

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 | The London Oratory School |
| Number of pupils in school | 1359 |
| Proportion (%) of pupil premium eligible pupils | 10.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mr Daniel Wright Headmaster |
| Pupil premium lead | Miss E Devaney Assistant Headmaster |
| Governor / Trustee lead | Vera Pellegrin Parent Governor |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £111, 017 |
| Recovery premium funding allocation this academic year | £23,563.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £134, 634 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve the very best outcomes in progress and attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including excellent progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our continuous professional development will ensure that every teacher and member of staff is trained with evidence-based approaches, which are our 'best-bets' towards closing the disadvantage attainment gap. At the same time, these approaches will benefit the non-disadvantaged pupils in our school. As such, 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.

Our curriculum continues to be ambitious, broad, and inclusive to meet the needs of all learners. This includes a rich co-curricular offer and enrichment experiences that reach beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our community.

A high-quality pastoral system, built around the values of the catholic ethos, will ensure exceptional attendance & excellent behaviour, confirming pupils' enjoyment of school.

Our approach will be responsive to common challenges and individual needs, rooted in robust [diagnostic assessment](#), not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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 raise expectations of what they can achieve
- take account of wider challenges such as attendance

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | We recognise that pupils' ability to monitor, direct, and review their learning needs strengthening and supporting. This is particularly true for our most disadvantaged groups. We need to develop effective metacognitive strategies in our pupils to enable them think about their own learning more explicitly, teaching them to set goals, and to monitor and evaluate their own academic progress more robustly and effectively. |
| 2 | Many of our low starters and disadvantaged students' reading comprehension and inference skills make accessing complex written material more challenging. Their oracy skill and vocabulary knowledge need additional support and development to enable them to achieve across the curriculum. |
| 3 | The impact of the pandemic has been profound on the mental health and resilience of many of our pupils as well as, for some, their attendance at school. This is a complex and nuanced challenge which requires a range of approach to pastoral support and identification of need. |
| 4 | Some of our most disadvantaged pupils need to be better prepared for the next steps in their education, employment or training. They need support to widen their aspirations, review their option pathways and prepare for life beyond LOS. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (August 2024)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| To improve metacognitive and self-regulatory skills among our disadvantaged pupils so they are better able to monitor and evaluate their own academic progress. | It is widely recognised that reliable assessment of self-regulated learning and metacognition is challenging. However, student voice and observations will demonstrate that pupils are more able to regulate their own learning. |
| To improve the attainment and progress of our disadvantaged pupils through a renewed focus on disciplinary literacy. | Disadvantaged groups to achieve as highly and make as much progress as non-disadvantaged pupils. Reading age results to show a sustained improvement in comprehension and inference. |
| To improve the wellbeing and participation of all students, including our most vulnerable pupils. | The percentage of pupils who are persistently absent to have reduced. Participation rates in enrichment activities will continue to improve. Student, parent and teacher voice will demonstrate high levels of wellbeing across all cohorts. |
| To ensure that pupils, including our most vulnerable, are prepared for the next steps in their education, employment or training. | The destinations of our disadvantaged cohort to be as aspirational as their non-disadvantaged peers. |

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: £ 30, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Investment in developing metacognitive strategies for all teachers | Meta cognition and Self-regulated learning – EEF Guidance Report . | 1, 2 |
| Train staff using the Great Teaching Toolkit (GTT) to explore, understand, develop and apply concepts and strategies from the Science of Learning to curriculum planning and classroom practice. | Great Teaching Toolkit – Evidence Review | 1, 2 |
| Purchase of online platforms to aid remote learning and independent study | Article from Impact, Journal of the Chartered College of Teaching The Use of Digital Technology to Improve Learning – EEF Guidance Report | 1, 2, 3, 4 |
| Purchase of laptops, visualisers and docking stations to maximise learning time | The Use of Digital Technology to Improve Learning – EEF Guidance Report | 1, 2 |

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

Budgeted cost: £ 35, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of standardised diagnostic reading assessments | Reading comprehension strategies – EEF Teaching & Learning Toolkit | 2 |
| Purchase of classroom reading books | Improving Literacy in Secondary Schools – EEF Guidance Report | 1, 2 |
| Higher level teaching assistants (HLTAs) appointed to support targeted intervention | Making Best Use of Teaching Assistants – EEF Guidance Report One-to-one tuition – EEF Teaching & Learning Toolkit | 1, 2, 4 |

| | | |
|---|--|---------|
| Structured Key Skills intervention to provide additional support in Maths and English | Improving KS2-3 Mathematics – Guidance Report Small Group Tuition - EEF Teaching & Learning Toolkit | 1, 2, 4 |
| One-to-one Music Tuition | Arts Participation – EEF Teaching & Learning Toolkit | 2, 3, 4 |

