

Pupil Premium strategy statement – The Oratory RC Primary and Nursery School.

This statement details our school's use of Pupil Premium (and recovery 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	205
Proportion (%) of Pupil Premium eligible pupils	49%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022/25
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Catrina Wilson
Pupil Premium lead	Catrina Wilson
Governor / Trustee lead	Francis Joseph

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£134,345
Recovery premium funding allocation this academic year	£14,065
Pupil Premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£148,410

Part A: Pupil Premium strategy plan

Statement of intent

Our intention at the Oratory, is that all pupils, irrespective of background or the challenges they face make good progress and achieve across all subject areas. All members of staff, the governing board and the Trustees accept responsibility for socially disadvantaged children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. This reflects our vision of enabling our children to 'Shine as to be a light to others' – Saint John Henry Newman.

Challenges

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

Challenge number	Detail of challenge
1	Language acquisition and oracy skills are below age-related expectations. This has a significant impact on reading and writing attainment and progress.
2	There are higher number of children with Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional and behavioural needs.
3	Gaps in attainment for all pupils because of the Covid-19 pandemic.
4	Disadvantaged children (in some year groups) are underperforming when compared to their peers.
5	Children have limited access to wider learning opportunities and life experiences outside of school. If the school did not provide these experiences many children would not be able to access the broad balanced curriculum the school aspires to deliver.

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
Phonics screening outcomes remain in line with national ensuring knowledge impacts more widely on reading and language skills.	<ul style="list-style-type: none"> • Read, Write Inc is embedded • Assessment and monitoring ensure consistency of approach • Appropriate resources are in place • Parental engagement through workshops in Reception and Year 1 • Outcomes are in line with national for all pupils.
Clarity and understanding of pupils speech and language is improved enabling greater success in phonic and reading screening.	<ul style="list-style-type: none"> • Wellcomm screening is used to identify needs. • Next Steps are identified and targeted in intervention groups or 1:1. • Improved S&L positively impacts on phonetic awareness and use.
Emotional wellbeing and mental health for children is developed throughout school, encouraging self-regulation, positive self-esteem and appropriate behaviours.	<ul style="list-style-type: none"> • A comprehensive support and training package is in place for all staff in relation to managing behaviours. • Emotional well-being and mental health are delivered as an integral part of CPD. • The curriculum is designed to incorporate teaching and learning about emotional wellbeing and mental health. • Children are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development.
Teaching is at least good across the school	<ul style="list-style-type: none"> • Teaching and learning toolkit is fully embedded and used independently by staff. • All teaching is at least good. • Coaching is part of the school culture. • Staff have deep pedagogical knowledge as to how to develop and deepen children's learning. • Learning walks and observations focus on underperforming Pupil Premium pupils and through feedback, offer support to class teachers and teaching assistants.

<p>Close the attainment gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> • Pupil Premium (Non-SEND) children to make at least expected progress and achieve outcomes in line with non-Pupil Premium children. • Pupil Premium (With SEND) children to make at least expected progress from their starting point. 	<ul style="list-style-type: none"> • End of Key Stage Aspirational targets made for Pupil Premium children. • Pupil progress meetings identify underperformance and appropriate remedial strategies. • On-going daily assessments to take place to ensure any gaps in learning, or where children are not making as much progress as the non-disadvantaged pupils are quickly identified and interventions put in place. • Progress of disadvantaged pupils to be tracked and analysed on a half termly basis and appropriate strategies put in place to support these pupils, where appropriate. • Increased percentage of pupils leaving Reception having achieved GLD. • Disadvantaged pupils who are SEND can demonstrate accelerated progress. • Work and evidence of the targeted children reflects national expectations, this is evident in pupil progress meetings and moderation meetings.
<p>Gaps are identified and targeted interventions address the gaps</p>	<ul style="list-style-type: none"> • Data will show impact of interventions and children will meet their aspirational targets.
<p>Increase cultural capital through funded music lessons</p>	<ul style="list-style-type: none"> • All Y4 children receive funded music lessons • Greater numbers of PP children continue with elective music tuition after Y4 • Improved engagement with learning
<p>Provide a wide range of cultural experiences which inspire and motivate the children, therefore positively benefiting their learning.</p>	<ul style="list-style-type: none"> • Programme of experiences embedded in the curriculum. • Engagement from disadvantaged children improves.
<p>Positive impact on children's oracy and writing due to an improved vocabulary enriched by the cultural experiences</p>	<ul style="list-style-type: none"> • Improved writing outcomes for Pupil Premium children. • Pupil Premium children are achieving their aspirational targets.

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: £ 112,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching SLT to develop quality first teaching across the school.</p> <ul style="list-style-type: none"> Professional development for all staff. CPD training schedule designed in response to monitoring, evaluation & needs identified by staff delivered both in house and by external specialists. CPD includes mental health and wellbeing, and regular behaviour updates to ensure a consistent approach. SENDCO works with, and trains staff to enable effective identification of needs, delivery of EHCP and IEP targets & 	<p>EEF States that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>To ensure that teaching and learning for all Pupil Premium children is consistently good across the school and over time.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>What makes great teaching? - Sutton Trust</p>	<p>1,2,3,4,5,</p>

<p>tracking of interventions.</p> <p>Teacher recruitment and retention</p> <p>Recruit and retain quality, teachers who are committed to improving the life chances of all our children.</p>		
<p>TA CPD</p> <p>Review current skills of Ta's and further develop support staff to improve outcomes for Pupil Premium children.</p> <ul style="list-style-type: none"> • Programme of CPD for TA's to support professional growth. • Upskill support staff with appropriate approaches and pedagogy to teaching interventions. 	<p>Noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources, such as TA's, without significant additional expenditure.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 16007

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and language interventions and targeted support for all year groups to address gaps with a focus on Pupil Premium children.</p>	<p>EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months.</p> <p>Small group intervention can show increased progress of 4+ months.</p>	<p>1,3,4</p>

<p>Progress of PP children monitored regularly by SLT.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>National Tutoring programme will target Pupil Premium children not on track across school. Planning for these interventions will ensure gaps are filled.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Pupil Premium guide states that 'evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and classroom assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>1,3,4</p>
<p>TA support across all classes to target identified barriers.</p>	<p>The EEF Pupil Premium guide states that 'evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and classroom assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>1,3,4,5</p>
<p>Narrow the attainment gap between disadvantaged and disadvantaged children.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF and John Hattie all cite evidence that small group interventions with high quality teaching all have significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills.</p>	<p>1,3,4,5</p>

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

Budgeted cost: £ 5428

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase cultural capital of Pupil Premium children through access to the arts (music). Improve children's engagement with school through access to funded music lessons.</p>	<p>EEF states that 'improved outcomes have been identified in English, maths and science through arts participation. Wider benefits such as more positive attitudes to learning and increased well being have also consistently been reported.'</p> <p>Many of our children are unable to access music lessons outside of school and families are unable to pay for lessons within school.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,5</p>
<p>Support access to educational enrichment experiences linked to curriculum learning to ensure experiences are affordable and therefore accessible to all children.</p> <p>Prioritise Pupil Premium children for acceptance onto after school clubs.</p>	<p>Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>The school has a knowledge led curriculum and the enrichment experiences support the accumulation of knowledge. As many of the children will not be able to access these experiences outside of school. School supports families through subsidising</p>	<p>1,2,5</p>

	<p>them to make sure they are accessible for all.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 112,910