engagement with students using a PP attendance officer. → Senior leader attendance role → Staff training on the importance of DP attendance. → Mini Bus driver to pick up students → Learning coaches meet with DP. → Pupil voice. → Attendance is celebrated and valued by all stakeholders. -Travel passes for prd6	5 hours per week term time P and A coaches x5 (Attendance support) Pupil Premium Attendance Officer- full cost SLT attendance role - 1 day per week Attendance Mini Bus driver £200	EEF - Working with parents to support children's learning guidance report. DfE – Improving school attendance guidance. EEF – Teaching and Learning Toolkit.	1
Healthy Living → Inspire curriculum, DT curriculum (food), RSHE & PSHE. Healthy Lifestyle days. → Work with external agencies to improve pupils' wellbeing → Focussed Healthy lifestyles days	Food costs. £2000 Outside speaker costs (tbc)	Fair Society. Healthy Lives - Marmot report. DfE Promoting children young people's mental health and wellbeing - a whole school and College approach.	5
→ Summer School for year 6 into 7 pupils to aid smooth transition, improving behaviour and wellbeing	1 x slt x 50 hours 4 x Hod x 50 hours 10 x staff x 50 hours 10 x sixth form x 50 hours	• Anna Freud - transition toolkit. • UCL - School transition research study.	2 & 3

physical and mental wellbeing. → A range of further projects and initiatives supporting a systematic programme of extracurricular learning. Extra curricular sport / enrichment programme(i.e. performing arts, Faith in Action). → College-wide commitment to outdoor adventure learning - primarily DofE Award Programme. → Enhanced support for pupils (AIM / GAS meetings). → The Scholars Programme – access to Higher Education, and tutorials. Challenging courses on subjects beyond the curriculum. Developing key skills – for example critical thinking. - Uniform for students	5 PE teachers x 5 hours per week. (lunch clubs) 1 school chaplain x 1 hour per week. DofE TLR responsibility points. no cost Scholars Programme Officer/Tutor (no cost) £1000	EEF - Teaching and Learning Toolkit. Benefits of DofE. Covid-19mentalhealthandwellbeingsurveillance report - children and young people. The Brilliant Club	
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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 **2024 to 2025 academic year**.

Intended outcome	Success criteria	Review
Ensuring that PP attendance is in line with NPP attendance, and that FSM attendance improves will have the greatest impact on pupil outcomes. This will ensure that disadvantaged pupils are able to experience the same consistent access and support to an ambitious curriculum without gaps in their knowledge exacerbating existing disadvantage. Our intended outcome is to bring attendance and PA percentage in line with the national average.	→ Sustain year on year improvements in attendance for disadvantaged students. → Reduce PA for disadvantaged. → Reduce lateness to school and lessons by at least 25% (year on year). → Reduction in lost learning time for disadvantaged students and improved outcomes as a result. → Reduce the number of suspensions for disadvantaged students by at least 25%. → Improved number of disadvantaged pupils receiving positives and rewards each term. → Reduction in the number of lowest ATL's being issued to disadvantaged students. → Disadvantaged girls to close the gap to the rest of the school by at least 50% from 2024 for all subgroups and year groups. → DP parents/carers engage with pastoral teams. → DP are aware and are able to self-regulate attendance.	• DP's attendance remains 1% above the same point last year. • All year groups have improved since last year except for Y7 who have a lower attendance than the previous year. • ERG meeting has taken place with a focus on PP. • Action plan created for PP girls in particular. • Nurture room set up as a soft landing for some stuck Disadvantaged pupil cases • Care Elements model and new triggers with days off driving intervention Suspensions have continued to reduce. Term 3 has focused on the addition of support and a staffing & processes review aimed at intervening earlier with pupils to prevent escalation. Behaviour curriculum updated and reviewed for September launch to drive consistency.

	→ Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.	
Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally. Data is analysed on a regular basis and discussed with measurable actions and interventions put in place AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.	→ Disadvantaged students will move closer to the national figure of 47% achieving a standard pass in English and Maths and achieve at least 33% from 22% in 2024 → Disadvantaged students will move closer to the national figure of 28% achieving a strong pass in English and Maths and achieve at least 14% from 3% in 2024 → QA evidence supports quality work for DA pupils across all subjects / internal data to include mock data etc.	-Basic 9-5% is higher than 2024 -A8 is higher than 2024 -Maths 5+ is above 2024 English 4+ is inline with 2024 EBACC 5+ is above 2024
Without the ability to read fluently at an age-appropriate level, it is impossible for pupils to access the taught curriculum. Therefore, it is an essential part of our overall strategy to rapidly identify and support any PP pupil with a reading deficit on	→ Pupils can read fluently with comprehension as measured by the NGRT. → Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment. → Improved Reading Levels: Pupils, particularly those in Key Stage 3, will show significant improvement in stanine / SAS, with a focus on building fluency and comprehension.	At SMCC standardised scores are used to support the accurate identification of needs. Students in Year 7 receiving pupil premium funding increased their mean standardised reading score from 90.9 to 96.4. Pupil Premium students in year 8 increased from 94.9 to 96.4 Year 9 Pupil Premium students increased their mean score from 93 to 100.3 Pupil premium students in year 10 increased from 93.3 to 101.3 . Pupil premium students in year 11 have increased their score from 90.4 to 99.2. Following NGRT areas of need are identified such as word reading or comprehension. Further assessment tools are also utilised such as SWRT, Fresh Start Phonic assessment, YARC (York assessment of reading for

