

## Loreto High School Review of PPG Expenditure 2017-18

The impact on pupils' achievements owing to the money spent through the pupil premium is outlined below: this information highlights the impact the extra funding has had on the areas the school has identified.

<b>Name of school:</b>	Loreto High School		
<b>Academic year:</b>	2017/18	<b>Total PP budget for year:</b>	£357,650
<b>Total number of pupils:</b>	740	<b>Number of pupils eligible for PP:</b>	377 (51%)
<b>Amount per pupil:</b>	£935	<b>Date of next PP strategy review:</b>	N/A

<b>i. Quality of teaching for all: Total Cost: £49,427</b>			
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> <li>Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Performance management targets</li> <li>Data Rich Seating Plans</li> </ul>	<ul style="list-style-type: none"> <li>Quality of teaching improved; percentage of teaching requiring support reduced.</li> <li>Performance management targets: GCSE results indicate that this strategy had significant impact on outcomes for disadvantaged students with improvements in Basics 9-5 by 11.5%, EBacc 9-4 by 11.8%. There is evidence in some subjects that PP students outperformed their non PP peers.</li> <li>Data Rich Seating Plans: external review of PP stated that all staff have a good awareness of who their PP children are and how they are performing.</li> </ul>	<ul style="list-style-type: none"> <li><b>This approach will be continued next year to further improve quality of teaching for all.</b></li> <li>Performance management targets will be further refined so that staff focus on underperforming groups.</li> <li>Data Rich Seating Plans: this strategy will continue. Variance in quality to be addressed in QR/Supervision meetings, CPD &amp; T&amp;L briefings. Reading age data for all students to be added.</li> </ul>
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>ShowMyHomeWork website</li> <li>Training for pupils and parents</li> <li>High quality differentiated</li> </ul>	<ul style="list-style-type: none"> <li>Setting of homework and completion rates tracked and monitored by senior leaders.</li> <li>New homework strategy developed to better prepare students for GCSE exams. Impact data evidences huge improvement in exam results for subjects that adopted this homework approach, eg in Grades 9-5: Trilogy</li> </ul>	<ul style="list-style-type: none"> <li><b>This approach will continue next year and rolled out to other subject areas.</b></li> <li>Homework strategy to be rolled out to all departments for Years 10 &amp; 11</li> <li>Homework clubs will continue to be offered to all pupils including</li> </ul>

<ul style="list-style-type: none"> <li>Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> <li>Increased homework completion rates.</li> </ul>	<p>homework</p> <ul style="list-style-type: none"> <li>Homework clubs at lunchtime and after school.</li> </ul>	<p>Science up 23.3%, mathematics up 9.7%, English Language up 14.6%, English Literature up 11.9%. High attaining PP pupils made most progress increasing their Attainment 8 score by 9.66 (almost two grades higher than previous cohort).</p> <ul style="list-style-type: none"> <li>The maths department had the highest homework completion rate of all the core departments.</li> </ul>	<p>disadvantaged pupils and pupils not completing homework tasks targeted for homework club support.</p>
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> <li>Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Literacy programme (including Accelerated Reader/Star Reader programmes and peer tutoring approaches).</li> </ul>	<ul style="list-style-type: none"> <li>Tests to establish the reading ages for all pupils conducted and results analysed; Group of pupils below functional literacy targeted for reading recovery pilot programme. Group of Y7 pupils below chronological reading age targeted for pilot reading for inference programme.</li> <li><b>Year 7 Case Study 1:</b> Pupil W increased reading age by 10 months; Pupil X by 1 year and 6 months; Pupil Y by 3 years 1 month; Pupil Z by 11 months.</li> <li><b>See Manchester United Foundation Reading Programme below.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This approach will continue next year.</b></li> <li>Reading ages of all pupils will be added to Data Rich Seating Plans. Reading recovery programmes rolled out to all pupils identified through the data for this intervention. Reading for inference addressed through all curriculum areas including small targeted groups of pupils reading below functional literacy levels.</li> </ul>
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> <li>Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Raising Achievement TLR in Maths Department to track data, analyse and initiate interventions for numeracy in year 7</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy ages for all pupils in all year groups available for staff to include on their data rich seating plans.</li> <li>Numeracy programme for all year groups prepared for delivery during Formation Time.</li> <li>PP HAPs performed well as a cohort, exceeding the 2017 attainment and progress scores. 44.4% achieved top grades 9-7 compared to just 16.7% in 2017 (27.7% improvement).</li> <li>The gaps in attainment between PP HAPs and Non-PP HAPs were significantly reduced compared to 2017: (9-7= 6% vs. 22.4%, 9-5= 0.4% vs. 15.9%, 9-4= 4% vs. -13%).</li> <li>Numeracy strategy shows evidence of improvement across year group with a 0.9 numeracy age gap between PP &amp; non PP. One class with improved numeracy has no gap and marginal 0.2 and 0.1 gaps in two other classes. High attaining PP pupils participated in a Maths/Enterprise initiative which impacted</li> </ul>	<ul style="list-style-type: none"> <li><b>This approach will continue next year.</b></li> <li>Formation Time schedule for all year groups includes a weekly numeracy session.</li> </ul>

