

Pupil premium strategy statement – Loreto Grammar School 2024-2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	796
Proportion (%) of pupil premium eligible pupils	6.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs Beever, Headteacher
Pupil premium lead	Mrs Stokes, Assistant Headteacher
Governor / Trustee lead	Mr Martin Bourke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£58180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£58180

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, receive a rich and liberating education that allows their individual gifts and talents to be nurtured and celebrated, so that they can go on to lead full and rewarding lives. It is our ambition that all students in our care make excellent progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

As a Loreto school, we are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and our strategy aims to develop the whole person, both inside and outside of the classroom. We have an unrelenting focus on excellence and set the highest standards of academic and personal achievement for all students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We are committed to knowing and respecting the students in our community as individuals, in order to ensure that they flourish, academically, spiritually and personally. To ensure that the approaches we have adopted are effective we will continue to:

- ensure that disadvantaged pupils are challenged in every aspect of their Loreto education, academically, spiritually and personally
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and are committed to closing gaps, where these are identified

Challenges

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

Challenge number	Detail of challenge																				
1	GCSE attainment data demonstrates that a small number of disadvantaged students' progress was not in-line with their peers in 2024 and 2025, as shown below. <table><tr><td></td><td>PP Attainment 8</td><td>Non PP Attainment 8</td><td>PP Progress 8</td><td>Non PP Progress 8</td></tr><tr><td>2024 (11 students)</td><td>75.3</td><td>76.3</td><td>0.9</td><td>1.1</td></tr><tr><td>2025 (9 students)</td><td>64.1</td><td>74.7</td><td>n/a</td><td>n/a</td></tr><tr><td>2026 (11 students)</td><td>77.6</td><td>75.5</td><td>n/a</td><td>n/a</td></tr></table> As the number of students is relatively small, the gap is easily skewed, as seen in 2025. We are delighted that the gap has been closed in 2026, and will continue to focus on individual student progress and removing any barriers to learning.		PP Attainment 8	Non PP Attainment 8	PP Progress 8	Non PP Progress 8	2024 (11 students)	75.3	76.3	0.9	1.1	2025 (9 students)	64.1	74.7	n/a	n/a	2026 (11 students)	77.6	75.5	n/a	n/a
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2	Without Pupil Premium funding, disadvantaged students would not have equal access to the same opportunities as their non-disadvantaged peers. The financial cost of extra-curricular trips such as D of E, peripatetic music lessons and LAMDA lessons means that disadvantaged students may not be able to afford the enriching experiences that take place outside of the curriculum. Our conversations with parents and carers have confirmed that many disadvantaged students would not be able to access these enrichment opportunities without financial support.																				
3	Some disadvantaged students' attendance is below the non-disadvantaged attendance rate. In 2023-2024 the whole school attendance rate was 95.49%; for pupil premium students it was 93.28%. In 2024-2025 the whole school attendance rate was 94.54%; for pupil premium students it was 94.15%. In 2025-2026, the whole school attendance rate was 96.9%; for pupil premium students it was 96.6%. As such, the gap is negligible, the success of this initiative is seen in the overall increase in attendance across the first two years of the strategy. The link between attendance and attainment has been well documented, and this barrier to students' attainment has been observed with some of the students we have worked with. As such, maintaining such excellent levels of attendance remains a priority for us.																				
4	Without Pupil Premium funding, some of our disadvantaged students would not have access to educational resources to support learning outside of school. This may include having access to a laptop at home or purchasing revision guides to support learning in lessons. Our conversations with parents/																				

	carers and students have confirmed that this is a challenge to attainment, and our strategy aims to address this.
5	Some students lack the necessary skills to achieve academically in terms of organisation, revising effectively and seeking subject specific support where needed. Our observations in school, analysis of attainment data, conversations with parents and carers and conversations with students have confirmed that this a challenge to them fulfilling their potential in 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
There will be no gap between the disadvantaged students' attainment and that of their non-disadvantaged peers.	By the end of 2026/2027, the progress 8 figure for disadvantaged students will equal or exceed that of non-disadvantaged students.
Disadvantaged students access opportunities beyond the curriculum to support their learning and personal development.	Our pupil premium strategy will make explicit the range of activities that will be eligible for funding, so that all parents/ carers are clear as to what financial help they can request such as music lessons, LAMDA lessons and D of E. No disadvantaged student will feel that they cannot access an extra-curricular activity because of financial constraints.
There will be no gap in attendance for the disadvantaged students.	By the end of 2026/2027, the attendance figure for disadvantaged students in Years 7 to 11 will equal or exceed that of non-disadvantaged students.
All disadvantaged students will be provided with resources that support learning outside of school.	Our pupil premium strategy will make explicit the resources that will be eligible for funding, so that all parents/ carers are clear as to what financial help they can request. This will include purchasing a laptop where a disadvantaged student does not have access to a shared device at home and the purchase of revision guides for all disadvantaged students.
Academic learning mentors will support students in becoming effective and independent learners	Our pupil premium funding will continue to help to fund the appointment of two academic learning mentors, who will accompany our students on their learning journeys to identify and remove barriers to their learning. This could include support with organisation, help with revision techniques and revision timetables, liaising with subject staff to seek support where needed and helping to source resources to close gaps in attainment.

