

Pupil premium strategy statement 2024-27

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 which is Year 1 of our updated Pupil Premium Strategy Statement.

School overview

Detail	Data
School name	Loreto High School Chorlton
Number of pupils in school October 2024	776 (October 2024 census)
Proportion (%) of pupil premium eligible pupils Oct24	52% (401 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans recommended)	2024-2027
Date this statement was published	4 th November 2024
Date reviewed	3 rd March 2025
Statement authorised by	Catherine Hughes
Pupil premium lead	Catherine Hughes
Governor Lead	Fiona Keenan

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2024-25	£421,050 (£1,050/pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year 2024-25	£421,050

Part A: Pupil premium strategy plan

Statement of intent

Loreto High School, in line with its Mission Statement, is committed to ensuring that all our students achieve their personal and academic best and that they are enabled to use their gifts and talents to make a positive difference in the world. We are committed to supporting them to develop the skills and attributes necessary to succeed in higher education and future employment and to lead happy and successful lives in modern Britain. As a truly comprehensive Catholic High School, we serve a diverse socio-economic and cultural community and we are ambitious for each unique member of that community, regardless of their starting point in life. Our Pupil Premium Strategy is informed by evidence and research.

Our Pupil Premium strategy provides important support to contribute to the attainment and achievements of students from disadvantaged backgrounds. It is more important than ever that the strategies focus on support for those young people worst affected by the impact of the pandemic. It is based on a tiered, balanced approach with a variety of strategies aimed at improving teaching, delivering essential, core subject knowledge, providing targeted academic support and delivering wider strategies to raise aspirations, increase self-esteem and confidence and expand cultural horizons.

“Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. Disadvantaged 11-year-olds will have done many fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities available to them, either through extra-curricular activities or through focused financially-supported visits.”
Sir John Dunford

We believe that quality first teaching and learning is the most important aspect of our strategy and as such a significant amount of our budget is aimed at improving the quality of our teaching and learning.

Our Pupil Premium Strategy works in conjunction with our school’s three-year strategic objectives and our one-year school improvement plan and is at the heart of everything we do. We have considered evidence for each strategy, both in-school evidence and knowledge of the students in our care, identified best practice and strong external evidence and the EEF’s updated Pupil Premium Guide. As such, it meets updated DfE requirements and focuses on strategies that we believe are likely to make the biggest difference.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy levels, on entry, are on average lower for Pupil Premium students compared to their non-disadvantaged peers. This can inhibit progress across the curriculum.
2	Disadvantaged students have lower rates of attendance than their more affluent peers and are more likely to be persistently absent from school.
3	Deficits in cultural and social capital among disadvantaged students can inhibit access to the curriculum and academic progress.
4	Disadvantaged students are at higher risk of internal exclusions and suspension as evidenced by in-school behaviour data. This may in part be due to SEMH needs. This results in restricted access to high quality education.
5	Lack of aspiration for some disadvantaged pupils towards post-18 higher or further education.

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
Diminishing the differences in achievement in progress 8 or attainment 8 measures.	There will be a quantifiable diminishing of the difference between the achievements of disadvantaged students and their more affluent peers.
Improvement in literacy and numeracy levels of our disadvantaged students across the school.	There will be a quantifiable diminishing of the difference between the achievements of disadvantaged students and their more affluent peers across all year groups. Reading age data will show improvement with an increase in the percentage of disadvantaged students reading at or above the norm referenced standardised score for their year group.
Disadvantaged students' experiences build their cultural and social capital which in turn builds self-esteem, increases confidence leading to improved outcomes for disadvantaged pupils.	Tracking of provision and participation rates in extra-curricular activities to ensure all disadvantaged students have access to at least one trip, visit, visitor engagement opportunity or workshop. This in turn will lead to better access to the curriculum leading to improvement in outcomes for disadvantaged students.
Fewer disadvantaged students who are suspended or excluded from school.	Tracking and monitoring of behaviour data using the staged behaviour ratios and provision map reviews will evidence the positive impact of different interventions.
Improved attendance figures for all students with diminishing	Attendance of disadvantaged students will continue to improve and will be at or above national. DfE Attendance

difference between disadvantaged students and their more affluent peers. Reduction in school's PA figure for all and disadvantaged pupils.	Monitoring tool will evidence more favourable comparisons with other local high schools. Attendance Tracking will indicate that the percentage of disadvantaged students who are persistently absent from school decreases throughout the year.
Lack of aspiration for some disadvantaged pupils towards post-18 higher or further education.	Use of Compass+ and Xello college and career readiness software to track and monitor engagement with CEIAG opportunities and activities. 100% September guarantee for disadvantaged students who will sustain their destinations.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2024-25** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £161,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with a school improvement consultant to address inconsistencies in implementation of curriculum and provision of 1:1 coaching where necessary. Feedback and assessment for learning to ensure students have a secure knowledge/understanding of core knowledge and skills. This will involve funding teacher-release time to devote to continuous professional development and training.	EEF High quality teaching: The best available evidence indicates that great teaching is the most important lever to improve outcomes. https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching Focus on metacognitive strategies taught within a subject specific context: +7 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Feedback and assessment for learning: +6 months' impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3 4 5
Metacognition strategies to be evident in teaching; retrieval practice, explicit instruction, formative assessment, adaptive teaching, modelling, classroom dialogue	EEF metacognition and self-regulated learning: +7 months' impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 2 3 4 5
Further development of an ambitious, well designed,	EEF High quality teaching: The best available evidence indicates that great	1 2