		positively on their overall Maths scores as PP students outperformed their non PP peers in 3 Year 9 classes.	
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> <li>Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>PP Lead Professional to track data, analyse and initiate interventions for Y7-11 PP Pupils.</li> </ul>	<ul style="list-style-type: none"> <li>The provision mapping software was used to good effect to create the personalised pupil profiles to support staff plan appropriately differentiated lessons. It proved less effective with regard to the tracking and analysis of interventions for PP pupils and senior leaders have identified alternative approaches.</li> </ul>	<ul style="list-style-type: none"> <li><b>Aspects of this strategy will continue next year.</b></li> <li>The provision mapping software will continue to be used to create the personalised pupil profiles and to adapt these when necessary and staff training will focus on using this individualised information to plan appropriately for progress for all.</li> <li>The SIMS system will be rebuilt to allow for the monitoring &amp; tracking impact of all interventions.</li> </ul>

<b>ii. Targeted support Total Cost: £88,950</b>			
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> <li>Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>KS3 consultant to track data, analyse and initiate interventions for Year 7 PP Pupils.</li> <li>Specialist intervention teachers to deliver interventions, 1-1 and small group sessions on aspects of literacy and numeracy identified from assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>The KS3 consultant prepared and delivered aspects of the literacy and numeracy programmes before maternity leave.</li> <li>Impact data for numeracy and literacy strategies detailed in section (i).</li> </ul>	<p><b>This approach will continue next year</b> and will be delivered to increasing numbers of students by KS3 consultant upon returning to school and additional staff who have been trained in her absence.</p>
<ul style="list-style-type: none"> <li>Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> <li>Improved progress for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Reduce class sizes in Maths to enable a smaller top set in Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Significant improvement in Maths results for whole cohort compared to 2017 data; 12.7% increase in 9-7, 10.2% increase in 9-5 and 6.7% increase in 9-4 measure.</li> <li>Significant improvement in Maths results for PP cohort compared to 2017 data; 10.5% increase in 9-7, 13.3% increase in 9-5 and 2.2% increase in 9-4 measure.</li> </ul>	<p><b>This approach will continue next year.</b></p>

<p>and in particular high attaining PP pupils in all year groups across all subjects.</p>		<ul style="list-style-type: none"> <li>• Above national averages for all of the key grade measures; 5.2% above 9-7, 6.5% above 9-5, 2.1% above 9-4 and 1.6% above 9-1.</li> <li>• PP HAPs performed well as a cohort, exceeding the 2017 attainment and progress scores. 44.4% achieved top grades 9-7 compared to just 16.7% in 2017 (27.7% improvement).</li> <li>• The gaps in attainment between PP HAPs and Non-PP HAPs were significantly reduced compared to 2017. (9-7= 6% vs. 22.4%, 9-5= 0.4% vs. 15.9%, 9-4= 4% vs. -13%).</li> <li>• There was a reduction in the provisional progress 8 gap between PP and Non-PP students.</li> <li>• There were some outstanding performances by some PP students in terms of attainment and progress.</li> </ul>	
<ul style="list-style-type: none"> <li>• Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> <li>• Evidence of improved resilience, high aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted holiday/weekend revision sessions and revision materials for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Free revision materials were given to PP students and PP outcomes improved considerably. Attendance at holiday/weekend revision sessions was variable with some students attending all and other none. Intervention &amp; booster sessions took place in the main during the school day or before/after school. 69.2% of one targeted cohort increased their grades in Maths by at least one whole grade. Impact data from other subjects demonstrates that attendance at sessions improved exam performance.</li> </ul>	<p><b>This approach will continue next year.</b></p>
<ul style="list-style-type: none"> <li>• Improved progress for all pupils and in particular high attaining PP pupils in all year groups across all subjects.</li> <li>• Evidence of improved resilience, high aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide funds to ensure all students can attend Aspirational/Curriculum related school trips including GMHAP at Loreto College, Manchester University Gateways programme and FE/post 16 college visits and essential GCSE/BTEC trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Pupil Premium Pupil Voice, 'Teachers have high expectations of her. She has aspirations to go onto Sixth Form College and has had visits and talks from universities.'</li> <li>• The outcomes data for PP high attaining pupils demonstrates impact for these strategies as evidenced in section (i)</li> </ul>	<p><b>This approach will continue next year.</b></p>

