

Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Loreto High School Chorlton
Number of pupils in school October 2021	721 (October 2021 census)
Number of pupils in school October 2022	764 (October 2022 census)
Number of pupils in school October 2023	775 (October 2023 census)
Proportion (%) of pupil premium eligible pupils Oct21	50%
Proportion (%) of pupil premium eligible pupils Oct22	49%
Proportion (%) of pupil premium eligible pupils Oct23	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	31 st December 2021
Date reviewed	31 st August 2023
Statement authorised by	Catherine Hughes
Pupil premium lead	Nathan D'Laryea
Governor Lead	John McGovern

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021-22	£370,005
Pupil premium funding allocation academic year 2022-23	£381,305
Pupil premium funding allocation academic year 2023-24	£420,315 (£1035/pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year 2021-22	£434,524
Total budget for academic year 2022-23	£381,305 + top up
Total budget for academic year 2023-24	£420,315

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 & Recovery 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.

Our Pupil Premium Strategy works in conjunction with our school's three-year strategic objectives and our one year quality 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	The literacy levels of our pupil premium students on entry is generally lower than that of their peers and this gap widens as students move through school. Poor levels of literacy in comparison with their peers inhibits progress across the curriculum.
2	The numeracy levels of our pupil premium students on entry is generally lower than that of their peers and this inhibits progress across the curriculum.
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 results in restricted access to high quality education.
5	Disadvantaged students have lower rates of attendance than their more affluent peers and are more likely to be persistently absent from school.

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
Improvement in literacy levels of our disadvantaged students across the school.	Examination results show improving progress for PP groups in comparison to previous year groups and a diminishing of the attainment and progress difference. Academic data shows an increase in the percentage of disadvantaged students who are on or above track in their Big Tests. Reading age data shows improvement with an increase in the percentage of disadvantaged students reading at or above their chronological age. Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence improvements made in literacy.
Improvement in numeracy levels of our disadvantaged students across the school.	Examination results show improving progress for PP groups in comparison to previous year groups and a diminishing of the attainment and progress difference, with a particular focus on Mathematics and Science. Academic data shows an increase in the percentage of disadvantaged students who are on or above track in their Big Tests in Mathematics and Science. Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence improvements made in numeracy.
Disadvantaged students' experiences build their cultural and social capital which in turn builds self-esteem and increases confidence.	Tracking of provision and participation rates in extra-curricular activities indicates that higher numbers of disadvantaged students are participating in one or more enrichment and/or leadership opportunity and all disadvantaged students participate in one or more trip, visit, visitor engagement opportunity or workshop. Structured student voice activities, auditing and addressing any gaps in the school's provision for disadvantaged students, Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence that disadvantaged students can call on this capital, can apply it to their learning and have greater self-esteem and confidence as a result of participation.

Sustained low behaviour incidents and exclusion figures for disadvantaged students.	Use of internal exclusion and suspension data demonstrates an improving trend and indicates that disadvantaged students are not overrepresented in this data.
Sustained attendance figures	Attendance of disadvantaged students continues to improve over the year Attendance Tracking indicates that the percentage of disadvantaged students who are persistently absent from school decreases throughout the year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023-24** 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
Further development of an ambitious, well designed, 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.	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	1 2 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	2 3 4 5
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.	Feedback and assessment for learning: +6 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3
GL Assessments, LUCID Screening	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 your 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 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	1 2 3 4 5

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 'Springboard' Sessions in English, Maths, Science & RE. KS4 'Good to Great' Sessions in English, Maths, Science & RE. Breakfast club intervention for selected Y11 students in Maths & English Use of Academic Mentors, TAs & 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
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1 2
Targeted academic mentoring & support programmes delivered by Loreto High School teachers as impact project.	Small group tuition: +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3
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.	2 3
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
Development of Preparation for Adulthood Curriculum for delivery to targeted students.	The PfA curriculum ensures vulnerable and disadvantaged young people acquire the knowledge and skills that they need in order to take advantage of opportunities, responsi-	1 2 3 4

	bilities 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.	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
Whole school attendance and punctuality drives	A clear link has been established between attainment and attendance. The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.	5
Targeted interventions & specialist interventions linked to behaviour. Behaviour Teaching Assistants/ Hub & Phoenix	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. <i>'Provide opportunities for pupils to reflect on and monitor their strengths and areas for improvement and plan how to overcome current difficulties'</i>. 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).	4 5

	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.	
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3 4 5
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 2023-24 we also benefit from the addition of a Manchester Mind Counsellor one day per week and a Counsellor from Manchester iThrive one day per week.	1 2 3 4 5
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	1 2 3 4 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.	1 2 3 4 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 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 is used for the most part.	