connected and coherent, inclusive curriculum and support for every teacher to deliver it effectively. This will involve investment in continuous professional development, training, review and quality assurance.	teaching is the most important lever to improve outcomes. https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching Focus on metacognitive strategies taught within a subject specific context: +7 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3 4 5
There is explicit focus on the development of key strands of literacy including phonics, reading fluency and oracy. This will involve ongoing training, review and quality assurance	Reading comprehension strategies +6 months' impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Phonics: +5 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Oral language interventions: +6 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 3 4 5
There is explicit focus on the further development of the Mastery Maths approach. This will involve ongoing training, review and quality assurance	Mastery Learning: +5 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 2 3 4 5
GL Assessments, LUCID Screening, Pupil Progress Package, Provision Map platform	EEF Diagnosing your pupils' needs: Step One of any Pupil Premium Strategy as per DfE and EEF guidance and best practice. Gaining a thorough knowledge of our disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age-related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance. School leaders will take account of their in-depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information, including: • Attendance data and levels of persistent absence; • Teacher feedback on pupils' levels of	1 2 3 4 5

	engagement and participation; • Behaviour incidences and exclusions data; • Information on wellbeing, mental health and safeguarding; • Access to technology and curricular materials. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf?v=1636978402	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £155,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions are in place for Maths and English and are monitored. KS3 small class sessions in English, Maths, Science, RE & Humanities. KS4 'Prepare to Perform Sessions in English, Maths, Science & RE, Breakfast club intervention for selected Y11 students in Maths & English Use of TAs & subject specialist teaching staff.	One to one tuition: +5 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition: +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Individualist Instruction: + 4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2
Appointment of specialist SEMH Teacher to deliver adapted curriculum content to small group of pupils with significant barriers to learning and who are at risk of disengagement in education.	Small group tuition: +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Individualist Instruction: + 4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2 4
Staff to use the 'Focus Five' approach to explicitly target underperforming disadvantaged students in their classes with a focus on effort, attitude to learning, completion of home learning & revision support.	Home learning: +5 months impact. This includes printing of Knowledge Organiser and Revision Booklets, after school homework & revision clubs, 'flipped learning' and 'pre-teaching' activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Collaborative Learning Approach: +5 months impact	1 2 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Targeted academic mentoring & support programmes delivered by Loreto High School TAs who are attached to departments to ensure their curriculum knowledge and skills are well developed.	Small group tuition: +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 5
Targeted students to be supported to achieve additional Mathematics qualification.	Stretch and challenge for high-performing disadvantaged mathematicians. Supporting the school mission statement and the school's aspirational learning culture.	1 3 5
Targeted students to attend weekend & school holiday revision sessions.	One to one tuition: +5 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition: +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 5
Development of Citizenship Curriculum for delivery to targeted students.	The Citizenship Curriculum ensures vulnerable and disadvantaged young people acquire the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences in later life and is designed to address social disadvantage. It is tailored to the bespoke needs of the students and is intended to reduce the risk of suspensions and boost attendance and is aimed at achieving a Citizenship GCSE qualification.	1 2 3 4 5
Educational Psychologist & Speech & Language Therapist	EEF Individualist Instruction: + 4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2 4 5

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

Budgeted cost: £117,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracker will identify key groups of	A clear link has been established between attainment and attendance. The Department for Education (DfE) published its updated guidance in August 2024 and stated the following:	2 5

