



Pupil premium strategy statement (Primary)

1. Summary information					
School	St. Columba's Catholic Primary School Wallsend				
Academic Year	2020-2021	Total PP budget	£59,145 Financial year	Date of most recent PP Review	Sept 2020 Jan 2021
Total number of pupils	202 (R-Y6)	Number of pupils eligible for PP	See below	Date for next internal review of this strategy	April 2021

Eligibility Criteria	Total number of pupils
EYPP (Nursery)	1
FSM	41
Ever 6	3
LAC	4
Total number of PP Reception – 5 (17%) Year 1 – 6 (22%) Year 2 – 5 (17%) Year 3 – 9 (30%) Year 4 – 6 (21%) Year 5 – 5 (17%) Year 6 – 9 (30%)	48 (24%) 1 – EYPP 44 – PP 4 – LAC (3 of whom also receive PP)
Links to SEND	
SEND register + PP	11
SEND register + PP + LAC	2
SEND register + LAC	1
Total number of SEND register + PP / LAC	12 = 48% of SEND register
SEND monitoring + PP	6
SEND monitoring + PP + LAC	1
SEND monitoring + LAC	0
Total number of SEND monitoring + PP / LAC	7 = 23% of SEND monitoring
Links to EHAs	
EHA in place + PP	13
EHA + PP + LAC	3
EHA + PP + SEND (register or monitoring)	12
	27% of PP pupils have EHAs in place

2. Current attainment		
Key Stage 2	Pupils eligible for PP (<i>your school</i>)	Pupils not eligible for PP (<i>your school – 22 pupils</i>)
% achieving in reading, writing and maths (EXS)	No statutory data from July 2020 due to Covid-19 Pandemic. See historical data.	
% making progress in reading (EXS)		
% making progress in writing (EXS)		
% making progress in maths (EXS)		
% making progress in GPS (EXS)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Social Care Needs: Complex family circumstances mean that some families in school are supported by external agencies and have EHAs in place. Currently, 100% of our current EHA caseload are pupils eligible for PP. They require support from school to help them to address their children’s learning. Due to this, some of our pupils show little resilience in their learning.
B.	There is a strong link between those pupils with SEND and PP – just under 50% of the SEND register are also in receipt of PP funding
C.	Year 3 and Year 6 have the largest percentage of pupils in receipt of PP funding – these are key transition year groups. Due to the national lockdowns, gaps in learning need to be identified and strategies and interventions quickly implemented in order to help PP pupils to continue to make progress.
D.	COVID 19: NATIONAL LOCKDOWN: Due to the global Coronavirus pandemic, schools were closed to most pupils in March 2020. Engagement with home learning during this period was varied across our pupil premium families with some PP children engaging well and some families struggling to engage for a range of reasons. The impact of COVID has led to gaps in learning alongside negative impacts on the mental and physical wellbeing of some children and their families.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Increase levels of parental support and understanding of how to help with homework, maths strategies, phonics and reading at home. Monitor attendance and punctuality of identified groups of pupils. Use support of outside agency e.g. attendance officer at Clennell Education Solutions to support families who find morning routines difficult.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in maths and increase Average Scaled Scores in Reading, Writing and Maths for KS2 pupils eligible for PP.	Pupils eligible for PP make as much progress as ‘other’ pupils across Key Stage 2 in RWM bringing Scaled Scores in line with NA. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.

B.	Provide additional support for PP SEN pupils	PP pupils on the SEN register make progress each term. This is measured using the Hodder Scale.
C.	Support transition into Year 3 (start of KS2) and out of Year 6 (into High School) at these key points in the children's schooling.	Pupils who need catch up support and intervention following Lockdown are targeted with additional support from non-class based senior leaders and teachers in order to help to close the gap at these key transitional points.
D.	Continue to improve children's mental health, wellbeing and behaviour through the embedding of the PHSE curriculum across all classes and Counselling services, where appropriate, to ensure SEMH continues to be a high priority.	Pupils who are experiencing emotional and behavioural difficulties will be further supported through pastoral and Counselling support. This will ensure that safeguarding, behaviour and the mental health and well-being of our pupils remains a high priority.
E.	Increase levels of parental support and understanding of how to help with homework, maths strategies, phonics and reading at home.	Introduce Seesaw throughout school from Nursery to Y6. Seesaw is the online app we have chosen to support Home Learning and homework activities. The aim is to ensure that all parents have access to the app and monitor and support their children's learning through this, especially during periods of Remote Learning or through setting homework.

5. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Regular phase meetings with staff in Pods (COVID restrictions) to identify barriers in learning, gaps in knowledge and identify necessary interventions and support. A focus of these discussions will be on PP pupils. Increase in non-class based teaching staff	No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools. The Pupil Premium Strategy couldn't be completed due to COVID 19, national lockdown and closure of schools. We want to continue to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback	Within the remit of the DFE Guidance linked to COVID-19 Regular focused learning walks by Headteacher, SLT, subject leaders and SENDCO (where applicable). 'Learning Talks' to replace learning walks in case of Covid-19 restrictions. Regular book scrutinies.	Headteacher Deputy Head SENDCo Phase Leaders All teaching staff	January 2021 April 2021 July 2021 Regular (at least half termly) phase / Pod meetings Learning Talks

	<p>hours of work to provide extra support and intervention with a focus on PP pupils, especially in key transition year groups:</p> <p>Reception (KW) Year 3 (CMcG) Year 6 (GK)</p>	<p>is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>We want to continue our links with the Great North Maths Hub as improvement in attainment and progress in Maths is a key area for St. Columba's.</p> <p>Strategies to close the gap and intervention programmes to support PP pupils delivered by trained staff</p>	<p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings.</p> <p>Regular phase meetings (Pods) where intervention for PP pupils is a key focus area.</p>		
Total budgeted cost					See below
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for PP pupils in Maths and Reading	<p>Weekly small group sessions in maths and reading with TA and experienced teacher, in addition to lessons.</p> <p>1:1 feedback sessions from responding to feedback and marking and assessment data for Maths and English</p> <p>The SENDCo will work an additional morning in Y3 once a week to provide targeted support and intervention for identified pupils.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by Maths and English co-ordinators and Phase leaders.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Success@arithmetic First Class@Number</p> <p>1:1 sessions with class teacher</p> <p>BRP sessions</p>	<p>Y5 and Y6 teachers</p> <p>Maths Hub Leads</p> <p>English lead</p> <p>SLT</p> <p>SENDCo</p> <p>HT</p> <p>Pod staff</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Regular (at least half termly) phase / Pod meetings</p> <p>Learning Talks</p>

<p>B. Intervention groups and booster support groups in Y5 and Y6</p>	<p>A non-class based senior leader will work in Year 5 and Year 6 all week to provide intervention and booster groups. These will be delivered in small groups (max 12) with a focus on English and Maths every morning.</p> <p>Two afternoons a week will be devoted to 1:1 or small group work for identified pupils based on metacognition strategies.</p> <p>Targeted support will be planned and impact monitored.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Upper KS2 Pod to organise groups based on formative assessment data and knowledge of gaps in curriculum throughout lockdown. This will in response to marking and feedback and assessment data.</p>		
<p>C. Provide additional support for PP and SEND pupils</p>	<p>Next Steps Counselling service provision to support emotional wellbeing and improve attitudes to learning</p> <p>Additional 1-1 support from specialist intervention teacher, especially in Y3 where percentage of Pupil Premium pupils is highest.</p>	<p>Pupils with emotional behaviours need additional support to address these needs alongside learning needs. Emotional wellbeing is key to supporting pupils learning.</p> <p>School data shows that in year groups where PP pupils are also on the SEND register, they need to make accelerated progress to bring them in line with all pupils nationally.</p>	<p>SENDCo / Intervention teacher will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional and academic development.</p> <p>The intervention team will have weekly meetings to ensure the provision is supporting all PP with SEND</p>	<p>SENDCo Intervention teacher</p> <p>School Counsellor from Next Steps Counselling</p> <p>HT</p> <p>Phase Leaders</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Regular (at least half termly) phase / Pod meetings</p> <p>Learning Talks</p>

