

## 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	Oratory RC Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Griffiths, Headteacher
Pupil premium lead	Jane Griffiths, Headteacher
Governor / Trustee lead	Emily Boon, Chair of Curriculum & Achievement Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,105

## Part A: Pupil premium strategy plan

### Statement of intent

The school's main intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this aim, including progress for those who are already high attainers.

The well being of all learners, in particular disadvantaged and vulnerable pupils, is at the core of the school's mission, with an emphasis on a timely and well-rounded approach. With these supports in place, all children, irrespective of their social and emotional needs will make progress at school. The activity we have outlined in this statement is also intended to support the needs of other vulnerable children, regardless of whether they are disadvantaged or not.

Quality teaching is at the heart of the school's approach. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school will:

- identify challenges within this cohort of learners and plan effective support
- ensure disadvantaged pupils are challenged in the work that they're set
- 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	Slower retention and acquisition of basic skills in literacy and maths. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, which in turn, impacts on reading and writing. This has been exacerbated by school closure, a finding supported by national studies.
2	The school's observations and discussions have shown that children's resilience, attention, anxiety and self-esteem has been impacted by school closure during Covid. This has been a particular issue for disadvantaged pupils where they encounter challenges to socio economic factors, such as lack of space.
3	The school's observations and discussions indicate that the cultural capital of our disadvantaged pupils is lower than that of their peers. This impacts on the richness of their experiences, range of vocabulary, and consequently on their language skills.

## 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
Disadvantaged children to progress in line with national expectations for non-disadvantaged in reading, writing and maths	Assessments and observations indicate significantly improved levels of reading writing and maths for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative termly data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in listening and attention</li> <li>• a significant increase in resilience and self-regulation</li> </ul>
To increase the cultural capital of disadvantaged children, so that they have shared experiences with their peers which they can draw upon in their learning.	Observations, discussions and feedback form pupils show that enrichment activities have a positive impact on children’s ability to access the curriculum at a high level.

## 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.

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

Budgeted cost: £ 10355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging a highly skilled teacher 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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £ 3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from local behaviour partner on staff training on behaviour management approaches with the aim of developing our school ethos and improving	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2

resilience, positive behaviour and attention across school.		
Disadvantaged children increase involvement in extracurricular activities, and participate in school trips, school journeys etc. For finance to not be a barrier for success or school participation.	<p>The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context.</p> <p>Parent communication has highlighted the benefits that arise from families being supported financially in various extra curricular activities.</p>	3

**Total budgeted cost: £ 14105**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. After the national lockdowns, and internal bubble closures, it was apparent that learners would struggle (in particular disadvantaged children) with making the desired levels of progress/attainment originally targeted. When pupils attended school on site, they were given high quality teacher, focused support by TAs and were also invited to attend the various hub periods (during lockdowns). More support, tutoring and interventions from the start of autumn 2021 is needed for these disadvantaged learners to catch up with their peers.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of high quality teaching in recorded sessions, excellent daily work on google classroom and weekly "touching base" check ins' with these children. Every pupil who required a device to access learning, was provided with one.

Our observations and feedback from parents and pupils indicated that, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for such pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Further information

It should be noted that the school uses other funding to provide a variety of support programmes, interventions, resources and further enrichment to support disadvantaged pupils, in addition to those opportunities provided by the funding ringfenced for pupil premium.