CPD is used to support high quality teaching and learning for all students, including the disadvantaged.	There will be a three-year strategy for CPD, focussing on providing effective feedback that moves the learner forward, on using data effectively to identify gaps and teach adaptively to ensure that these are closed, and on providing high quality homework that is effective in developing independence and self-regulation. By 2026-2027, feedback will be acted upon by learners in order to move them forwards in their learning journeys. Homework will be effective in fostering independence and in enhancing the classroom experience to enable excellence for all students. Feedback from teachers, students and lesson visits will note improved self-regulation, particularly when completing tasks and acting on feedback. Teachers will become more confident in using data to identify gaps between students' potential and their attainment, and will shape their teaching to address these gaps. This will be noted in lesson visits and teacher feedback.
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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: £9,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD- further whole staff training on developing a better understanding of what our baseline data (KS2 results, MidYIS, NGRT, NGST, Yellis) tells us about each individual student's academic profile, and how	https://www.gov.uk/government/publications/early-career-framework This Early Careers Framework document has been designed around how to support all pupils to succeed and seeks to widen access for all. It recommends that there is a focus on adapting teaching in a responsive way, including by providing targeted support to pupils where the need has been identified. It emphasises the need to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning. EEF guidance report- metacognition and self regulated learning	1

we can use this information to teach adaptively. This will enable teachers to ensure that they are suitably ambitious for every student in their classroom.	This guidance report, produced by EEF highlights the power of developing students' metacognitive knowledge in closing gaps in their attainment. We will continue our focus on developing metacognitive skills to enable all students to become more effective learners who are able to monitor and regulate their learning. Teachers will continue to use scaffolding and effective questioning to close the gaps identified in students' learning.	
CPD- Whole staff focus on providing effective feedback that students act on to move them forwards in their learning journeys. This will be an ongoing target for us as a school.	EEF toolkit- <u>feedback</u> <u>Teacher feedback to improve pupil learning</u> This evidence shows that high quality feedback can have an average impact of 6 additional months' progress. This, coupled with effective formative assessment practices, has been well evidenced in having a low-cost, high-impact effect on progress.	1
CPD- developing effective homework that promotes the development of metacognitive skills, develops independence and is effective in closing gaps identified in the classroom.	EEF toolkit- <u>homework</u> This evidence shows that providing quality homework pieces, supported by effective feedback, as an average impact of 5 additional months' progress. EEF guidance report- <u>metacognition and self regulated learning</u>	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking the progress of disadvantaged students using SMID to identify areas of need.	Tracking student progress is essential to identifying areas of need. SMID is an effective way to make comparisons of student groups and their progress based on their Key Stage 2 starting points.	1

The continued appointment of two academic learning mentors to provide structured academic support for disadvantaged students.	Internal tracking shows that some disadvantaged students' progress is below that of their peers. By working with our academic learning mentors, issues with organisation, revision skills and gaps in learning can be addressed.	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enriching the curriculum through extra-curricular opportunities- funding will be provided to enable disadvantaged students to access Lamda, peripatetic music lessons and the D of E expeditions	EEF report on arts participation This report evidences the impact of arts participation as an average of three months' additional progress. Wider impact, such as improving self-confidence, building resilience and developing metacognitive strategies have also been proven. Conversations with parents/ carers and students have identified this as a barrier to accessing these wider educational experiences.	2
The principles of good practice set out in DfE's Improving School Attendance guidance, will continue to be embedded in school.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. It emphasises that securing good attendance is reliant on effective practices for improvement, including special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium funding.	3
Extra educational resources, including revision guides, will be purchased for disadvantaged students	Conversations with parents/ carers and students have identified this as a barrier to learning; it is important that all students have access to these.	4

Total budgeted cost: £58,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2025-2026

