

Pupil premium strategy statement

St Columba Catholic Primary School

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 | St Columba Catholic Primary School |
| Number of pupils in school | 224 |
| Proportion (%) of pupil premium eligible pupils | 58.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 to 2024 |
| Date this statement was published | Oct 21 |
| Date on which it will be reviewed | Sept 22 |
| Statement authorised by | Margi Evans |
| Pupil premium lead | Margi Evans |
| Governor / Trustee lead | Mrs M Boardman |

Funding overview

| Detail | Amount |
|--|------------------------------|
| Pupil premium funding allocation this academic year | £169,470 |
| Recovery premium funding allocation this academic year | £ 18850 (based on 130pupils) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £188,329 |

Part A: Pupil premium strategy plan

Statement of intent

Key Priorities:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. This will be achieved through 'Transforming Teaching' programme.
- To release DHT from class to provide support for Year 2 and Year 6 pupils.
- Release SENDCO 2 days a week to provide SEND support for staff, children and families
- 1-1 tuition for identified children.
- Small group support
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. Enhancing the cultural capital of children in receipt of Pupil Premium; providing a breadth of experiences.
- Behaviour support
- Attendance Support
- To raise the attainment for all Pupil Premium eligible children to ensure achievement is in line with, or better than national by the end of KS1 and KS2.
- To narrow the gap between Pupil Premium pupils and their non-disadvantaged peers in reading, writing and mathematics across school.
- Provide high-quality, targeted academic support for children below the expected standard or those who are not making expected progress.
- Mainly through the Learning Mentor, to ensure barriers, including attendance, behaviour, social, emotional and mental health, are addressed.

Key Objective:

Our key objective is to **ensure all Pupil Premium eligible children achieve to the best of their ability and the gap between PP children and their non-disadvantaged peers is narrowed.** Our Pupil Premium strategy works towards achieving this objective through the scrutiny of school data, targeted support and carefully researched strategies and initiatives (Education Endowment Fund).

Challenges

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

| Challenge number | Detail of challenge |
|---------------------------|---|
| In-school barriers | |
| A | Poor language and communication skills are evident on entry to EYFS for many of our PP-eligible children, which has the potential to impact early reading, as well as future reading and writing attainment and progress. |
| B | Outcomes of Pupil Premium pupils at the end of the Early Years Foundation Stage at the expected standard are lower than non-PP children, by 20% |
| C | Percentage gap between Pupil Premium and non-Pupil Premium pupils achieving expected standard in the phonics screening test is 14% |
| D | Attainment & Progress of Pupil Premium pupils across KS1 and KS2 in reading and mathematics. (KS1 14% in Reading and 10% in Maths) |
| E | Attainment of PP children in Writing is well below national average. 12% difference in KS2 |
| F | Increasing High level of complex SEN needs in the school impacting on individual children as well as whole classes |
| External barriers | |
| G | Limited opportunities to develop speech and communication. |
| H | Attitudes towards attendance and punctuality remain poor for some families. |
| I | Low aspirations/ low expectations from pupils and parents. |
| J | Emotional, social and mental health needs are impacting upon behavioural needs. A number of Pupil Premium pupils are faced with difficult and complex home lives, which impact on academic achievement, self-esteem, self-confidence, resilience and mental health. |
| K | Cultural capital deficit owing to poverty and narrow experiences of life outside of school. Pupils' experiences and understanding of the world are limited and have the potential to impact on academic progress in all curriculum areas. |
| L | Engagement of Pupil Premium children in Remote Learning across school during school closures was very low; impacting significantly on attainment and progress of these children. |

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 |
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| A SLC is improved within EYS and throughout the | WELLCOMM demonstrates an improvement in Speech and Language. The number of children identified as SLCN decreases. |

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| school for identified children | |
| B The number of PP achieving GDS is equal to , or above the number of NPP children. | The number of PP children achieving GLD increases, towards NA. |
| C The number of PP children passing the phonic screening test is equal to , or above the number of NPP children. | The number of PP passing the Phonics screening tests increases , edging towards NA. |
| D Progress in Reading, and Maths can be evidenced | PP children Achieve national average progress scores in KS2 Reading and Maths |
| E The number of PP working at the expected standard in Writing is equal to , or above the number of NPP children. | The number of PP achieving the expected standard in Writing increases , edging towards NA. |
| F The number of PP children on SEND register decreases | The additional needs of all PP children are being met. |
| G Increase opportunities to develop Speech and Language | The number of PP children identified as having a SLCN decreases |
| H Poor attendance is not a barrier to learning. | Attendance of disadvantaged pupils is above 96% and the number of PP children identified as PA is reduced. |
| I PP children, and their families, have high aspirations for their | The learning behaviour of PP children is on par with the learning behaviour of Non PP children. |

