# 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

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| Detail | Data |
| School name | The London Oratory School |
| Number of pupils in school | 1359 |
| Proportion (%) of pupil premium eligible pupils | 12.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 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**

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| **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

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| The London Oratory School is a Catholic school in South West London that is about providing opportunities for all our pupils. Our Pupil Premium Strategy is about narrowing the attainment gap but we do not limit our approach to disadvantage as simply FSM or PP pupils, but take a thoughtful, pastoral approach to reaching out to families with support and provision. Our strategy is born out of the uniqueness of our school and is bespoke to the distinctive needs of our school.  Our Pupils Premium Pupils are from a range of backgrounds and circumstances. As a Catholic school that attracts pupils from a broader than usual geography and therefore a broad range of backgrounds and experiences, there is consequently a broad range of stakeholders to communicate and work with. We have a close relationship with the Oratory Church and a full time Chaplain. Father George has a unique insight into our pupils and their families and is a key member of the school community.  All pupils are members of a House and have a close connection with their Housemaster. Housemasters look after the needs of all their pupils and are usually the first person to intervene when pupils or their families are in need. Support takes many forms. Housemasters have purchased alarm clocks for pupils who struggle with punctuality, extra games kit and school uniform for those who come from disadvantaged families but are not PP, and support buying necessary equipment, especially pens and schoolbags. Housemasters also support pupils by encouraging the use of the Library for after school study if they know that there is no suitable study space at home. All first form attend a retreat and support is made available to ensure this is not a financial burden for our families. The VI form pastoral staff organise uniform bursaries, provide financial assistance with school journeys and pilgrimages, help to purchase tickets for the Leavers’ Ball (and negotiate a discount for suit/ dress hire for UVI pupils attending the Ball). This intervention is for all disadvantaged pupils and allows them to fully engage with all aspects of life in the VI form. The pastoral team are part of a special link between our school, our pupils, and their families.  All of our staff are aware of disadvantaged children and it is an ongoing/ daily theme for our pastoral staff. It is also an agenda item at Housemaster and Heads of Department meetings.  There is consequently a strong parity between the spiritual, academic and pastoral life of the school.  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. Our wide-ranging approach is reflected in the high performance in recent data of SEN and PP pupils but we are forever vigilant where we can prioritise pupils in need.  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](https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf), 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   Interventions are reviewed regularly to check for impact. This review takes the form of looking at both hard and soft data. Stakeholders such as academic and pastoral staff review the impact of interventions as part of the wider strategy – are they working? This allows for any necessary amendments to be made. Senior Staff review the strategy on a termly basis. They look at how and where the money is spent and what impact it is having. The review takes the form of meeting with key stakeholders, surveys, and talking to pupils who have been involved in our activities and interventions. The Link Governor and Governing Body is kept fully abreast of changes or developments to the policy.  The London Oratory School is a thriving community. As a London school with pupils from across the city we have a breadth of care, and the school is central to the lives of all of our pupils. It is where pupils communicate and engage with one another, which can be seen in the large number who arrive early, take part in after school co-curricular activity, or stay late to work in the Library. For many of our pupils, school is where they feel safe and can feel like home for them. Our Strategy is central to making sure that we can continue to offer these opportunities to all pupils so that whatever their background or circumstances, they can thrive at The London Oratory School. |

## Challenges

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| 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 ocacy 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. Our measurement will take the form of both soft and hard data. Teachers and pastoral staff will be tracking impact of interventions through termly review of interventions,

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| 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 pupils, 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. Pupil, 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

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| 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](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf). | 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](https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F), June 2020 | 1, 2 |
| Purchase of online platforms to aid remote learning and independent study | [Article](https://impact.chartered.college/article/feddern-retrieval-interleaving-spacing-visual-cues-independent-learning/) from Impact, Journal of the Chartered College of Teaching | 1, 2, 3, 4 |
| Purchase of laptops, visualisers and docking stations to maximise learning time | [Live Modelling](https://sites.google.com/view/walkthrusfullpackage/what/explaining-modelling/live-modelling) - WalkThrus | 1, 2 |

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

Budgeted cost: £ 35, 500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic reading assessments | Reading comprehension strategies – EEF [Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading) | 2 |
| Purchase of classroom reading books | Improving Literacy in Secondary Schools – EEF [Guidance Report](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf) | 1, 2 |
| Higher level teaching assistants (HLTAs) appointed to support targeted intervention | Making Best Use of Teaching Assistants – EEF [Guidance Report](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf) | 1, 2, 4 |
| Structured Key Skills intervention to provide additional support in Maths and English | Improving KS2-3 Mathematics – [Guidance Report](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 2, 4 |
| One-to-one Music Tuition | One-to-one tuition – EEF [Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=one-to) | 2, 3, 4 |

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

Budgeted cost: £ 68, 634

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| 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](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 3, 4 |
| Careers advisor to be appointed to support with early intervention and to monitor provision | Careers guidance and inspiration in schools - [DfE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf#:~:text=9.%20The%20duty%20on%20schools%2C%20to%20secure%20independent,different%20choices%20can%20take%20them%20in%20the%20future.) | 1, 3, 4 |
| Three cover teachers appointed to improve behaviour and wellbeing | Improving Behaviour in Schools – EEF [Guidance Report](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf) | 1, 3 |

**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.

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| 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%).    These results were due to the School’s approach to teaching and learning during the pandemic.  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 a high quality curriculum through continuation of teaching a full timetable to all pupils through MS Teams. The school identified families that would benefit from extra support and provided school laptops (some which were donated by other families) to those who required several laptops in order for their children to access the full curriculum. This was on top of the government scheme. 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.  Four PP pupils, who were identified by their Housemaster, attended a summer camp at The Reading Oratory School that was fully paid for by the school. For these pupils it was an opportunity to spend time away from London after lockdown.  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. Housemasters were fully alert to those pupils who may be more impacted by school closures, particularly those identified as PP or disadvantaged, and set aside time for regular check-ins with those pupils and their families. 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. These activities were a way for pupils to connect with the school and fellow pupils as we were fully aware that our school is central to so many pupils and, as they live across the city, this gave them an opportunity to meet in groups based around their interests. This allowed The London Oratory School to continue to function as closely to its usual pattern as was possible under unique and challenging circumstances.  This wide ranging approach and thoughtful approach to the academic year 2020-21 was central to our strategy to support all children in our community but especially those who were disadvantaged. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| 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)

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| *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.* |