

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium, if applicable, for the 2022 to 2023 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	211
Proportion (%) of pupil premium eligible pupils	8.06%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Alice Steinart, Headteacher
Pupil premium lead	Alice Steinart, Headteacher
Governor / Trustee lead	Emily Boon, Chair of Curriculum & Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390.00 (£1,385.00 pp)
Recovery premium funding allocation this academic year	£2,465.00 (£145.00 pp)
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	£21,855.00

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 nondisadvantaged 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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in listening and attention • a significant increase in resilience and self-regulation
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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small maths and literacy intervention groups with an experienced intervention teacher, provide opportunities to consolidate learning and target gaps in knowledge.</p> <p>Daily targeted 1:1 evidence-based interventions with trained staff are also offered to pupils identified through discussion with staff and analysis of data.</p> <p>Staff CPD to support quality first teaching and Learning as well as subject leader time for all subject leads</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1</p>
<p>Budgeted cost: £18,700</p>		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop resilience, positive behaviour and attention across school through whole school initiatives such as spirituality day and smaller group support such as friendship, art and nurture groups.</p> <p>To increase involvement for disadvantaged children in school workshops/special days, extracurricular activities, and participate in school trips, school journeys etc. For finance to not be a barrier for success or school participation.</p>	<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> <p>Development of a new 'nurture room' to provide extra space for nurture/ friendship groups to take place.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>3</p>
<p>Budgeted cost: £5,750</p>		

Total budgeted cost: £ 22,550

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 2021 to 2022 academic year.

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	Y6 Non PP/PP	Y5 Non PP/PP	Y4 Non PP/PP	Y3 Non PP/PP	Y2 Non PP/PP	Y1 Non PP/PP	Rec Non PP/PP
Reading At +	93%/100%	93%/97%	90%/100%	100%/100%	86%/97%	83%/97%	93%/100%
Writing At +	96%/100%	90%/97%	93%/100%	93%/97%	80%/97%	90%/100%	90%/97%
Maths At +	96%/100%	90%/97%	93%/100%	90%/97%	86%/97%	83%/100%	90%/100%

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.