students and highlight where intervention is needed (PP, FSM, SEND, LAC) Whole school attendance and punctuality drives	<i>The pupils with the highest attainment at the end of key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%). Working together to improve attendance.</i>	
Targeted interventions & specialist interventions linked to behaviour. Climate for Learning Team will track behaviour data and target disadvantaged students for support.	EEF Behaviour Interventions: +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Individualist Instruction: + 4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction EEF Self-Regulation: +7 months impact. 'Provide opportunities for pupils to reflect on and monitor their strengths and areas for improvement and plan how to overcome current difficulties'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Both targeted interventions and universal approaches have positive overall effects (+ 4 months). The EEF documents state that schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management. This strategy in both its targeted and universal approach requires the provision of professional development to staff to ensure high quality delivery and consistency across the school.	4 5
Appointment of specialist SEMH Teacher to work with vulnerable students	Addressing Educational Disadvantage: 'Ensure that the social, emotional and mental health of pupils is prioritised.'	1 2 3 4 5
Manchester United Foundation	The Manchester United Foundation have been commissioned to offer small group and individual bespoke mentoring sessions and a wide range of activities designed to inspire, motivate and engage students with a particular focus on disadvantaged students. EEF Behaviour Interventions: +4 months impact	2 3 4 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
School Counsellor & other SEMH interventions including the mental health curriculum delivered through PSHCE lessons, drop-down days, assemblies & Formation Time. This will involve ongoing training, review and quality assurance	The EEF state that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the EEF Toolkit focus primarily on academic outcomes, but there are other benefits of social and emotional learning interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to academic outcomes. The EEF evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. In academic year 2024-5 we also benefit from the addition of a Manchester Mind Counsellor one day per week, a Caritas Counsellor one day per week and a Counsellor from Manchester iThrive one day per week.	2 4
Careers Officer Early intervention with targeted CEIAG support is in place for vulnerable students CEIAG opportunities and Skills for Life are woven through the curriculum	The EEF and others are still conducting research in this area. As a school we have found early careers support and a focus on aspirations gives our students focus and clear progression routes forward which motivates them to develop good life-long habits that will secure them their chosen college and work places and ensure success in the future. Career-related learning in schools is about helping "children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential". An overview of NFER's research findings on careers education and guidance can be found here: https://www.nfer.ac.uk/publications/CEG01/CEG01.pdf	2 4 5
Purchase of laptops to loan to students who do not have own devices to work on at home.	EEF Teaching and Learning Toolkit +4 months Addressing Educational Disadvantage: 'In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties...These cutting-edge resources can benefit all pupils at different points in their education.'	1 3 5
Funding for targeted students to attend school trips and events.	Social capital and enriching experiences ensure a greater engagement with the school and community belonging. Whilst little research evidence is available, we find that engaging students with enriching experiences builds their cultural capital, their sense of belonging, self-confidence and self-esteem.	2 3 5
Alternative Provision	Disadvantaged students can be at risk of permanent exclusion and disengagement from education. Along with our in-school strategies and interventions, we will use tried and tested Alternative Provision which support young people to achieve their potential and progress	2 4

	into positive destinations. We ensure the offer provides high-quality, personalised, and supportive teaching at Key Stage 3 and 4 and that the provision is an Ofsted graded 'Good' provider. Provision for time-limited, part-time placements and is in line with the Manchester Inclusion Strategy.	
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Total budgeted cost: £434,524

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 2023 to 2024 academic year (Year 3 of 3 Year Strategy).

Whole cohort results surpassed pre-pandemic outcomes and there were improvements across all headline measures. The percentage of students who have gained 9-4 in both English and Mathematics has risen by 7.2% this year to 66.4%. 78% of our students achieved grades 9-4 in mathematics and 67.4% grades 9-4 in English Language. 41.3% of our students achieved the GCSE Basics measure grades 9-5 in Maths and English, securing for themselves excellent springboards into further education. Although whole cohort outcomes have improved considerably on the previous year, the PP & Non-PP gaps have widened at Basics Level 2 9-4 and 9-5 and Attainment 8. The next three-year Pupil Premium Strategy will seek to diminish this difference and return to the improving trend seen pre-pandemic.

Whole Cohort Outcomes Summer 2024

	August 2019	August 2024	Improvement 2023 to 2024
% Achieving 9-4 English & Maths	63.9%	68.1%	+ 8.9%
% Achieving 9-5 English & Maths	41%	42.8%	+ 8.1%
% Achieving 9-7 English & Maths	8.3%	11.6%	+ 2.1%
Attainment 8	42.41	46.23	+ 4.59
% Entered for EBacc	35%	35%	+ 15.8%
% Achieving Strong Pass in EBacc	19.4	15.9%	+ 8.1%
% Achieving Standard Pass in EBacc	12.5	21%	+ 7.1%

Pupil Premium Comparison with Whole Cohort

Year 11 cohort size	143
Year 11 Pupil Premium percentage	49.7%

Measure	PP 2023	Non-PP 2023	Gap 2023	PP 2024	Non-PP 2024	Gap 2024
% 9-4 English & Maths	50%	72.1%	-22.1%	50.8%	83.6%	-32.8%
% 9-5 English & Maths	23.3%	50.8%	-27.5%	24.6%	58.9%	-34.3%
% 9-7 English & Maths	5.8%	14.8%	-9%	7.7%	15.1%	-7.4%
Attainment 8	36.76	49.58	-12.82	37.54	53.97	-16.43
% entered for EBacc.	14%	27.9%	-13.9%	30.8%	39.7%	-8.9%
% achieving strong pass EBacc. (5+)	3.5%	16.4%	-12.9%	6.2%	24.7%	-18.5%

% achieving standard pass EBacc (4+)	7%	21.3%	-14.3%	7.7%	32.9%	-25.2%
Attendance & Persistent Absence						
	Year 22-23	Year 23-24	Difference	Nat Average 23-24	Difference	
All pupils	90.2%	90.9%	+ 0.7%	90.8%	+0.1%	
PP pupils	87.9%	89%	+1.1%	85.4%	+3.6%	
SEN Support	87.6%	86.9%	- 0.7%	85.5%	+1.4%	
EHCPs	68.2%	77%	+8.8%	81.8%	-4.8%	
Persistent Absence	31%	29.3%	+1.7%	27%	-2.3%	

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
School-led tutoring	Funding from DfE; delivered by teachers and teaching assistants.
CEIAG Workshops	Bridge GM