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| learning and for their future. | |
| J The emotional well-being of all pupil premium children is positive. | All children are ready and willing to learn with no barriers. |
| K Cultural capital deficit decreases. | PP children are offered a range of experiences to enhance their learning and add to their cultural capital. |
| L Pupil Premium children are engaged in Remote Learning/ Homework | PP are actively engaged in remote learning at home and in school. |

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: £ 82,000

| Activity | Evidence that supports this approach | Challenge(s) addressed |
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| Provide CPD for staff to ensure high quality teaching and learning across all key stages. (£15,000) | <p>The Sutton Trust Report (2011) states that, <i>ensuring an effective teacher/s 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 top priority for any Pupil Premium spend.</i></p> <p>Regular CPD through courses, INSET, coaching, etc is informed by performance management reviews, monitoring and school improvement priorities ensuring that standards of teaching are always good or better.</p> | A, B, C, D, E, F |

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| | <p><i>'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes. Education Endowment Foundation</i></p> | |
| <p>Release DHT to support with: identifying the GAPS caused by the pandemic; supporting emotional well-being and extra CPD for staff (£20,000)</p> | <p><i>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact. Education Endowment Foundation</i></p> | A-L |
| <p>Release SENCO additional 2 days a week, in order that she can support staff to meet the increased needs of the children. (£19,000)</p> | <p><i>Evidence is provided from school experience and therefore school based. The increasing, and high number of disadvantaged children, who present as SEN and need access to an Educational Psychologist means that the quicker that children are assessed</i></p> | A-F |
| <p>Learning Mentor provision of support for vulnerable individuals and groups. (£25,000)</p> | <p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. Education Endowment Foundation</i></p> <p>Metacognition and self-regulation approaches aim to help pupils to think about their learning more explicitly.</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies can be</i></p> | G-K |

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| | <i>particularly effective for low-achieving and older pupils.</i> Education Endowment Foundation | |
| Continue to Re-establish attendance team (£3000) | <p>Good attendance is linked to good progress and academic outcomes.</p> <p><i>Ofsted -A strong focus on attendance and punctuality is needed so that disruption to learning is minimised. Evidence from Ofsted suggests that the wise and targeted use of the PP can be used to help some pupils to overcome their habits of non-attendance which if unchallenged will effect their out-comes, performance, progress, confidence and well-being.</i></p> <p><i>There's a clear link between poor attendance and lower academic achievement.</i></p> <p><i>Advice from the National Strategies (hosted on the National Archives) says that:</i></p> <p><i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p> | A-F, H |

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

Budgeted cost: £ 69,000

| Activity | Evidence that supports this approach | Challenge addressed |
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| Provision of speech and language interventions in EYFS (Nursery and Reception). £5000 Speech and Language | <i>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately six months' additional</i> | A, B |

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| <p>intervention for identified children in KS1 and KS2 (£3000)</p> | <p><i>progress over the course of a year.</i> Education Endowment Foundation</p> <p>Improved speech and language development through targeted support increases confidence amongst children and reduces barriers to learning by supporting children in communication.</p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i> Education Endowment Foundation</p> <p><i>Early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.</i> Education Endowment Foundation</p> <p><i>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately six months' additional progress over the course of a year.</i> Education Endowment Foundation</p> <p><i>DFE (2020) have concluded that due to COVID-19, some pupils entering Reception will have missed more than 20 weeks of early education, with most impact being on language development.</i> Education Endowment Foundation</p> | |
| <p>Phonics/EYFS lead to plan and support phonics across EYFS and KS1, alongside class teachers and trained CTAs, using a structured scheme. (£3000)</p> | <p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>School have moved to Twinkl Phonics scheme.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an</i></p> | <p>C</p> |

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| | <p><i>average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Education Endowment Foundation</i></p> | |
| <p>Provision of structured, bespoke interventions, including high-quality CTA support, in Reading, Writing and Mathematics across school to accelerate attainment and progress. (£43,000)</p> | <p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Education Endowment Foundation</i></p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible. Education Endowment Foundation</i></p> <p><i>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention that each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months' additional progress for pupils. Education Endowment Foundation</i></p> <p>'Closing the Attainment Gap' report states that, <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Education Endowment Foundation</i></p> <p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and</p> | <p>A, B, C, D, E</p> |

