

# St Columba C of E Primary School



## School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	55%
Academic year-years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Tina Handley (Head of School)
Pupil premium lead	Tina Handley
Governor / Trustee lead	Mandy Watson

## Funding overview

Detail	Amount
Pupil premium funding allocation in this academic year	£61,742
Recovery premium funding allocation this academic year	£7,975
Pupil premium (and recovery premium*) funding carried from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024</i>	£0
Total budget for this academic year	£69,717

## Part A: Pupil premium strategy plan

### Statement of intent

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.

*Our intention is that all pupils, irrespective of their background or the challenges they face, 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.*

*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 also intended to support their needs, regardless of whether they 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. 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. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 SEND Speech and language support	Assessment, observations and discussions with pupils indicate underdeveloped oral language skills are more prevalent among our disadvantaged pupils than their peers.
2 Attendance	Our data indicates that low attendance among our disadvantaged pupils is high compared to that of non-disadvantaged pupils.
3 Additional TA Support	Internal assessments indicate that writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4 1:1 tutoring	Our assessments and observations indicate the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures largely than for other pupils. This has resulted insignificant knowledge gaps leading to pupils falling further behind age-related expectations.
5 Community and family worker	Through monitoring and looking at the whole child we can see that many issues for this group of pupils have remained unsolved particularly around family issues and support that family's need to recover from the pandemic. This results in low attendance and parents feeling unsupported with matters arising at home.
6 Enrichment opportunities	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
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 is lessons, books scrutiny and ongoing formative assessment.
Improved writing and maths attainment	Pupils in KS2 make 6+ points in progress in the year 21-22 with at least 50% reaching the required attainment for their year group.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, student and parent surveys and teacher observations</li> </ul> A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>The attendance gap between disadvantaged and their non-disadvantaged peers being reduced to meet national expectations</li> </ul> The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their 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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language assessment and intervention	All children joining the school in reception to have speech and language assessment. Individual and small group interventions for children who need it.	1
Sound Write Phonics	DFe validated Phonics scheme for EYFS and KS1. 3 teachers to be trained and books purchased	1

Additional teacher 3-day week (JO)	Teacher Assessment of pupils at the end of KSI for the current year 3 children, particularly the PP children showed a low level of attainment. Small group work for identified pupils.	3,4
Individual needs Assistant x 2 days a week	Pupils needing 1:1 support/key adult in the classroom at specific key times in a day	3

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Tuition targeted at specific needs and knowledge gaps. T3 and T4 Maths Year 4 and Year 5 can be an effective method to support low attaining pupils or those falling behind in small groups	4
Maths targeted interventions	Small group maths support for targeted pupils to improve attainment. Targeted Year groups initially Year 6 and Year 5	3, 4

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

Budgeted cost: £34,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional adult dedicated to community and family key worker	Some of our families are struggling with accessing support outside of school e.g.: support with parenting, pupils' behaviour at home, which has a knock-on effect to attainment in the classroom and attendance	2, 5, 6
Enrichment opportunities	Extended school clubs (those which require payment by families) has low attendance by our PPG pupils. This is evidenced in the data that is gathered termly. In order for these pupils to access the clubs there needs to be funding available to ensure they have the same opportunity as other pupils.	4

**Total budgeted cost: £77,000**

## **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 2022 to 2023 academic year.

All attainment outcomes for year groups 1-5 are based on Teacher Assessment. The outcomes for Year 6 are the Statutory Attainment Tests outcomes.

Year	Subject	Term 2	Term 4	Term 6
6	Reading	63%	38%	38%

Cohort 13 pupils 8 PP pupils	Writing	38%	25%	38%
	Maths	25%	25%	38%
5 Cohort 19 pupils 9 PP pupils	Reading	44%	55%	44%
	Writing	44%	44%	44%
	Maths	44%	44%	33%
4 Cohort 14 pupils 9 PP pupils	Reading	55%	55%	56%
	Writing	44%	56%	56%
	Maths	44%	56%	56%
3 Cohort 18 pupils 9 PP pupils	Reading	11%	55%	44%
	Writing	11%	0%	0%
	Maths	0%	22%	44%
2 Cohort 11 pupils 6 PP pupils	Reading	50%	55%	50%
	Writing	50%	40%	0%
	Maths	50%	50%	50%
1 Cohort 15 pupils 5 PP pupils	Reading	60%	60%	40%
	Writing	60%	60%	20%
	Maths	60%	60%	20%

<b>Additional Interventions accessed by Pupil Premium pupils</b> <b>Total number of PPG pupils Between April 22 and Mar 23</b> <b>58 = 55% of the whole school population</b>	
<b>Intervention</b>	<b>Number of pupils and %</b>
Thrive	5 PPG pupils 9%
ELSA ( Emotional Literacy support)	7 PPG pupils 12%
Drawing and talking	13 PPG pupils 22%
Support from school Family Liasion worker	22 PPG pupils and families 38%

Activity	Outcome
All Early Years pupils starting school in Sep 22 screened for speech and language	100% of PP children were screened.
Sounds write phonics scheme introduced	All teaching staff and x2 support staff are trained to deliver Sounds write phonics <b>100% of PPG</b> pupils are accessing the Sounds Write phonics scheme, delivered by trained staff
Additional part time teacher Teacher	Supported interventions 12% of PPG pupils attended these intervention sessions
Adittional INA	Supported 4 pupils demonstrating challenging behaviour all of which were PPG pupils. This lowered the change of permanent exclusion for 3 of these pupils
Mentoring and school led tutoring for identified pupils	28% of PPG pupils accessed the school led tutoring 16
Family Liasion worker	38% of our PPG pupils and their families has support in different areas including attendance July 2023 attendance for this group of pupils was 95.7%
Enrichment opportunities	80% Of PPG pupils were supported financial to attend school trips  43 wouldn't pay