<ul style="list-style-type: none"> <li>• High aspirations. Sustained excellent destinations data. 0 NEETS</li> </ul>	<ul style="list-style-type: none"> <li>• In-house careers adviser and CEIAG co-ordinator</li> <li>• Informed students, making informed choices about their futures</li> </ul>	<ul style="list-style-type: none"> <li>• 100% September guarantee for Loreto High School pupils.</li> </ul>	<p><b>This approach will continue next year.</b></p>
<ul style="list-style-type: none"> <li>• High aspirations. Sustained high numbers of PP students learning instruments and participating in music enrichment activities.</li> <li>• Funds provided to pay for Music Tutors and Music tuition for PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide equality of opportunity to take part in all school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All Year 11 PP Music GCSE students achieved their FFT50 targets.</li> <li>• 100% of cohort achieved 9-4 in performing, 86% achieved 9-6 and 57% achieved 9-7.</li> <li>• Year 11 cohort were well above the national average for both performing and composing due to the music tuition that took place. 24% PP students took part in the music tour to Europe; 17.5% of all PP students accessed a weekly musical activity in 2017-18 (this compares to 21% of the whole school population). 36.5% of the 115 students taking Music lessons are PP students. 5/21 students who passed ABRSM, Trinity and Rock School exams from Sept 2017-July 2018, were Pupil Premium (24%). Many success case studies for PP students including 7 former students (PP) who are accessing prestigious Music courses post 16, at University and in Music careers.</li> </ul>	<p><b>This approach will continue next year.</b></p>

<b>iii. Other Approaches</b>				<b>Total Cost</b>	<b>£217,680</b>
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>		

<ul style="list-style-type: none"> <li>• Lower exclusion figures and seclusion figures for PP pupils in all year groups.</li> <li>• Year 7 students meeting age-related expectations in reading and maths. High levels of progress in literacy and numeracy for PP pupils in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Manchester United Foundation transition Summer school programme with two weeks' intensive literacy, numeracy and aspiration activities.</li> <li>• PP students in other year groups to support.</li> </ul>	<ul style="list-style-type: none"> <li>• The Foundation worked with 377 pupils across all year groups (44.93% of the school population); 50.39% of participants were Pupil Premium students.</li> <li>• The Foundation mentoring programme case studies evidence impact from previous year's data:</li> <li>• Year 9 pupil increase in praise points by 26%, decrease in negative behaviour points by 24%.</li> <li>• Year 9 pupil decrease in negative behaviour points by 31% with no exclusions.</li> <li>• Year 10 pupil increase in praise points by 207%, decrease in negative behaviour points by 4%.</li> </ul>	<p><b>This approach will continue next year.</b></p>
<ul style="list-style-type: none"> <li>• Lower exclusion figures and internal exclusion figures for PP pupils in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• TLR for Behaviour Lead so that his work is focussed around PP students.</li> </ul>	<ul style="list-style-type: none"> <li>• There was an overall reduction of 44% in exclusions last year and a reduction of 56% in PP exclusions.</li> <li>• Use of internal exclusions (withdrawals from learning) reduced significantly for all and for PP students.</li> </ul>	<p><b>This approach will continue next year.</b></p>
<ul style="list-style-type: none"> <li>• Evidence of improved social and emotional and mental health in alternative provision setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Provision for vulnerable students struggling with mainstream setting to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• This approach allows vulnerable children to remain in education</li> <li>• No pupil achieved their target grades at Alternative Provision but they did achieve qualifications and therefore access to progression routes.</li> </ul>	<p><b>This strategy will continue next year.</b></p>
<ul style="list-style-type: none"> <li>• Increased attendance rates for PP pupils.</li> <li>• Improved home/school dialogue; increased attendance rates for all parents at parents' evenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Support Advisor to work with PP families whose children have low attendance.</li> <li>• Additional attendance officer employed to monitor pupils, follow up quickly on absences and persistent absences, identify cases of neglect and contact parents prior to parents' evenings.</li> </ul>	<ul style="list-style-type: none"> <li>• PP attendance was 94.3% which is very close to national average for all pupils and well above the national average for disadvantaged pupils.</li> <li>• PP persistent absence is very low and below the national threshold for all of 10%.</li> <li>• Attendance at parents/carers' evenings has increased to 80% and PP parents/carers' attendance has increased to 70%.</li> </ul>	<p><b>This approach will continue next year.</b></p>