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

Budgeted cost: £ 68, 634

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| New pastoral role created to support attendance of disadvantaged groups | Improving school attendance: support for schools and local authorities - DfE | 3, 4 |
| Careers advisor to be appointed to support with early intervention and to monitor provision | Careers guidance and inspiration in schools - DfE | 1, 3, 4 |
| Three cover teachers appointed to improve behaviour and wellbeing | Improving Behaviour in Schools – EEF Guidance Report | 1, 3 |
| Other support – support to cover textbooks, revision guides, trips, DofE, uniform and PE kit | Outdoor Adventure Learning – EEF Teaching & Learning Toolkit Uniform – EEF Teaching & Learning Toolkit | 1, 2, 3, 4 |

Total budgeted cost: £ 134, 634

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 intended outcome for 2020/21 was for the attainment and progress of disadvantaged pupils to be on a par with non-disadvantaged pupils. Our internal assessments during 2020/21 suggested that disadvantaged pupils made good VA progress in Progress 8 (a score of 1.1 compared with 0.98 of non-disadvantaged pupils). Attainment 8 was slightly lower than non-disadvantaged pupils (61.05 compared with 68.05). Although 5 grades 5+ including English and Maths were lower (71.43% compared with 92.97%), at 4+ including English and Maths the gap was closed (92.24% compared with 96.82%).

| Key Message - Pupils with specific learning needs (SEN) or from disadvantaged backgrounds make outstanding progress | | KS4 | | |
|---|---------|-------|-------|--------------|
| | | P8 | A8 | 5+ E/M (9-5) |
| | | 0.59 | 63.2 | 74% |
| 2019 | All | 0.54 | 65.1 | 79% |
| | PP | -0.16 | 57.25 | 63% |
| | Non PP | 0.6 | 65.83 | 80% |
| | SEN | 0.59 | 59.12 | 65% |
| | Non SEN | 0.53 | 66.08 | 81% |
| 2020 | All | 1.04 | 66.4 | 84% |
| | PP | 0.22 | 53.56 | 48% |
| | Non PP | 1.2 | 68.72 | 90% |
| | SEN | 0.69 | 54.59 | 56% |
| | Non SEN | 1.13 | 69.01 | 89% |
| 2021 | All | 0.97 | 68.4 | 85% |
| | PP | 1.1 | 61.05 | 71% |
| | Non PP | 0.97 | 68.99 | 89% |
| | SEN | 1.32 | 61.5 | 86% |
| | Non SEN | 0.93 | 68.97 | 87% |

COVID-19 had a significant impact on the education of children across the country and was most detrimental to our disadvantaged children. The impact was mitigated by maintaining pastoral support and a high quality curriculum through MS Teams. The School was open throughout lockdown to those pupils who could not work at home. When the School reopened we allocated 12% of the 'catch up' fund to PP pupils; this was used for after school tuition, especially in Mathematics.

Pupil Premium funds were used to support pupils in a range of co-curricular activities such as Duke Of Edinburgh, journeys and Music tuition. 10 PP pupils took part in the DofE Award and were awarded bursaries of approximately £500 to assist.

42 PP pupils took individual music lessons, of which 29 received bursaries that covered 100% of their instrumental tuition. 2 PP pupils received 100% GCSE subsidy on their second instrument. 5 Music Scholars who were Pupil Premium received bursaries that covered 50% of their first instrument and 100% of their second instrument. Instrumental lessons cost £190 per term so this level of funding allowed disadvantaged pupils to learn a musical instrument and avail of the opportunities that a musical education offers. During lockdown instrumental lessons continued online.

There were 21 pupils in 5th form in 2021 of which 12 progressed into VI form. PP pupils were offered a range of careers guidance that included information about alternatives to A Levels such as apprenticeships and vocational courses. Through the use of Start, an online Careers platform, PP pupils were able to work through a series of activities and resources in order to make informed decisions about their educational future. During school closures form teachers used Start activities in virtual form periods. Our Careers Adviser continued to meet pupils through use of technology to ensure that they had a full range of guidance throughout the periods of lockdown.

Attendance for all pupils, including PP and pupils with SEN was significantly above the national average (usually between 4 and 10 %) for all but two weeks of the academic year 2020-21.

We were alive to the fact that wellbeing and mental health could be impacted during lockdown so staff worked hard to ensure that pupils were fully supported. A full pastoral programme continued with daily form periods on MS Teams to allow form teachers and/or Housemasters to make daily contact with pupils. A range of co-curricular activities took place throughout lockdown as teachers were fully aware of the importance of pupils accessing more than the academic curriculum. There were online choir rehearsals, recitals, virtual sports days and challenges, and societies such as the History Society met online. Plays and concerts were streamed to enable pupils to watch even when they were not in school. Weekly Mass was recorded and streamed through the website.

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

| 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.