entry in Y7. Reading Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.		comprehension) and SENAT or Ed Psych reports. The appropriate support is then identified using a reading decision tree. Allowing staff to align needs to interventions. Bespoke reading plans are created for teaching staff to be able to implement adaptations and interventions through QFT. Students are then monitored and re-assessed. Interventions include Reciprocal reading, The Big Read, Precision Teaching, Phonics Fresh start, Orrets Meadow outreach, Talk Boost and Learning Village.
Raise Attainment Across Key Stages: Disadvantaged pupils, particularly higher achievers, will see measurable improvements in their academic performance, leading to higher attainment at GCSE.	→ DP pupils gap closed particularly for PP HPA. → Regular reviews of the PP strategy in line with QA and data cycles.	Disadvantaged pupils show a similar trend to all pupils Basics 9-5% is above 2024. SPI Chemistry, Combined science, French, Geography, RE, Drama and Dance improved SPI from 23/24 to 24/25 5+ French, Geography, Physics, Psychology all significantly increased 5+ for PP students from 23/24, Maths also increased by 3.8%, RE increased by 2.5% for pp 5+ 4+ Geography, French and DT all significantly improved outcomes at 4+ for pp students compared to 23/24. Chemistry also improved by 7.1% and English by 5.3% In 25/26, 30 of the 84 students in the critical group are pp (35%) The year group is 45% PP
Pupils' confidence, resilience and knowledge increases so that they can keep themselves healthy physically and mentally.	→ Sustain year on year improvements in the number of disadvantaged pupils engaging in our extracurricular offer. → Increase the number of Disadvantaged pupils taking part in an extracurricular activity by 10%. → Increase the number of SEND pupils taking part in an extracurricular activity by 10%. → All departments to have links with external providers.	1. We have embedded extracurricular engagement as a whole-school priority, ensuring disadvantaged pupils are actively encouraged and supported to take part. This has been achieved through targeted communication with families, financial assistance, and the use of student voice to shape provision. Data shows a steady increase in participation over the past year, with disadvantaged students now engaging at levels closer to their non-disadvantaged peers. 2. Targeted interventions, including mentoring and personalised invitations, have led to improved uptake. Staff proactively monitor attendance at clubs and follow up

		with pupils who show initial interest. As a result, we have made steady progress in increasing the number of disadvantaged pupils taking part in clubs, there has been a 5% increase and this will continue to be an area of focus for the school. This demonstrates the impact of removing barriers and ensuring opportunities are accessible, relevant, and appealing. 3. We have widened provision to ensure inclusivity and support from teaching assistants at clubs. Collaboration with The Arc and the Recharge Nurture Base has been particularly effective, enabling pupils with SEMH and autism to access extracurricular opportunities in a supportive way. Tracking data shows a measurable increase in SEND participation, moving towards the 10% target. 4. Departments have started to develop partnerships with a range of organisations, including local sports clubs, arts and cultural providers, universities, and charities. These partnerships not only enrich our extracurricular offer but also provide clear progression pathways for pupils who wish to pursue their interests beyond school.
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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
NGRT Reading Test	GL Assessment
CAT4	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Careers appointment/extra support from P and A coaches.
What was the impact of that spending on service pupil premium eligible pupils?	This extra support has helped students with their next steps and supporting their wellbeing and progress.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- working in partnership with other schools in the HFCMAT.

The Deputy Head Teacher with responsibility for PP Strategy is part of the Cradle to Career Group and works closely with other local schools

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

• We are utilising support from our MAT and SEN providers and Alternative Provision, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. Our Inclusion Leader works closely with a range of agencies to support vulnerable families, many of whom are disadvantaged.

Planning, implementation, and evaluation -In planning our pupil premium strategy, we evaluated where the creation of new roles could have the most impact. We appointed additional staff in literacy, SEND and careers to take a lead role in achieving inclusion for our most vulnerable and disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, students' attitudes towards learning, parental, student and teachers' feedback in order to identify the challenges faced by disadvantaged pupils.

We reviewed reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

[Pupil Premium Action Plan Monitoring 24/25 - Google Docs](#)