Teaching and learning

Providing quality teaching and learning experiences remained at the heart of our pupil premium strategy during 2025-2026. The drive to better understand baseline data and to use this effectively to track and monitor the progress of students continued. The use of SMID, our tracking and monitoring software, has continued to increase greatly over the course of the year, facilitating discussions between curriculum leads and senior leaders, with the aim to ensure that all pupils, regardless of background, are supported through timely and effective interventions. This year saw a focus on ensuring that seating plans are data informed, with disadvantaged students readily accessible to teachers to provide in the moment adaptations or scaffolds as needed. Skilful questioning, worked examples, explicit success criteria were used to support all students in achieving success. Data was seen during lesson visits to hold all students accountable for their learning, and to challenge them throughout the lesson to ensure that every minute matters. This will continue to be a priority for use next academic year.

The effective use of feedback that moves the learner forward has continued to be a priority this year. Lesson visits and work scrutiny activities have taken place to identify and share good practice, with a particular focus on the use of assessment to identify gaps and the strategies used to enable students to act on feedback to close these identified gaps. Student voice activities revealed some inconsistencies in the success of this priority, particularly surrounding the clarity of identifying next steps and finding suitable materials to check that the gaps have been closed. As such, assessment will be a whole school appraisal objective next academic year, and the use of assessment to support the progress of disadvantaged students will continue to be a priority.

The use of effective homework continued to be a whole school priority for 2025-2026. The introduction of Edulink as a platform setting homework allowed Heads of Department and Senior Leaders to monitor the quality and consistency of homework being set. As a results of this process, excellent practice, particularly around homework tasks which scaffolded effective revision for students, was shared and discussed. Designing effective homework tasks was a focus for departments, as well as ensuring that these are embedded into schemes of learning. Student voice activities and work scrutiny activities were undertaken at all key stages to ensure that success and areas for development could be identified, both at a departmental and whole school level. Disadvantaged students were a key focus during these quality assurance activities. Whilst we are happy with the progress this academic year, we will continue to drive

improvements to ensure that all pupils have regular, meaningful homework activities, that both consolidate learning and retrieve prior knowledge.

Targeted support

Our two academic learning mentors have continued their work in supporting the academic progress of disadvantaged students, where additional support is needed. They have met with key students on a weekly basis to set targets and review their progress against this. Feedback from the mentoring has continued to be excellent, with students and parents noting that the academic mentors had had a positive impact on their organisation, progress and self-confidence. We have also continued to use our internal tracking systems and the SMID package to track the progress of disadvantaged students and have provided targeted intervention to ensure that support is given as needed. The progress of pupil premium students has continued to be a standing item on department meeting agendas to ensure that they remained a key focus for discussion for all teaching staff.

Wider participation

Professional counselling has continued to be provided for students in need of extra support. Personalised financial support was given, such as contributions to the Duke of Edinburgh award scheme, the Year 7 induction residential to Plas Menai, the Year 8 Castle Head residential, the Year 9 residential geography fieldtrip to Dorset, peripatetic music lessons, LAMDA lessons etc, to ensure that the financial implications of these activities did not impact on disadvantaged students being able to access and benefit from them. A detailed analysis of the access to this funding revealed that some students benefited more from this provision than others. In September 2026 all parents and carers will be reminded about this initiative to encourage a more equitable take up in extracurricular provision amongst all eligible students.

Impact of the pupil premium strategy

The well-being and academic performance of all disadvantaged students is an ongoing priority for all staff at Loreto Grammar School. Our use of SMID, internal department databases and our whole school tracking and monitoring systems allow the progress of disadvantaged students to be more easily tracked, ensuring that interventions can be implemented in a timely and effective manner. External GCSE data revealed a slight dip in performance in 2025, and closing this attainment gap is a priority for us. We were delighted with the performance of our 2026 disadvantaged cohort, who obtained an average A8 score of 77.6, compared to 75.5 for their non-disadvantaged peers. It is important to note that our numbers of disadvantaged students are small (9 in 2024, 11 in 2025 and 11 in 2026), and as such data is easily skewed. There is the added challenge of a lack of baseline data, with no Progress 8 data available for the 2025 and 2026 cohort, making it more difficult to determine whether their performance is in line with their peers, given their relative starting point. However, we continue to strive to

ensure that all students, regardless of background, achieve well and are ready for the next stage of their academic journey.

The data relating to attendance of disadvantaged students demonstrated a closing of the attendance gap between disadvantaged and non-disadvantaged students, with a gap of merely 0.3% reported in the 2025 to 2026 academic year. A close attention to attendance by pastoral and senior leaders, together with a commitment to maintain strong relationships between home and school, has led to this significant improvement.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.