<p>D. Increasing the number of PP pupils reaching a higher standard / greater depth across the curriculum</p>	<p>SLT and G&T lead to identify pupils with the potential to reach a higher standard in their learning across the curriculum.</p>	<p>Historical school data shows that we need to increase the number of most able PP pupils reaching a higher standard.</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools.</p> <p>We have focused on maths, especially working with the Great North Maths Hub.</p> <p>Non-class based intervention teacher in Year 5 and Year 6 to focus some time and group work throughout the year devoted to higher ability groups especially in Maths to ensure accelerated progress where possible.</p>	<p>1:1 teaching time and review sessions with Y5/Y6 intervention teacher and Maths coordinator.</p> <p>Produce a list of targeted pupils and track progress.</p> <p>Targeted Y5 / 6 pupils to attend More Able maths groups.</p>	<p>Upper KS2 teachers</p> <p>English and Maths Lead</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Regular (at least half termly) phase / Pod meetings</p> <p>Learning Talks</p>
<p>Increase hours for part time TA in EYFS</p>	<p>Increase TAs hours by 10 hours every week – every afternoon.</p>	<p>TA to withdraw groups in EYFS for targeted intervention, support and catch up in order to close the gap.</p> <p>Particular focus upon those children who have struggled with the transition from Nursery into Reception following the first Lockdown.</p> <p>BLAST groups to take priority with a focus on those pupils with Speech and Language delay, especially following Lockdown periods.</p>	<p>Speech and Language initial assessments to be carried out with all pupils in Nursery.</p> <p>Read, Write Inc, initial Set 1 sounds assessment to be carried out with all pupils in Reception.</p> <p>Targeted intervention groups identified. TA and CT support to deliver Phonics and BLAST groups.</p>	<p>SENDCo and EYFS Lead</p> <p>Nursery/ Reception Teachers</p> <p>TAs in EYFS</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Regular (at least half termly) phase / Pod meetings</p> <p>Learning Talks</p>
<p>Known costs to date:</p> <p>Next Steps Counselling Service - £3800 (38 x £100 for full year)</p> <p>SENDCo working throughout the school (EHA meetings and intervention sessions) - £8,956</p> <p>Clennell Education Solutions CPD - £1800</p> <p>Non-class based Y5/Y6 teacher delivering intervention and targeted support in Upper KS2 for 7 out of 10 sessions per week - £23, 863</p> <p>Release 2 members of staff to be part of the Maths Hub Teacher Research Group = £1,734</p> <p>Increased hours for TA in EYFS - £2769</p>				<p>Total budgeted cost</p>	<p>£42, 922</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase parental engagement through during Lockdown via remote Learning	<p>Support parents with maths and phonics strategies for Home Learning.</p> <p>Support parents with online support for Remote Learning.</p> <p>Support from Clennell Education Solutions Attendance Officer</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust).</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment.</p> <p>Support and strategies offered to parents who find morning routines problematic in terms of attendance and punctuality.</p>	<p>Attendance information at workshops to be analysed.</p> <p>Attendance support given individually to parents</p> <p>Support during Lockdown for the delivery of Home Learning via: - the Remote Learning app Seesaw - daily Teams meeting - dedicated Home Learning Helpline year group email addresses</p>	<p>SLT</p> <p>All staff</p> <p>Attendance Officer</p> <p>Phase Leaders</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Regular (at least half termly) phase / Pod meetings</p>
Enable PP children to have full access to a broad and balanced curriculum including extra-curricular activities – where possible given Lockdown and Covid-19 restrictions	<p>Christmas Pantomime (online)</p> <p>Swimming Tuition (summer term 2021 for Y5/Y6)</p> <p>Resources to enhance curriculum provision</p> <p>Attendance at Breakfast Club</p>	<p>Requirements of the OAA and swimming aspects of PE curriculum were met and PP pupils were given an opportunity they might not have otherwise been able to partake in.</p> <p>PP pupils were given an opportunity they might not have otherwise been able to partake in.</p> <p>PP children are given access to a range of resources they may not otherwise have e.g. individual pencil cases to meet COVID-19 guidelines.</p>	<p>Discussions with School Business Manager to identify and support pupils who are eligible for PP funding with extra-curricular activities and residential trips.</p> <p>Provision of uniform where necessary.</p>	<p>All staff</p> <p>SLT</p> <p>SBM</p> <p>Phase Leaders</p> <p>HT</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Regular (at least half termly) phase / Pod meetings</p>
Ensure lunchtime supervisors are fully equipped to support pupils with ASD / ADHD on playground during social interaction times	<p>Training sessions identified where strategies and support will be given in order for lunchtime supervisors to aid smooth interactions on playground</p>	<p>Improved social and emotional presentation of pupils during social interaction times.</p> <p>Continuation from 2019-2020 when Covid-19 restrictions allow.</p>	<p>Lead lunchtime supervisor to liaise with SMT. Meetings with all lunchtime supervisors will be held weekly.</p> <p>Monitoring on the playground</p>	<p>Lunchtime supervisors</p> <p>SLT</p>	<p>Termly</p>
Known costs to date:				Total budgeted cost	£8354.48

Uniform - £60 (to date 2 pupils have used their £30 per head funding towards uniform costs) Pantomime - £150 (all children from Reception to Y6 watched an online pantomime) Swimming - £? (swimming tuition will take place in May / June 2021 for Y5/6 pupils) - TBC Free Breakfast Club places – on average – 10 a day = £5,700 per year Lunchtime Supervisor training from CES (ASD / ADHD) - £450 Attendance Officer – CES - £1500 Seesaw - £401.28 for PP pupils for Seesaw licence for 2 years Individual pencil cases - £28 Christmas Crackers - £10 Lent Books - £55.20	
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Spends to date (reviewed March 2021) = **£51, 276.48**

Left in cost centre to July 2021 = **£7868.52**