

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 and Nursery School
Number of pupils in school	212 (including 20 in Nursery)
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	Frances Joseph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,401
Recovery premium funding allocation this academic year	£14, 645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£150, 046

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement is intended to support all needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, along with utilising current pedagogical practice e.g. Rosenshine's Principles, Mary Myatt, EEF.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will respond to common challenges and individual needs, rooted in assessment. To ensure effectiveness we will:

- 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	Ensuring that gaps in learning are identified, and that specific and timely interventions are put in to place to ensure that pupils eligible for PP funding maintain or increase standards of attainment from their starting point.
2	Further embedding changes to the curriculum, and ensuring that the curriculum is taught in depth capitalising on prior knowledge to ensure all groups of pupils have the best possible opportunities.
3	Ensuring that pupil's SEMH needs are met to enable pupils to thrive and be effective learners (Reach Psychology).
4	Ensuring that staff are well-equipped to support the pupils' behavioural needs (Team Teach).

5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident across the 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
Gaps in learning are identified, and specific and timely interventions are put in to place.	End of year assessment shows at least good progress for all pupils and attainment is at least in line with National Average.
Embed changes to the curriculum, and ensure that the curriculum is taught in depth.	Pupils refer to prior knowledge and utilise it to move new learning forward. Outcomes for PP pupils are as good as those for non-PP pupils as shown through attainment (internal data and statutory assessment).
Pupil's SEMH needs are met, thus enabling them to learn effectively and achieve their potential.	Pupils with identified SEMH needs are achieving in line with their peers and national averages. There is no difference between PP and non-PP pupils.
Staff are well-equipped to support pupils' behavioural needs.	Through positive behaviour management, all pupils are able to achieve their potential.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £105, 884

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff led by the Head / SENDCo in mastery learning and how to run successful interventions/ identify need and give instant support in class.	<p>Mastery learning approaches ensure that all pupils have mastered key concepts before moving on to the next topic. All pupils: keep up not catch up.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1 2 5
Retention of Teaching Assistants in Rec, Year 1, Year 2, Year 3, Year 4 and Year 5/6 to ensure timely, specific and focused interventions	<p>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' so moving forward, pupils can keep up with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 2 3 4 5
CPD focusing on positive behaviour strategies, and how to support pupils at a personalised level, through clear structures/routine and a	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3 4

consistent but flexible approach.		
Improving oral language skills and vocabulary among disadvantaged pupils.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 2 5

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

Budgeted cost: £6024

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring / interventions	<p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1 2 5
Tutoring	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	1 2 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Vocabulary	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 2 5

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

Budgeted cost: £38,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour</i>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1 3 4
<i>Mentoring</i>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3 4
<i>SEMH</i>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	3 4 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
--	---	--

Total budgeted cost: £150, 046

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.

Across KS1 and KS2 statutory tests (phonics and end of Key Stage), our disadvantaged pupils attained higher than the national average. Additionally, our disadvantaged pupils outperformed non-disadvantaged pupils in Phonics, and in most aspects of the KS2 statutory tests.

The counselling service: Reach Psychology was accessed by a number of our vulnerable pupils and families. This support enabled pupils to reengage fully with their education and also supported their wider family with post-Covid concerns.

Significant staffing challenges throughout the year had a significant impact on the effective, consistent implementation of interventions. Therefore, although pupils were identified and targeted with support, interventions did not have the overall intended impact.

A robust reading, writing and maths process was implemented to ensure quality first teaching and staff were adequately trained on current pedagogical practice.

The success of the peripatetic music instruction, which engaged our vulnerable pupils, enabling them to feel success in a non-academic environment, had such an impact that many of them have elected to continue going into upper KS2.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Counselling	Reach Psychology
Peripatetic music instruction	Services for Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.