Pupil premium strategy statement

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 College
Number of pupils in school	959
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Maire Lynch Head teacher
Pupil premium lead	Assistant Head Sian Ireland
Governor / Trustee lead	Chair of governors Mark Healy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,285
Recovery premium funding allocation this academic year	£13,775
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	£110,060

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, live out the values of Mary Ward and achieve their potential across the curriculum, and use their gifts and talents to make a difference both globally and locally.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, we will also consider the challenges faced by vulnerable pupils, regardless of whether they are disadvantaged or not.

Outstanding teaching and learning is at the center of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- intervene as soon as the need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Prior attainment in numeracy. The attainment of disadvantaged pupils is generally lower than that of their peers. On entry to year 7 in the last 3 years, between 18% and 28% of pupils who arrive below age-related expectations are disadvantaged students.

2	Prior attainment in reading comprehension. Our disadvantaged pupils generally have lower levels of reading comprehension than their peers. This has an impact on their progress in all subjects. On entry to year 7 in the last 3 years, between 13% and 20% of pupils who arrive below age-related expectations are disadvantaged students
3	The number of students we have working towards an EBacc qualification is high but there is still some resistance to MFL. Many of our disadvantaged students do not engage with MFL Over the last 3 years, between 23 % and 37 % of our students who do not study a second language are disadvantaged students
4	Low aspirations and motivation as well as lack of family engagement
5	Lack of resources -Students lack access at home to adequate resources including IT. During lock down a significant amount of students who did not have access to a computer were disadvantaged students.
6	Poor wellbeing and/or mental health Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. 25% of the students who have external support for social and emotional needs are disadvantaged students
7	Our attendance data over the last 3 years indicates that absences among disadvantaged pupils has been between 0.6% and 1.8% higher than for non-disadvantaged pupils. When looking at 'persistently absent' students >20% data. Over the last 3 years the absence among disadvantaged pupils has been between 4.7% and 15.4 % higher than for non-disadvantaged pupils. Our assessments and observations indicate that low attendance is negatively impacting pupils' progress.

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
Improved attainment among disadvantaged pupils in numeracy and increase the number of passes at GCSE	By the end of our current plan in 2023-24 more disadvantaged students will achieve a pass in GCSE maths and we will retain the current P8 score
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on MFL uptake.	By the end of our current plan in 2024/25, a higher percentage of disadvantaged pupils will be entered for a MFL 2024/25 KS4 outcomes will continue to demonstrate that disadvantaged pupils achieve • an average Progress 8 score of at least 0.7
All students to have adequate equipment for learning	All students will have access to IT at home and have all equipment necessary for learning.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils as well as disadvantaged pupils will improve in relation to previous data • the percentage of all pupils as well as disadvantaged pupils who are persistently absent will decrease in relation to previous data

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: **£10,00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. (MIDYIS)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1, 2, 3
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupil (DFE, 2015) suggests high quality teaching as a key aspect of successful school	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school. We will ensure that the lower sets have fewer than 20 students in them and also have LSA support	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk) EEF says that class sizes need to be fewer than 20 for there to an impact	1, 3, 4

Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance. We will fund professional development and focus on subject specific literacy and drive to ensure our literacy policy is embedded throughout the school	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u>	2

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

Budgeted cost: **£50,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised reading and spelling assessments. Reading in registration as a reading intervention for all disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps including those disadvantaged students	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <u>Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF</u>	2
Dedicated Learning Support Assistants to support targeted interventions	<u>Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF</u>	1,2,3
Librarian and library Reducing the word gap Purchase of online library	Reading for pleasure has social benefits and encourages the love of reading. 'Reading increase a person's understanding of their own identity' (The Reading Agency 2015) A lack of time spent reading for pleasure is a root cause of the word gap (The oxford language report)	2

Books and revision guides provided to students in year 11	To facilitate independent study and engage parental support	1,2,5
We will purchase a bank of computers so that Laptops are available for students to borrow.	To enable students to access the internet and online learning from home.	1,2,3,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Lesson Monitor will be introduced and an attendance/support officers will be appointed to closely monitor and support attendance among disadvantaged pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	7

Transition Coordinator will run post 16 workshops to improve aspirations and motivate	Using evidence from good careers guidance form connexions	4,6
Extracurricular coordinator will be appointed to ensure there is a greater uptake of clubs and societies	Toolkit and the EEF's literature review on non-cognitive skills	4,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
A mental health and welfare officer will be employed to coordinate external services	Interventions which target social and emotional well-being are reported by the EEF to improve progress by 4 months	6

Total budgeted cost: £110,500

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 2020 to 2021 academic year.

During 2020/21 we awarded centre assessed grades. Our progress 8 data for disadvantaged pupils was 0.78 compared to 0.8 for non-disadvantaged students. This gap has been greatly reduced, as previously the gap had been between 0.37 and 0.52

During the pandemic we ensured that disadvantaged students received support from their form tutor as well as some 1:1 contact for those who were finding online learning particularly difficult. Any students who did not have adequate resources to access home learning were provided with laptops as well as internet connection if needed The key worker room was also available to disadvantaged students

Extra curriculum time was given to A Level courses as school closure meant that there were gaps in syllabus coverage. All A Level courses were completed on time.

Our extensive careers programme has directed students into post 16 courses most suitable for the individual.

Overall attendance in 2020/21 was better than in previous years. Absence among disadvantaged pupils was only 0.6% higher than their peers but persistent absence was 7.59% higher. Attendance is a focus of our current plan and we anticipate that the introduction of a pupil premium champion will improve persistent lateness.