Total budgeted cost: £434,524

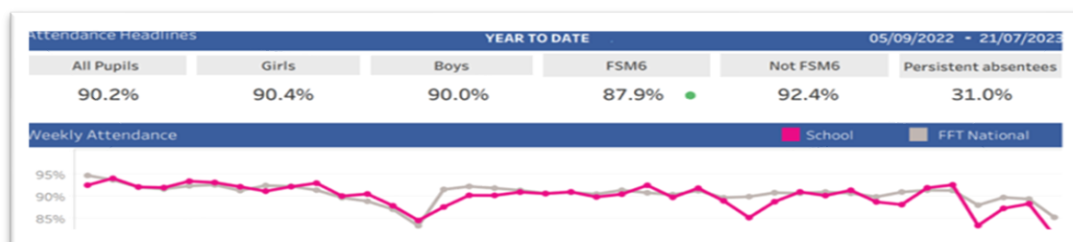
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

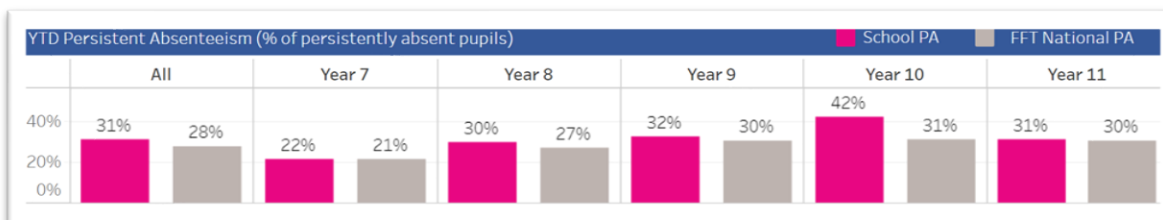
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year (Year 3 of 3 Year Strategy).

Due to COVID-19, performance measures have not been published for 2020 to 2021 and direct comparisons between data sets during these periods are not possible. This summer marked a 'return to normal' with the first set of externally assessed & determined GCSE/BTEC grades awarded to students since 2019. The school has made comparisons with the last set of externally assessed and determined GCSE/BTECs in 2019.

- Despite concerted efforts, the gap between PP and Non-PP students widened across all key headline measures. This was in line with the predicted national trend, but disappointing nevertheless.
- There was a 21.3% gap at grades 9-5 English and Maths (24% vs 45.1%) compared to a 5.7% gap in 2019 (37.5% vs 43.2%). This is a widening of 15.6%. The gap at this measure widened by 7.4% compared to 2022 results.
- There was a 18.8% gap at grades 9-4 English and Maths (48% vs 67.6%) compared to a 5.2% gap in 2019 (60.7% vs 65.9%). This is a widening of 13.6%. The gap at this measure widened by 7.2% compared to 2022 results.
- There was a difference of 10.15 points in average Attainment 8 scores between PP and Non-PP students (36.8 vs 46.95). The gap was 7.07 points in 2019 and 13.94 in 2022. Despite the narrowing compared to 2022 data, the points achieved by both cohorts was higher than that of 2023. This trend was also reflected in provisional progress 8 scores for the cohorts.
- Loreto High School Attendance 2022-23 = 90.6%. This was better than previous year by +0.8% and just below national (-0.1%) Secondary School Attendance 2022-23 = 90.7%
- Loreto FSM Attendance = 91.89%, significantly better than national by 3.29%
- Loreto PP (FSM6) Attendance = 91.47%, significantly better than national by 2.87% and 3.67% better than previous academic year.



- Loreto High School's Persistent Absence figure 2022-23 = 29.46%. This was +5.24% better than previous year.
- National Secondary School Persistent Absence figure 2022-23 = 28.3%
- Within this figure for Loreto High School were a number of children with significant mental health concerns or others who became subject to an EHCP during the course of the year and for whom specialist provision was named. These children continued their education in specialist provision but the school still 'carried' their attendance for the whole academic year.



- An evidence informed strategy targeting persistently absent and severely disadvantaged pupils has been implemented this year through the formation of a distributed leadership approach to attendance and the introduction and further refinement of a Five-Stage Attendance Plan. This has led to the number of severely absent pupils decreasing from 33 in 2022-23 to 9 in Term One of academic year 2023-24.
- Internal information, including student voice activities, showed that pupil well-being and mental health has been impacted last year, primarily due to the covid-19 pandemic. This was particularly the case for disadvantaged students. A co-ordinated approach from early help, counselling and therapies has meant a number of students receive the specialist support that they require. Our Inclusion Strategy and our newly created IM-PACT Team has been set up to support students in crisis and provide the wrap around support. This support means that more students now attend mainstream classes alongside counselling and support therapies.
- We now have a dedicated Literacy Team comprising our Assistant Headteacher for Inclusion, our Librarian, Assistant SENDCo, SEND Teaching Assistant and Exams Access Arrangements Coordinator. The team will continue to ensure that, in addition to our universal literacy offer, a robust and rigorous screening process is in place to assess each pupil's reading ability and accurately identify and tailor appropriate intervention.

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
Academic Mentors Programme 2020-21	RANDSTAD
NTP 2021-22	Pearson
School-led tutoring delivered by teachers and teaching assistants 2022-23 & 2023-24	