



Pupil premium strategy statement - St Columba's Catholic Primary 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	211
Proportion (%) of pupil premium eligible pupils	19.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2024 2024 – 2025 2025 – 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Siobhan Foster
Pupil premium lead	Rachel Quinn
Governor / Trustee lead	Paul Dinsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,608
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,800
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,408

Part A: Pupil premium strategy plan

Statement of intent

At St Columba's Catholic Primary School, we value and support all children, irrespective of their background or the challenges they face, as we are a community with Christian values at our core.

We aim for pupils to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As a school, we consider the challenges that are faced by our disadvantaged pupils; the activity we have outlined in this statement is also intended to support all needs, regardless of whether pupils are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. At St Columba's we are committed to providing a broad and balanced curriculum which raises our pupils' aspirations. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data indicates that attendance and punctuality for our disadvantaged pupils is below our whole school figure and lower than any other identified grouping within the school</p> <p>Current picture (Autumn Term 2023):</p> <p>Whole school average attendance – 94.7%</p> <p>Disadvantaged average attendance – 89%</p> <p>SEND average attendance – 95%</p> <p>Persistently Absent (less than 90%) – 12.5% (of which 50% are disadvantaged)</p>
2	<p>Many of our disadvantaged children come from homes that do not support a culture of reading and learning. At home, they have limited access to high quality reading material. They can quickly fall behind with phonics. This inability to read well, naturally can cause difficulty in accessing the whole curriculum. Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards</p>
3	<p>Many of our children have poor awareness of the outside world which, in turn, means they often have a poor vocabulary. They lack life experiences and the opportunity to develop vocabulary by (for example) visiting a place of educational value or even a setting beyond their own locality).</p> <p>Underdeveloped oral language skills and vocabulary gaps can be seen among many of our disadvantaged pupils.</p>
4	<p>A child's emotional development and wellbeing is fundamental to their readiness to learn and impacts on all aspects of their development and education. A significant number of our disadvantaged pupils have been identified as having social and emotional issues.</p>
5	<p>The home life of some of our disadvantaged pupils impacts upon morning routine and school life. Family pressures; cost of living crisis, hunger, tiredness etc. can have a negative impact on children and their learning in school.</p>
6	<p>Many of our disadvantaged pupils come from homes where education is undervalued. In turn, pupils do not have high aspirations for their future.</p>

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
To achieve and sustain improved attendance for all children in school: particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <p>the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being no lower than their peers.</p>
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.
Develop a reading culture in school and give children the ability to access many high order reading materials.	<p>KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.</p> <p>Assessments and observations indicate improved attitudes towards reading culture</p>
Basic and essential skills in number, reading and writing are securely embedded following intervention and targeted support.	The majority of pupils will reach at least age-related expectations by the end of each key stage and will have the appropriate knowledge and skills to prepare them for the next phase of their learning.
To achieve and sustain improved wellbeing and support for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
The school proactively searches for life experiences and educational visits that improve aspirations and vocabulary.	Further develop the rich diet of educational visits and visitors for the children.

	Develop partnerships that will further raise aspiration and will give additional educational opportunity for the children. Build a progressive and coherent curriculum around educational visits.
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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: £28,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement pure year group classes across the school linked to quality first teaching	EEF – Pupil Premium Guidance Ensuring 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. Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. With consistently good or better teaching, maintaining pure year groups across the school is an essential priority due to the amount of learning lost following the Coronavirus pandemic. It will ensure that we can continue to rapidly address gaps in learning within all curriculum areas following the pandemic and can close the gaps in attainment.	2,3,4 and 6
Purchase of standardised diagnostic	When used effectively, diagnostic assessments of gap analysis and question level analysis can indicate areas for development for individual	2, 3 and 6

<p>Cornerstones assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>pupils, or across classes and year groups.:</p> <p>Diagnostic assessment EEF</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme, Little Wandle, to secure stronger phonics teaching for all pupils.</p> <p>Ensure that 'keep up and catch up' sessions are embedded</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 3
<p>An extensive range of reading resources will be purchased that are available for all pupils to access (at their level), which will improve overall reading progress and help foster a further love of reading.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment:</p> <p>DfE - Research evidence on Reading for Pleasure</p>	2 and 3
<p>Enhancement of our maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	3 and 6

<p>curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources, attend training and implement</p>	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4, 5 and 6

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

Budgeted cost: £17,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 5 and 6

including those who are high attainers.		
Additional phonics sessions ‘keep up’ and ‘catch up’ targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Little Wandle phonics scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 3 and 6
Targeted improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills including NELI, Blast! and EarlyTalkBoost	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2, 3 and 5

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

Budgeted cost: £19,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 4, 5 and 6
Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance This will involve training and release	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 4, 5 and 6

time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
School based counselling service	Counselling provision for pupils. Counselling has a strong evidence base for improving pupils' social and emotional resilience and the impact on readiness to learn.	1, 4 and 5
Subside trips and residential trips	EET toolkit suggests provision of a range of initiatives to extend children's experiences	
Breakfast Club	Using Pupil Premium:Guidance for School Leaders	4,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £ 65,408

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for pupil premium pupils by the end of 2023:

KS2 (cohort of 6 PP pupils)

	Attainment EXS+	Progress
Reading	50%	Average scaled score: +0.2 EXS+: 10% High attainers: -3.1 Middle attainers: +6.0 Low attainers: -4.0
Maths	67%	
Writing	50%	
GPS	50%	
Combined	50%	

KS1 (cohort of 7 PP pupils)

	Attainment EXS+	Progress
Reading	57%	
Writing	43%	
Maths	47%	
Combined	14%	

Year 1 Phonics (cohort of 5 PP pupils)

Working at or above the expected standard: 40%

EYFS (cohort of 5 PP pupils)

Good Level of Development: 20%

Speech and language, mental health and resilience remain a priority throughout the school.

Writing is a focus to help improve combined RWM percentage, particularly in KS1.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Counselling	Next Steps Counselling
Attendance and Welfare	Clennell Education Solutions
Life to the Full	Ten Ten