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| | <p>when a structured, time-limited programme is used.</p> <p><i>Programmes involving teaching assistants can have a valuable impact. Where tuition is delivered by teaching assistants, there is evidence that training and the use of a structured programme is beneficial.</i> Education Endowment Foundation</p> <p><i>The growth in the numbers of TAs has been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated. Given that SEND pupils and low-attaining pupils are more likely to claim Free School Meals. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools.</i> Education Endowment Foundation</p> <p><i>TAs play a vital role in the engine-room of school life. They link so much at the heart of pupils' school experience, from day-to-day relationships with pupils, along with professional partnerships with teachers.</i> Education Endowment Foundation</p> | |
| <p>Specialist Provision for SEND, including funding Educational Psychologist support.</p> <p>(£9000)</p> <p>Provision Map (£1,000)</p> | <p>Psychologist time will lead to improved mental and emotional health and wellbeing of supported pupils leading to better progress in learning.</p> <p><i>Evidence is provided from school experience and therefore school based. The increasing, and high number of disadvantaged children, who present as SEN and need access to an Educational Psychologist means that the quicker that children are assessed</i></p> <p><i>A large and unrecognised part of a teacher's job involves addressing children's emotional, social and behavioural needs. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understanding things from another</i></p> | <p>A, B, C, D, E,F, J</p> |

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| | <i>person's perspective, and communicate in appropriate ways. These social and emotional skills are essential for children's development, support effective learning and are linked to positive outcomes in the future.</i> Education Endowment Foundation | |
| 1 to 1 tuition for identified Year 2 and Year 6 children at risk of falling behind. (£5000) | <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> | |

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

Budgeted cost: £ 37000

| Activity | Evidence that supports this approach | Challenge addressed |
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| <p>School attendance Service to support families with attendance barriers; impacting on improved school attendance. £3000</p> <p>Range of attendance initiatives. £3000</p> | <p>SSF states that, <i>in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.</i></p> <p>The link between attendance/punctuality and achievement is well documented.</p> <p>Attainment cannot be improved for pupils if they are not attending school. <i>NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p>Learning lost through non-attendance cannot be regained/caught up.</p> <p>The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> | A, B, C, D, E, I |

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| | <p>There's a clear link between poor attendance and lower academic achievement.</p> <p>Advice from the <u>National Strategies</u> (hosted on the National Archives) says that:</p> <p><i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p> | |
| <p>Subsidise school trips, enrichment and extended curriculum activities. £12,000</p> <p>Continue to offer all pupils a high-quality extended school provision and enrichment opportunities. (£3000)</p> | <p>Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as “arts for arts sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g. improving Maths by playing Chess; develop children’s character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</i></p> <p>Education Endowment Foundation</p> <p>Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital.</p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes, such as self-confidence. The evidence suggests that the impact is greater for more vulnerable pupils.</i></p> <p>Education Endowment Foundation</p> <p>The Education Endowment Foundation previously funded a smaller trial of Children’s</p> | <p>A, B, C, D, E, L</p> |

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| | University, which found <i>positive impacts on Key Stage 2 Maths and Reading results equivalent to about +2 months' additional progress. Small improvements were also seen for a range of other outcomes, such as teamwork, social responsibility, and aspirations.</i> | |
| Breakfast Club (£9,000) | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, | |
| Provision of Remote Learning Increase number of online subscriptions. (£7000) | Remote schooling: new EEF evidence review highlights core... EEF (educationendowmentfoundation.org.uk) | A, B, C, D, E, M |

Total budgeted cost: £37000 +£69000+£82000=£188,000

Part B: Review of the academic year 2022

Outcomes for disadvantaged pupils

| Year: REC | All pupils | PP pupils | National | Local |
|------------------------|------------|-----------|----------|-------|
| % Achieving GLD | 57% | 57% | 65% | 59% |
| Year: 1 | All pupil) | PP pupils | National | Local |
| % PASSING PHONICS TEST | 67% | 59% | 76% | 69% |

| Year: 2 | All pupils | PP pupils | National | Local |
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| % Achieving Expected + Standard in Reading | 66% | 65% | 67% | 69% |
| % Achieving Expected Standard in Writing | 45% | 35% | 58% | 51% |
| % Achieving Expected Standard Maths | 55% | 50% | 68% | 65% |
| % achieving expected level in Reading, Writing and Maths combined | 34% | 25% | 53% | 48% |

| Year: 6 | All pupils | PP pupils | National | Local |
|---|-------------------|------------------|-----------------|--------------|
| % Achieving Expected Standard in Reading | 76% | 78% | 74% | 74% |
| % Achieving Expected Standard in Writing | 59% | 57% | 69% | 66% |
| % Achieving Expected Standard Maths | 62% | 65% | 71% | 69% |
| % achieving expected level in Reading, Writing and Maths combined | 48% | 48% | 72% | 70% |